



ABSTRACT

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The primary purpose of this phenomenological study is to highlight the day to day translanguaging practices of Senior High School Teachers handling English Instruction. This delved into their experiences, their enabling conditions, perceptions, emotions, and routinely instructional activities. This was conducted in November up to March, 2020.

The method of gathering data includes Focus Group Discussion, Interview, Participation/ Observation. The following findings were drawn: the teachers view translanguaging as an integrated communication system; a student-centered approach; and embeds contextualized process. On the other hand, the mechanisms used by teachers in their translanguaging practice comprises cooperative learning; explicit teaching; and blended approach. Subsequently, the intervention scheme that is pointed out by the participants to further improve translanguaging are regular conduct of

Learning Action Cell; provision of computer-aided Instructional Materials; and teachers' Attendance to Training.

As a learning insight, the researcher recognizes the importance of translating curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. Through the utilization of translanguaging, which uses the students' L1 to scaffold their understanding of L3, appropriate mechanisms and tools are necessary to propel students' learning towards improved academic outcome.



**PERSPECTIVES OF TEACHERS IN TRANSLANGUAGING AS
PEDAGOGICAL SCAFFOLDING IN COMMUNICATION
ARTS: A PHENOMENOLOGICAL STUDY**

BEVERLY A. SANTOS

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APPROVAL SHEET

This thesis entitled **PERSPECTIVES OF TEACHERS IN TRANSLANGUAGING AS PEDAGOGICAL SCAFFOLDING IN COMMUNICATION ARTS: A PHENOMENOLOGICAL STUDY**, prepared and submitted by **Beverly A. Santos.**, in partial fulfillment of the requirements for the degree of **Master of Arts in Education major in Language Teaching** is hereby accepted.

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

In non-English speaking countries, teachers find it difficult to teach the language due to the varied ethno-languages of students. This predicament is a common problem beseeching teachers assigned in school communities with students having diverse ethnicity. Over the years, teachers have painstakingly looked for ways and means to facilitate understanding of the English language through appropriate scaffolding techniques.

Along this dilemma, several educationalists came up with a strategy to facilitate comprehension among students with diverse cultures and ethnicity, termed as translanguaging. This is an instructional approach utilized by the teachers to scaffold students' understanding of the English language. This approach enables the students to enhance their language abilities by using what they know in new and more complex contexts and with increasing sophistication through spiral progression. They reflect on and use prior knowledge to extend and enhance their language and understanding. By learning and incorporating new language structures into their repertoire and

using them in a variety of contexts, students develop language fluency and proficiency.

Diverse opinions on translanguaging are offered by most educationalists, however, majority viewed this positively as a developmentally appropriate practice to facilitate understanding of the English language. Most recently, schools have been utilizing translanguaging in bridging English instruction empowering both the learners and the teacher, focusing the process of teaching and learning on making meaning, enhancing experience, and developing identity (García 2010; Creese and Blackledge 2015).

In the Philippines, RA 10533 or the enhanced basic education curriculum stipulates that the K-12 Language Arts and Multiliteracies Curriculum is anchored on the language acquisition, learning, teaching and assessing principles. This policy specifies interrelatedness and interdependence of languages. Facility in the first language (L_1) strengthens and supports the learning of other languages (L_2). Acquisition of sets of skills and implicit metalinguistic knowledge in one language provides the base for the development of both the first language (L_1) and the second language (L_2). It follows that any expansion of common underlying proficiency that takes place in one language will have a beneficial effect on the other

language(s). This principle serves to explain why it becomes easier and easier to learn additional languages.

In the local scenario, during the regular MANCOM meeting with School Heads, the superintendency expressed dismay over the result of the recent National Achievement Test given to Grade 7 students where the Division of Davao del Sur obtained an over-all mean rating of 48% and ranked eighth place out of the eleven divisions in Region XI. After a series of discussion, it was found out that the common problem is language barrier. Students found it difficult to comprehend the text owing to the fact that the medium is Filipino and English while their Mother tongue is a mix of Bisaya, Ilongo, Ilocano and other ethno-languages.

Along this predicament on language barrier, a phenomenological study was conducted by the researcher to find out the translanguaging practices of secondary teachers in Sta Cruz South District.

Research Questions

The primary purpose of this phenomenological study was to highlight the day to day translanguaging practices of Senior High School Teachers handling English Instruction. This delved into their experiences, their enabling conditions, perceptions, emotions, and routinely instructional activities.

This study sought answers to the following questions:

1. What are the perspectives of teachers regarding translanguaging as scaffold in English instruction?
2. What are the challenges encountered by teachers in their translanguaging practice?
3. How can translanguaging practice improve the academic outcome of students in English instruction?

Significance of the Study

This study is a breakthrough in the English classes in the Division of Davao del Sur and may be beneficial to the following:

Dep Ed Officials. This study showcased the translanguaging practices of teachers as a scaffolding process in English instruction. This can be the basis for re-structuring of pedagogical approaches geared towards improved academic outcome as students are exposed to multi-literacies which is required for them to advance learning in the 21st century.

School Administrators. This study is beneficial to school heads as the information on translanguaging practices of teachers may be an opportunity for further technical assistance. School heads are to provide

support to the teachers by giving adequate and relevant learning resources to enrich their translanguaging practice, thereby facilitating improved learning outcomes.

Teachers. This study may serve as a learning resource, as the procedures in the implementation of translanguaging process can be relevant among their type of learners; integrating contextualized resources in the school community for easier understanding among varied learners.

Students. This study is valuable to the students as they are assisted in their language difficulty since a developmentally appropriate scaffolding is provided for them through translanguaging process. They would be more interactive as they begin discussions in L1 to scaffold their understanding towards L3.

Future Researchers. The details in translanguaging approach as scaffold in teaching English provides motivation for future researchers to delve on this endeavor in their respective schools.

Scope and Limitation of the Study

This utilized phenomenological study and delved into the experiences, enabling conditions, perceptions, emotions, and routinely instructional

activities of Senior High School teachers on their journey towards the translanguaging process as scaffold in teaching English.

The method of gathering data includes Focus Group Discussion, Interview, Participation/ Observation. It explored issues, delved into phenomena, analyzed and made sense of unstructured data. This included the analysis of any unstructured data, including open-ended survey responses, literature reviews, audio recording, videos, pictures, and social media.

This was conducted among the Senior High School teachers handling English instruction in Sta. Cruz North and South Districts in February to March 2020.

Definition of Terms

The terms herein are defined operationally for clearer comprehension of terminologies used:

English Instruction. This refers to the subject which involves the study of English language and instilling the students' ability to communicate effectively and make meaning of relevant texts through a variety of developmentally appropriate activities involving the macro skills which are listening; speaking; viewing; reading; and writing.

Perspective. This refers to the informants viewpoint on the subject discussed, which is the source of thematic statements of the study.

Scaffolding. This refers to the support platform utilizing the students' ethnolanguage in facilitating understanding of the English language which serves as bridge towards language acquisition.

Senior High School Teachers. This refers to the participants of the study who are teaching in Grade 11 and Grade 12 and are handling English Instruction under the K to 12 Curriculum, stipulated in RA 10533.

Translanguaging Approach. This is an instructional approach which enables students to enhance their language abilities by utilizing a bridging process from L1 and moving on to L3 of students, using what they know in new and more complex contexts and with increasing sophistication through spiral progression. They reflect on and use prior knowledge to extend and enhance their language and understanding. By learning and incorporating new language structures into their repertoire of ethno-languages and using them in a variety of contexts, students develop language fluency and proficiency.

CHAPTER II

REVIEW OF RELATED LITERATURE

Translanguaging Approach

Translanguaging approach in teaching English is anchored on the perspective that all languages are interrelated and interdependent (William, 2008). Facility in the first language (L_1) strengthens and supports the learning of other languages (L_2). Acquisition of sets of skills and implicit metalinguistic knowledge in one language facilitates common underlying proficiency. This provides the base for the development of both the first language (L_1) and the second language (L_2)¹.

Translanguaging is advantageous to students as they are able to enhance their language abilities by using what they know in new and more complex contexts and with increasing sophistication through spiral progression (Cummins, 2010). They replicate and use prior knowledge to extend and enhance their language and understanding. By learning and incorporating new Translanguaging is beneficial as students replicate and use prior knowledge to extend and enhance their language and understanding.

By learning and incorporating new language structures into their repertoire and using them in a variety of contexts, students develop language fluency and proficiency. Through language learning, students develop functional and critical literacy skills. They learn to control and understand the conventions of the target language that are valued and rewarded by society and to reflect on and critically analyze their own use of language and the language of others.

Baker (2010) defined translanguageing as the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named languages. Taking up translanguageing theory in education refers to leveraging the students' full linguistic repertoire, while also teaching students to suppress certain features when asked to perform overtly according to the norms of a named language, whether that language is English or a language other than English.

According to Garcia (2010) translanguageing is a proven effective pedagogical practice in a variety of educational contexts where the school language or the language-of-instruction is different from the languages of the learners. By deliberately breaking the artificial and ideological divides between indigenous versus immigrant, majority versus minority, and target

versus mother tongue languages. Translanguaging empowers both the learner and the teacher, transforms the power relations, and focuses the process of teaching and learning on making meaning, enhancing experience, and developing identity.

As elucidated by Seltzer (2011) internal perspective of what speakers *do* with language that is simply *their own*. An example of translanguaging is when a Spanish woman named Ofelia talks about the grandchildren, la comida, the son-in-law, la hija, dormirse, have breakfast, etc. For Ofelia these are not simply words from Spanish and words from English. They are her words, her repertoire to make meaning. Of course, Ofelia knows when to use which words to speak to different people. As further viewed by Seltzer (2011), the following scenario is an example of translanguaging: When Ofelia is speaking to her son-in-law, she uses words that some would call from English. When speaking to her husband's mother, her suegra, she uses words that some would call from Spanish. But when she speaks in her bilingual home, she uses her full repertoire because no one is monitoring or hierarchizing her language practices. She simply uses all of the features she has at her disposal. This is translanguaging - a common pattern of using language in all bilingual communities.

