ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 5| May 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

TRANSLANGUAGING PEDAGOGY UTILIZED BY PRIVATE JUNIOR HIGH SCHOOL TEACHERS IN IMPROVING STUDENTS' READING COMPREHENSION: A HERMENEUTIC PHENOMENOLOGY

Royete D. Soleto, Dr. Ligaya Z. Del Rosario, Dr. Vivian I. Buhain, Dr. Dorislyn A. Tabunda

Article DOI: https://doi.org/10.36713/epra27572
DOI No: 10.36713/epra27572

ABSTRACT

This qualitative hermeneutic phenomenology research explores the translanguaging pedagogy utilized by private junior high school teachers in improving students' reading comprehension, the challenges encountered by the private junior high school teachers when employing it in their classrooms, and how translanguaging pedagogy improves students' reading comprehension as described by their teachers. Seven (7) private high school teachers were referred through snowball sampling in Quezon City. The data collection methods used were interviews, observations, and document analysis. The Researcher used the steps of thematic analysis in this study developed by Max van Manen to analyze the data gathered from the private high school teachers. Five (5) themes emerged in this study. The results show that private junior high school teachers employed translanguaging in improving the reading comprehension of the students. They encountered challenges in employing translanguaging pedagogy in their classrooms. Meanwhile, they employed translanguaging as an alternative amid the challenges in their classrooms. Translanguaging pedagogy improved the reading comprehension of the students, and the private junior high school students responded positively when their teachers translanguage the reading texts. Thus, this suggests that private junior high school teachers may continue to use translanguaging pedagogy in improving their students' reading comprehension. They may allow their students to use translanguaging to share their ideas in the reading activities.

KEYWORDS: *Translanguaging Pedagogy, Utilized, Hermeneutic Phenomenology, Private Junior High School Teachers, And Students' Reading Comprehension.*

INTRODUCTION

Background of the Study

The Philippines is considered a multilingual country due to the diverse languages spoken by the people across the country, including the students who often use their first language and the second language (English) in their classes. This promotes inclusivity, since the students freely use the languages they know. Even though multilingual education has benefits, like it promotes inclusivity, the scenario creates problems for the students, particularly in their reading comprehension. This leads to difficulty in comprehending the reading activities in English. Aside from that, limited English exposure of the students affects their reading comprehension. This situation needs organized pedagogies from the teachers to help the students' reading comprehension and fill in the gaps in language.

One of the pedagogies to help the students' reading comprehension is translanguaging. Translanguaging is often defined as the combination of two languages, first language (L1) and the second language (L2), in different contexts verbally. Torregrossa, et al. (2025) defined translanguaging as any reasoning activity involving more than one language. It is also the use of any available words from different languages when speaking. This natural mixing and matching of languages is what translanguaging is all about. This type of natural cognitive process of multilingual learners helps to bridge the gap in understanding. A student may use his L1 to understand the reading text from L2. This study focused on translanguaging pedagogy utilized by private high school teachers in improving students' reading comprehension: A Hermeneutic Phenomenology.

On the part of the students, the translanguaging practices of the teachers help them to comprehend the reading text very well in the classroom. Difficult English terminology from the reading lessons is inevitable. That is why the role of the teacher is crucial when dealing with the questions from the students. The teacher may translanguage the concepts by mixing the use of Filipino and English, and other languages while explaining the reading activities. Ocampo (2023) revealed that the reading comprehension of his respondents was connected to translanguaging. His study recommended that teachers should use both the home language and English in discussions and interactions, and utilize translanguaging in teaching reading.

Translanguaging is often used by teachers as a pedagogy to clarify instructions, to explain complex concepts, and to promote comprehension in the reading activities of the students. The students may encounter reading difficulties when the reading instruction is only discussed in English by their teachers. That is why the role of translanguaging pedagogy by

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 5| May 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

the teachers is to help the students improve their reading comprehension in the reading activities. Despite the use of translanguaging to bridge the understanding of complex concepts into simpler ones, the reading comprehension by the students does not entirely depend on the translanguaging pedagogy of the teachers. On translanguaging challenges faced by teachers and learners in first grade multilingual literacy classrooms in Zambia, it was found that translanguaging practices in teaching of literacy in a multilingual first grader class was connected to problems between the language of instruction and the mother tongue of the learners. The strict monolingual based assessment, and lack of teaching-learning materials also affect the translanguaging practices of the teachers (Nyimbili & Mwanza 2021). In connection with the Philippine setting, strict monolingual assessment and lack of teaching materials may hinder the translanguaging practices of the private junior high school teachers. In addition, Qureshi and Aljanadbah (2022) found that there is no improvement in the reading comprehension of the students even though translanguaging is applied by the teachers in the reading lessons. In view of this, there is a limited study here in Quezon City where translanguaging pedagogy is applied and interpreted in the classroom. There are uncertainties that the translanguaging pedagogy utilized by private junior high school teachers does not improve students' reading comprehension.

