



Translanguaging in the Teaching of English Learners: An Investigation of Teachers' Strategies in an Obo-Manobo Community

Jellamarie D. Banga

Cotabato Foundation College of Science And Technology

ABSTRACT

This study explores the role of translanguaging in supporting linguistic diversity and equitable learning opportunities among Obo-Manobo learners in Magpet, Cotabato. Using a qualitative phenomenological design, the study examines the lived experiences of 20 teachers integrating bilingual and translanguaging strategies in multilingual classrooms. Data were collected through in-depth interviews and classroom observations, then analyzed using thematic analysis to identify key themes. Findings highlight Translanguaging for Comprehension Enhancement, where teachers employ code-switching and bilingual strategies to facilitate understanding. Contextualized and Culturally Relevant Teaching emerges as a critical theme, emphasizing the integration of local traditions and language in instruction. However, challenges such as Over-Reliance on Native Language and Hesitation to Use English and Language Miscommunication and Lack of Direct Translations hinder language development. Teachers also face classroom challenges, including a lack of instructional resources and training on multilingual pedagogies. To address these issues, Bilingual and Translanguaging Strategies, Visual and Interactive Learning Approaches, and Culturally Responsive Teaching Methods prove essential in improving student engagement and comprehension. These findings suggest that translanguaging fosters academic success, equity, and inclusion, motivating students to actively participate in learning. The study underscores the importance of teacher training, culturally relevant materials, and school policies supporting translanguaging as a means to enhance comprehensible instruction and linguistic diversity. Future research should investigate long-term effects of translanguaging on literacy development and educational outcomes among indigenous learners, ensuring inclusive and effective learning environments for Obo-Manobo students.

INTRODUCTION

The purpose of teaching is to allow the students to have the deeper understanding of the lesson. Appreciating its value enables them to access and facilitate meaningful learning experiences. Using the English language only during classes can hamper students who are not native speakers just like the case of the Filipinos. This limits their linguistic repertoire to effectively learn the lesson and eventually applies in their own contexts.

Meanwhile, the study by Saud (2023) indicated that teachers used translanguaging in different situations with a positive mindset. It was suggested that there should have more spaces for translanguaging especially in language classes as this provided wider pedagogical implications. In the like manner, it supported the development of critical thinking skills (Rabbidge, 2019; García & Kleifgen, 2020; Yılmaz, 2021) of students as they developed the ability to compare and contrast ideas which showed their deeper understanding of concepts (Chaika, 2023).

In addition, translanguaging helped improved the argumentative writing skills of the students by showing a deeper sense of linguistic fluency (Robillos & Art-in, 2023) as well as their listening comprehension processes (Robillos, 2023). Similarly, result revealed that translanguaging was frequently practice by second language learners as corroborated by Tan (2023). In a multilingual society, the necessity to apply this approach raised awareness among teachers to consider minority languages to not cause language attrition (Marakova et al., 2023).

Furthermore, there are no available studies on the linguistic profile of Obo-Manobo learners which understands their language backgrounds leading to effectively apply translanguaging strategies. Research studies on translanguaging have different concerns. For example, Greenier et al. (2023) made a study on the application of this approach in formative assessments in China. As well, Rafi (2023) indicated the perspectives in Bangladeshi university and by Rajendram (2023) among the grades in a Malaysian context. All of which demonstrated different perspectives on the stance of the study.

Concurrently, the Department of Education mandated teachers to utilize the English as a medium of instruction (EMI) in subjects like English, Science, and Mathematics. This looks forward the Filipino children will become globally competitive. As a result, survey shows that Filipino learners can poorly understand English written texts that puts the country among the least performing in Southeast Asia (Balinbin, 2020). The removal of MTB-MLE in the curriculum of the basic education complicates the notion of positive acceptance of translanguaging in pedagogy.

Research Questions

This study aims to determine the applicability of translanguaging in teaching English among the Obo-Manobo learners. Specifically, it intends to answer the following questions

Phase 1: Translanguaging in teaching English among the Obo-Manobo learners;

1. How do teachers apply translanguaging in teaching English among the Obo-Manobo learners;
2. What are the challenges faced by English teachers in applying translanguaging among the Obo-Manobo learners;
3. What strategies do English teachers apply in facing the challenges;
4. How can translanguaging better support linguistic diversity and equitable learning opportunities to Obo-Manobo learners

METHODOLOGY

This chapter outlines the research design, locale of the study, research instrument, research participants, data gathering procedure, data analysis, and ethical considerations.

