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STUDENTS' PERCEPTIONS TOWARD THE USE OF TRANSLANGUAGING IN ENGLISH CLASSROOMS

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Abstract: The goal of this study is to determine students' perceptions of the use of translanguaging. Translanguaging refers to the use of two or more languages in the classroom. This study was guided by two theories: Translanguaging Theory by García and Wei and Sociocultural Theory by Lev Vygotsky, both of which explain students' perceptions of translanguaging practices, specifically in English classrooms. This study used a mixed-methods approach involving 20 Grade 12 HUMSS students enrolled during the 2025–2026 school year at MSU-MSHS, located in Marawi City, Lanao del Sur. The quantitative component used a Likert-scale questionnaire to explore students' perceptions of translanguaging, while the qualitative component used interviews to determine the factors that contribute to these perceptions. The quantitative findings showed an overall weighted mean of 3.48, interpreted as "Agree," indicating that students commonly use translanguaging in classroom activities. Meanwhile, students' perceptions of translanguaging obtained an overall weighted mean of 3.88, also interpreted as "Agree," indicating that the respondents generally have positive attitudes toward translanguaging in the classroom. The qualitative findings identified four factors contributing to students' perceptions of translanguaging: personal, linguistic, emotional, and social factors. These findings show that students' perceptions are associated with their individual needs, language experiences, feelings, and social interactions in English classrooms.
Keywords: *Students' perceptions; translanguaging; socio-cultural theory.*

INTRODUCTION

Translanguaging means the alternate use of two or more languages to express the intended meaning (Öztürk & Çubukçu, 2022). They explained that translanguaging is using two or more languages to make meaning. This practice is also suggested as a learning strategy for bilingual learners, a pedagogical approach that serves as a practice where students can learn better when they use two or more languages inside the classroom.

The use of translanguaging as teacher's pedagogical approach is the focus of other researchers and contributes to the usage of students. Several studies about the use of translanguaging as one of the teaching strategies have been undertaken by both local and global researchers.

Meanwhile, researchers Öztürk and Çubukçu (2022) indicate that translanguaging has become useful in education settings and is used as a pedagogical method for students who speak multiple languages, wherein they use not only one language to communicate, but they are also allowed to integrate their first language alongside English, for example. They further argue that in educational settings, translanguaging is effective for the learning of bilingual learners. This practice allows students to freely use two or more languages by alternating between them during the entire classroom interaction. By doing so, learners are better able to construct meaning and enhance their overall language development.

This has become the reason why educators and schools keep languages separate inside the classroom. Due to this, English, and sometimes Filipino, became more favored and valued by many (Berowa, 2016; Berowa, 2017; Berowa et al., 2018; Berowa, 2018; Berowa & Agbayani, 2019) while local and indigenous languages are being undermined. However, many studies reveal a growing shift; teachers, students,

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and researchers are finally recognizing translanguaging not as a deflection from the norm but as a pedagogical and sociolinguistic resource that reflects the lived multilingual realities of many Filipinos. The work of Alemania et al. (2022), for example, examined the beliefs of pre-service teachers towards translanguaging and the extent of utilizing translanguaging in their classrooms in the future. They argue that translanguaging is perceived positively and must be incorporated as a multilingual strategy inside the classroom. On the other hand, Vergara and Sumayo (2025) studied the virtual classroom. The study concludes that translanguaging is widely accepted and has become a pedagogical strategy to enhance comprehension and classroom interaction. They believe that students accept translanguaging strategies to foster engagement, clarity, and inclusive participation.

The above-mentioned studies both aimed to provide an in-depth understanding of the students' perceptions towards translanguaging; however, neither focuses on nor aims to study the senior high school students' perceptions. The study by Alemania et al. (2022) targeted pre-service teachers as their respondents, while Vergara and Sumayo (2025) focused on students' perceptions towards translanguaging in a virtual classroom in a state university.