Regardless of studies about the benefits of translanguaging pedagogy in the classroom, there is still a knowledge gap or lack of numerous studies that are connected to the students' reading comprehension in the lessons, such as their vocabulary, their writing skills, and their mastery of the L2. There is a need to study the translanguaging pedagogy utilized by private junior high school teachers in improving the students' reading comprehension in Quezon City to understand their lived experiences, the problems they encountered, and how translanguaging improves their students' reading comprehension. Hence, the purpose of this study is to focus on the translanguaging pedagogy utilized by private junior high school teachers in improving students' reading comprehension.

Purpose Statement

The purpose of this hermeneutic phenomenology study approach was to explore the translanguaging pedagogy utilized in improving students' reading comprehension by private junior high school teachers in Quezon City. At this stage in the research, the translanguaging pedagogy in improving students' reading comprehension would be generally defined as the lived experiences, and the challenges of the private junior high school teachers.

1. What are the lived experiences of private high school teachers in the utilization of translanguaging pedagogy in improving students' reading comprehension?
2. What are the challenges encountered by the private high school teachers when employing translanguaging pedagogy in their classrooms?
3. How does translanguaging pedagogy improve students' reading comprehension as described by their teachers?

METHODOLOGY

This chapter deals with the procedures and techniques used by the researcher in completing this study. It includes research design, research setting, sample, sampling procedure, sources of data, data collection methods, data collection procedures, data analysis, trustworthiness, reflexivity, and ethical consideration.

Research Design

The researcher used a qualitative research method. This type of method employs non-numerical data from the participants. Interview, observation, field notes, document analysis are the usual data collection methods used (Denny and Weckesser 2022). This aims to understand deeper the lived experiences of the participants. The responses of the participants are analyzed through codes, categories, and themes.

In particular, the Researcher utilized hermeneutic phenomenology to understand the lived experiences of private high school teachers in the use of translanguaging pedagogy in students' comprehension. Martin Heidegger, as cited in the book of Pilarska (2021) defined hermeneutic phenomenology as a wider meaning to the lived experiences of the people. The human existence "dasein" is defined as being engaged already and is interpreting the world through daily activities, different cultures, and history. Also, "phenomenology is a qualitative research approach committed to examining how people make sense of their major life experiences", (Rosa et al. 2022). This qualitative study seeks to understand the lived experiences of private high school teachers about translanguaging pedagogy in the students' comprehension, the challenges they encountered when employing it in their classroom, and how translanguaging pedagogy improves the understanding of the learners in the lessons.

Sample

The study included seven (7) private high school teachers in Quezon City which use translanguaging pedagogy in the classroom. The participants were carefully selected based on the following criteria: (1) have at least two (2) years of teaching experience in a private high school; (2) teaching reading in English or Filipino subject; (3) utilize translanguaging pedagogy in reading activities; (4) have different linguistic backgrounds; (5) available during the collection of data; (6) teaching from private high schools in Quezon City; and (7) willing to participate in this study.

Data Collection Methods

Following Martin Heidegger's Hermeneutic Phenomenology, in the study of David and Naparan (2024) on Challenges and interventions of school administrators in the retention of professional teachers in private schools, the Researcher administered interviews as an instrument to gather data. He utilized a researcher-made ***Semi-structured interview*** guide questions based on the teacher-participants. The content of the interview guide focused on the objectives of the study to determine the translanguaging pedagogy in students' comprehension of private high school teachers with different linguistic backgrounds on translanguaging pedagogy, challenges they encountered in employing translanguaging

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 5| May 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

pedagogy, and how translanguaging pedagogy helps the students' comprehension of the lessons as described by the teacher-participants. These were done in Quezon City. The Researcher revisited the essential questions and asked follow-up questions.