On the other hand, García, Johnson and Seltzer (2011) identified three strands of a translanguaging pedagogy — 1) the teacher's stance, 2) the instructional and assessment design, 3) the shifts. The teachers' *stance*, their philosophical belief about the value of bilingualism in the life of a language-minoritized student, is most important. Unless the teacher has a critical stance of the subtractive linguistic practices taking place in schools, s/he will not look for translanguaging spaces in her instruction. Unless the teacher sees herself as a co-learner, able to learn from the students about their language and cultural practices and their understandings of the world, a translanguaging space cannot be created. But much more is needed than simply a stance, since translanguaging is always strategic and purposeful.

Conversely, Reid (2011) premised that a translanguaging *design* for instruction must be developed. This includes having appropriate multilingual material for students to learn through, setting up the classroom as a multilingual space, and grouping students sometimes according to home language so that they could assist each other and deepen the meaning of learning. This also means designing lessons with purposeful language, content, and translanguaging objectives. A translanguaging lesson and unit design cannot be an after-thought, but must be made integral to the lesson. The teachers in translanguaging classrooms must be ready for the *shifts* in

lesson design that must take place to respond to the diverse ethnolanguages caused by individual student or group of students as they use their full language repertoire. That is, teachers in translanguaging classrooms must be vigilant and observe children deeply so that they know when their lesson course has to deviate and change in order to make the lesson meaningful for children who are at all points of the bilingual continuum. What is important for teachers in translanguaging classrooms is to develop the voice of the children because learning only occurs when we have voice.

Li Wei (2010) pointed out that translanguaging refers to the internal viewpoint that sees the language performances of bilingual children not simply as being in named languages — English, Spanish, Chinese, etc. — but as leveraging their full language repertoire. Students go to school to acquire content understandings, but also ways of using language, and ways of using the dominant language. Bilingual students can only acquire new linguistic features in interrelationship with the ones that they can already access. It is when students can reflect on all their language practices that language development takes place. It is important not to confuse translanguaging with the simple shifting of named languages, what linguists call code-switching. Code-switching refers to the alternation of named languages, the external definition of what languages are given by political states and school systems.

Creese and Blackledge (2012) suggested that translanguaging goes beyond types of classrooms or teachers or even students. Translanguaging disrupts those structural realities by promoting a multilingual context in all educational settings. Translanguaging is an educational approach that can be utilized by all teachers. A translanguaging pedagogy is applicable in classrooms who have students with diverse ethnolanguages. Everyone can learn from a translanguaging approach since it levels the playing field and puts students with different profiles in contact with each other. Translanguaging can help develop the critical language awareness that is necessary for all communities today.

Maturana (2012) avowed that translanguaging approach pays respect to students who have varied ethnolanguages. Moreover, he articulated that this is a student-centered approach to creating a learning experience whereby the learner interacts with other students, with the instructor, and with content through thoughtful integration of local and online resources. The well-designed learning experiences thoughtfully organized localized content, support materials, and activities via synchronous and asynchronous learning events, contribute to improved students understanding of the English language. Open communication and collaboration are necessary functions of a translanguaging approach. Since the students' ethnolanguage serves as

bridge towards comprehension they are more participative and interactive as they assume responsibility for their own learning. A translanguaging pedagogy, regardless of the official language of a classroom, would go a long way toward giving these language-minoritized children the education they need.

As posited by Newmeyer (2012) translanguaging is the development of an integrated communication system using the discursive practices of ethno-language as bridge towards the English language. It is a dynamic process in which multilingual speakers navigate complex social and cognitive demands through strategic employment of multiple languages. This process maximizes the student's bilingual ability and is being used across the world. The teacher may develop a lesson plan using English as the medium of instruction and another language as the medium of discussion. This facilitates understanding and allows the student to interact and think critically as they use their own ethno-languages to explain further details of the text they are being presented with.

As expressed by Theodore (2012) to operationalize translanguaging in the classroom, the teacher utilizes interactive dialogue in a suitably stimulating environment where students communicate freely in their own ethno-language as they participate actively in class discussion. They make use

of the dialogues for more conventional language work. In theory at least, dialogues would be internalized more by the learners during the readings due both to the interactive state of the learners and to the positive suggestion influenced by the teacher. This facilitates comprehension in the English language as the teacher unlocks the difficult terms into their own vernacular.

One requirement in translanguaging is that the classroom arrangement should be relaxed and comfortable for students as they are grouped according to their ethnicity (Freeman, 2010). Positive suggestions such as creating a slogan with the theme of the week allows young students to pour out their creative juices to come up with the suggested topic and craft posters on their own mother tongue and translating this into the English language. Other activity involves visualization which allows students to visualize scenes and events from the story they have just read before they start to create posters, draw and describe the content of the output discussed by the teacher (Mc. Laughlin, 2012). Moreover, role-playing allows students to pretend temporarily that they are someone else and perform their role using their ethnolanguage. The teacher may assign roles culled from the story they have just read. The students may act-out and read the script given by the teacher as they convincingly create actions related to their roles (Jameson, 2012).

Zeitschrift (2012) specified ways to incorporate translanguaging in the English classroom. This pedagogical tool encourages students to express oneself confidently; develop creative approaches to problem solving, communicate in profound and exciting ways thru the use of one's ethno language. The National Council of Teachers of English (NCTE) and the International Reading Association (IRA Primer 2010) discussed translanguaging approach as an appropriate scaffold which allows students to interact agreeably with others. Students are expected to systematically apply the processes, strategies and principles of communication to bring about positive social change. Allowing students to communicate in their own language to explain the essence of the story presented by the teacher gives students the opportunities to improve their interpersonal relationships; make visual presentations of various types; apply their talents as communicator, and gain valuable real world experience in the field.

The development of communicative competence among students can be enhanced thru translanguaging process (Adams, 2012). When students are given wide opportunity to speak out, react and interact collaboratively with peers utilizing their own ethnic language, they develop self-confidence as well as oral competence. There is much emphasis on speech acts or texts,

since only through positive group interaction of language can all the components of meaning be brought into focus. Hyme (2012) enumerated six basic functions of translanguaging, these are the following: 1. the instrumental function: using language to get things done; 2. the interactional function: using language to create interaction with others; 3. the personal function: using language to express personal feelings and meanings; 5. the heuristic function: using language to learn and to discover; 6. the imaginative function: using language to create a world of the imagination; 7. the representational function: using language to communicate information.

Wilkins (2010) articulated that translanguaging enhances communicative competence which is embedded in eclectic, theoretical base. Some of the characteristics of this perspective are the following: language is a system for the expression of meaning; the structure of language reflects its functional and communicative uses; the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. Along this perspective, the teacher has two main roles in the translanguaging approach. The first role is to facilitate the communication process among all students in the classroom and facilitate comprehension activities of the texts in English

language. The second role is to act as overseer of the processes and procedures as the teacher sees to it that students, despite their ethnicity are able translate their ideas into meaningful learning.

Simpson (2010) a professor of University of California, voiced out his observation during the teacher training on developing communicative competence, she articulated that translanguaging is essential to students' understanding. Motivating students to engage in their own learning in a climate of trust and support in the classroom, contributes more to their language proficiency. Adequate scaffolding activities must be observed utilizing tangible translanguaging opportunities and methods in order to bridge L1 to L2 and facilitate easier comprehension towards improved learning outcomes. One way of developing this is to engage students in discussing a topic in small groups in their own ethno language before they present their ideas using the English language in front of the whole class.

In the Philippines, Republic Act 10533 stipulated the implementation of the K to 12 curriculum embedding the concept of multiliteracies integrating the translanguaging process. The scaffolding procedure utilizes the students' first language (L_1) in order to strengthen and support the learning of other languages (L_2). The acquisition of communicative skills and implicit

metalinguistic knowledge in one language facilitates common underlying proficiency. This provides the base for the development of both the first language (L1) and the second language (L2)². Successful language learning involves a plethora of strategies and activities that helps students focus on both meaning and accuracy (Anderson, 2012).

Malone (2012) hypothesized that language learning involves recognizing, accepting, valuing and building on students' existing language competence, including the use of non-standard forms of the language, and extending the range of language available to students. Through language learning, learners develop functional and critical literacy skills. They learn to control and understand the conventions of the target language that are valued and rewarded by society and to reflect on and critically analyze their own use of language and the language of others.

Canale and Swain (2012) interposed that an effective language arts curriculum develops thinking and language through interactive learning; utilize translanguaging processes to inspire communicative and critical literacy; draws on contextualized literature in order to develop students' literary heritage; develops informational texts and multimedia in order to

build academic vocabulary and strong content knowledge;enhances students' oral language and literacy through appropriately challenging learning;emphasizes writing arguments, explanatory/informative texts and narratives;provides explicit skill instruction in reading and writing;builds on the language, experiences, knowledge and interests that students bring to school.

Gaudencio (2012) emphasized the importance of stimulating the students' communicative competence through the use of appropriate scaffolding known as translanguaging. This involves the active presence of the students' full semiotic repertoire in learning and having students assessed through the way they showcase their understanding of the stories in English instruction using performance-based assessment such as role playing, readers' theater or poster making. It is important for teachers to recognize that monolingual assessment is simply not an accurate measure of bilingual children's linguistic or academic performances. Although monolingual children are allowed to use most of the linguistic features in their repertoire to show what they know, bilingual children are told that they must use only less than half of their features. Clearly, linguistic bias is inherently built into monolingual assessment as a result.

De Los Santos (2012) avowed that in the Philippine setting, there are varied indigenous students with diverse ethnolanguages. Competent Communication Arts teachers usually bridge the language anxiety of these students by utilizing translanguaging process. The teacher gives orientation in the Theatre Arts Approach and acquaints students into the phases of performing arts utilizing their ethnolanguages. The indigenous students are made aware to the 6 macro skills which are: listening- understanding spoken language; speaking- communicating ideas through oral language; reading- understanding written language; writing- communicating through written language; viewing- understanding visual images and connecting them to accompanying spoken or written words; visually representing- presenting information through images, either alone or along with spoken or written words.