Ramadani (2023) also investigates the perceptions of those students at Indonesian Public University on the use of translanguaging as a learning strategy. The quantitative findings of this study are perceived as positive by students themselves because they usually use these strategies in their learning, such as during presenting topics, discussion sessions, and giving activities. This is also part of the learning strategy of students to amplify their comprehension regarding the lesson, facilitate good communication with their classmates, teachers, and peers, and cater to a more inclusive learning environment in the classroom. The need for further research about translanguaging was suggested not only for its short-term effects, such as students' test scores, but also its long-term impact on students' learning, such as the examination of its possible challenges and barriers in terms of its implementation, and it must also be further studied in several educational contexts, both in basic and higher education.

Furthermore, Haukås (2016) explores the teachers' central ideas towards multilingualism or translanguaging practices inside the classrooms. The respondents were teachers from Norwegian language teachers which highlighted their beliefs about multilingualism and how it becomes part of their teaching practice in an English classroom. Based on the results, three themes emerged. Firstly, the teachers view translanguaging as a positive asset. They believe that translanguaging is not naturally given to students, but it is built. Secondly, the teachers make use of translanguaging during teaching the L3 or the target language. Lastly, translanguaging practice can enhance learning by using many languages. This study is anchored in how the teachers perceived translanguaging practices.

Additionally, Raja et al. (2022) explore the use of translanguaging by students themselves. The findings demonstrate that negative perceptions were dominantly expressed by the students towards students' use of translanguaging. Concurrently, teachers' use of translanguaging receives acceptable and positive perceptions, as denoted by students who expressed positive feelings towards teachers' translanguaging. Furthermore, the work of Santoso (2020) aims to relate the translanguaging practices to the view of socio-cultural approach that serve as the relationship between society and culture to the practice of translanguaging with English Department students as respondents. It was

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found that translanguaging helps students assess through language, understand complex ideas, think creatively, and talk with peers.

In the Philippine context, some researchers on translanguaging examined how teachers and students perceive the use of multiple languages in classroom instruction. Although these studies share an interest in translanguaging, they differ in their primary focus, including teachers' pedagogical perspectives, students' learning experiences, and the perceived benefits and challenges of translanguaging in multilingual classrooms.

Macawile and Plata (2022), in their study Teachers' Perspectives on Translanguaging as a Pedagogical Resource in Senior High School English Classes, explored teachers' perspectives on translanguaging in Senior High School subjects where English serves as the medium of instruction. Using focus group discussions, the researchers found that teachers viewed translanguaging as a resource for knowledge construction, meaning-making, and problem-solving. Their findings challenge the assumption that English-only instruction is necessarily the most effective way to facilitate learning. The study highlights the value of considering teachers' perspectives when examining how translanguaging is understood and used in educational settings.

In a more recent study, Cahanap (2026), in his study "Translanguaging as a Tool in Classroom Instruction: Perceptions of Senior High School Students", investigated students' experiences of translanguaging and its role in English language learning. The study involved ten Grade 12 students from Davao del Sur Institute of Languages and Technological College, Inc., in Digos City, as well as ten teachers who participated in focus group discussions to corroborate the students' responses. The findings indicated that translanguaging helped students understand lessons, clarify difficult concepts, express ideas, and participate more confidently in classroom activities. It was also associated with vocabulary development, collaboration, and reduced learning anxiety. However, the participants also identified challenges, including confusion when switching languages, difficulty translating complex ideas, and the possibility of becoming overly dependent on their home language. These findings suggest that students' perceptions of translanguaging may include both its perceived usefulness and the difficulties associated with its use.

Similarly, Yago et al. (2026), in their study "Translanguaging in Multilingual Classrooms: A Phenomenological Study on Teachers' and Students' Perceived Benefits and Challenges in Relation to Student Participation Among Grade 12 Students", examined how teachers and students perceived translanguaging in relation to classroom participation. Conducted among Grade 12 HUMSS students at Ilocos Norte National High School in Laoag City, the study used a phenomenological design and involved six participants: three HUMSS teachers and three students. The findings identified perceived benefits related to academic understanding, confidence, classroom engagement, inclusivity, and language development. Nevertheless, participants also reported challenges involving language switching, technical and academic terminology, and the need for appropriate guidance and pedagogical support. The study therefore highlights the importance of examining not only the perceived benefits of translanguaging but also the difficulties that may influence its use and acceptance in multilingual classrooms.