The interview guide followed three major research questions. Each research question consisted of six (6) interview guide questions to get the desired answer for each major question. The Researcher utilized the triangulation method. Aside from ***semi-structured interviews***, the Researcher did the ***class observation*** in the actual setting of the study, which are the private schools in Quezon City. He requested the class observation verbally to the school principal for some conditions that the observation must be for a few minutes only. Taking photos, nor videos were restricted. The decision was respected by the Researcher. The ***document analysis*** was used to enhance the understanding of the data. The Researcher requested for the reading materials used by the private junior high school teachers. Some participants gave the reading scores of their students when they employed monolingual reading activity, and the reading scores of their students when they employed translanguaging in the reading activities.

Data Collection Procedures

The Researcher wrote a request letter (*see Appendix A*) for each principal of the private high schools in Quezon City. He included the nature of the study in the letter. The recommended participants by the principal received informed consent *(see Appendix B)* to participate in the **one-on-one interview** with the Researcher. Once they agreed to participate through signing the informed consent, the Researcher discussed the nature of the study to each of them, particularly the objectives of the study. Their privacy was protected in the whole study. The Researcher did not divulge their backgrounds or basic information about them in view of their privacy. The interview guide was conducted by the Researcher by visiting the actual setting of the study. The Researcher informed the participants to use audio recording tools, such as cellphone and tablet to record their audio responses.

For the **Class Observation** (*see Appendix E*), the Researcher visited the actual setting of the school. The request to do the actual observation in the classroom was requested verbally to the school principal and the participant with some conditions that the Researcher should not take photos, nor videos of the actual classroom activity. A short time was only given to the Researcher to observe. The decision of the school principal and teacher-participant was respected.

Document analysis (*see Appendix F*) was used to improve the interpretation of data. After the interview with the private high school teachers, the Researcher requested some reading materials that they used when they employed translanguaging. Scores of the students in their reading activities were requested from the private high school teachers to support the study.

The gathered data from one-on-one interview, observation, and document analysis were with utmost protection. The basic information of the teacher-participants are anonymized in view of the data privacy act.

Systematic, rigorous, and ethical data collection procedures were applied by the Researcher to get a comprehensive interpretation on the translanguaging pedagogy utilized by private high school teachers in improving students' reading comprehension.

Data Analysis

The Researcher used the steps of thematic analysis in this study developed by Max van Manen (1990) as cited in the study of Alhazmi and Kaufmann (2022) for data analysis. Here are the following steps: holistic, selective, and detailed.

Turning to the nature of lived experience. In this part of the data analysis, the Researcher listened to the real stories of the participants. He listened to the real stories on translanguaging pedagogy utilized by private high school teachers in improving students' reading comprehension.

Investigating experience as we live it. This is the actual or everyday experience, how it is felt, before explaining them. This is accessing the experience from the inside before labeling them. It describes how it felt the experience. The Researcher understood the reality of the translanguaging pedagogy utilized by the private high school teachers in improving students' reading comprehension. .

Reflecting on the essential themes. This is reading and rereading descriptions from the participants' answers in the interview to determine the heart of the experience. This is identifying the main point or what really matters. In connection with the study, the Researcher generated themes to identify the main point of the interview from the private high school teachers based on the research questions. Their responses lead to five (5) themes of this study.

Describing the phenomenon through the art of writing and rewriting. The Researcher wrote and rewrote the gathered information to have a vivid description of the phenomenon of the private high school teachers in utilizing translanguaging pedagogy in improving students' reading comprehension. He described the feelings, emotions, and problems encountered by the private high school teachers.

Maintaining a strong and oriented to the phenomenon. During the interview, the Researcher stayed focused on the interview guide questions. He remained focused where the research questions to be asked to the teacher-participants and final written description from the teacher-participants are anchored in the translanguaging pedagogy utilized by private junior high school teachers in improving students' reading comprehension.

Balancing the research context by considering the parts and the whole. This is a back and forth activity of the researcher to have a rich and reliable interpretation. The private junior high school teachers have different experiences on how translanguaging improves the reading comprehension of their

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 5| May 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

students based on their responses during the interview. Those details were interpreted, and connected to understand the holistic picture of the students' reading comprehension when the private junior high school teachers employed translanguaging on it.