Research Design

This study will apply qualitative-phenomenology. Qualitative research aims to explore and understand human experiences (Aspers & Corte, 2019; 2021). This involves the utilization of words, images, and or observations in order to understand the underlying meanings based on how humans interpret the occurrence of the phenomenon. There is no statistical tool that involves analysis of the data. Phenomenology is subjective in its nature (Williams, 2021). For Van Manen (2017), researchers tried to bracket themselves to avoid any preconceptions and biases. Typically, researchers do the in-depth interview which allows the informants to express their lived experiences.

The researcher uses qualitative since it will involve English teachers who handle Obo-Manobo students. Their experiences relative to the delivery of lessons through translanguaging will be fully examined. Teachers will share their strategies to allow the students to grasp the meaning of the lesson. Teaching of the concept is given utmost consideration to bring the students to have the grasp of the lesson. Thereafter, they can strengthen their comprehension.

Locale of the Study

This study will be conducted among the IP schools in the Municipality of Magpet. Magpet is a municipality in the landlocked province of [Cotabato](#). The municipality has a land area of 1,044.69 square kilometers or 403.36 square miles which constitutes 11.21% of Cotabato's total area. The people of Magpet are primarily composed of the Obo Monuvu indigenous cultural community. Its population as determined by the 2020 Census was 53,800. This represented 3.61% of the total population of Cotabato province, or 1.10% of the overall population of the [SOCCSKSARGEN](#) region. Based on these figures, the population density is computed at 51 inhabitants per square kilometer or 133 inhabitants per square mile.

Research Instrument

The research instruments secured the data. Hence, in this study the researcher will use the recorder. This will enable her to have the raw data which is crucial for the analysis of the data. Prior to this, the researcher will need the interview guide questions as well as the consent-to-participate form. During the interview, a pen and a paper will be needed to write whatever is the observation in the field.

Research Participants

The informants will be chosen the purposive sampling. It is known as purposeful or judgmental sampling where the researcher will choose the informants (Etikan et al., 2016). In particular, this will use the criterion-based sampling where they will be chosen using the following criteria. An English teacher in Obo-Manobo dominated community, handling Obo-Manobo students, and At least 3 years in teaching with the Obo-Manobo students.

Data Gathering Procedure

The researcher will do the readings of the topic being investigated. Through this, she will have deeper understanding of the underpinning perspectives relative to translanguaging and its application in the English class. Thereafter, the researcher will seek the problem which will help her to strengthen explore the experiences of public-school teachers in Obo-Manobo dominated communities.

At one hand, the researcher will prepare the letter duly signed by the dean of the graduate school and the research adviser. As well, the consent-to-participate form will be prepared to easily establish the purpose of the interview among the target informants. More importantly, the researcher will develop the interview guide questions. This contains series of questions necessary for understanding the experiences of the informants.

On the other hand, before the date of the interview, the researcher will send the consent-to-participate form. Informants will be asked to affix their signature. This will be the basis of the researcher to pursue the interview. Ethical considerations will be observed to the highest level in order to protect the rights of the informants.

After the interview, the researcher will provide the informants with a token. This symbolizes the importance of reciprocity. Conversely, the researcher will transcribe the data. All of which will be translated to English language for the purpose of intelligibility. Likewise, the researcher will bring

the data to the data analyst. Themes will be drawn from the responses of the informants. Finally, the researcher will return to the informants asking them to confirm and validate the veracity of the data gathered. Meanwhile, debriefers will review the process as well as the discussion of the data.

Data Analysis

Thematic analysis will be used to interpret the gathered responses. The researcher will have to familiarize the process of the data gathering. Data will be organized based on the questions asked and on the sequence of responses by the informants. Coding will be done to a specific segment of texts, thereafter, themes will be drawn.

RESULTS AND DISCUSSIONS

This chapter presents the findings of the study, analyzing key themes and patterns that emerged from the data to provide insights into the research questions.

Applying translanguaging in teaching English among the Obo-Manobo learners

Translanguaging for Comprehension Enhancement. Teachers apply translanguaging in teaching English among Obo-Manobo learners by strategically integrating their native language to enhance comprehension and facilitate learning. They use Obo-Manobo translations to clarify difficult English vocabulary, ensuring that students grasp concepts before transitioning to English. Code-switching is employed during storytelling, discussions, and vocabulary lessons, allowing students to express their thoughts in both languages. Teachers also utilize bilingual resources, such as flashcards and contextualized examples, to make learning more relatable.