Taken together, these studies demonstrate that translanguaging has been examined in Philippine Senior High School settings from complementary perspectives. Macawile and Plata (2022) primarily focused on teachers' views of translanguaging as a pedagogical resource, while Cahanap (2026) emphasized students' perceptions of its role in classroom instruction and English language learning. Meanwhile, Yago et al. (2026) considered both teachers' and students' perceived benefits and challenges, particularly in relation to student participation. Despite their shared interest in

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translanguaging, the studies differ in their participants, contexts, and specific research emphases. Their findings provide a basis for further examining how students perceive translanguaging within multilingual educational contexts and how these perceptions relate to the language practices they experience in the classroom.

Many studies have been conducted to analyze the usage of translanguaging inside the English classroom. However, although previous studies have examined translanguaging among senior high school students, teachers, and university learners, their findings highlight the importance of considering the specific educational contexts and aspects of translanguaging being investigated. For instance, Cahanap (2026) explored senior high school students' perceptions of translanguaging as a classroom instructional tool, while Yago et al. (2026) examined teachers' and students' perceived benefits and challenges of translanguaging in relation to classroom participation. Other studies have focused on teachers' perceptions in senior high school settings (Plata & Macawile, 2022) and university students' attitudes toward translanguaging in virtual English classrooms (Vergara & Sumayo, 2025). These studies provide useful insights into translanguaging; however, their findings do not automatically account for the experiences of students in every educational setting.

In this regard, the present study focuses on Grade 12 students at MSU Senior High School in Marawi City rather than assuming that the findings of previous studies apply equally to this context. This research examines the language used in English classrooms, their perceptions of translanguaging practices, and the factors they identify as contributing to those perceptions. By considering these aspects together, the study seeks to provide a context-specific understanding of students' experiences with translanguaging in English classroom activities.

This study used two theories: Translanguaging Theory by García and Wei (2014) and Socio-cultural Theory by Lev Vygotsky (1934), as cited in Massa (2024), which together explain the connection between students' perceptions and their use of translanguaging strategies in English classrooms.

The researchers used translanguaging theory by García and Wei (2014). They explained translanguaging in their book entitled "Translanguaging: Language, Bilingualism, and Education" as the way people use different languages to learn and communicate, especially in education. It is far different from code-switching where it defined as switching from one language to another. On the other hand, translanguaging is used by our brain to view language not as separate languages but as a whole connected system.

While the historical view defines bilinguals or multilinguals as people who know or use several languages, García and Wei (2014) view them as individuals who have one language system with many resources that they can use depending on the situation. In this sense, Translanguaging theory argues that bilingual and multilingual people do not actually have two or more separate languages; instead, they have one integrated language repertoire where they select which words in a language they will use depending on the situation and on the person the interlocutors are talking to.

In this present study, the phenomenon that is being explored is the students' perceptions toward translanguaging, and their actual practice of translanguaging inside the English classroom. This theory is significantly aligned with the present research because it supports the perceptions of students toward translanguaging.

Additionally, the Socio-cultural Theory by Lev Vygotsky (1934, as cited in Massa,2024) is also used. He explained that knowledge is socially constructed; consequently, interacting with other people is an important constituent of learning (Swain & Lapkin, 2013). This

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theory is aligned with the current research because the phenomenon being investigated is the students' perceptions towards translanguaging and how these perceptions influence their use of Translanguaging in their English classrooms. Additionally, this is also aligned with the purpose of language in both communication and learning. This theory could also help in guiding the data analysis by providing a lens or perspective on how students' perceptions of translanguaging can be viewed or reflected in their classroom practices.

Overall, these two identified theories complement one another in framing the theoretical framework of this study. This theoretical framing ensures that the analysis for the research questions remains aligned with how students perceive translanguaging. With these, their social interaction utilizes their language repertoire in both their communicative and learning processes.