Ethical Considerations

Bhandari (2021) cites ethical considerations which are helpful for the translanguaging pedagogy in students' comprehension of private high school teachers in the classrooms in Quezon City. These are usually used in academic writing to discuss the voluntary participation of the private junior high school teachers, informed consent, anonymity and confidentiality, and potential harm.

To establish **Voluntary Participation**, private high school teachers' participation and non-participation in the study did not affect their professions. They were not forced to participate in the study. The Researcher embodied the clear boundaries as a teacher and student-researcher.

To establish **Informed Consent**, the Researcher presented the nature of the study, such as the objectives, methods, and potential risks of the study. The private high school teachers had the right to withdraw at any time without consequences. The consent form was written in simple language to fully understand by the private high school teachers.

To establish **Anonymity and Confidentiality**, basic information of the private high school teachers , such as their name, age, and address, could not be disclosed without their consent. In accordance with Republic Act 10173 also known as Data privacy Act of 2012, all information provided by the participants were treated with the utmost level of confidentiality, and only used for academic purposes.

For the **potential of harm**, the Researcher ensured the protection of the participants against physical, emotional, psychological harm, and potential risk. Potential dangers were identified from the very beginning of the study. The utmost priority of the Researcher was the safe environment and the well being of the private high school teachers.

For the **results communication**, this study is free of plagiarism. It is free of any misconduct. The result of this study was communicated with the private high school teachers. The school principal who requested a copy of the findings received the copy. This is an act of professionalism to inform them about the results, and recommendations of the study. This would help them to reflect on themselves on how translanguaging may be used in improving students' reading comprehension.

RESULTS

1. What are the lived experiences of private high school teachers in the utilization of translanguaging pedagogy in improving students' reading comprehension?

Based on the first theme, private high school teachers employed translanguaging in improving the reading comprehension of the students. It is evident in the interview transcriptions that the two languages that the private junior high school teachers use in the reading activities are Tagalog and English. They utilized translanguaging in their typical reading lessons, such as the story of Falcon, My Brother's Peculiar Chicken, The Necklace, and Canterbury Tales. Based on their responses, translanguaging is helpful in discussing their reading text. Through this, their students understand the discussion easily. This gives comfort to their students, as well. This is also beneficial to their struggling students. For the reading materials where translanguaging was incorporated, they shared that they used printed materials, like books, printed poems, biography; social media (YouTube), multimedia (Filipino songs), PowerPoint presentations, visuals, videos, and news. In addition, they utilized translanguaging during the reading assessment with students for clarifications and explanations. They also translanguaged the directions of the reading activities. Their lived experiences give meaning to the first research question.

2. What are the challenges encountered by the private high school teachers when employing translanguaging pedagogy in their classrooms?

Private high school teachers encountered challenges in employing translanguaging pedagogy in their classrooms. This is based on their responses during the interview that some of their students were surprised when they used Taglish, an example of translanguaging, in their classrooms. Aside from that, there were frequent questions from their students. Some students found it peculiar when their teachers used translanguaging. They stuttered when they used translanguaging to explain concepts. They were sometimes confused, because they forgot the translation of the words. The problem also was the translanguaging the original reading text. Even though their schools have policies to implement monolingualism in their subjects, they still used translanguaging for clarifications, meaning-making, and explanations. The private high school teachers still used translanguaging when the students needed clarifications. For the short or major assessment where only one language must be used, they still employed translanguaging to clarify the directions of the reading assessment, to unlock the difficulties, and to answer questions. When they lacked resources, they used alternative materials to incorporate translanguaging such as, blackboard, books, videos, Philippine context as materials, and traditional materials. They also used their verbal communication.

3. How does translanguaging pedagogy improve students' reading comprehension as described by their teachers?

Translanguaging is beneficial to the reading comprehension of the students. Private high school teachers found it engaging to their students, where they understood the reading text easily. It was helpful to clear the vague instructions in reading. The students were able to get involved in their discussions. Translangauging gives clarity to the students in reading, since they have no questions. Translanguaging is helpful in understanding the stories. It is also helpful in unlocking difficulties. This is also useful in interaction with the students. The students showed a positive response, since they are more motivated, engaged, happier, more comfortable, having aha moment, and no fear at all. They participate more in the reading

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 5| May 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

activities when their teachers use translanguaging. The students are more involved in sharing their ideas in the reading text when they translanguage them.