Teachers use Obo-Manobo translations to clarify English vocabulary or phrases that learners to build connections between their native language and English

Use Obo-Manobo translations to clarify English vocabulary or phrases. (IDI 2 Q 1.5)

Difficult English words are explained in Obo-Manobo first before translating into English using bilingual resources like books and flashcards.

My examples how to use translanguaging techniques. Explaining difficult English words in Obo-Manobo first before translating them to English. Using bilingual resources like books and flashcards. (IDI 3 Q 1.5)

Translanguaging techniques support activities, vocabulary learning, and assignments while validating linguistic identity.

These strategies can help validate their linguistic while engaging their learning experience. I use translanguaging techniques for their activities, vocabulary learning, and for their assignment. (IDI 5 Q 1.5)

Translating English texts, instructions, or materials into Obo-Manobo improves understanding.

Translating English text or phrases into Manobo to facilitate understanding, and incorporating Manobo words or phrases into English lessons. (IDI 14 Q 1.5)

Apparently,

I would translate English text, instructions, or materials into Obo-Manobo to facilitate understanding. (IDI 16 Q 1.5)

Translanguaging helps students understand new concepts by allowing them to use their home language alongside the target language. García and Wei (2014) explain that translanguaging enables learners to make sense of difficult content by drawing on their full linguistic resources. Research by Creese and Blackledge (2018) shows that using multiple languages in the classroom improves comprehension and engagement. This approach supports students in developing stronger literacy skills in both their native and second languages.

Code-Switching and Bilingual Strategies. Translanguaging in teaching English among Obo-Manobo learners incorporates code-switching and bilingual strategies to bridge linguistic gaps. Obo-Manobo translations clarify complex English vocabulary, ensuring that students understand key concepts before transitioning to English. Allowing students to express their ideas in both languages during discussions and storytelling creates an inclusive and supportive learning environment. The use of bilingual resources, such as flashcards and translated texts, further enhances comprehension and engagement, making English learning more meaningful for Obo-Manobo students.

Storytelling in both English and Obo-Manobo helps students understand and express ideas using both languages.

I usually use this technique in storytelling, telling a short folk story in English context and transitioned to Obo-Manobo language. Allowing students to discuss the story in Obo-Manobo context and encouraging them to retell the story in a mixed language. (IDI 1 Q 1.5)

At one hand, Translating topics between English and Manobo helps learners understand and express ideas more effectively.

Some of the techniques I use are translating/translation of a topic using the English language. Translate it into the Manobo dialect for the learner to further understand. Allow the learner to switch between Manobo and English languages to facilitate comprehension and expression. (IDI 4 Q 1.5)

Using Obo-Manobo words for unfamiliar letter sounds helps learners connect new concepts to their language.

When teaching letter sounds to my pupils and they are not familiar with the words, I use Obo-Manobo words instead. Example: /Aa/ is for acorn—they are not familiar with this, so I teach /Aa/ is for “allow,” the Obo-Manobo word for sun. (IDI 8 Q 1.5)

Also, allowing Manobo words in English sentences supports clearer expression and deeper understanding.

I allow my students to use Manobo words while constructing English sentences. I let them express their native language when there are no direct translations in English. (IDI 17 Q 1.5)

Translanguaging allows bilingual learners to utilize their home language to support the acquisition of a second language, enhancing comprehension and engagement. As confirmed by Canagarajah (2017), integrating multiple languages in the classroom enables learners to negotiate meaning effectively and develop deeper conceptual understanding. García and Lin (2017) argue that code-switching and bilingual strategies create an inclusive learning environment where students can access knowledge using their entire linguistic repertoire. Studies have shown that incorporating both languages in discussions, storytelling, and instructional materials strengthens literacy skills and improves overall language proficiency (Lewis et al., 2016).

Contextualized and Culturally Relevant Teaching. Translanguaging in teaching English among Obo-Manobo learners integrates contextualized and culturally relevant approaches to enhance understanding. Using Obo-Manobo translations for complex English vocabulary ensures clearer comprehension before transitioning to English. Incorporating indigenous stories, familiar examples, and culturally relevant materials fosters meaningful connections between language learning and students' lived experiences. Encouraging the use of both languages in discussions and activities creates an inclusive environment that validates linguistic and cultural identities.

