

Morphosyntactic Patterns of Translanguaging in Multilingual ESL Classrooms

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ABSTRACT:

This study investigates the morphosyntactic features of translanguaging in a multilingual classroom context with Grade 11 English Second Language students. The research was conducted in a reading and writing classroom in an academic senior high school with seventy-nine students who used English and Filipino as their lingua franca during the lessons. Employing a descriptive qualitative research design, classroom sessions were audio- and video-recorded and transcribed to extract translanguaging utterances. The collected data were morphosyntactically analyzed and grouped into four levels of structure: word, phrase, clause, and sentence.

The findings show that translanguaging utterances are systematically morphosyntactically organized rather than reflecting arbitrary language mixing. At the word level, both lexical borrowing and morphological adaptation were used; at the phrase level, there was evidence of assimilation between Filipino grammatical markers and English lexical items. There is also a much more complex pattern seen in this interaction at the clause and sentence levels, involving a variety of syntactic structures that have Filipino accomplishment verbs combined with English complements, as well as Filipino discourse particles functioning within English lexical contexts. These structures provide evidence of coordinated grammatical knowledge across languages and show that bilingual speakers produce grammatically coherent utterances by integrating linguistic resources.

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Such findings indicate that translanguaging provides evidence of productive bilingual competence and of organized grammatical structuring in communication within multilingual classrooms. This study adds to the body of research on translanguaging by providing morphosyntactic detail of bilingual utterances in an ESL classroom setting. These findings underscore crucial aspects of translanguaging as a systematic linguistic practice and therefore offer valuable insights into the grammatical structure of multilingual speech.

Keywords: Translanguaging, Morphosyntactic analysis, Multilingual ESL classrooms, Bilingual competence, Morphological integration, Syntactic integration, Classroom discourse analysis, Multilingual education

1 Introduction

1.1 Multilingual Education and ESL Classrooms

Multilingualism has become a defining characteristic of contemporary education systems, particularly in countries where students routinely use multiple languages in everyday communication. In many educational contexts, English serves as the primary language of instruction even though it may not be the learners' first language. Students, therefore, rely on linguistic knowledge developed in their first language when interpreting academic content and participating in classroom interaction. This interaction between languages creates complex patterns of multilingual communication that cannot be adequately explained through monolingual perspectives of language learning [Baker, 2011; Cummins, 2000]. The Philippine educational context provides a particularly relevant environment for investigating multilingual communication because students are typically exposed to English, Filipino, and regional languages throughout their education. English is widely used in formal instruction, while Filipino and other local languages are commonly used in everyday interaction. As a result, students frequently draw on linguistic resources in academic communication. These patterns reflect natural multilingual language practices rather than deviations from language norms [Lewis et al., 2013; Wardhaugh & Fuller, 2015]. Understanding how students use multiple languages in classroom interaction has become an important concern in second language education. Traditional language-teaching approaches often emphasize a strict separation between languages. However, research increasingly demonstrates that multilingual learners benefit from opportunities to use their full linguistic repertoire

during learning activities. Flexible language practices can support comprehension, promote participation, and facilitate expression of complex ideas [Lightbown & Spada, 2013; Richards & Rodgers, 2014].

1.2 Translanguaging as a Model of Bilingual Communication

The concept of translanguaging has emerged as an important theoretical framework for understanding multilingual language practices. Translanguaging refers to the flexible use of linguistic resources from multiple languages to construct meaning and facilitate communication. Unlike traditional models of bilingualism that treat languages as separate systems, translanguaging theory proposes that bilingual speakers operate from a unified linguistic repertoire [García, 2009]. This perspective challenges conventional assumptions about language boundaries and language learning. Rather than switching between independent language systems, bilingual speakers select linguistic features that best express intended meanings. Translanguaging, therefore, represents a natural mode of communication in multilingual environments and reflects integrated linguistic competence [García & Li Wei, 2014; Otheguy et al., 2015]. Research has shown that translanguaging plays an important role in classroom interaction. Students use translanguaging to clarify meanings, explain concepts, and negotiate understanding with peers and teachers. Translanguaging practices often emerge spontaneously as learners attempt to interpret unfamiliar information through familiar linguistic resources. These practices allow students to participate more actively in learning activities and support the development of academic language proficiency [Creese & Blackledge, 2015; Cenoz & Gorter, 2017].

Although translanguaging has been widely studied from pedagogical and sociolinguistic perspectives, relatively little attention has been given to its grammatical structure. Many studies describe translanguaging as a communicative practice without examining how linguistic elements combine within bilingual utterances. As a result, the structural characteristics of translanguaging remain insufficiently understood.