Implications

For the implications of the study, it shows how the results of this study may be applied in the field of teaching. This also shows the beneficiaries of the study, where it explains how they will benefit from this study.

For the **Practical Implications**, translanguaging pedagogy utilized by private high school teachers in improving the students' reading comprehension may also be applied by other private high school teachers in the other places of this country. They may use it to clarify instructions of the reading activities. They may use translanguaging to improve the comprehension of the students in reading.

In **Theoretical Implications**, translanguaging pedagogy utilized by private high school teachers in improving the students' reading comprehension is actually connected to sociocultural theory. The theory aims for scaffolding or support. The support of the teacher through translanguaging the communication, instruction, and discussion of the reading texts improves the students' understanding.

Conclusions

This study sought to understand the translanguaging pedagogy utilized by private high school teachers in improving students' reading comprehension in Quezon City. The Researcher interpreted the findings of the study. The analysis from the interview conducted by the Researcher emerged with five (5) themes that support translanguaging pedagogy utilized by private high school teachers in improving students' reading comprehension.

1. Private high school teachers employed translanguaging in their reading activities to improve their students' reading comprehension. The two languages that they mixed are Tagalog and English. They used the translanguaging pedagogy to help their students understand the directions, and the reading text. Using the said pedagogy is also helpful in their discussions, and clarifications. They used printed materials, social media and multimedia in the incorporation of translanguaging.
2. Private high school teachers encountered problems in utilizing translanguaging in their classrooms. Frequent questions from the students are inevitable. Some students found it peculiar when their teachers used translanguaging. They stuttered when they translanguage. Students have been conditioned to expect only one language. When they lack materials to incorporate translanguaging, they are resourceful.
3. Teachers perceive that translanguaging facilitates a deeper sense-making process. . The students show positive behavior in the reading activities. They are more excited, motivated, and involved since they understand them. They are able to share their thoughts freely through translanguaging.

Recommendations

The following recommendations are suggested to the students, teachers, school administrators, and future researchers in view of the findings and conclusions of this study to the private high school teachers in utilizing translanguaging pedagogy in improving students' reading comprehension.

For the Teachers. They may continue to use translanguaging, like Taglish, in their reading activities to support the understanding of their students. They may continue to use translanguaging pedagogy in helping their students to understand the directions, and the reading text. Using printed materials, social media, and multimedia are also recommended to incorporate translanguaging. Allowing the students to employ translanguaging in sharing their thoughts would be beneficial to the reading activities, and discussions. Using translanguaging to bridge the gap between a monolingual activity in reading in English texts and Filipino texts would also be beneficial to their students. Having ample training from school and other organizations on how to handle multilingual students in reading is also recommended. Allowing the students to use translanguaging to share their ideas in the reading activities may be considered. In this way, they are able to share freely their understanding in the reading activities without fear, doubt, language barrier, or anxiety.

For the Students. The students may continue to use translanguaging to show their understanding in the reading texts. They may consider that it is beneficial to express their thoughts freely as long as it is connected to their reading activities. Students should not be afraid to ask questions with the use of translanguaging to grasp the main points of the reading texts. They may use it to hone their understanding of the reading texts.

For the Parents. They may help their children understand the lessons through translanguaging. This would give them an idea on how to guide their son or daughter when encountering difficult lessons in the subjects they enrolled. They may adopt translanguaging pedagogy as a guide.

For the School Administrators. The school administrators may organize various programs that support translanguaging pedagogy to the teachers. Encouraging the private high school teachers to use translanguaging in their reading activities is highly recommended to improve the students' reading comprehension. Having that support system to use translanguaging pedagogy in the reading month of the school year is also encouraged. When the private high school teachers encounter problems in utilizing translanguaging pedagogy in their reading activities, they should support their needs. In addition, the school administrators should create a translanguaging protocol at school.

For the Future Researchers. The future researchers may continue to conduct similar studies about the use of translanguaging pedagogy in improving the students' reading comprehension. They may do the study in other cities, provinces, or other countries to identify the similarities and differences of the findings. They may conduct the same study

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 5| May 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

with the other participants aside from private high school teachers in Quezon City to understand deeper the study.