Subsequently, as elaborated by Tetangco (2014) through the exposure of the students in translanguaging process, utilizing their previous experiences, they are exposed to theatre arts in order to be aware that tied images represent words translated into varied emotions. Through the scaffolding process, students obtain better understanding of the macro skills. Listening involves making connections between spoken words such as abstract oral symbols and their meanings. Speaking involves taking command

of the words by using them orally to communicate with others. Reading involves translating written symbols into the oral symbols that they represent and, finally, into their meanings; and writing involves encoding written symbols so that they will convey information to others. Viewing involves interpreting the images for which words stand and connecting visual images in videos, computer programs, and websites with accompanying printed or spoken words. Visually representing involves presenting information through still or motion pictures, either alone or accompanied by written or spoken words (Elizalde, 2014)).

Abelos (2014) opined that the indigenous students in the Philippine classrooms come to school with a wide variety of background experiences. The translanguaging process can be used to bridge the ethnolanguages of students by harnessing their authentic experiences as springboard to the content of the lesson. Some may be shy at first to showcase their talent but the teacher has to prod them to help them get out of their shell and interact with the others. The indigenous students may be limited in their exposure to a variety of places and other luxurious things, however, they can be grouped together and be assigned to portray their respective culture so that others may learn from their experiences.

Villamor (2014) construed the importance of addressing language gaps that occur due to differences in ethnicity. Most often, students of ethnic origin develop language anxiety which happens because the teacher failed to bridge their mother tongue towards L2 which is English language. The scaffolding process is to be done continuously using theater arts, jazz chants, interactive storytelling as vehicle that could engage students in meaningful learning. It cannot be denied that language arts plays a dynamic presence in our daily tasks allowing us to express our thoughts, views, emotions and opinions. Hence, utilizing translanguaging in the classroom allows indigenized students to showcase their talent, skills, as well as, their culture and their heritage.

Communication arts subject cultivates the students' essential skills, such as creative thinking, effective planning, time management, teamwork, and effective communication (Quiason, 2014). Translanguaging approach in communication arts incorporates basic foundation in dramatic literature, production styles, and design, along with practical experience in performance studies. Students are provided appropriate tools and skills required to create a very satisfactory performance that can be measured through a set of rubrics. They are to utilize their own language as they engage in technical

theatre, music theatre, as well as scene, and costume portraying their ethnic culture so that they will be engaged in their own learning meaningfully.

Enhancing communication skills among the students can be done through the art and processes of human communication, commonly defined as the sharing of symbols to create meaning. This encompasses face-to-face conversation, interpersonal relations, mass media engagement, theater arts, cyber and electronic communication. Teachers painstakingly imbibed communication skill as their utmost objective in teaching Communication Arts. It was observed by Tolentino (2014) that translanguaging is commonly used as pedagogical tool by teachers having students of diverse ethnicity. This instructional approach encourages students to reveal personal expressions; develop creative approaches to problem solving, communicate in profound and exciting and artistic ways. As elaborated by Zorilla (2014) translanguaging embeds the following processes: learning cues, stimulus-response learning, coupling, verbal association, discrimination, double, learning concepts, learning principles and theater arts. Such learning is applied according to the method behavioristic and cognitive methods.

Javier (2014) presented differing issues in acquiring good communication skills. First is the transfer, interference and generalization in language arts. Transfer is the transfer of knowledge prior to the next lesson.

There are two types of transfer in Language Arts: positive and negative transfer, positive transfer occurs when previous knowledge to support future learning, while negative transfer (interference) is when the previous learning interferes with future learning. Generalization is important in learning but if too much will cause interference. In the process of generalization there are two processes namely inductive and deductive reasoning. These processes are characteristics of all human beings. The style is a term that refers to the biases or preferences that are consistent and somewhat durable within one. The force on each person is different, there are learners who are more oriented to visual, than audio. The strategy is a special method to convey something (Redwood, 2010).

English Instruction

Language arts is the primary instrument of thinking, learning, and interacting. On the other hand, English Instruction is governed by rules and systems through a broad language convention process which are used to explore and communicate meaning (Anderson, 2012). It defines culture which is essential in understanding oneself, personal identity, forming interpersonal relationships by socialization, extending experiences, reflecting on thought and action, and contributing to a better society. Language,

therefore, is central to the peoples' intellectual, social and emotional development and has an essential role in all key learning areas.

All human relationships are established on the ability of people to communicate effectively with each other (Jones, 2012). Our perspectives, values and understandings are established and expressed through language. This process allows students to understand better the world in which they live and contributes to the development of their personal perspectives of the global community. Teachers are responsible in enabling individual learner to use language and be able to make sense of and bring order to their world. Proficiency in the language enables students to access, process and keep abreast of information, to engage with the wider and more diverse communities, and to learn about the role of language in their own lives, and in their own and other cultures.

Curricula, textbooks, and other instructional materials depict the role that language plays promoting socio-emotional stability among students, enhancing their varied roles in the society and interacting in different ways (Fahried, 2012). All of these issues contribute to the atmosphere created in the learning institution, which then affects learners' self-esteem and behavior, as well as, ultimately, their safety (Policarpio (2012).

Cognitive style in Language Arts is the relationship between personality and cognition. The style of learning is when cognitive styles are specifically linked to the educational context. Learning styles are divided into two styles of reflective and impulsive style. The conventions standards in obtaining communication skill include the essentials which are vocabulary and structure, rule of formal written and spoken English, and a range of broadly useful oral communication and interpersonal skills. It is therefore necessary to track students' communicative performance; the areas of achievement and failure of a particular student need to be evaluated in order to foster improvement and make full use of the learning process. Results provide a framework for discussion about how students fare in school, and a constant standard to which all students are held.

Schools play an important role in teaching, modelling, and reinforcing communication arts. The environment within a learning institution is an important factor in the development, sanctioning, and reinforcement of language conventions (De los Santos, 2010).

As pointed out by (Stephen, 2013) Communication Arts teachers should include a plethora of strategies and activities that helps students focus on both meaning and accuracy. This involves viewing, listening, speaking, reading and writing activities. Language learning includes recognizing,

accepting, valuing and building on students' existing language competence, including the use of non-standard forms of the language, and extending the range of language available to students. Through language learning, learners develop functional and critical literacy skills. They learn to control and understand the conventions of the target language that are valued and rewarded by society and to reflect on and critically analyze their own use of language and the language of others.

Language Arts in English instruction comprises the following competencies. Grammatical competence involves the acquisition of phonological rules, morphological words, syntactic rules, semantic rules and lexical items (Queen and Garet, 2012). Sociolinguistic competence refers to the learning of pragmatic aspect of various speech acts, namely, the cultural values, norms, and other sociocultural conventions in social contexts (Marzon 2012). They are the context and topic of discourse, the participant's social status, sex, age, and other factors which influence styles and registers of speech. Discourse competence is the knowledge of rules regarding the cohesion, grammatical links, coherence appropriate combination of communicative actions of various types of discourse (Jameson, 2012). Sociolinguistic rules of use and rules of discourse are crucial in interpreting utterances for social meaning, particularly when the literal meaning of an

utterance does not lead to the speaker's intention easily (Emmerson, 2012). Strategic competence is to do with the knowledge of verbal and non-verbal strategies to compensate for breakdown such as self-correction and at the same time to enhance the effectiveness of communication such as recognizing discourse structure, activating background knowledge, contextual guessing, and tolerating ambiguity (Phillip, 2012).



CHAPTER III

METHODOLOGY

This chapter highlights the phenomenological research approach, the research question, data gathering procedures, data analysis, and issues associated with participant confidentiality. The chapter also showcased specific research instrumentation and data coding; the study population and selection; sampling identification; data collection approaches; factors affecting internal and external validity; and data analysis techniques.

Research Design

Qualitative research methodology was utilized in this particular study, any information is fluid, subjective, and given from the perspective of the participants and based upon their understanding. This phenomenological study on the exploration of the translanguaging practices of teachers into the fiber of English instruction among the Senior high school students is conducted in order to gain understanding of their routinely undertakings as well as their day-to-day experiences inside their respective classrooms. The research technique used is modified Van Kaam method, described by Moustakas (2010) based upon recorded and transpired interviews using semi-

structured questions to capture the day-to-day practices of Language Arts Teachers.

This phenomenological study explored into the depths of the structures of consciousness in the experiences of teachers in their translanguaging practices into the fiber of English instruction among the Senior high school students. This involved procedures which the qualitative researchers should follow. First, the researcher prepared the research questions that explored the meaning of lived experiences of Language Arts Teachers and ask them to describe these experiences. The researcher then collected the authentic data, typically via in-depth interviews, directly from the Language Arts Teachers who have experienced the phenomenon under investigation. Next, the data analysis involved horizontalization, extracting significant statements from the transcribed interviews. The significant statements were transformed into clusters of meanings according to how each statement fell under specific psychological and phenomenological concepts. Moreover, these transformations were tied up together to make a general description of the experience – both the textural description (of what was experienced) and the structural description (of how it was experienced). The researcher incorporated her own views regarding the experiences of the participants. Finally, the report was written such that readers

would understand better the essential, invariant structure of the experience or essence of the experience. As viewed by Van Manen (2010), the exploration of the lived experience of the participants lead to the discovery of authentic facts and opened up to the details of their routinely activities. Specifically, phenomenology becomes a way of researching and filling in the gaps, those areas which previously are not considered important to research becomes essential to the study. Conversely, phenomenology, is a discipline that involves the structure of various types of experience ranging from perception, thought, memory, imagination, emotion, desire, and volition to bodily awareness, embodied action, and social activity, including linguistic activity. The structure of these forms of experience typically involves what Smith (2012) called "intentionality", that is, the directedness of experiences done everyday whether consciously or unconsciously. Osborne (2013) detailed that phenomenological study provided an appropriate strategy for qualitative inquiry by positioning the researcher within the study to collect data from the participants, focusing upon a phenomenon, and bringing personal value to the study. Moreover, Giorgi (2013) viewed phenomenology, in the most comprehensive sense, as the lived practices that an individual experiences in his/her day to day existence, whether in the comfort of his/her immediate environment or in the workplace.