This study aimed to determine the students' perceptions toward translanguaging. Specifically, it answers the following research questions:

1. What are the languages used in English classrooms among the Grade 12 students at MSU Senior High School?
2. How do participants perceive translanguaging practices in English classrooms?
3. What factors contribute to the perceptions of translanguaging in English classrooms?

METHOD

Respondents

The study was conducted at Mindanao State University–Marawi Senior High School (MSU-MSHS) in Marawi City, Lanao del Sur, during the 2025–2026 school year. The research setting was selected after preliminary classroom observations indicated that students used Meranao, Filipino, and English during classroom activities, including answering questions, clarifying ideas, reporting, and interacting with classmates.

The respondents were the 20 Grade 12 students enrolled in the Humanities and Social Sciences (HUMSS) strand. All 20 students participated in the survey, consisting of 10 female and 10 male students. Since the study included the entire Grade 12 HUMSS group, total population sampling was used for the survey.

Of the 20 survey participants, only 11 participated in face-to-face interviews. These participants were selected based on their availability at the scheduled interview time and were drawn from the same group of students who completed the questionnaire. The adequacy of the interview sample was considered in relation to the findings of Hennink and Kaiser (2022), whose systematic review found that empirical studies often reached saturation within 9–17 interviews, particularly when participants shared relevant characteristics and the research objectives were narrowly defined. The 11 interviews in the present study yielded recurring patterns concerning students' reasons for translanguaging, including comprehension, expression of ideas, linguistic experience, confidence, and teachers' responses. These recurring patterns suggest that the interviews provided relevant information for addressing the research questions. However, because the participants were selected based on availability and saturation was not explicitly established, the sample size was justified with reference to the scope of the study and the qualitative information obtained rather than a claim that saturation had been achieved.

Instruments

The study used a survey questionnaire and a semi-structured interview guide to gather quantitative and qualitative data, respectively.

The survey questionnaire was adopted without modifications from Küçük (2018) as cited in Arslan and İşbulan (2021). It consisted of three sections containing 22 statements. The first section examined students' attitudes toward an English-only

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policy, the second focused on their attitudes toward translanguaging, and the third examined their reported translanguaging practices. The questionnaire used a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The respondents selected the response that best represented their views on each statement.

The interview guide was based on questions from Tabatabaei (2019) as cited in Wang et al. (2024). The interviews explored students' experiences and views regarding their use of different languages in English classes, providing additional context for interpreting the survey findings. Interviews were conducted face-to-face and lasted approximately five to ten minutes per participant. Students could respond in Meranao, Filipino, or English, depending on the language they were most comfortable using.

Procedures

Before collecting data, the researchers obtained permission from the school director for the participants' involvement in the survey and interview by submitting a letter of consent and approval addressed to the director. Preliminary classroom observations were conducted to determine whether translanguaging occurred in the selected classroom setting. The survey questionnaire was administered to all 20 Grade 12 HUMSS students. Afterward, 11 of these students participated in face-to-face interviews based on their availability at the scheduled interview time. Each interview lasted approximately five to ten minutes and was audio-recorded.

The recorded interviews were transcribed and translated into English for analysis. The translated transcripts served as the basis for examining students' explanations and experiences concerning translanguaging in English classrooms. The researchers then analyzed the survey responses and interview data separately. The interview findings were presented as supporting qualitative evidence to provide further context for the patterns observed in the survey results.

Data Analysis

This study employed a descriptive mixed-methods approach, combining quantitative survey data and qualitative interview data to examine students' attitudes toward translanguaging and their reported translanguaging practices in English classrooms. The quantitative data from the survey questionnaire were analyzed using frequency counts, means, and standard deviations. Frequency counts were used to summarize the respondents' selected answers, while the mean was used to determine the general response to each statement and section. Standard deviations were calculated to describe the variation in students' responses.