Assessing language and cultural background helps create contextualized lessons that enhance understanding.

During lesson planning, I assess learners' language and cultural background. In discussion time or activities, I use contextualized lessons, examples, pictures, and instructional materials. (IDI 7 Q 1.5)

Games and interactive activities support translanguaging, enhancing learner engagement and understanding.

I use games and interactive activities that allow for translanguaging. It encourages the learners to use their language to clarify strategies before switching to English. These techniques engage learners for more effective learning. (IDI 12 Q 1.5)

Starting a conversation in Obo-Manobo builds student confidence and improves understanding before transitioning to English.

For me, I start a conversation in Obo to build confidence and understanding before transitioning to English. (IDI 19 Q 1.5)

Integrating translanguaging in English instruction allows Obo-Manobo learners to connect new knowledge with their cultural and linguistic backgrounds, enhancing comprehension and engagement. Hornberger and Link (2018) explain that translanguaging provides a flexible approach to bilingual education, enabling students to use their home language as a resource for learning. According to Tupas and Lorente (2016), contextualized instruction that incorporates indigenous languages supports deeper understanding and meaningful communication. Research also highlights that using culturally relevant teaching materials and examples helps bridge linguistic gaps and strengthens students' confidence in learning a second language (Heugh & Stroud, 2019).

Integrating Indigenous Knowledge into English Teaching. Using Obo-Manobo terms and cultural references in lessons strengthens comprehension and engagement. Traditional stories, local practices, and familiar concepts serve as entry points for understanding English vocabulary and grammar. Encouraging the use of both languages reveals a deeper connection to learning while preserving cultural identity.

Translanguaging techniques with Indigenous Peoples Education enhances English learning for Obo-Manobo students.

I'm using translanguaging techniques when teaching English to Obo-Manobo by integrating IPED (Indigenous Peoples Education) into the English subject. (IDI 20 Q 1.5)

Obo-Manobo learners build connections between their cultural identity and language learning through translanguaging in English teaching. McCarty (2018) highlights that multilingual education incorporating indigenous languages strengthens students' cognitive and linguistic development. Localized instruction that includes indigenous narratives, traditions, and bilingual resources enhances student engagement and comprehension (Benson & Young, 2017). Using translanguaging strategies, such as storytelling and contextualized discussions, promotes deeper understanding while preserving linguistic heritage (Skutnabb-Kangas & Phillipson, 2017).

Themes on Applying translanguaging in teaching English among the Obo-Manobo learners

Global Theme	Organizing Theme	Basic Theme
	Translanguaging for Comprehension Enhancement	Utilizing multiple languages to support understanding and improve learning outcomes.
	Code-Switching and Bilingual Strategies	Alternating between languages to facilitate communication and language development.

	Contextualized and Culturally Relevant Teaching	Incorporating students' cultural and linguistic backgrounds to make learning more meaningful.
	Integrating Indigenous Knowledge into English Teaching	Embedding indigenous perspectives and languages in English instruction to preserve heritage and enhance learning.

Themes on the challenges faced by English teachers in applying translanguaging among the Obo-Manobo learners

Over-Reliance on Native Language and Hesitation to Use English. Over-reliance on the native language prevents learners from developing confidence in using English. Hesitation to use English limits their ability to improve vocabulary and communication skills. This dependence on Obo-Manobo makes it harder for them to transition to English during lessons. As a result, students struggle with expressing ideas in English and become less motivated to practice the language.

In this regard, over-reliance on Obo-Manobo limits students' ability to practice and develop their English language skills.

Though translanguaging is generally helpful, it posed difficulties in teaching English due to over-reliance on the native language. During activities, students keep using Obo-Manobo instead of trying to form sentences in English. It also creates barriers as students hesitate to use English because they are comfortable with their native language. (IDI 1 Q 2.1)

Hesitation to speak English reduces opportunities for students to improve their language proficiency.

Some students rely too much on their native language and hesitate to speak English, making it harder for them to practice. (IDI 9 Q 2.1)

Limited exposure to English vocabulary slows down language development and hinders fluency.

When learners are allowed to use their native language frequently, they might not develop the necessary English vocabulary. (IDI 14 Q 2.1)

Excessive dependence on the native language can hinder the development of English proficiency, as students may struggle to transition between languages effectively. García and Lin (2017) emphasize that while translanguaging supports comprehension, it can also create reluctance in using the target language if not balanced properly. Research by Hornberger and Link (2018) indicates that students who rely heavily on their first language may face difficulties in practicing and applying English in academic settings. Limited exposure to English interactions can slow down language acquisition, making it essential to encourage active engagement in both languages (Flores & Schissel, 2019).