1.3 Morphosyntactic Analysis of Translanguaging

Morphosyntactic analysis provides a valuable approach for examining the grammatical structure of translanguaging. Morphology concerns the internal structure of words and the ways in which meaningful units combine to form lexical items, while syntax concerns the organization of words into phrases and sentences according to grammatical rules. Morphosyntax integrates these perspectives by examining relationships between word formation and sentence structure [Aronoff & Fudeman, 2011; Crystal, 1980]. In bilingual communication, morphosyntactic analysis enables the identification of systematic patterns of structural integration across languages. Bilingual speakers often combine morphological and syntactic elements from different languages within a single utterance. These patterns demonstrate coordinated grammatical knowledge rather than random mixing of vocabulary items. Morphosyntactic analysis, therefore, provides insight into the nature of bilingual linguistic competence [Chomsky, 1995; Halliday & Matthiessen, 2014]. Previous research suggests that bilingual speakers apply morphological and syntactic principles productively across languages. Affixes from one language may be attached to lexical roots from another language, and syntactic structures may incorporate elements associated with different languages. These patterns indicate that bilingual language production involves organized grammatical processes rather than isolated lexical borrowing [Myers-Scotton, 2006; Winford, 2003]. Despite

the importance of morphosyntactic analysis, relatively few studies have examined structural patterns of translanguaging in ESL classrooms. Most translanguaging research focuses on communicative functions and pedagogical outcomes. Detailed grammatical analysis remains limited, particularly in multilingual educational contexts.

1.4 Research Gap and Objectives

Existing research demonstrates that translanguaging plays a significant role in multilingual classroom communication. Studies have shown that translanguaging supports comprehension, promotes participation, and facilitates learning. However, relatively little research has examined the morphosyntactic structure of translanguaging utterances. Without detailed structural analysis, it is difficult to understand how bilingual speakers organize linguistic resources during communication.

The lack of morphosyntactic research represents a significant gap in translanguaging studies, particularly in ESL classroom contexts. Understanding structural patterns of translanguaging can provide important insights into bilingual language competence and the grammatical organization of multilingual communication.

This study addresses this research gap by investigating morphosyntactic patterns of translanguaging among senior high school ESL learners in a multilingual classroom. The study aims to:

1. Identify translanguaging expressions at the word, phrase, clause, and sentence levels
2. Analyze morphosyntactic structures of translanguaging utterances
3. Determine patterns of linguistic integration across languages
4. Interpret morphosyntactic patterns in relation to bilingual competence

The findings of this study are expected to contribute to linguistic research on bilingual

grammar and provide insights into the structural characteristics of translanguaging in multilingual ESL classrooms.

2 Literature Review

2.1 Translanguaging Theory and Multilingual Communication

Translanguaging has emerged as a central concept in multilingual education and applied linguistics. The term refers to the flexible use of linguistic resources from multiple languages within a unified communicative repertoire. Unlike traditional views that treat languages as separate systems, translanguaging theory emphasizes the integrated nature of bilingual competence. Multilingual speakers draw upon available linguistic resources dynamically rather than switching between clearly separated language systems. Recent theoretical developments emphasize that multilingual competence develops through communicative practices in which languages interact continuously. Translanguaging, therefore, represents a natural mode of communication in multilingual environments and reflects the linguistic realities of contemporary societies. The growing importance of translanguaging is reflected in the increasing number of empirical studies in applied linguistics. A comprehensive review of research from 2008 to 2022 shows that translanguaging studies have expanded rapidly across educational contexts and linguistic environments. These studies demonstrate that translanguaging practices are used for educational, social, and communicative purposes in multilingual settings. Translanguaging has also been described as a pedagogical philosophy and analytical perspective that recognizes learners' active role in constructing meaning through multiple linguistic resources. This perspective highlights the importance of learner agency and flexible language use in multilingual classrooms.

Despite the rapid expansion of translanguaging research, theoretical debates remain regarding the scope and definition of the concept. Some scholars argue that translanguaging overlaps with

earlier concepts such as code-switching and language transfer. These discussions indicate the need for more detailed linguistic analyses that clarify the structural characteristics of translanguaging.

2.2 Translanguaging in ESL and EFL Classrooms

Research consistently demonstrates that translanguaging plays a significant role in English language learning environments. Multilingual learners frequently rely on familiar linguistic resources when interpreting new information and participating in classroom interaction. A systematic review of translanguaging pedagogy in ESL classrooms shows that learners benefit from using their full linguistic repertoire during language learning activities.