The mean scores were interpreted using the following ranges: 1.00–1.80 (Strongly Disagree), 1.81–2.60 (Disagree), 2.61–3.40 (Neutral), 3.41–4.20 (Agree), and 4.21–5.00 (Strongly Agree). These ranges were used to describe the respondents' attitudes toward the English-only policy, their attitudes toward translanguaging, and their reported translanguaging practices.

The qualitative interview data were analyzed using directed content analysis. The researchers repeatedly read the English transcripts to become familiar with the participants' responses. Initial codes were guided by concepts from existing literature and the study's theoretical perspectives. The researchers then organized related responses into categories relevant to the research questions, while allowing additional categories to emerge from the data when necessary.

The quantitative and qualitative findings were presented in separate sections. The survey results provided a descriptive account of students' perspectives and reported practices, while the interview findings offered contributing factors that affect their translanguaging practices. The two sets of findings were considered together in the discussion, but no statistical correlation test was conducted.

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RESULTS AND DISCUSSION

Languages used in English classrooms among the Grade 12 students at MSU Senior High School

Table 1 shows the languages spoken by the respondents during their English lessons. Only 11 out of 20 respondents were interviewed because some were not available during the interview schedule.

Table 1. *Languages Spoken by Respondents During English Lessons*

Languages	Number of Respondents	Percentage
Meranao	11	100%
Filipino/ Tagalog	11	100%
English	11	100%

The respondents were asked, "*Which languages do you speak during your English lessons other than English? You can mention more than one language here*."
Most of them stated:

"English, Tagalog, and Meranao"
"Other than English, we also use Filipino and Meranao"

The respondents mentioned the common three languages which were Meranao as their most dominant used language, followed by Filipino, the national language, which is often used in formal setting, and lastly, English as the foreign language that suitable in English classrooms.

These responses indicate that translanguaging naturally happens in the classroom. Although English is the prescribed language of instruction, students rely on their native language (Meranao) and Filipino to better comprehend complex concepts. These responses reflected on the study by Ramadani (2023) suggested that translanguaging can improve the student's understanding of complex concepts or lessons and comprehending meanings. The findings support the idea that translanguaging helps students construct meaning and participate more actively in classroom discussions.

Perceptions of Participants Towards Translanguaging Practices in English Classrooms

Table 2 presents students' perceptions toward translanguaging; the average weighted mean was 3.88**,** showing Agree as the interpretation. The results showed that the respondents generally have a positive attitude toward translanguaging in the classroom.

Table 2. *Frequency, Weighted Mean, and Standard Deviation of Responses on the Students' Perceptions Towards Translanguaging*

Students' Perceptions Towards Translanguaging	Frequency of Responses					Weighted Mean	Standard Deviation	Remarks
	1	2	3	4	5			
Using both my first language and English at the same time during the lessons increases my understanding of the subject.	0	1	0	6	13	4.55	0.759	Strongly Agree
It benefits me when the instructor uses both my first language and English at the same time during the lesson.	0	2	0	10	8	4.2	0.894	Agree
I will benefit more from the lessons if the instructor presents the words both in my first language and English.	0	0	7	9	4	3.85	0.745	Agree
I want to use my first language during the lessons when I feel it is needed.	0	0	8	10	2	3.7	0.657	Agree

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It benefits me when the instructor uses course materials both in my first language and English.	0	2	7	10	1	3.5	0.761	Agree
Using both my first language and English at the same time during the lessons helps me improve my English.	0	3	7	9	1	3.4	0.821	Neutral
It should be okay to speak my first language with my classmates during class activities.	0	1	1	8	10	4.35	0.813	Strongly Agree
Using only English in the lessons is not important as long as I fulfill my classroom responsibilities.	0	4	5	8	3	3.5	1.000	Agree
AVERAGE WEIGHTED MEAN						**3.88**	**Agree**	