Language Miscommunication and Lack of Direct Translations. Limited proficiency in the Obo-Manobo language makes explanations unclear. Frequent translation of lessons takes too much time and reduces English practice. Classroom management becomes difficult when students overuse their native language. Learners struggle to improve their English skills and remain dependent on their first language.

Misinterpretation of words with different meanings in both languages can cause distractions and affect classroom focus.

For example, the word "ribbon" in Tagalog is "laso," but in the Manobo language, "laso" refers to a private part of men, which makes pupils laugh when they hear the word. (IDI 6 Q 2.1)

Difficulty in understanding English words can lead to disengagement, but translation helps learners grasp the meaning more effectively.

The specific challenge is to comprehend English text. For example, the word "tent" leads the learners to disengage from the topic, but through applying and translating the word "tent" into their own language, students easily absorb the meaning. (IDI 11 Q 2.1)

The lack of direct translations can create confusion and hinder learners' understanding of key English concepts.

Certain words or concepts may not have direct translations in Obo-Manobo, making them difficult to explain. (IDI 17 Q 2.1)

Misunderstandings may arise when students interpret words differently, affecting their comprehension of the lesson.

Some of the words have no meaning or direct translations in the Obo-Manobo language, which sometimes leads to misunderstandings. (IDI 20 Q 2.1)

Challenges arise when certain words or concepts lack direct translations, leading to miscommunication in multilingual classrooms. Pym and Ayvazyan (2018) highlight that gaps between languages can cause misunderstandings, especially when cultural contexts differ. House (2016) explains that translation difficulties may result in students misinterpreting meanings, which affects their comprehension and engagement. Effective bilingual instruction requires strategies that bridge these linguistic gaps, ensuring that students grasp key concepts despite translation limitations (Colomer & Guzmán, 2019).

Teacher-Related and Classroom Challenges. Lack of proficiency in Obo-Manobo makes it hard to explain lessons clearly. Constant translation takes time and slows down learning. Students rely too much on their native language and avoid using English. Classroom discussions become unbalanced, with some learners struggling to participate.

Frequent code-switching may prevent students from fully immersing in English, limiting their ability to develop strong language skills.

Inconsistent language use and reinforcing code-switching by using Obo-Manobo to explain complex concepts make it challenging for students to develop English language skills. (IDI 4 Q 2.1)

Miscommunication and inconsistent language use can hinder students' understanding and slow down their progress in learning English.

The difficulties and barriers in teaching English include miscommunication and inconsistent language use. (IDI 5 Q 2.1)

A lack of proficiency in Obo-Manobo can make it difficult to provide accurate translations, limiting students' comprehension of English lessons.

The challenge is if the teacher does not know the Obo-Manobo language, they cannot translate effectively. (IDI 10 Q 2.1)

Differences in English proficiency may lead to unequal participation, causing some learners to struggle with confidence and engagement in class discussions.

When learners have vastly different levels of English proficiency, translanguaging sometimes creates a divide. Those with strong English skills might dominate discussions, while those with less fluency might feel left behind or discouraged from participating. (IDI 12 Q 2.1)

Macaro (2019) emphasizes that limited proficiency in students' native languages can hinder teachers from effectively facilitating bilingual instruction. Issues such as classroom management and varying student language proficiencies create additional obstacles, making it difficult to balance both languages during lessons (Turnbull & Dailey-O'Cain, 2018). García and Lin (2017) argue that without proper training and support, educators may struggle to integrate translanguaging strategies effectively, impacting student learning outcomes.

Themes on the challenges faced by English teachers in applying translanguaging among the Obo-Manobo learners

Global Theme	Organizing Theme	Basic Theme
Challenges faced by English teachers in applying translanguaging among the Obo-Manobo learners	Over-Reliance on Native Language and Hesitation to Use English	Challenges arising from students' dependence on their native language, which hinders their ability to develop English skills.
	Language Miscommunication and Lack of Direct Translations	Difficulties caused by miscommunication and the absence of direct translations between English and Obo-Manobo.
	Teacher-Related and Classroom Challenges	Challenges faced by educators, such as lack of training, classroom management issues, and difficulty in implementing translanguaging effectively.