Studies have shown that translanguaging facilitates comprehension and supports conceptual understanding in multilingual classrooms. Translanguaging allows learners to connect new knowledge with prior linguistic experience, thereby improving their understanding of academic content.

Research in EFL classrooms also demonstrates that translanguaging promotes language acquisition and literacy development. Students who are allowed to use multiple languages during learning activities often show improved participation and more inclusive interaction patterns.

Empirical classroom studies indicate that translanguaging can improve communication between teachers and students, particularly for learners with limited proficiency in the target language. Allowing students to use familiar linguistic resources helps them participate more effectively and supports the development of academic language skills.

Recent research also emphasizes the importance of translanguaging for inclusive education. Translanguaging practices allow linguistically diverse students to participate in classroom

interaction while maintaining connections to their linguistic backgrounds.

These findings suggest that translanguaging represents an important feature of multilingual learning environments. However, most studies focus on pedagogical outcomes and communicative functions rather than structural linguistic analysis.

2.3 Morphological and Morphosyntactic Perspectives

Morphological and morphosyntactic research provides important insights into bilingual language production. Morphology concerns the internal structure of words and the formation of lexical items through processes such as affixation and compounding. Morphosyntax examines relationships between word structure and sentence structure in grammatical organization.

Research on multilingual language learning suggests that morphological awareness develops across languages when learners use multiple linguistic resources during communication. Translanguaging practices can support the development of morphological knowledge by encouraging learners to compare linguistic structures across languages.

Morphosyntactic development studies show that bilingual speakers often integrate grammatical structures across languages in systematic ways. These patterns demonstrate that bilingual language production reflects organized grammatical processes rather than random mixing of vocabulary items.

Recent research indicates that morphological awareness and grammatical knowledge may transfer across languages when learners engage in multilingual communication. This transfer supports the development of linguistic competence and promotes a deeper understanding of grammatical structure. Despite the relevance of morphological and morphosyntactic research for translanguaging studies, relatively few investigations have focused specifically on grammatical structure in

multilingual ESL classrooms. Most translanguaging studies emphasize communicative or pedagogical aspects rather than detailed structural analysis.

2.4 Structural Studies of Translanguaging

Although translanguaging research has expanded rapidly, structural linguistic studies remain limited. Many investigations describe translanguaging practices as communication strategies without examining their grammatical organization.

Recent classroom-based research demonstrates that translanguaging utterances often follow identifiable structural patterns. Learners combine lexical and grammatical elements from different languages in ways that maintain grammatical coherence. These patterns suggest that translanguaging reflects systematic linguistic organization rather than random language mixing.

Studies of translanguaging classroom discourse indicate that bilingual speakers coordinate linguistic knowledge dynamically during interaction. These coordinated processes enable learners to construct meaningful utterances in multiple languages.

Recent pedagogical research also suggests that translanguaging practices contribute to linguistic and academic development by enabling learners to draw on integrated linguistic knowledge during learning activities.

Despite these developments, morphosyntactic analyses of translanguaging remain relatively rare, particularly in multilingual ESL classroom contexts. Most existing research focuses on language practices or pedagogical outcomes rather than grammatical structure.

2.5 Research Gap

The literature demonstrates that translanguaging plays a central role in multilingual education and English language learning. Studies consistently show that translanguaging supports comprehension, participation, and language

development. However, most existing research focuses on pedagogical or sociolinguistic perspectives. Relatively few studies have examined morphosyntactic patterns of translanguaging in ESL classrooms. Detailed analysis of grammatical structures remains limited despite its importance for understanding bilingual language competence. The lack of morphosyntactic research represents an important gap in translanguaging studies. Understanding structural patterns of translanguaging can provide insights into bilingual grammar and multilingual language production.

The present study addresses this gap by examining morphosyntactic patterns of translanguaging among senior high school ESL learners in a multilingual classroom. The study provides a detailed structural analysis of translanguaging utterances at word, phrase, clause, and sentence levels.

3 Methodology

3.1 Research Design

This study employed a descriptive qualitative research design to investigate morphosyntactic patterns of translanguaging in a multilingual ESL classroom. The descriptive approach was selected because the study aimed to analyze naturally occurring linguistic data rather than to test experimental hypotheses. Morphosyntactic analysis requires detailed examination of authentic language use, making qualitative methods particularly appropriate for the investigation.

The study focused on classroom discourse in which learners used multiple languages during academic interaction. Translanguaging utterances were analyzed to determine structural patterns at different linguistic levels. Quantitative measures such as frequency counts were used to support qualitative interpretations of morphosyntactic patterns.