As enumerated by Patton (2013), the three steps to phenomenological study comprises epoché; phenomenological reduction; and structural synthesis. Epoché refers to the period of examination when a researcher identifies bias and removes all traces of personal involvement in the phenomena being studied to achieve clarity of perception (Marshall, 2013). Epoché is the elimination of bias associated with common knowledge as the basis for truth and reality (Routledge, 2013). Bracketing is a method to assist in the elimination of researcher bias. A bracketing interview attempts to identify the researcher's assumptions, bias, and beliefs that may impede or interfere with understanding (DeMarris, 2014). Subsequently, structural synthesis or imaginative variation attempts to understand and describe the essence and structure of an experience or phenomenon being investigated.

Role of the Researcher

As the researcher, it is my role to conduct in-depth interviews with the participants of this study comprising the ten (10) Language Arts teachers from Sta. Cruz National High School, Federico Yap National High School, Tuban National High School and Inawayan National High School regarding the processes and procedure conducted in the utilization of translanguaging approach into the fiber of English instruction among the Senior high school

students. On the other hand, Focus Group Discussion was conducted among the five (5) Master teachers. The interviews were recorded during the conduct of the Key Informant Interview (KII) and Focus Group Discussion. The recorded conversations were transcribed by a transcriber. After which, transcripts were further checked in conformity with grammar rules.

Periodically, the researcher consulted her adviser and sought the assistance from data analyst who personally fed in the translated data into the software and did the analysis, with the use of NVIVO8 software (trial version). The data was presented in figural form wherein themes were drawn out from the nodes.

Research Locale

The study was conducted in the big secondary schools in Sta. Cruz Districts, namely, Sta. Cruz National High School, Federico Yap National High School, Tuban National High School and Inawayan National High School. These secondary schools are equipped with huge classrooms, Multi-media package laboratories; School Learning Resource Center, huge gymnasium, large school Reading Center and Faculty Room.

These secondary schools are located along the autoline and can easily be accessed through any land transportation.

Informants and Participants of the Study

In this qualitative study, maximum variation sampling was applied. The informants and participants of this study were purposively selected. They were primarily chosen purposefully as they are handling Communication Arts-English subject in Sta. Cruz National High School, Federico Yap National High School, Tuban National High School and Inawayan National High School. The informants for the Key Informant Interview (KII) comprised ten (10) faculty members, teaching Communication Arts. The five (5) participants for the Focus Group Discussion (FGD) were the Master Teachers coming from the aforementioned schools. The selection of participants is intentional and purposeful so as to understand the central phenomenon under study.

Research Instrument

A set of semi-structured questions integrated in the Key Informant Interview or KII Protocol was used. This is an appropriate instrument utilized in order to understand the views and central perspectives of the participants. Through informal conversations the researcher explored the viewpoints and

the lived experiences of the ten (10) faculty members, teaching Language Arts and the five (5) participants for the Focus Group Discussion (FGD

Data to be Gathered

This study utilized of the relevant data, which was observed and collected directly from personal experiences of the teachers handling English instruction, through observation and interview. The pace of the research study comprised qualitative data collection involving Key Informant Interview (KII) and Focus Group Discussion (FGD) which was used to delve into the phenomenon. Themes were drawn during the interview to be able to gather relevant data regarding the approaches and strategies applied by the teachers in doing curriculum management practices in English instruction. Field notes, recorded interviews, written documents, and audio-visual materials served as authentic data gathered. The unstructured observational data, the result of the face-to-face interview and the collected information from the KII and FGD were the pertinent data collected.

Data Collection Procedure

The following processes in data collection were employed: foremost, obtained permission from the office of the Schools Division Superintendent

from the Division of Davao del Sur to conduct the study in Sta. Cruz National High School, Federico Yap National High School, Tuban National High School and Inawayan National High School.

The school heads were given a copy of the endorsement of the Schools Division Superintendent and a cover letter on the subject of the study in order to solicit their support and cooperation. The researcher likewise secured informed consent from teacher-participants. Have them affixed their signatures in the consent form as an evidence of their approval to be part of the study.

The researcher consulted a panel of experts to validate the questionnaire. A set of open-ended guide questions related to the teachers utilization of translanguaging approach Communication Arts was embedded in the Key Informant Interview (KII). An in-depth interview was conducted comprising the ten (10) faculty members, teaching Language Arts and the five (5) participants for the Focus Group Discussion (FGD).

Figure 1 below shows the conceptual paradigm of data collection of this study. This showcased the process that transpired during the data collection procedure. This commenced with validation of questionnaire;

conduct of KII protocol; transcribing the data obtained; consulted the FGD and Data transcript finalized.

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Conceptual Paradigm of Data Collection

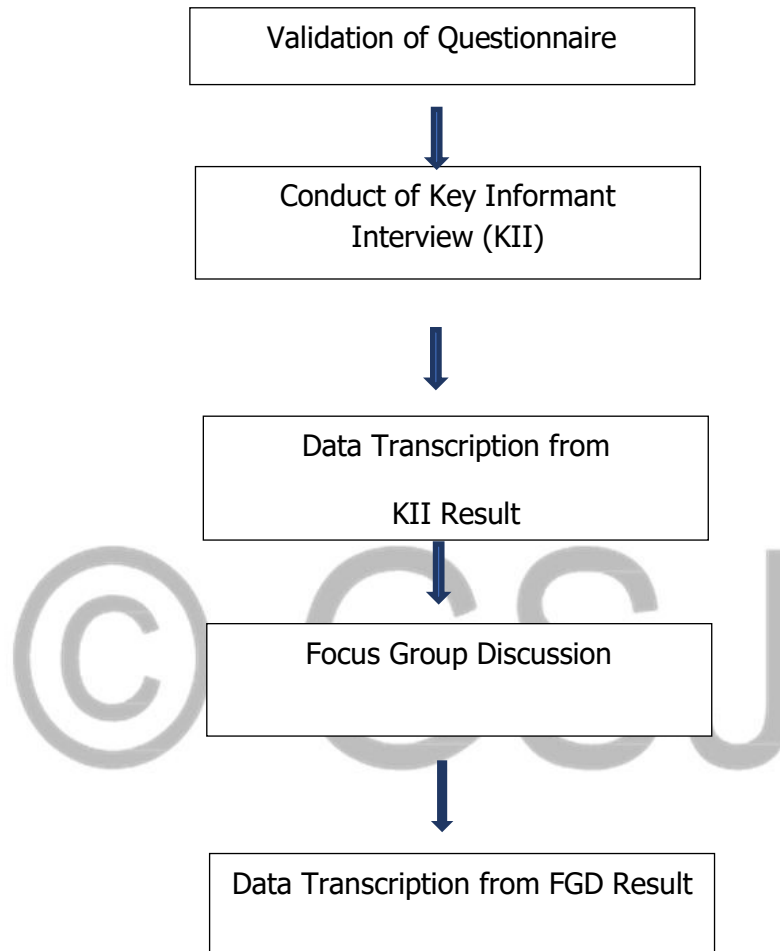


Figure 1. Conceptual Paradigm of Data Collection

Using the validated questionnaire, the researcher conducted KII to the ten (10) faculty members, teaching Language Arts and the five (5) participants for the Focus Group Discussion (FGD) regarding the translanguaging practices of Teacher-participants. After the KII, a transcript was produced for analysis. The FGD were consulted and transcript was further enhanced for data analysis. This was a face to face, one-on one undertaking and all relevant statements were recorded using the audio and video recorder gadget upon approval of the participants.

The minutes of proceedings such as date of interview, the time and place where it was conducted, as well as, the emotions of the informants during the interview process were all recorded and noted in the field notes. The results were transcribed, categorized and analyzed according to their significance. The ten (10) faculty members, teaching Language Arts and the five (5) participants for the Focus Group Discussion (FGD) were consulted so as to confirm or refute previous results from the KII.

Qualitative Write-Up

To ensure that data are presented in appropriate manner, writing strategies are herein utilized:

1. The researcher made use of quotations and its lengths were varied.
2. The statements of the participants were utilized to form codes and theme labels, according to relevance and appropriateness.
3. The quotations were all integrated with the researchers' interpretation.
4. Indents and other special formatting of the manuscript were employed to call attention from participants.

The presentation of results were directly linked to the questions, then, to the sub-questions, going in logical steps according to relevance, bearing and significance. Data were presented in a systematic way so that quotations and documentation were easily recognized.

Data Analysis Procedure

The analysis of qualitative data was exploratory in nature and utilized persistent comparison process (Constas, 2012). These were the procedures undertaken: Transcripts were prepared for each of the interview conducted in the Key Informant Interview (KII).

1. Transcripts were checked and rechecked with the tape recording and note taking to ensure accuracy.

2. The FGD data was validated respectively to affirm the transcripts by affixing their signatures.
3. Listing of all significant statements on the interview of KII were made and classified with cluster themes. The cluster themes were regrouped again to develop emerging themes.
4. Data from the transcribed interviews were coded to reduce attributions to the component elements of cause, outcome, and links between two. The intent is to analyze the data and establish common themes, patterns, terms, and ideas.

Data Reliability and Validity

The primary objective of this qualitative research is to dig deeper and find out the perspectives of the ten (10) faculty members, teaching Language Arts and the five (5) participants for the Focus Group Discussion (FGD). The researcher paid more attention on data consistency and transparency by establishing comparison, replicating, classifying data for triangulation. Validity was ensured, this is described as a way of demonstrating that a research is conducted rigorously and that results are credible and trustworthy (Roberts, Priest and Traynor, 2010). To ensure credibility of the research output, the

following items were given important consideration: trustworthiness, manifested through dependability, dependability, transferability and conformability (Lincoln and Guba, 2012); ethical consideration, this involved informing the participants the purpose of the research, the procedure, the risks that they might encounter (Bailey, 2011); and confidentiality, this is to ensure that each participant's responses were treated with utmost respect and assuring them that these were never divulged to anyone (Mac Mahon, 2011).