REFERENCES

1. *Alexis, G. (2023). Translanguaging instruction and reading comprehension skills of Japanese EFL learners: A quasi-experimental study. Journal of Language and Education, 9(1 (33)), 59-75.*
2. *Alhazmi, A. A., & Kaufmann, A. (2022). Phenomenological qualitative methods applied to the analysis of cross-cultural experience in novel educational social contexts. Frontiers in psychology, 13, 785134.*
3. *Atta, A., & Naqvi, S. B. (2022). Pedagogical translanguaging in English as second language (ESL) classrooms: A survey of existing studies. Journal of Nusantara Studies (JONUS), 7(2), 120-146.*
4. *Aziz, I. N., & Siddik, N. A. W. A. (2026). Digital Translanguaging and Santri Cognition: Enhancing English Comprehension through Arabic-English Repertoires. EDUKASIA Jurnal Pendidikan dan Pembelajaran, 7(1), 247-258. https://jurnaledukasia.org/index.php/edukasia/article/view/1918*
5. *Bhandari, M. (2021). Ethical Considerations.Types and examples Ethical Considerations in Research | Types & ExamplesScribbrhttps://www.scribbr.com › methodology › research-ethics*
6. *Carrillo, V. (2021). A qualitative meta-analysis of the impact translanguaging as a pedagogical possibility has on the learning experiences of adolescent newcomer emergent bilinguals in the United States (Doctoral dissertation, University of Illinois at Urbana Champaign).*
7. *Cenoz, J., Leonet, O., & Gorter, D. (2022). Developing cognate awareness through pedagogical translanguaging. International Journal of Bilingual Education and Bilingualism, 25(8), 2759-2773.*
8. *Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.*
9. *Cun, A. (2026). Reading and translanguaging with bilingual students from Chinese immigrant backgrounds. Bilingual Research Journal, 1-16. https://www.tandfonline.com/doi/abs/10.1080/15235882.2025.2609170*
10. *Dakessian, A. K. (2024). The Role of Leadership in Embedding Social Emotional Learning for Systematic Change in Chicago'sElementary Schools. The Role of Leadership in Embedding Social Emotional Learning for Systematic Change in Chicago's Elementary Schools*
11. *David, E., & Naparan, G. (2024). Challenges and interventions of school administrators in the retention of professional teachers in private schools. Indonesian Journal of Education and Social Sciences, 3(2), 201-215.*
12. *Challenges and interventions of school administrators in the retention of professional teachers in private schools Denny, E., & Weckesser, A. (2022). How to do qualitative research? Qualitative research methods. Bjog, 129(7), 1166.*
13. *Fizri, I. S. (2025). Embedding Translanguaging in PQRST Strategy in Increasing Students' Reading Comprehension Achievement(Doctoral dissertation, Universitas Lampung).https://digilib.unila.ac.id/89414/*
14. *Galante, A. (2020). Translanguaging for vocabulary development: A mixed methods study with international students in a Canadian English for academic purposes program. In Envisioning TESOL through a translanguaging lens: Global perspectives (pp. 293-328). Cham: Springer International Publishing.*
15. *Garcia, M. H. (2025). Middle school Arabic-speaking teacher and students engaging in reading, analysis, and evaluation of sources through translanguaging in social studies inquiry. Linguistics and Education, 89, 101449. https://www.sciencedirect.com/science/article/pii/S089858982500066X*
16. *Gu, M. M., Lee, C. K. J., & Jin, T. (2023). A translanguaging and trans-semiotizing perspective on subject teachers' linguistic and pedagogical practices in EMI programme. Applied Linguistics Review, 14(6), 1589-1615.*
17. *Guzmán Cabrera, B. A., & Sarabia Rivas, S. W. (2023). Developing vocabulary retention through translanguaging in a task-based-oriented classroom.*
18. *Hamman-Ortiz, L., Dougherty, C., Tian, Z., Palmer, D., & Poza, L. (2025). Translanguaging at school: A systematic review of US PK-12 translanguaging research. System, 129, 103594.*
19. *Hopkyns, S., & Dovchin, S. (2024). Translanguaging and emotionality of English as a second language (ESL) teachers. International Review of Applied Linguistics in Language Teaching, 62(3), 1257-1278.*
20. *Kim, S., Zhao, M., Kim, W., Ayik, B., Gu, D., Chen, X., ... & Ramos, K. A. (2026). Supporting Multilingual Learners Through Translanguaging Pedagogy in US K–12 STEM Classrooms: A Systematic Meta-Synthesis. Education Sciences, 16(3), 376. https://www.mdpi.com/2227-7102/16/3/376*
21. *Kucukali, E., & Koçbaş, D. (2021). Benefits and issues of translanguaging pedagogies on language learning: Students' perspective. Turkish Online Journal of English Language Teaching (TOJELT), 6(3), 55-85.*
22. *Li, D., & Wang, Y. (2024). Translanguaging as a mediational tool in the process of feedback in second language writing. Chinese Journal of Applied Linguistics, 47(1), 121-136.*
23. *Lu, C., & So, W. W. M. (2023). Translanguaging in scientific practices: a study of high school teachers in English Medium Instruction inquiry-based science classrooms. International Journal of Science Education, 45(10), 850-871.*
24. *MacSwan, J., & Rolstad, K. (2024). (Un) grounded language ideologies: A brief history of translanguaging theory. International Journal of Bilingualism, 28(4), 719-743.*
25. *Maseko, K., & Mkhize, D. N. (2021). Translanguaging mediating reading in a multilingual South African township primary classroom. International Journal of Multilingualism, 18(3), 455-*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 5| May 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