The research design allowed detailed examination of morphosyntactic structures while preserving

the natural context in which translanguaging occurred. This approach ensured that the data reflected authentic classroom communication rather than artificial language production.

3.2 Research Setting

The study was conducted in a senior high school ESL classroom, where English was the primary language of instruction. The classroom environment represented a typical multilingual educational context in which students used English and Filipino during academic interaction.

Instructional activities included reading exercises, written responses, oral discussions, and teacher-guided explanations. These activities provided opportunities for spontaneous classroom interaction in which translanguaging occurred naturally. The classroom environment encouraged participation and collaborative learning, allowing observation of a wide range of linguistic expressions.

The classroom setting provided authentic examples of multilingual communication because students interacted with both teachers and peers during instructional activities. These interactions produced a variety of translanguaging utterances suitable for morphosyntactic analysis.

3.3 Participants

The participants were 79 Grade 11 students enrolled in Reading and Writing classes. The students represented multilingual learners who regularly used English and Filipino in both academic and everyday communication. Most participants were native speakers of Filipino and had functional proficiency in English as a second language. Some students also spoke regional languages at home. This linguistic diversity created conditions in which translanguaging occurred naturally during classroom interaction.

The selection of senior high school learners was appropriate because students at this level possess sufficient English proficiency to participate in academic tasks while still relying on multilingual linguistic resources. Their classroom interaction provided a rich source of translanguaging data

reflecting authentic bilingual communication. Participation in the study occurred during regular classroom activities, and no special language tasks were introduced. This ensured that the data represented natural language use rather than responses to experimental conditions.

3.4 Data Collection Procedures

Data were collected through video recording of classroom sessions conducted during regular Reading and Writing classes. Video recording was used to capture both verbal interaction and contextual features of classroom communication. This method allowed detailed analysis of translanguageing utterances within their natural communicative context.

Recording sessions were conducted during normal instructional activities, including:

- Teacher questioning
- Classroom discussions
- Student responses
- Collaborative tasks
- Oral explanations

These activities provided opportunities for spontaneous interaction in which translanguageing occurred naturally. Video recordings were reviewed repeatedly to ensure accurate transcription and interpretation. The use of recorded data enabled a detailed examination of linguistic structures and reduced the risk of data loss.

3.5 Transcription Procedures

Recorded classroom interactions were transcribed verbatim in order to preserve the original structure of translanguageing utterances. The transcription process included both English and Filipino linguistic elements exactly as they occurred in classroom interaction. Utterances were segmented into individual linguistic units to facilitate structural analysis. Pauses and incomplete expressions were noted when necessary for the interpretation of meaning.

However, the primary focus of transcription was the accurate representation of morphosyntactic structure.

After transcription, translanguageing utterances were identified and extracted for detailed analysis. Only utterances containing linguistic elements from more than one language were included in the dataset. The transcription process ensured that morphosyntactic analysis was based on an accurate representation of classroom discourse.

3.6 Identification of Translanguageing Utterances

Translanguageing utterances were identified using the criterion that an utterance must contain linguistic elements from more than one language within a single expression. These elements included lexical items, grammatical markers, or syntactic structures derived from English and Filipino.

Examples of translanguageing expressions identified in the dataset include:

- *Present po ma'am*
- *Tinagalog lang ma'am*
- *It involves ano*
- *Kagaya ng thinking*
- *Nagbabasa tayo to gain knowledge*

These expressions demonstrate integration of linguistic features across languages and represent typical examples of classroom translanguageing. Utterances consisting entirely of a single language were excluded from analysis. This ensured that the study focused specifically on multilingual linguistic structures.

3.7 Morphosyntactic Classification

Translanguageing utterances were classified according to four structural levels:

3.7.1 Word-Level Structures

Word-level translanguageing included individual lexical items demonstrating morphological adaptation or borrowing across languages. These

included English lexical items incorporated into Filipino grammatical contexts as well as adapted lexical forms.

Word-level structures provided insight into morphological integration across languages.

3.7.2 Phrase-Level Structures

Phrase-level translanguageing included groups of words functioning as grammatical units. These phrases demonstrated structural compatibility between English and Filipino linguistic elements.

Examples included noun phrases and descriptive expressions combining lexical and grammatical elements from different languages.

Phrase-level structures illustrated intermediate levels of morphosyntactic integration.

3.7.3 Clause-Level Structures

Clause-level translanguageing included grammatical units containing subjects and predicates. These structures demonstrated morphosyntactic integration within complete propositions.