Trustworthiness

As detailed by Silverman (2010) the importance of trustworthiness in qualitative research is essential in the conduct of the study. This depended on a large degree of integrity and authenticity of the experiences shared by the informants. Several researches have demonstrated how to respond directly to the issues of validity and reliability in their own qualitative studies. Many naturalistic investigators preferred to use terminologies that addressed trustworthiness issues in gathering data.

Conversely, Guba (2010) detailed four criteria that were considered by qualitative researchers in pursuit of a trustworthy study. By addressing parallel perspective, Guba's constructs correspond to the criteria employed by

the positivist investigator: *credibility* (in preference to internal validity); *dependability* (in preference to reliability); *confirmability* (in preference to objectivity); and *transferability* (in preference to external validity/generalizability). On the other hand, Dryden (2012) postulated that credibility is established through peer debriefing and member checking. Peer debriefing is done through a collaborative discussion with peers. Peer scrutiny of the research paper is conducted to create constructive feedback to the researcher.

Johnsons (2012) premised that member checking, can be attained by letting the informants read the transcripts and translations so as to ascertain that thoughts that had transpired during the interview are all original and authentic. The researcher made a deliberate member-checking effort to build trustworthiness of the data, which also demonstrated the researcher's attempt at accountability for analysis of the realities within the study. This was conducted through personal discussion with the informants. The use of audit trail in the study also assures credibility. Lincoln (2011) posited that audit trail consists of raw data and records which are kept regarding what transpired during the course of the interview.

On the other hand, Steers (2010) expounded the correct processes that should be reported in detail. This can be achieved through the use of accurate and precise research design and implementation by describing what had been planned and executed. Operational details of data gathering are also going to be accomplished. Moreover, Lipham (2010) discussed that confirmability may be addressed by ensuring that the findings are authentic results of the experiences and ideas drawn out from the in-depth interview rather than the preferences of the researcher. Confirmability is also established through data triangulation. It is attained through cross-checking the data with several persons, to look for irregularities in the research data.

Trentham (2010) illustrated the value of confirmability which must be ascertained through external audits, who are not involved in the research process. Panel of experts may examine both the process and product of the research study in order to evaluate the accuracy and evaluate whether or not the findings, interpretations and conclusions are supported by the data (Ivanhoe, 2010). Joash and Fern (2011) pointed out that transferability can be applied by the readers of research. This does not involve broad claims, but invites readers of research to make connections between elements of a study and their own experiences. Wright and Stoich (2010) cited that in order to address transferability, it is necessary to perform some aspects of data

management as indicated in the archival log. Included in the archive are the complete set of interview protocols. Transcripts and the translated versions are on the file and available upon request.

Bedouin (2011) viewed that the access to the inquiry's paper trail gives the readers and other researchers the ability to transfer conclusion of this inquiry to other cases, or to repeat, as closely as possible the procedures of this study. Mc.Kenzie (2010) cited that generalizability is not the goal of a qualitative research, however, what is essential is ensuring credibility, dependability and confirmability, in order to produce trustworthy results.

Ethical Consideration

The seven key principles of ethical research, which comprises the following: informed and voluntary consent, respect for rights of privacy and confidentiality, minimization of risk, truthfulness, social and cultural responsibility, research adequacy, and avoidance of conflict of interest (Mc. Leod, 2010). In the conduct and practice of this study the Treaty of Participation is embedded. The invitation to participate is completely voluntary in nature, and based on an understanding of adequate information. One important concern is the Treaty Principle of Protection, as reflected in

the respect for the rights of privacy and confidentiality, and the minimization of risk to participants.

In consonance with the above observation, Lloyd (2010) explicated the possibility of a degree of risk inherent to being an informant is minimized by taking all sensible steps to guarantee participant confidentiality. Each of the participants were informed of his/her right to withdraw his/her information at any time up to the completion of the data collection process. They were requested to verify his/her individual transcript after the interview is carried out. This allowed the participants to amend, or remove, any information which they felt might identify them or they may be uncomfortable with (Rickshaw 2011).

All transcripts underwent validation and verification. The researcher reserved the right to employ the use of pseudonyms, and changing names and/or non-significant dates in the interest of the protection of the identity of the participant in all subsequent data analysis and reporting. For the protection of participants, this study never involved the use of deceit in any stage of its implementation. Gaining the trust and support of research participants is critical in an ethical academic inquiry (Walker, 2011). All

participants were given an informed consent form before scheduling the interviews and participating in the phenomenological research process.

Each participant were required to provide a signed personal acknowledgement, consent, and an indication of a willingness to participate in the study release. The purpose of the informed consent letter was to introduce the research effort, provide contact information, articulate the intent of the study, request voluntary participation by the recipients, and identify the anticipated information that participants were expected to provide. Personal assurances of committed participation, prompt scheduling of the interviews and personal contact ensured adequate participation to achieve thematic saturation.

The informant's consent letter showed the procedural steps to maintain privacy, confidentiality, and the non-attribution of individual responses. The consent letter articulated the participants' background information. This remained confidential and was released without prior expressed personal approval. Restricted access based upon a need to know protects and secures participant information to maintain confidentiality, anonymity, and to ensure that all responses are secured from inappropriate disclosure to enhance reliability and validity of provided data. All the participants were required to

sign and return the letter of consent to the researcher before participating in the research. All the informants' responses were secured in a locked repository.

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CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter highlights the outcome of the qualitative research in response to the questions responded to personally by the teacher-participants. Through in-depth face to face interviews and series of discussions with the informants the results were transcribed and analysed. This commenced by listening attentively to the transcribed data from the audio tape. The most vital phases that emerged from the transcripts and comments were identified as thematic statements, these comprised the themes of the study. These were listed and clustered accordingly to determined patterns and connections between themes. The first round produced more than ten themes. Regrouping was done to reduce the main themes into fewer items. The process finally generated essential themes.

In this study, a theme is notified through a specific idea or experience which was emphasised by at least two participants in the group. The interview started by discussing the participants perspectives regarding translanguaging as scaffold in English instruction.

Teachers' Perspectives Regarding Translanguaging

Language learning involves recognizing, accepting, valuing and building on students' existing language, as well as, extending the range of language available to students (Spangenberg-Urbschat & Pritchard, 2010). Translanguaging is used by the teachers to bridge between the students' mother tongue (L1) and the other languages such as Filipino (L2) and English (L3). Translanguaging focuses on the process of teaching and learning on making meaning, enhancing experience, and developing identity.

As viewed by Maturana (2012) translanguaging pays respect to students who have varied ethnolanguages. Moreover, he articulated that this is a student-centered approach to creating a learning experience whereby the learner interacts with other students, with the instructor, and with content through thoughtful integration of local and online resources.

Subproblem 1, on the Perspectives of teachers regarding Translanguaging as scaffold in English instruction. Three essential themes were drawn from the transcripts. These are: 1) integrated communication system; 2) student-centered approach and 3) contextualized process. The essential themes are presented herein

Integrated Communication System

As a result of the in depth interviews regarding the teachers' perspectives on translanguaging, one of the essential themes that surfaced is it is a well-designed Integrated Communication System. This theme was agreed upon by most of the participants when they explained that through the development of an integrated communication system utilizing the discursive practices of ethno-language as scaffold towards the English language, students can navigate complex social and cognitive demands through strategic utilization of L1 to connect to L3. In the process, clearer understanding of the text or topic can be obtained.

These are the thematic statements on the perspective that translanguaging is a well-designed Integrated Communication System, as obtained from Informants 2, 3 and 8.

I applied translanguaging process in my English class, as this is a convenient way of providing a clearer picture of the story I presented. Through a well-designed Integrated Communication System which starts from L1 to L3, the students comprehend better as they respond to general and specific learning processes. With the bridging process, the students are able to obtain better comprehension as they navigate from their ethno-language to English, they are able to participate in class discussion as they note details of the story and get the main idea. (KI 2 Q1)

I have diversified types of students in my English class. In order to bridge through the varied ethnolanguages of my students, I employ translanguaging, as a scaffold from L1 to L3. This well-designed Integrated Communication System make the lesson comprehensible as discussion starts from L1 to L3. As the students discuss lessons in English and come short of a proper vocabulary in describing a scenario or an opinion, vocabulary development ensues as they are promptly taught appropriate terms in English. This is translanguaging process- from L1 to L3. Comprehension is more developed among learners. (KI 3 Q1)

Utilizing translanguaging process in my English class makes the topic more coherent. This is an innovative and appropriate teaching technique that motivate students to open up and voice their opinions as they are guided in their oral language skill. This well-designed Integrated Communication System allows students to communicate from L1 to L3. The students are being promptly assisted in their difficulty to voice out the appropriate vocabulary. In my class, I note down those students who constantly grapple and struggle for words, and I address their needs by providing them vocabulary development. (KI 8 Q1)

Student-centered Approach

These are the thematic statements gathered regarding the teachers' perspectives on translanguaging, one of the essential themes that was agreed upon by most of the participants is that it is a student-centered approach to understanding L3. They concurred that translanguaging is indeed student-centered as the teachers focus on the needs of students by providing them suitable, appropriate and relevant equal learning opportunities so that they can be supported in their difficulty in shifting from L1 to L3.