Most students strongly agreed that using multilingualism, such as using both English and their first language, helps them understand lessons better. Such as the in the statement, "Using both my first language and English at the same time during the lessons increases my understanding of the subject." (M=4.55) interpreted as strongly agree. The respondents believed that translanguaging supports learning, especially when lessons become difficult. This is also supported by the researchers García and Kleyn (2016). They also believed that translanguaging can support inclusive learning and a diverse environment in classrooms. This includes the environmental factors that contribute to their learning, such as the encouragement that came from their teachers. Such as the statement: "It should be okay to speak my first language with my classmates during class activities" M= 4.35, interpreted as strongly agree. This means that translanguaging promotes inclusivity inside the classrooms and during class activities. Respondents also answered that translanguaging increased communication with others, together with cooperation and assistance given to and by teachers, students, and peers. Such as the statement, "It benefits me when the instructor uses both my first language and English at the same time during the lesson." M= 4.2, interpreted as agree. This means that translanguaging benefits students when they are encouraged to use the language of their choice. This adds to the collaboration efforts of the teachers to assist their students.

Students' Translanguaging Practices

Table 3 shows how students practice translanguaging during lessons. The average weighted mean is 3.48, which is interpreted as Agree. This means that students commonly use translanguaging in their classroom activities.

Table 3. *Frequency, Weighted Mean, and Standard Deviation of Responses on the Students' Translanguaging Practices*

Student's Translanguaging Practices	**Frequency of Responses**					**Weighted Mean**	**Standard Deviation**	**Remarks**
	1	**2**	**3**	**4**	**5**			
I use my first language to ask about a new concept to my classmates during the lessons.	0	1	6	10	3	3.75	0.786	Agree
I use my first language to explain a new concept to my classmates during	0	0	6	12	2	3.8	0.616	Agree

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the lesson.								
I use my first language to check the meaning of a new word or concept.	0	2	8	7	3	3.55	0.887	Agree
I take notes in the language that the instructor uses.	0	5	5	6	4	3.45	1.099	Agree
I see that I switch from one language to another without noticing while taking notes in the classroom.	2	4	3	9	2	3.25	1.209	Neutral
I take notes in my first language regardless of the language used by the instructor or in the lessons.	1	5	7	5	2	3.1	1.071	Neutral
AVERAGE WEIGHTED MEAN						**3.48**	**Agree**	

Students agreed that they use their first language to ask questions, explain difficult concepts, and check meanings. Such as the statement: "I use my first language to ask about a new concept from my classmates during the lessons." M=3.75, interpreted as agree. "I use my first language to explain a new concept to my classmates during the lesson." M= 3.8 (Agree) and the statement: "I use my first language to check the meaning of a new word or concept." M= 3.55 (Agree). These practices suggest that students rely on their first language to better understand new or difficult ideas. Previous studies show that children who grew up with a supportive family and healthy environment and speak multiple languages are proven to be more flexible in terms of intellectuality than those monolingual ones (Okal, 2014). With that, multilingualism is seen as an immediate way for effective communication. Fixing the idea that there is only one fixed system in explaining a word will help learners to express themselves fully, because without limitations on how and what language they use allows them to communicate effectively and reach more advanced level of understanding and interaction (Okal, 2014). This highlights the benefits of translanguaging for students to communicate more easily with their teachers, express their ideas undoubtedly, and avoid restrictions such as word appropriations.

The findings show that translanguaging is actively practiced in real classroom situations. Students naturally switch between languages to support learning, which aligns with their positive perceptions toward translanguaging shown in the previous table. The findings on the ground are supported by the study of Öztürk and Çubukçu (2022), it tells that using translanguaging always support the understanding and learning of the students. This includes asking questions, explaining concepts, and checking meanings in their most convenient language.

Factors Contribute to the Perceptions of Translanguaging in English classrooms.

Students' perceptions toward translanguaging show a positive attitude. In the qualitative survey, factors are treated as explanatory conditions that contribute to explaining students' perceptions toward translanguaging, rather than as outcomes of those perceptions. They were themed as follows, grounded in translanguaging theory and socio-cultural theory supported by past research.

Personal Factor

According to translanguaging theory, personal factors are based on personal judgement and situation. This includes individual choice, self-perceived needs, and personal learning strategy. Past researchers such as Ramadani (2023) suggested that translanguaging improves students' comprehension of subject matter, which includes the benefits of translanguaging such as understanding the lessons better, comprehending meanings, and asking relevant questions.