Themes on the strategies applied by English teachers in facing the challenges

Bilingual and Translanguaging Strategies. Bilingual and translanguaging strategies help address language challenges among Obo-Manobo learners by allowing them to use both their native language and English during lessons. Providing bilingual resources, such as dictionaries and translated materials, supports comprehension and encourages gradual language development. Encouraging students to express ideas in their native language before transitioning to English builds confidence and improves participation. Using both languages in discussions and activities creates a bridge for understanding complex concepts while reinforcing English skills.

This approach helps students bridge their native language and English, but it may lead to dependence on direct translation rather than developing independent language skills.

The use of code-switching and cognates; allowing students to say the word in their native language and then introduce the English term. I also utilize sentence, name, and step-by-step translation. (IDI 1 Q 3.1)

These strategies support comprehension, but frequent mixing of languages may slow the development of English proficiency and create inconsistencies in language use.

There are some strategies I use to address language-related strategies. I use pedagogic strategies that help learners develop their understanding towards the lesson. Linguistic strategies allow learners to mix Obo-Manobo with other languages and follow a step-by-step process. (IDI 4 Q 3.1)

Using bilingual resources helps learners understand concepts better, but it may lead to dependency on their native language, making it harder for them to transition fully to English.

I encourage the use of bilingual resources. Address language-relative challenges among Obo-Manobo learners when using translanguaging. (IDI 5 Q 3.1)

Integrating bilingual materials and cultural connections enhances comprehension and helps learners relate English lessons to their daily lives, making learning more meaningful.

To address language challenges, I let students use Obo-Manobo and English together. I use materials like bilingual dictionaries, charts, and videos in both Obo-Manobo and English to aid understanding. Connecting English lessons to the learners' daily lives and Obo-Manobo culture makes the content easier to understand and more relatable. (IDI 11 Q 3.1)

Contextualized and Culturally Relevant Teaching. Contextualized and culturally relevant teaching helps Obo-Manobo learners connect English lessons to their daily lives and traditions. Using familiar stories, local examples, and indigenous knowledge makes learning more meaningful and engaging. Lessons designed around students' cultural backgrounds enhance comprehension and encourage active participation. Creating an inclusive environment where both languages and traditions are valued strengthens students' confidence in learning English.

Using culturally relevant materials and creating an inclusive classroom environment helps learners connect with the lesson, making language learning more engaging and meaningful.

Use culturally relevant materials and resources that reflect the learners' experiences and backgrounds. Create an inclusive classroom environment that values diversity and promotes linguistic and cultural backgrounds. (IDI 7 Q 3.1)

Also, The strategies are seminars in IP learners or the community, PTA meetings, and many more. These gatherings of IPs include a time for the culture master to educate IPs on preserving their culture. (IDI 10 Q 3.1)

Thereafter,

I use contextualized materials and explain the lesson more deeply to my students. (IDI17 Q 3.1)

Finally, an informant shared that:

The strategies I employ include language support strategies, translanguaging strategies, and cultural sensitivity strategies. By employing these strategies, teachers can address language-related challenges and create a supportive and inclusive learning environment for Obo-Manobo learners. (IDI 18 Q 3.1)

In the context of English language teaching, bilingual strategies enable teachers to scaffold learning by using students' native languages to explain complex concepts, thus fostering a more inclusive and supportive learning environment (Cummins, 2001). Additionally, translanguaging supports students' cognitive and social development by validating their linguistic identities, which can enhance self-esteem and reduce anxiety in language learning (Canagarajah, 2011). Overall, these strategies offer a practical solution for teachers in overcoming challenges related to language barriers and fostering a more equitable learning environment.

Visual and Interactive Learning Approaches. Visual and interactive learning approaches help Obo-Manobo learners understand English through engaging methods. Using pictures, diagrams, real objects, and multimedia makes abstract concepts easier to grasp. Interactive activities like role-playing, group discussions, and hands-on tasks encourage active participation. These strategies create a dynamic learning environment that supports comprehension and retention.

Visual aids and real-life examples help students grasp concepts better, while peer discussions strengthen their language skills and confidence.

Use visual aids and real-life examples. Encouraging peer discussion in both languages. Providing extra support for pupils struggling with English comprehension. (IDI 3 Q 3.1)

Simple words, real-life examples, gestures, and visuals make English lessons more accessible and easier to understand for students.

I use simple words, real-life examples, gestures, and visuals to help them understand English better. (IDI 9 Q 3.1)

Visual aids, videos, and multimedia resources help enhance language comprehension and make learning more engaging for students.