According to informants 1, 9 and 10 this is what they frequently do in their respective classes:

In my English class, I utilize translanguaging process by developing vocabulary skills among my students. I can say that translanguaging is indeed student-centered because I have to pay particular attention to students who constantly grapple for appropriate words and promptly assist them in their difficulties. As an intervention, I encourage students who I considered at-risk of failing in vocabulary development to obtain a collection of poems and quotations. I require him/her to memorize one short quotation and communicate it to the class. He/She is to explain the quotation briefly according to his/her understanding using L3. With this I see improvement in the vocabulary of my students, and their confidence is boosted up. (KI 1 Q1)

In my opinion student-centeredness is the objective of translanguaging. In order to develop the communicative competence of individual learners I engage them in readers' theatre. I assign them to a group and each one is given a speaking role as they present the assigned story in front. This enable them to develop communicative competence in the English language. Afterwards, I call individual student to read a line from the story and explain in brief the meaning of it in class. Those who stammer and grapple for words are promptly assisted by peers. I consider this beneficial to the learners and our translanguaging efforts paved way to students' improved oral language, regardless of the their ethno-language. (KI 9 Q1)

In my effort to improve the oral language competence of students in my English class, I used translanguaging to bridge L1 to L3. I consider the undertaking being student-centered as I individually give them parts of a poem and let them explain the meaning of the content. They start in L1 and then they were instructed to translate this in L3. Those who were stuttering, mumbling and stammering were promptly assisted by their classmates. Afterwards, they recite individually the assigned parts in front of the class. I instructed them to read the lines with creativity. I noted the names of those who are in need of assistance in terms of communicative competence and provided vocabulary drill to enrich their L3 undertaking. (KI 10 Q1)

Anent to the perspective of the participants, Zeitschrift (2012) concurred that translanguaging effort is indeed a student-centered undertaking as teachers pay respect to individual difficulties and addressing the learning gap through individualized intervention. Through this pedagogical tool, students are given the chance to express oneself from L1 to L3 without insecurity or fear of being ridiculed as the teacher readily give assistance. The bridging process intertwined in translanguaging allows student to communicate in their L1, develop creative approaches to problem solving, communicate in profound and exciting ways thru the use of one's ethno-language and be supported by the teacher as the student grapple to translate content into L3. When students' difficulties are promptly addressed they are able to communicate confidently with their peers.

Contextualized Process

Several thematic statements were gathered from the participants regarding the topic. They agreed that translanguaging involves the process of contextualization, where students use L1 to understand L3. In order to enable students to appreciate L3 the teachers commence with localized contexts to make the topic more comprehensible. Students engaged in their own ethno-language

based on their own contexts as a bridge towards understanding of L3. Participants 4, 5 and 7 shared their perspectives:

In my English class, I utilize students' context in bridging L1 to L3. This is the process in translanguaging, by allowing students to communicate in their own language to explain the essence of the story, then move on to translate this in L3 with the assistance of the teacher to enhance their communicative skills. Through contextualization students can make visual presentations of various types as they give vivid details of the story, and journey towards comprehensible output in English. (KI 4 Q1)

Contextualization is essential in translanguaging. I employ this in my English class as a vehicle towards easier understanding and ease of use of L3. The students are exposed to localized stories build on their ethno- language, share experiences, knowledge and interests that they discuss among peers. They are provided localized literary pieces in order to develop their understanding of their heritage. They are permitted to use L1 and then proceed to L3 through a wide array of vocabulary development to build their oral language skill. (KI 5 Q1)

I use translanguaging in my English class to bridge L1 to L3. Bridging through contextualization makes it easier for students to understand literary pieces. They can voice out their opinions as they are familiar with the localized stories. At one point, students freely discussed their inferences regarding the story in English because they understand the context very well. However, for some who are not well-versed with the English language they start to stammer

and grapple with words, but they are promptly assisted by the teacher. This is the essence of translanguaging, using L1 to understand and verbalize in L3. (KI 7 Q1)

In congruence to the perspective of teachers, the National Council of Teachers of English (NCTE) and the International Reading Association (IRA Primer 2010) confirmed that translanguaging is a well-designed integrated communication system that allows students to utilize L1, to understand, communicate and verbalize L3. This is a student-centered approach to learning as teachers pay attention to those students who grapple with the language, hence, students are provided a wide array of vocabulary development using the L1 to propel towards L3. Teachers utilize contextualization process so as to facilitate easier understanding, allowing all learners to participate in the discussion and make the lesson meaningful. What is important for teachers in translanguaging is to develop the voice of the students because learning only occurs when students are exposed to learning experiences that are thoughtfully organized using localized content, support materials, and activities via synchronous and asynchronous learning events, that can contribute to improved students understanding of the English language.

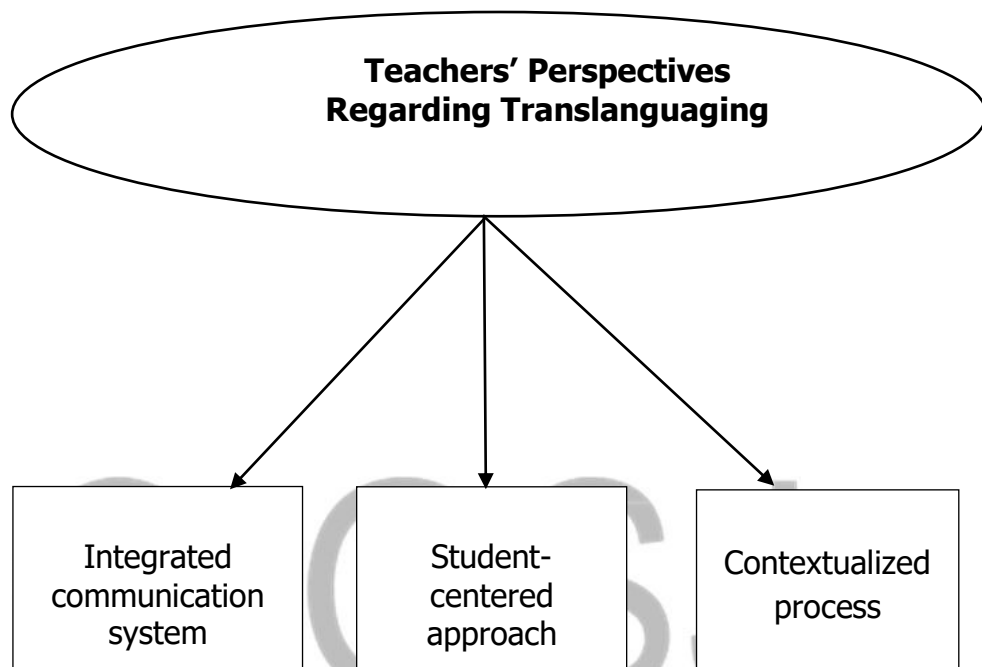


Figure 2. Emerging Themes on Teachers' Perspectives Regarding Translanguaging

Mechanisms Used by Teachers in their Translanguaging Practice

Subproblem 2, showcases the mechanisms used by teachers in their translanguaging practice. In congruence to this, Simpson (2010) a professor of University of California, voiced out his observation during the teacher training on developing communicative competence, she articulated that mechanisms on translanguaging is essential in order to enhance students' understanding. Adequate scaffolding activities must be observed utilizing tangible translanguaging opportunities and methods in order to bridge L1 to L3 and facilitate easier comprehension towards improved learning outcomes. As such, teachers are to utilize varied stimulating mechanism to inspire enthusiasm among the students. Motivating students to engage in their own learning in a climate of trust and support in the classroom, contributes more to their language proficiency.

Along this issue, three essential themes were drawn from the transcripts. These are: 1) cooperative learning; 2) explicit teaching and 3) blended approach.

Cooperative Learning

As a result of the in-depth interviews of participants regarding the mechanisms utilized by teacher-participants in their translanguaging practice, one essential theme was drawn from the transcripts, they mentioned: Cooperative Learning. Participants 6, 7, 9 and 10 shared their practices, as follows:

The mechanism I employed in my translanguaging practice is cooperative learning. I always emphasized social responsibility, ethical, and responsible behaviour in my class, as such, during group work, I give them a story to work on, wherein they are to craft a story web creatively. They are given time to plan, discuss and assign roles to their peer group. They use L1 and translate this to L3 as they present their tasks. Each student is given equal opportunity to showcase his/her skill, however when he/she grapples with words the group members are quick to provide appropriate English terms, hence, through the mutual support of their peers they are able to successfully showcase their assigned output. (KI 6 Q2)

Cooperative learning is one mechanism I used in my class. Through this, camaraderie is strengthened among groups as they extend assistance to fellow members. In doing translanguaging, I give them contextualized stories where each group members discuss the

content using L1. They proceed to summarize the story using L3 where group members contribute more English vocabulary to make a logical, coherent summary of the assigned topic. I always emphasize the value of teamwork as each group member endeavours to provide mutual support towards the accomplishment of the learning goal. (KI 7 Q2)

Where there is teamwork, work goal is achieved. I utilize cooperative learning as a mechanism in doing the translanguageing process. Foremost, I engage students in discussing a literary piece in small groups in their own ethnolanguage. Through the use of L1 they are able to discuss and voice out their opinions regarding the topic. Each one contributes to the accomplishment of the task by providing appropriate vocabulary using the English language. Before presenting their output, it has undergone editing by group members. With the mutual support of everyone, the group members are able to summarize the important details of the story and come up with a vivid picture of the events, sequenced in logical order. Teamwork spells the difference, cooperative learning is the key. (KI 9, Q2)

I give them contextualized stories where each group members discuss the content using L1. They proceed to summarize the story using L3 where group members contribute more English vocabulary to make a logical, coherent summary of the assigned topic. I always emphasize the value of teamwork as each group member

endeavours to provide mutual support towards the accomplishment of the learning goal. (KI 10 Q2)

This is in congruence to the insight of Creese and Blackledge (2012) that translanguaging involves cooperative learning endeavor of students. A translanguaging pedagogy is applicable in classrooms who have students with diverse ethnolanguages. This is aimed at providing learning experiences where all learners, regardless of ethnicity, interacts with other students and with content through thoughtful integration of local and online resources. The well-designed blended learning activities thoughtfully organized content, support materials, and activities via synchronous and asynchronous learning events, are delivered in a variety of modes utilizing L1 to understand L3. Student collaboration is a necessary function in translanguaging, hence, all students socialize with other peers to come up with a constructive output. There is a feeling of togetherness, utilizing the “we” in presenting their output.” Students provide mutual support as they undergo critical language awareness that is necessary to enhance their communicative competence.