In this present study, personal factors were identified based on self-reported individual reasons. 8 out of 11 (72.73%) respondents shared their reasons for their use

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of translanguaging. 6 out of 11 (54.55%) respondents reported that they use their first language to understand complex ideas, such as asking questions using their first language to understand concepts and lessons better. Examples of such include:

> "I use my first language to ask questions and to understand the topic better."
>
> "I use my first language because it can help me understand the topic."
>
> "I use my first language to explain things better."

This means that students use other languages alongside English for comprehension and understanding concepts better. These responses reflected on the study by Ramadani (2023) suggested that translanguaging improves students' comprehension on subject matters which includes the benefits of translanguaging such as understanding the lessons better, comprehending meanings, and asking relevant questions.

Secondly, 2 out of 11 (18.18%) respondents also reported that they use translanguaging to clearly express their ideas. Due to the reason that there are concepts that could not be explained using their second language and therefore use their first language to communicate meanings clearly. They state:

> "I think I use other languages such as my first language to explain things that cannot be explained and elaborated using English."
>
> "For better understanding and to explain complex ideas."

These imply that students often use multiple languages to express themselves better or to communicate properly, especially when they are having difficulty explaining concepts using English; they support it using their mother tongue or Filipino. These findings were supported by the Translanguaging Theory by García and Wei (2014), which they suggested that using another language alongside English allows students to express and convey their ideas through their linguistic knowledge.

Linguistic Factor

Linguistic Factors were identified based on students' reasons, which include language proficiency, language exposure, and mother tongue dominance. Translanguaging Theory (García & Wei, 2014) holds that linguistic repertoires are shaped by experience.

3 out of 11 (27.27%) respondents reported their linguistic reason in using another language such as the reason for living in a multilingual community, the respondents used other languages such as Meranao and Filipino alongside English because he use those languages since earlier of his life time. The respondent states:

> "Maybe because, ever since I was young, I used many languages, including Meranao, Tagalog, and English. I get to experience speaking and communicating with others using that language, so I am more comfortable when talking to other people with that language."

This implies that students used translanguaging because they are used to applying multiple languages as they live in a place where translanguaging is commonly used when speaking, and that they find it comfortable to use those languages because they are honed by the community where they came from. This finding was also relevant to the theory used in this study, the Translanguaging Theory by García and Wei (2014). The respondents use Meranao and Filipino alongside English because, accordingly, it is explained by lifelong exposure and greater communicative comfort in those languages: bilingual speakers usually expose their whole linguistic repertoire to express complex ideas and manage classroom interaction.

Additionally, the respondents reported that they are having difficulties with their linguistic background, including vocabulary and lexical words. Some stated that:

> "...because there are things, specifically vocabularies that are hard to be explained using English...."
>
> "For me to understand the lesson properly na I needed to put it into my

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first language kapag hindi ko talaga alam yung words na English na yun…"

In translation: "To understand the lesson properly, I need to use or translate it to my first language"

These findings were relevant to the theory used in this study, the Translanguaging Theory by García and Wei (2014). The respondents' use of Meranao and Filipino alongside English is explained by lifelong exposure and greater communicative comfort in those languages. They usually applied their whole linguistic learning to express complex ideas and manage classroom interaction.

Emotional Factor

3 out of 11 (27.27%) respondents reported that they are more comfortable using their first language when expressing their ideas and are not confident in using English. Some of them state:

"Kasi na I'm not really confident po when it comes to my speaking, so gumagamit po ako ng bang language."

In translation: "Because I am not really confident when it comes to speaking English, so I use other languages."

"I use my first language because it is more comfortable."

These responses only imply that students find comfortable in using their L1, mother tongue and Filipino alongside English because of not having an enough confidence in speaking English. Instead of using English alone, they integrate other languages that they know, such as Meranao and Filipino, to elevate their confidence in speaking in front. This finding is relevant to the study of Öztürk and Çubukçu (2022), a mixed-methods study of preparatory-level EFL students. Their findings reveal that students reported using L1 to make meaning and to feel more comfortable and confident when explaining ideas.

