



Republic of the Philippines
Department of Education
Region IV-A CALABARZON
City Schools Division of Dasmariñas

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English Teachers' Perspectives on Translanguaging as a Pedagogical Resource in Senior High School English Classes

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Abstract: Translanguaging has been documented in previous research as a pedagogical resource in language classrooms yet the monolingualistic culture prevents the leveraging of this resource in language learning. Despite the extensive research on translanguaging, its use as a pedagogical resource is limited, particularly in the Philippine context. This study explores perspectives of 24 senior high school English teachers from selected schools in Region VI-A, Philippines in using translanguaging in subjects where English is the medium of instruction. Findings from focus group discussions reveal that the participants leverage translanguaging as a resource to help students in knowledge construction, meaning-making, and problem-solving. This study, therefore, argues the need to revisit language education policies to address linguistic biases and make use of students' linguistic repertoire in content and language learning.

Keywords: pedagogical resource; translanguaging; senior high school; language learning; meaning making

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