Explicit Teaching

The teacher-participants routinely employed translanguageing mechanisms in their respective classrooms as concurred by them. During the one on one interview, an essential theme emerged from the transcript, this is the provision of explicit teaching as a mechanism in facilitating translanguageing, along this topic participants 1,4 and 5 shared their observations.

I provide multiple ways to access content and translanguageing sessions through the use of explicit teaching in my class. This is a notable mechanism as I demonstrate the proper use of vocabulary in expressing one's opinion. The slogan "I do"; "You do"; "We do" is repeatedly done so as to develop mastery of the lesson. First, I do the proper pronunciation of the set of new words introduced; then I call individual student to emulate what has been taught; later the group engages in vocabulary development. As a result, the students apply their learning from L1 to L3 lending themselves more readily to differentiation of content and process. An explicit approach also gives the learner the opportunity to be more responsible for his or her learning, as he/she shares insights with other group members. As they are then grouped with other students they are more likely to demonstrate understanding of the lesson with the mutual support afforded by group mates. (KI 1 Q2)

Providing learning experiences through translanguageing allows students in my class to communicate freely from their L1 to L3. Through thoughtful integration of local

and online resources they are given plenty of opportunities to gear themselves up via explicit teaching. Foremost, I demonstrate the proper way of delivering a message in class; then individual student is called up to exhibit appropriate speaking behavior; finally, the students are grouped together to present a coherent dialogue featuring localized content as they showcase their oral language abilities. There is a feeling of togetherness, utilizing the "we" in presenting their output. Indeed, explicit teaching is helpful in establishing collaboration as students extends mutual assistance in the accomplishment of group undertaking.(KI 4 Q2)

In the many years of teaching English I always see to it that all students are given equal learning opportunities. Through translanguaging, they are able to connect L1 to L3. I have used explicit teaching to enable students to to understand the psychological and social foundations of learning. I strive to know about their potentials and I provide learning activities that allow all learners to reach their full potential. The slogan "I do- You do- We do" is an appropriate routinely activity which is geared towards the smooth development of the lesson. Students are more participative as they indulge in their assigned task after having witnessed "how" things are done.By setting an example, students are able to emulate and act out their assigned roles in accordance to the story they have just read. It is good to see students work together as they manage to translate L1 to L3 and utilize their output during presentation in the big group. When their group output is being appreciated their bond are more established paving way to group harmony inside the classroom. towards one common goal. (KI 5 Q2).

In consonance with the insight of Hyme (2012),translanguaging becomes much easier to process when the teacher utilizes explicit teaching as a mechanism. It serves as an instrumental function: using language to get things done; as an interactional function: using language to create interaction with others; as personal function: using language to express personal feelings and meanings; and as representational function: using language to communicate information. This enhances the students' communicative competence which is embedded in the slogan "I do - You do - We do". One of the characteristics of this endeavour is modelling by the teacher. Language is taught as a system in the expression of meaning, the structure reflects its functional and communicative use as exemplified in discourse.

Blended Approach

The teacher-participants expressed that they utilized translanguaging mechanisms in their respective classrooms for better understanding of the English language. During the one on one interview, an essential theme was obtained from the transcript, this is the integration of blended approach into the fiber of instruction. Along this topic participants 2, 8 and 9 shared their observations.

In my English class I utilize translanguaging to bridge L1 to L3. As a mechanism to facilitate easier comprehension I employed blended approach into the fiber of instruction where students are mixed in terms of ethnicity but were grouped according to their learning preferences. I instructed the visuals group to engage in creating powerpoint presentation containing the summary of the story. The auditory group were instructed to listen to a contemporary song and they presented a choral interpretation as a group output. The kinaesthetic learners were to act out parts of the story as a group output. Prior to all the activities, I always tell them to respect the idea and contribution of every group member as they endeavour to translate text from L1 to L3 and create a coherent, logical output. During the activity proper, I saw to it that all the group members are able to blend well with their peers in doing their assigned tasks. (KI 2 Q2).

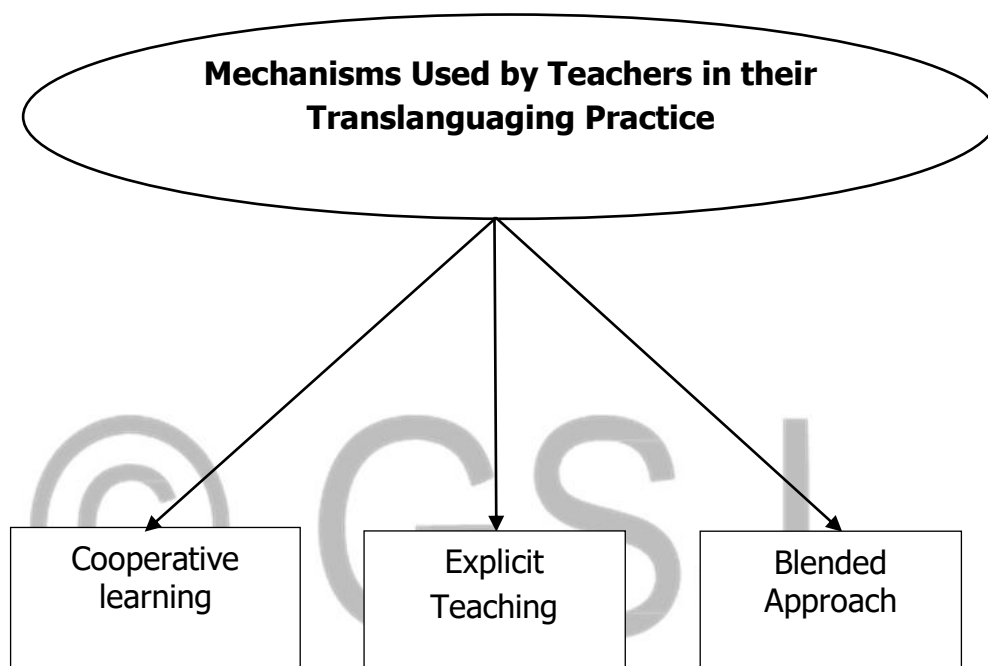
My instructional management endeavour is framed along these basic principles: building on students' strengths and skills; involving all students in collaborative activities; and engaging them in their own mother tongue and bridging it through translanguaging process to proceed to L3. The mechanism I employed is blended approach where contextualized stories are presented and students are grouped together regardless of ethnicity. As they blend in together, they are designated to work on a certain task and engage in noting details of community-based stories; infer and identify cause and effect relationship. It is through blended approach that students focus more on their similarities instead of differences, as they concentrate to accomplish their group output, paving way to group success. (KI 8 Q2)

Translanguaging process can be very tedious as I allow students to use their L1 and proceed to L3. However, with the blended approach, camaraderie is established and group undertaking becomes easier as each group

member endeavours to share his/her skill in translating L1 to L3 in the effort to accomplish their output. There were many instances when I instruct them to create a script for Readers' Theater using localized context, or craft a script for Theater Arts presentation, everyone in the group blends in and offer mutual assistance in order to contribute to the undertaking. They all make extra effort to provide appropriate vocabulary, check the sentence structures in order to come up with coherent, logical output. With the blended approach the group members become more cooperative as they work together towards one common goal. (KI 9 Q2)

The perspectives of teachers are in congruence with the viewpoint of Simpson (2010), when he voiced out his observation that motivating students to engage in their own learning in a climate of trust and support in the classroom, contributes more to their language proficiency. Through blended approach students focus more on their similarities rather than their differences. As they face group challenge such as translating stories from L1 to L3 they develop camaraderie as each one contributes to the actualization of group goals. They all blend in as they collaborate and engage in teamwork.

Figure 3. Mechanisms Used by Teachers in their Translanguaging Practice



Intervention Scheme to Further Improve the Translanguaging Practices of Teachers

The in-depth interview and focus group discussion provided themes for this research question. As pointed out from the essential themes which were generated from the participants' responses, these are: 1) Conduct of Learning Action Cell; 2) Provision of Instructional Materials; and 3) Attendance to Training.

Conduct of Learning Action Cell

This essential theme came out as the teacher-participants professed that for them to be able to improve their translanguaging practice they have to be updated with latest mechanisms on the topic during the conduct of learning action cells or school-based in-service trainings. This an avenue where the teachers share their best practices and encourage their peers to benchmark the mechanisms they have applied. Along this issue, Participants 3, 4, 8 and 9 has this to say:

The conduct of Learning Action Cell in our school every second and fourth Friday of the month enable us to observe demo-teaching done by our Master Teachers, utilizing translanguaging process. On a personal note, I am able to benchmark best practices which I can use in my

instructional journey. This allows me to improve on my craft. (KI 3 Q3)

I always look forward to the conduct of Learning Action Cell in our school because I am able to listen to updates and obtain appropriate approaches and mechanisms that would aid me in my instructional undertaking. (KI 4 Q3)

Attending Learning Action Cell is an insightful opportunity for me. The modules on instructional management equips me with the relevant pedagogies that would suit my students' needs. The process is tedious, but very helpful as this enables students to participate and understand clearly their tasks. (KI 8 Q3)

The conduct of Learning Action Cell in our school is very helpful especially for a neophyte teacher like me. The conduct of demo-teaching by the Master Teachers allows me to list down and benchmark practical instructional practices which I can peruse in my classroom. The open forum that ensues allows me to voice my queries regarding the difficulty I have encountered in doing my instructional task, which is readily responded to by the facilitators. I gain much knowledge from the sharing of ideas and I look forward to put into practice all the helpful tips from the LAC facilitators. (KI 9 Q3)

As mandated in RA 10533, School heads must align their Learning Action Cell towards the attainment of the school's Vision, Mission, Goals and develop a culture of functional literacy in the educational institution. It is therefore necessary that school heads shall pour out their productive efforts

in the implementation of the curriculum across disciplines. During Learning Action Cell, their visible presence is important as they are there to give technical assistance and respond to the instructional gaps that are voiced out by the teachers. Conversely, the Learning Action Cell shall be an avenue for the Master Teachers to share their best practices, showcase appropriate instructional approaches and display relevant localized learning materials. Through a series of school-based capacity building of teachers such as mentoring and coaching, the teaching staff shall be able to sustain quality instructional approaches that leads to the improvement of students' academic outcome.