This finding is relevant to the study of Öztürk and Çubukçu (2022), a mixed-methods study of preparatory-level EFL students. Their findings reveal that students reported using L1 to make meaning and to feel more comfortable and confident when explaining ideas.

Social Factor

According to Socio-cultural Theory (Vygotsky, 1934), students' perceptions toward translanguaging are shaped by how language is used and interacted with others. Social factors such as peer interaction, teacher reactions, and classroom norms contribute to the students' perceptions toward translanguaging.

During the interview, one question asked, "Do you speak your first language(s) during English lessons, and how does the teacher react?" The results stated that 8 out of 11 (72.73%) respondents said that it is sometimes fine because their teachers allowed them to use translanguaging during English classrooms. Some of them stated:

"She allows us to speak our first language as long as we do not use it because this is an English class."

"…. pwedeng gumamit ng another language for examples pag may games ang mga reporters na gumagamit po talaga kami ng ibang language."

In translation: "It is allowed to use other languages, for instance, when there are games of every reporter, and they used translanguaging"

"Sometimes, whenever we are presenting and reporting, she encourages us to speak in Tagalog and English only."

This implies that teachers are in favor of translanguaging, allowing their students to use the language that they are comfortable with without doubt and hesitation. This often leads to an inclusive and engaging classroom environment because students feel a sense of belonging, and interaction is not interrupted, as Sociocultural theory by Lev Vygotsky (1934, as cited in Massa,2024) posits that students learn best through social interaction.

However, 3 out of 11 (27.27%) respondents said that it is inappropriate or unprofessional. Some of them state:

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> "…. but if we use our first language, our teacher sometimes feels bothered because in the first place, it is an English classroom"
>
> "She tells us to avoid using them as we are in English Classrooms."

These imply that while there are teachers allowed their students to use translanguaging, there are also limitations of it because accordingly, it should be English only for the discipline. These responses also reflected the study conducted by Sinaga and Putrawan (2024) entitled "How do teachers perceive translanguaging? and Teachers' perceptions about translanguaging practices in the EFL classroom" where they found out that teachers of a classroom where English is treated as foreign language perceived translanguaging as either simultaneous or contradictory perceptions such as some believes that English language should be used only, but some also accept translanguaging.

The findings showed that while there are teachers allowed their students to use translanguaging, there are also a limitation of it because accordingly, it should be English only for the discipline.

The findings were analyzed and categorized into personal, linguistic, emotional, and social factors. Personal factors involved individual preference and convenience; linguistic factors related to language development and comprehension; emotional factors referred to feelings such as comfort and confidence; and social factors included social interaction with peers and teachers' reactions. Some responses reflected more than one factor.

These responses can be observed in the study of De Guzman (2025), who found that translanguaging enhanced students' classroom engagement and confidence by permitting them to use several languages of their choice, resulting in improved participation, emotional security, and a preference for mixed language strategies in the language learning process.

CONCLUSION

This study demonstrates that the respondents, who are the Grade12 HUMSS students at MSU- Marawi Senior High School, have a favorable and positive attitude towards translanguaging in the English classrooms. It also appears that there are different factors encountered by the students that affect their translanguaging practices. Those are personal, emotional, social, and linguistic factors.

This research has shown that students use translanguaging because it indicates that students see translanguaging as a helpful learning strategy rather than a problem. They believe it improves understanding, participation, and comfort during class, while still supporting their English learning. Overall, it showed positive perceptions. This can be observed in the study by De Guzman (2025), who discussed that translanguaging practices enhanced students' classroom engagement, such as collaborating with peers and confidence, by using several languages of their choice, resulting in improved participation, emotional security, and a preference for mixed language strategies in the language learning process.

Aside from positive perceptions toward translanguaging, this research reported factors that contribute to the students' perceptions toward translanguaging in English classrooms. It said that not only personal preferences contribute to their usage of translanguaging but also different factors such as linguistic, emotional, and social factors.

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