Clause-level structures often combine Filipino verb forms with English complements or objects. These patterns provided evidence of coordinated bilingual grammatical knowledge.

3.7.4 Sentence-Level Structures

Sentence-level translanguageing included complete grammatical expressions combining linguistic elements from different languages. These structures represented the most complex forms of morphosyntactic integration observed in the dataset.

Sentence-level structures demonstrated coordinated use of morphological and syntactic knowledge across languages.

3.8 Data Analysis Procedures

Morphosyntactic analysis was conducted to identify structural patterns in translanguageing utterances. The analysis focused on both morphological and syntactic features.

Morphological Analysis

- Morphological analysis examined:
- Prefixation and infixation
- Lexical borrowing
- Grammatical markers
- Adapted lexical forms

This analysis enabled the identification of morphological integration across languages.

Syntactic Analysis

Syntactic analysis examined:

- Word order
- Phrase structure
- Clause formation
- Sentence organization

Syntactic patterns were analyzed to determine how grammatical structures from different languages were combined.

3.9 Reliability of Analysis

To ensure reliability, translanguageing utterances were reviewed multiple times during analysis. Repeated examination of the data enabled verification of interpretations and reduced classification errors.

Morphosyntactic categories were defined clearly before analysis began. This ensured consistent classification of linguistic structures across the dataset.

The use of recorded classroom interaction also improved reliability by allowing verification of linguistic structures during analysis.

4 Results

4.1 Overview of Translanguageing Structures

Analysis of classroom interaction revealed consistent morphosyntactic patterns in translanguageing utterances. Students combined English and Filipino linguistic elements at

different structural levels, including words, phrases, clauses, and sentences. These structures demonstrate systematic integration of linguistic resources rather than random language mixing.

A total set of translinguaging utterances was identified from the classroom recordings. These utterances were classified according to structural level to facilitate morphosyntactic analysis. The

classification revealed that clause- and sentence-level translinguaging occurred most frequently, indicating that students relied on integrated grammatical structures to express academic ideas.

The results indicate that translinguaging operates across multiple linguistic levels and reflects coordinated bilingual grammatical knowledge.

4.2 Word-Level Morphosyntactic Structures

5. Table 1. Distribution of Translinguaging Structures

Structural Level	Description	Examples
Word	Single lexical items showing borrowing or adaptation	<i>Eraser, thinking, knowledge</i>
Phrase	Groups of words forming grammatical units	<i>Kagaya ng thinking, Mga important ideas</i>
Clause	Subject-predicate structures	<i>Tinagalog lang ma'am, It involves ano</i>
Sentence	Complete grammatical expressions	<i>Present po ma'am, Nagbabasa tayo to gain knowledge</i>

Word-level translinguaging involved lexical borrowing and morphological adaptation. English lexical items were frequently incorporated into Filipino grammatical contexts without disrupting grammatical relationships.

Borrowed lexical items included nouns commonly used in classroom interaction. These lexical items were often integrated into Filipino grammatical structures. For example, English nouns such as *eraser* and *knowledge* were used within Filipino sentence patterns.

Word-level integration demonstrates that bilingual speakers treat lexical items as flexible linguistic resources that can be incorporated into grammatical structures across languages.

Morphological adaptation occurred when lexical items followed grammatical conventions of the surrounding language. These patterns indicate productive morphological integration rather than simple lexical insertion.

Table 2. Word-Level Translinguaging Examples

Word	Source Language	Structural Context
Eraser	English	Used in Filipino sentence structure
Thinking	English	Used in Filipino phrase
Knowledge	English	Used as complement in bilingual sentence
Words	English	Used in Filipino explanatory structure

5.1 Phrase-Level Morphosyntactic Structures

Phrase-level translanguageing involved combining lexical items to form grammatical units. These phrases demonstrated structural compatibility between English and Filipino linguistic elements. Filipino grammatical markers were frequently combined with English lexical items to form noun phrases and descriptive expressions. For example, expressions such as *kagaya ng thinking*

illustrate the use of Filipino grammatical markers with English lexical elements.

Phrase-level structures functioned as components of larger grammatical units. These phrases often served descriptive or explanatory purposes during classroom interaction. Phrase-level integration demonstrates intermediate stages of morphosyntactic integration between languages.