I usually use language support strategies. I utilize visual aids, videos, and multimedia resources to support language learning and comprehension. (IDI 14 Q 3.1)

Visual and interactive learning approaches enhance English language instruction by actively engaging students in multimodal experiences. These strategies integrate visual aids, digital tools, and hands-on activities to improve comprehension and retention of language concepts. Graphic organizers, infographics, and videos present information in structured ways, making complex ideas more accessible to learners (Gee, 2017). Gamification, role-playing, and collaborative digital platforms create immersive environments that encourage participation and meaningful interaction. The use of augmented reality (AR) and virtual reality (VR) in language teaching provides experiential learning opportunities, allowing students to apply language skills in realistic contexts. These approaches address challenges such as student engagement, language retention, and differentiated instruction, creating a dynamic and inclusive classroom experience (Meyer, 2021).

Themes on the strategies applied by English teachers in facing the challenges

Global Theme	Organizing Theme	Basic Theme
Strategies applied by English teachers in facing the challenges	Bilingual and Translanguaging Strategies	Utilizing both the native language and English to support comprehension and language development.
	Contextualized and Culturally Relevant Teaching	Integrating learners' cultural backgrounds and real-life experiences into instruction.
	Visual and Interactive Learning Approaches	Using visual aids, hands-on activities, and interactive methods to enhance understanding.

Themes on how translanguaging better support linguistic diversity and equitable learning opportunities to Obo-Manobo learners

Ensuring Comprehensible Instruction and Academic Success. Translanguaging supports linguistic diversity and equitable learning opportunities for Obo-Manobo learners by ensuring that instruction is comprehensible and culturally relevant. By allowing students to use both their native language and English, they can bridge linguistic gaps, making learning more accessible and meaningful. This approach not only enhances comprehension but also fosters a sense of belonging, motivating learners to actively participate in classroom activities. Ultimately, translanguaging empowers Obo-Manobo students to engage with academic content effectively while valuing and preserving their linguistic and cultural identity.

Students learn better when lessons are clear and respect their language and culture.

Ensures comprehensible instruction for all learners, supports academic success without language barriers. It encourages participation for all the students and validates and respects students' cultural identities. (IDI 1 Q 4.2)

Using both their native language and English helps learners understand lessons better and feel more comfortable while learning.

Translanguaging ensures that all students, regardless of their English proficiency level, have access to learning. It helps bridge the language gap and allows students to learn at their own pace. (IDI 2 Q 4.2)

Language barriers are removed, allowing learners to understand complex concepts and engage in learning activities more effectively.

Translanguaging helps learners access content knowledge by breaking language barriers, enabling them to understand complex concepts and participate in learning activities. (IDI 14 Q 4.2)

Allowing Obo-Manobo learners to use both their native language and English helps them understand lessons more effectively. Supporting linguistic diversity values their cultural background in learning (Hornberger & Link, 2018). When students express themselves in their own language, they become more engaged and confident in class. This approach also creates equitable learning opportunities by removing language barriers that may hinder comprehension. Providing materials in multiple languages ensures that learners grasp complex ideas and participate actively (Flores & Rosa, 2015). By embracing translanguaging, education becomes more inclusive and effective for Obo-Manobo students.

Promoting Equity and Inclusion. Multilingual practices in the classroom help Obo-Manobo learners feel valued and included in their education. Allowing them to use their native language alongside English breaks communication barriers, making learning easier and more meaningful. This approach creates a sense of belonging, boosting their confidence and motivation to participate in lessons. When linguistic diversity is recognized and included in teaching, students can succeed academically while preserving their cultural identity.

Diverse linguistic backgrounds create an inclusive environment where all learners can succeed academically and socially.

By utilizing and recognizing diverse linguistic backgrounds, translanguaging reduces barriers and creates a more inclusive environment where all students can thrive academically and socially. (IDI 5 Q 4.2)

Valuing diverse languages improves comprehension, boosts confidence, and enhances motivation while promoting equity in learning.

It increases learners' comprehension, promotes equity by valuing diverse languages, increases confidence, and enhances motivation. (IDI 7 Q 4.2)

Their own language and its translation create equitable learning opportunities and a sense of belonging.