474.https://www.tandfonline.com/doi/abs/10.1080/14790718.2019.1669608
26. Mbirimi-Hungwe, V. (2022). Translanguaging to enhance reading comprehension among first-year medical students: An empirical corroboration. Translation and Translanguaging in Multilingual Contexts, 8(1), 67-85. https://www.jbe-platform.com/content/journals/10.1075/ttmc.00081.mbi
27. Merkebu, J., Geringer, J., & Samuel, A. (2025). Sampling thoughtfully in qualitative research: hallmarks of Rigour in health professions education. The Clinical Teacher, 22(4), e70145.
28. Mgijima, V. D. (2021). Advancing text prediction skills through translanguaging. Reading & Writing, 12(1), 1-10. https://www.scielo.org.za/scielo.php?pid=S2308-14222021000100003&script=sci_arttext
29. Moses, L., & Torrejon Capurro, C. (2024). Literacy-based play with young emergent bilinguals: Explorations in vocabulary, translanguaging, and identity work. Tesol Quarterly, 58(1), 423-450.
30. Nurjanah, A. (2024). Bridging Languages: Translanguaging and Vocabulary Development in English Language Education. Hawalah: Kajian Ilmu Ekonomi Syariah, 3(2), 82-88.
31. Nyimbili, F., & Mwanza, D. S. (2021). Translanguaging challenges faced by teachers and learners in first grade multilingual literacy classrooms in Zambia.
32. Ocampo, D. (2023). Translanguaging and Reading Comprehension of Filipino ESL Intermediate Learners. Online Submission, 1(1), 13-21. https://eric.ed.gov/?id=ED628266
33. Ou, A. W., & Gu, M. M. (2024). Teacher professional identities and their impacts on translanguaging pedagogies in a STEM EMI classroom context in China: a nexus analysis. Language and Education, 38(1), 42-64.
34. Parry, A. B., & Soaliha, S. (2025). The role of education in fostering social justice: A critical pedagogical approach. The Social Science Review: A Multidisciplinary Journal, Special Issue, 7-15.
35. Pilarska, J. (2021). Phenomenological Qualitative Research Design. Research paradigm considerations for emerging scholars, 33.
36. Qureshi, M. A., & Aljanadbah, A. (2022). Translanguaging and reading comprehension in a second language. International Multilingual Research Journal, 16(4), 247-257. https://www.tandfonline.com/doi/abs/10.1080/19313152.2021.2009158
37. Qureshi, M. A., & Al-Surmi, M. (2025). Translanguaging and Second-Language Reading Proficiency: A Systematic Review of Effects and Methodological Rigor. Languages, 10(8), 200.https://www.mdpi.com/2226-471X/10/8/200
38. Rahim, S. A. B. A., Leong, L. V., & Joseph, K. A. (2023). Translanguaging: Teachers and Pupils' Challenges in ESL Reading Comprehension Lessons in Chinese Vernacular Primary School. Higher Education and Oriental Studies, 3(1). https://www.heos.asia/ojs/index.php/heos/article/view/92
39. Ralushai, M., & Ntombela, B. (2025). Exploring translanguaging strategies in enhancing reading comprehension of English short stories among Grade 7 learners in Luvuvhu Circuit, Limpopo Province, South Africa. https://www.researchsquare.com/article/rs-8256921/latest
40. Riswanto, R. (2022). Exploring translanguaging as a pedagogical strategy used by the english teacher in EFL classroom setting. JPGI (Jurnal Penelitian Guru Indonesia), 7(1), 96-103.
41. Roose, T. M. (2025). Reading diverse voices, writing multilingual autobiographical stories: translanguaging in the English classroom. English in Education, 59(4), 370-378.https://www.tandfonline.com/doi/abs/10.1080/04250494.2025.2575190