Table 3. Phrase-Level Translanguageing Examples

Phrase	Morphosyntactic Pattern	Function
Kagaya ng thinking	Marker + noun	Explanation
Mga important ideas	Marker + adjective + noun	Description
May unfamiliar words	Verb + adjective + noun	Identification
Mga difficult words	Marker + adjective + noun	Description

4.4 Clause-Level Morphosyntactic Structures

Clause-level translanguageing was among the most common forms of structural integration. These clauses combined morphological and syntactic elements from different languages within complete grammatical units. Clause-level structures frequently included Filipino verb forms combined with English complements. These patterns demonstrate coordinated grammatical knowledge across languages.

Examples such as "*Tinagalog lang, ma'am*" illustrate Filipino verb structures used in classroom explanations. Similarly, expressions such as *It involves ano* demonstrate English verb phrases combined with Filipino pronouns. Clause-level structures allowed students to express complete propositions while using multiple linguistic resources.

Table 4. Clause-Level Translanguageing Examples

Clause	Morphosyntactic Pattern	Structure Type
Tinagalog lang ma'am	Verb + modifier	Filipino clause
It involves ano	Verb phrase + pronoun	Mixed clause
May unfamiliar words	Existential clause	Filipino structure

May
difficult
words

Existential clause

Filipino
structure

4.5 Sentence-Level Morphosyntactic Structures

Sentence-level translanguaging represented the most complex form of morphosyntactic integration. These sentences combined lexical and grammatical elements from English and Filipino while maintaining grammatical coherence. Sentence-level structures frequently occurred during teacher-student interaction, particularly when students responded to questions or explained ideas. These sentences demonstrate coordinated use of bilingual grammatical knowledge.

Examples such as *Present po ma'am* illustrate English lexical elements combined with Filipino politeness markers. Similarly, expressions such as *Nagbabasa tayo to gain knowledge* demonstrate Filipino verb structures combined with English complements. Sentence-level structures indicate advanced bilingual competence because they require coordination of multiple grammatical systems.

Table 5. Sentence-Level Translanguaging Examples

Sentence	Morphosyntactic Pattern	Sentence Type
Present po ma'am	Adjective + particle	Declarative
Saan na eraser	Interrogative structure	Question
Nagbabasa tayo to gain knowledge	Verb + complement	Declarative
It involves ano	Verb phrase	Declarative

4.6 Morphological Integration Patterns

Morphological integration was observed in the use of Filipino affixes and grammatical markers within translanguaging utterances. These markers functioned according to grammatical conventions of Filipino morphology while incorporating lexical material associated with English usage. The use of Filipino particles, such as *po*, demonstrates the integration of politeness markers into English lexical contexts. These markers indicate that grammatical structures remain intact even when lexical items originate from different languages.

Morphological integration provides evidence that bilingual speakers apply grammatical knowledge systematically across languages.

Table 6. Morphological Integration Patterns

Structure Type	Example	Description
Particle Integration	Present po ma'am	Filipino particle with English word
Verb Integration	Nagbabasa tayo	Filipino verb structure
Lexical Borrowing	Eraser	English noun
Mixed Complement	To gain knowledge	English complement

4.7 Illustration of Morphosyntactic Integration

5 Discussion

5.1 Morphosyntactic Organization of Translanguaging

The results of this study demonstrate that translanguaging among Grade 11 ESL learners exhibits systematic morphosyntactic organization. The identified translanguaging utterances were structured according to recognizable grammatical patterns at the levels of words, phrases, clauses, and sentences. These findings indicate that bilingual learners organize linguistic resources within a coherent grammatical framework rather than randomly mixing languages.

The classification of translanguaging expressions revealed that structural integration occurred across multiple linguistic levels. Word-level and phrase-level structures demonstrated lexical and grammatical compatibility between English and Filipino, while clause-level and sentence-level structures demonstrated more complex forms of morphosyntactic integration. These patterns indicate that bilingual language production involves coordinated grammatical processes.

The presence of structured morphosyntactic patterns supports theoretical perspectives that describe bilingual language as an integrated linguistic system [García, 2009; García & Li Wei, 2014]. From this perspective, translanguaging represents a natural form of communication in multilingual environments rather than a deviation from linguistic norms.

The results suggest that multilingual learners possess sufficient grammatical knowledge in both languages to construct coherent bilingual utterances. This structural organization demonstrates the productive nature of bilingual competence.

5.2 Morphological Integration Across Languages

Morphological integration represents an important feature of translanguaging observed in this study. The results demonstrate that students applied Filipino morphological markers and grammatical particles within bilingual utterances containing English lexical elements. This integration reflects systematic grammatical knowledge rather than simple lexical borrowing.