Translanguaging can contribute and provide equitable learning opportunities by allowing all learners to use their own language and have it translated. They feel they are important and part of society. (IDI 10 Q 4.2)

Equity and inclusion ensure that all students have equal opportunities to succeed in the classroom. Using their home language in learning enhances comprehension and self-confidence (Skutnabb-Kangas & McCarty, 2018). Multilingual education fosters participation by removing linguistic barriers and promoting academic success (Baker, 2021). Access to learning materials in multiple languages strengthens understanding and helps students relate

lessons to their own experiences (May, 2014). Valuing linguistic diversity creates an inclusive environment where every learner feels respected and engaged (Cenoz & Gorter, 2017). Schools that embrace multiple languages provide better educational outcomes and a stronger sense of belonging.

Enhancing Student Motivation and Engagement. Using both the native language and English in learning helps Obo-Manobo students understand lessons better. It makes them more confident to express their ideas without fear of making mistakes. When students feel understood, they become more interested and active in class activities. Giving them the chance to use their own language makes learning more enjoyable and meaningful.

Equal opportunities in school encourage learners to express themselves, gain confidence, and stay motivated to learn.

All learners are given opportunities to show and express themselves through different activities in school. Letting them share and shine on what they know. They are motivated to learn and discover new things as they are given equal opportunities regardless of their linguistic knowledge. (IDI 4 Q 4.2)

Acknowledging Obo-Manobo learners in lessons creates better opportunities and helps them feel included.

It provides better opportunities for Obo-Manobo learners because they are acknowledged, and they feel part of the lesson. (IDI 8 Q 4.2)

The opportunity to learn in their native language allows learners to express their ideas and thoughts confidently.

Translanguaging gives learners the opportunity to learn using their native languages. They can express their ideas and thoughts without hesitation since they are given the chance to use their language. (IDI 17 Q 4.2)

When students are allowed to use their home language, they feel more confident and actively participate in class discussion. A supportive multilingual environment fosters interest in learning and encourages students to take ownership of their education. Providing culturally relevant materials enhances engagement by making lessons more meaningful and relatable (Gay, 2018). Teachers who integrate diverse linguistic backgrounds in instruction create inclusive classrooms where students feel valued and motivated to excel. Schools that promote linguistic diversity help students develop a positive attitude toward learning and improve their overall academic performance.

Supporting Diverse Learning Strategies and Materials. Obo-Manobo learners understand lessons more easily when both their native language and English are included in teaching. Learning materials in their own language help them connect ideas better and participate more in class. Seeing their culture and language in lessons makes them feel more included and valued. Different ways of learning make education more effective and meaningful for them.

Providing equitable learning opportunities through translanguaging makes learning easier and improves comprehension.

The use of translanguaging is a big factor in providing equitable learning opportunities because it helps make learning easier and promotes comprehension for learners. (IDI 2 Q 4.2)

Opportunities to use native languages in translanguaging promote deeper understanding and create a more inclusive learning environment.

In translanguaging, students are given opportunities to use their native language. In that way, they will be more knowledgeable about the subject. There is effective and more inclusive learning in the classroom. (IDI 11 Q 4.2)

Offering diverse learning materials and encouraging cultural expression fosters inclusivity and deeper engagement in the classroom.

It can contribute in many ways, such as offering learning materials that relate to a variety of different identities and experiences and inviting students to share their language or culture. (IDI 13 Q 4.2)

In the same manner, It can contribute to providing equitable learning opportunities because they understand the subject better through contextualization. (IDI 20 Q 4.2)

Using multiple languages in instruction enhances comprehension and allows students to connect new knowledge with their prior experiences. Culturally relevant teaching materials make lessons more meaningful and encourage active participation (Gay, 2018). Differentiated instruction, which includes the use of multilingual resources, supports diverse learning styles and ensures equitable access to education. When teachers integrate various instructional strategies, students become more engaged and develop stronger critical thinking skills (Hammond, 2015). Providing diverse learning materials fosters inclusivity and improves overall academic achievement.

Themes on how translanguaging better support linguistic diversity and equitable learning opportunities to Obo-Manobo learners

Global Theme	Organizing Theme	Basic Theme
Support to linguistic diversity and equitable learning opportunities	Ensuring Comprehensible Instruction and Academic Success	Using Obo-Manobo and mainstream languages for clearer understanding
	Promoting Equity and Inclusion	Recognizing Obo-Manobo as a valuable linguistic resource
	Enhancing Student Motivation and Engagement	Encouraging active participation through native language use

	Supporting Diverse Learning Strategies and Materials	Incorporating oral traditions and storytelling in learning
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