42. Rosa, D., Bonetti, L., Villa, G., Allieri, S., Baldrighi, R., Elisei, R. F., ... & Manara, D. F. (2022). Moral distress of intensive care nurses: a phenomenological qualitative study two years after the first wave of the COVID-19 pandemic. International Journal of Environmental Research and Public Health, 19(22), 15057.
43. Seals, C. A. (2021). Benefits of translanguaging pedagogy and practice. Scottish Languages Review, 36, 1-8.
44. Shamsalizadeh, N., Merghati Khoei, E., Rimaz, S., Pierce, C. S., Rouhana, N., Bayat, A., & Swain, M. A. (2025). Meanings of Being There as a Menopausal Woman: A qualitative Heideggerian Hermeneutic Phenomenology Approach. Crescent Journal of Medical & Biological Sciences, 12(1).
45. Song, K., & Cho, B. Y. (2021). Exploring bilingual adolescents' translanguaging strategies during online reading. International Journal of Bilingual Education and Bilingualism, 24(4), 577-594 https://www.tandfonline.com/doi/abs/10.1080/13670050.2018.1497008
46. Storheil, I. V., & Iversen, J. Y. (2024). Translanguaging strategies in multilingual newly arrived students' writing. Scandinavian Journal of Educational Research, 68(7), 1410-1423.
47. Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). Thematic analysis. The SAGE handbook of qualitative research in psychology, 2(17-37), 25.
48. Ticheloven, A., Blom, E., Leseman, P., & McMonagle, S. (2021). Translanguaging challenges in multilingual classrooms: scholar, teacher and student perspectives. International Journal of Multilingualism, 18(3), 491-514.
49. Torregrossa, J., Bongartz, C., & Eisenbeiß, S. (2025). Does' translanguaging'equal'reasoning in multiple languages?': Back to the basics of translanguaging as a way forward. Linguistic Approaches to Bilingualism, 15(1).
50. Ulum, Ö. G. (2024). Breaking down linguistic barriers: The radical impact of translanguaging on pre-service EFL teachers' perspectives in Turkey. PLoS One, 19(12), e0315982.
51. Wang, H. (2023). Students' Translanguaging in Task-based Learning.
52. Wang, X., Xia, C., Zhao, Q., & Chen, L. (2025). Enhancing second language motivation and facilitating vocabulary acquisition in an EFL classroom through translanguaging practices. Applied Linguistics Review, (0).
53. Wangdi, T., & Rai, A. (2024). Enhancing reading comprehension skills among Bhutanese English learners through translanguaging. Studies in English Language and Education, 11(3), 1473-1492. https://pdfs.semanticscholar.org/2d6c/ccb5d7b90da02b1ab20624af2b2d1b044fb1.pdf
54. Yafele, S. (2021). Translanguaging for academic reading at a South African university. Southern African Linguistics and Applied Language Studies, 39(4), 404-424.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 5| May 2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

https://www.tandfonline.com/doi/abs/10.2989/16073614.2021.1981767

55. *Yan, L. R., & Aziz, A. B. A. (2024). Multilingualism and Translanguaging: The Impact on Elementary Learners' Reading Skills in the ESL Classroom. International Journal of Academic Research in Business and Social Sciences, 14(10), 1835-1857. https://kwpublications.com/papers_submitted/12496/multilingualism-and-translanguaging-the-impact-on-elementary-learners-reading-skills-in-the-esl-classroom.pdf*
56. *Yuan, R., & Yang, M. (2023). Towards an understanding of translanguaging in EMI teacher education classrooms. Language Teaching Research, 27(4), 884-906.*
57. *Zhang, S., Wang, Y., Li, C., & Derakhshan, A. (2025). Exploring the Perceived Attitudes, Motivation, and Influencing Factors of Translanguaging Among Teachers of Chinese as an Additional Language From an Activity Theory Lens. International Journal of Applied Linguistics.*