Examples such as *"Present po, ma'am"* illustrate the use of Filipino politeness particles in English lexical contexts. The use of the particle *po* follows grammatical conventions of Filipino while integrating English lexical elements. This pattern demonstrates that bilingual speakers maintain grammatical rules even when combining linguistic resources from different languages.

Morphological integration also occurred in lexical borrowing, where English nouns such as *eraser* and *knowledge* were incorporated into Filipino grammatical structures. These lexical items functioned as grammatical components of bilingual sentences without disrupting morphosyntactic relationships.

The observed patterns indicate that bilingual speakers apply morphological rules productively across languages. These findings are consistent with research suggesting that morphological knowledge can be transferred across languages in bilingual communication [Aronoff & Fudeman, 2011; Myers-Scotton, 2006].

Morphological integration, therefore, provides evidence that translanguaging reflects coordinated grammatical processes rather than isolated vocabulary borrowing.

5.3 Syntactic Integration in Translanguaging Utterances

Syntactic integration represents another major dimension of translanguaging observed in the classroom data. The results demonstrate that students constructed clauses and sentences combining syntactic elements from English and

Filipino while maintaining grammatical coherence.

Clause-level structures such as *Tinagalog lang ma'am* and *It involves ano* illustrate syntactic integration across languages. These clauses demonstrate that bilingual speakers combine syntactic elements in ways that preserve grammatical relationships. The coordination of grammatical elements indicates systematic syntactic organization.

Sentence-level structures provide further evidence of syntactic integration. Expressions such as *Nagbabasa tayo to gain knowledge* demonstrate the combination of Filipino verb structures with English complements. These patterns indicate that bilingual speakers coordinate syntactic knowledge across languages during communication.

The syntactic patterns observed in this study support theoretical perspectives that describe bilingual language production as an integrated grammatical process [Chomsky, 1995; Halliday & Matthiessen, 2014]. Bilingual speakers appear to apply syntactic principles in ways that allow flexible language use without compromising grammatical structure.

These findings suggest that translanguageing involves coordinated syntactic knowledge rather than independent application of separate grammatical systems.

5.4 Structural Levels of Translanguageing

The classification of translanguageing utterances into word, phrase, clause, and sentence levels provides insight into the structural complexity of bilingual language production. The results indicate that translanguageing operates across multiple linguistic levels and reflects progressive degrees of morphosyntactic integration.

Word-level translanguageing primarily involved lexical borrowing and morphological adaptation. These structures represent basic forms of linguistic integration in which lexical items are incorporated into grammatical structures of another language.

Phrase-level translanguageing demonstrated intermediate levels of structural integration. Phrases such as *kagaya ng thinking* illustrate the combination of grammatical markers and lexical items across languages. These structures functioned as components of larger grammatical units.

Clause-level and sentence-level translanguageing represented the most complex forms of structural integration. These structures required coordination of morphological and syntactic knowledge across languages. The frequency of clause-level and sentence-level translanguageing indicates that students relied on integrated grammatical structures when expressing academic ideas.

The structural classification demonstrates that translanguageing is not limited to isolated lexical items but extends to complex grammatical structures. This finding supports the view that bilingual speakers possess integrated grammatical knowledge.

5.5 Translanguageing and Bilingual Competence

The morphosyntactic patterns observed in this study provide evidence that translanguageing

reflects bilingual competence rather than linguistic deficiency. Traditional language teaching perspectives sometimes interpret mixed-language utterances as evidence of incomplete language learning. However, the structural organization identified in this study suggests that translanguageing involves coordinated grammatical knowledge.

Students produced translanguageing utterances that followed identifiable grammatical patterns. These patterns demonstrate that bilingual speakers apply linguistic knowledge systematically when combining languages. The ability to construct grammatically coherent bilingual utterances indicates advanced linguistic competence.

The findings support theoretical perspectives that conceptualize bilingual language as a unified

linguistic system [Otheguy et al., 2015]. From this perspective, translanguaging represents normal bilingual communication rather than deviation from linguistic norms.

Understanding translanguaging as evidence of bilingual competence has important implications for language education. Recognizing the structural organization of translanguaging can help educators appreciate the linguistic abilities that multilingual learners bring to the classroom.

5.6 Comparison with Previous Studies

The findings of this study are consistent with previous research demonstrating that translanguaging supports multilingual communication and language development. Previous studies have shown that bilingual speakers combine linguistic resources flexibly during communication [Creese & Blackledge, 2015; Cenoz & Gorter, 2017]. However, most previous research has focused on pedagogical and sociolinguistic aspects of translanguaging rather than grammatical structure. The present study contributes to the literature by providing a detailed morphosyntactic analysis of translanguaging utterances.

The results extend previous research by demonstrating that translanguaging exhibits systematic structural patterns at multiple linguistic levels. The identification of morphosyntactic structures provides evidence that bilingual communication involves coordinated grammatical processes. The study, therefore, contributes to understanding structural characteristics of translanguaging in ESL classroom contexts.

5.7 Implications for ESL Instruction

The findings of this study have important implications for ESL instruction in multilingual classrooms. The observed morphosyntactic patterns indicate that students rely on integrated linguistic knowledge during classroom interaction. Allowing students to use multiple linguistic resources may support language learning by enabling them to express ideas more

effectively. Translanguaging practices allow learners to interpret academic content through familiar linguistic structures while developing proficiency in the target language.

Teachers who recognize translanguaging as a legitimate form of communication may create more inclusive learning environments. Such environments support participation and encourage meaningful interaction among multilingual learners. Understanding morphosyntactic patterns of translanguaging can also help teachers identify areas where learners require additional language support. Structural analysis provides insight into bilingual language development and grammatical competence.

6. Conclusion

This study investigated morphosyntactic patterns of translanguaging among Grade 11 English as a Second Language learners in a multilingual classroom environment. The analysis focused on translanguaging utterances produced during classroom interaction and examined structural patterns at the levels of words, phrases, clauses, and sentences. The results demonstrate that translanguaging among multilingual learners exhibits systematic morphosyntactic organization rather than random language mixing. Students combined English and Filipino linguistic elements in ways that maintained grammatical coherence and communicative clarity.

The classification of translanguaging utterances revealed that bilingual integration occurred across multiple linguistic levels. Word-level structures primarily involved lexical borrowing and morphological adaptation, while phrase-level structures demonstrated compatibility between Filipino grammatical markers and English lexical elements. Clause-level and sentence-level structures represented more complex forms of morphosyntactic integration and showed coordinated use of grammatical knowledge across languages. These patterns indicate that bilingual speakers structure their linguistic resources when constructing meaning during classroom interaction. Morphological integration

emerged as a consistent feature of translanguage utterances. English lexical items were incorporated into Filipino grammatical contexts while preserving morphological relationships. The use of Filipino grammatical markers and particles within bilingual utterances demonstrated that grammatical rules remained intact even when lexical elements originated from different languages. These findings suggest that multilingual learners apply morphological knowledge productively across languages and treat linguistic resources as components of a unified grammatical system. Syntactic integration also played an important role in the formation of translanguage structures. Students constructed clauses and sentences combining syntactic elements from English and Filipino while maintaining grammatical coherence. Sentence-level translanguage demonstrated particularly complex forms of integration, requiring coordination of multiple grammatical elements. These structures provide evidence that bilingual language production involves organized syntactic processes rather than isolated lexical insertion. The results of this study support theoretical perspectives that conceptualize bilingual language as an integrated linguistic system. The participants' translanguage utterances reflected coordinated grammatical knowledge rather than incomplete acquisition of the target language. The findings, therefore, challenge traditional views that interpret mixed-language utterances as evidence of language deficiency. Instead, translanguage appears to represent a natural and productive form of communication in multilingual learning environments. This study contributes to translanguage research by providing a detailed morphosyntactic analysis of bilingual classroom interaction. While many

previous studies have focused on pedagogical or sociolinguistic aspects of translanguage, relatively few investigations have examined grammatical structure. The present study demonstrates that morphosyntactic analysis provides valuable insights into bilingual language production and multilingual communication. The findings also have important implications for ESL instruction in multilingual classrooms. Recognizing translanguage as a structured linguistic practice can help educators better understand multilingual learners' language abilities. Allowing students to draw upon multiple linguistic resources may support comprehension and encourage active participation in classroom activities. Educational approaches that acknowledge translanguage practices may therefore contribute to more effective language learning environments. Despite its contributions, the study has certain limitations. The data were collected from a single classroom context, and the results may not represent all multilingual learning environments. Future research may extend morphosyntactic analysis to different educational contexts and age groups in order to provide a broader understanding of translanguage structures. Further studies may also investigate relationships between morphosyntactic patterns and language development over time. Overall, the study demonstrates that translanguage among multilingual ESL learners exhibits systematic morphosyntactic organization and reflects coordinated bilingual competence. The structural patterns identified in this research contribute to understanding the grammatical characteristics of translanguage and provide a foundation for further investigation of multilingual language use in educational settings.

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