Provision of Computer Aided Instructional Materials

During the conduct of the face to face interview, one essential theme was obtained from the teacher-participants as they expressed that for them to be able to improve their translanguaging practice they have to be provided with quality, relevant computer-aided instructional materials. Along this issue, Participants 1, 2, 5 and 6 has this to say:

To aid me in my daily routinely instructional duty, I would be pleased if our School Head can provide laptop as an instructional resource that is handy and relevant. Through computer -aided instructional materials I am able to respond to the

needs of my students who are digital-oriented. The on-line resources would suit well to the needs of my learners. (KI 1 Q3)

Nothing would make most glad than to be provided with instructional materials from the MOOE of the principal or from NGOs. This is essential in my instructional task, most especially with the type of learners that I have who are mostly digital savvy. With a laptop, I surely would be able to provide computer -aided instructional materials to my students. (KI 2 Q3)

The provision of Instructional materials is basic in teaching. I look forward to receive a laptop with printer so that I can readily provide worksheets to my students at anytime these are needed. (KI 5 Q3)

Teaching students would be more stimulating when instructional materials are a-plenty, when these are developmentally appropriate and relevant to them. Along this issue, I look forward to have a laptop with printer so that I can readily provide updated computer -aided instructional materials that would make learning more fun and stimulating. (KI 6 Q3)

The participants' perspectives is in accordance with Richey's (2015) insight that the utilization of computers in instruction encourages interaction from the students as they engage in multimedia formats, which include videos, animation, speech, and music. The teacher may utilize a guided drill which is a computer program that poses questions to students, returns feedback, and selects additional questions based on the students' responses.

Recent guided drill systems incorporate the principles of education in addition to subject matter knowledge into the computer program.

Attendance to Trainings

After the series of face to face interview from the participants, one essential theme was obtained, as they expressed that for them to be able to improve their translanguaging practice they have to be exposed to trainings.

Along this issue, Participants 1, 2, 5 and 6 has this to say:

Attendance to National, Regional and Division level trainings would greatly enhance my instructional skill. Through in-depth skills development activities, I would be updated to the latest trends in the art of mentoring, coaching and facilitating my students with varied ethnicity. (KI 1 Q3)

In Service Teachers' Training is essential in promoting enhanced learning delivery. Trainings would equip me on the recent curriculum management approaches, techniques and approaches. (KI 2 Q3)

They say a pencil needs to be continually sharpened in order to become more useful. In a like manner, for me to be able to provide quality instruction, I need to continuously attend trainings to improve my instructional craft. I would be very glad if I am given opportunities to attend National, Regional and Division Level trainings. Attendance to these worthy undertakings would benefit me and my end clientele- my students. (KI 5 Q3)

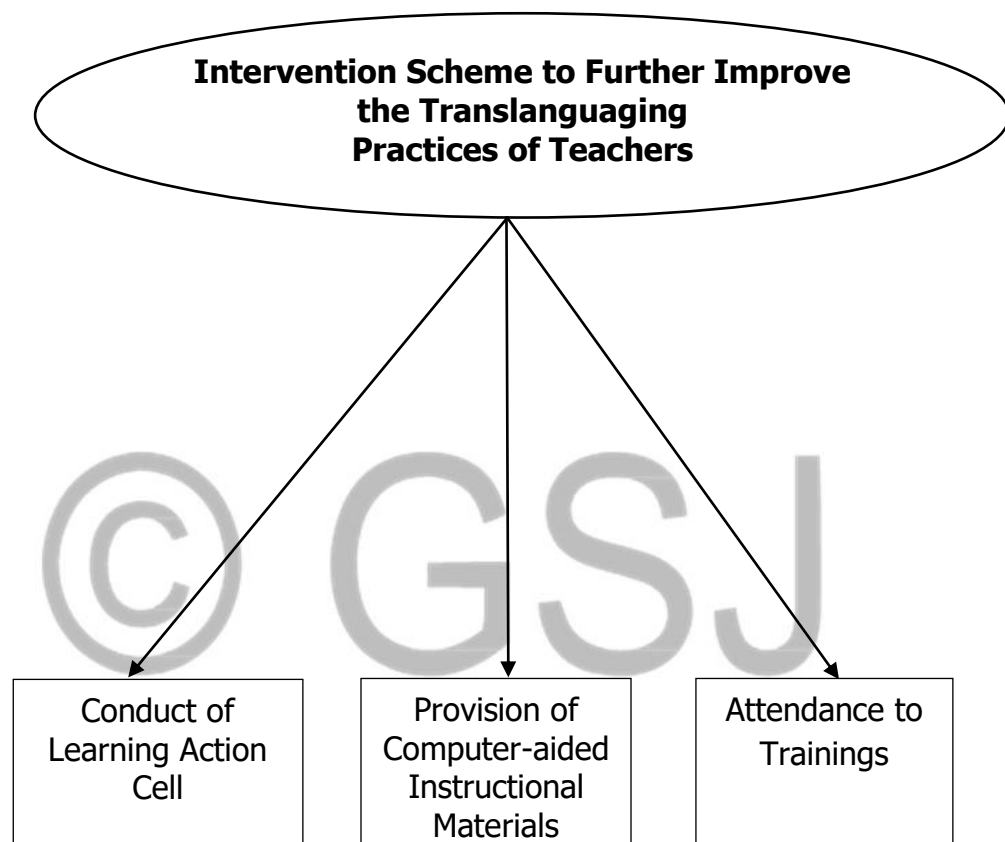
Skills-enhancement trainings are opportunities which must be provided to teachers in order for us to be quipped with the recent developments in instructional management. I once attended a Regional training on the enhancement of K to 12 Pedagogy and it gave a boost in my instructional career. With the salient insights provided by the varied resource speakers who were adept in the subject matter, I was able to benchmark their best practices to the benefit of my students. (KI 6 Q3)

In consonance to the perspectives of teachers, the Philippine Professional Standards for Teachers (PPST Manual 2015) specified the set of professional standards for teachers articulating the standard instructional framework of teachers as they develop, refine their practice and respond to the complexities of educational reforms. In particular, Domain 1 emphasizes that teachers recognize the importance of mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. This Domain encompasses teachers' ability to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research, as well as needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes. To be able to perform his/her tasks satisfactorily, teachers are to regularly attend Inservice trainings to be able to

demonstrate awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the Code of Ethics for Professional Teachers.

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Figure 4. Intervention Scheme to Further Improve the Translanguaging Practices of Teachers



As a learning insight, the researcher recognizes the importance of translating curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. Through the utilization of translanguaging, which uses the students' L1 to scaffold their understanding of L3, appropriate mechanisms and tools are necessary to propel students' learning towards improved academic outcome. It is therefore necessary that I am able to apply my professional knowledge to plan and design; sequence lessons that are contextually relevant and responsive to learners' needs.



CHAPTER V

IMPLICATIONS AND FUTURE DIRECTIONS

The primary objective of this phenomenological study is to highlight the day to day translanguaging practices of Senior High School Teachers handling English Instruction. This delved into their experiences, their enabling conditions, perceptions, emotions, and routinely instructional activities. The participants were invited to recount various experiences and reflect upon their own experiences in their own words and on their own terms.

In this study, a theme is notified by a particular idea or experience which was highlighted by at least two participants in a group. The interview started by discussing the participants and key informants' perspectives regarding translanguaging; the mechanisms they used in their translanguaging practice; and the intervention scheme used to further improve the translanguaging practices of teachers.

Teachers' Perspectives Regarding Translanguaging

Subproblem 1, detailed the perspectives of teachers regarding Translanguaging as scaffold in English instruction. Three essential themes

were drawn from the transcripts. These are: 1) integrated communication system; 2) student-centered approach and 3) contextualized process.

Mechanisms Used by Teachers in their Translanguaging Practice

Subproblem 2, highlights the mechanisms used by teachers in their translanguaging practice. Three essential themes were drawn from the transcripts. These are: 1) cooperative learning; 2) explicit teaching and 3) blended approach.

Intervention Scheme to Further Improve the Translanguaging Practices of Teachers

Subproblem 3 elaborated the intervention scheme that is necessary to improve the translanguaging practices of Senior High Teachers. Three essential themes which were generated from the participants' responses, as follows: 1) Conduct of Learning Action Cell; 2) Provision of Instructional Materials; and 3) Attendance to Training.

As a learning insight, the researcher recognizes the importance of translating curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. It is

therefore necessary that I am able to apply my professional knowledge to plan and design, individually or in collaboration with my colleagues, well-structured and sequenced lessons. Through the utilization of translanguaging, which uses the students' L1 to scaffold their understanding of L3, appropriate mechanisms and tools are necessary to propel students' learning towards improved academic outcome. Conversely, I must see to it that lesson sequences and associated learning programs are contextually relevant, responsive to learners' needs as I incorporate a wide range of teaching and learning resources.

Implications

The implications generated from data analysis, are as follows, the teachers view translanguaging as an integrated communication system, which is a student-centered approach and embeds contextualized process. The mechanisms used by teachers in their translanguaging practice comprises cooperative learning; explicit teaching; and blended approach. The intervention scheme that is pointed out by the participants to further improve the translanguaging are regular conduct of Learning Action Cell; provision of computer-aided Instructional Materials; and teachers' Attendance to Training.

As a learning insight, the researcher recognizes the importance of translating curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. Through the utilization of translanguaging, which uses the students' L1 to scaffold their understanding of L3, appropriate mechanisms and tools are necessary to propel students' learning towards improved academic outcome. Conversely, I must see to it that lesson sequences and associated learning programs are contextually relevant, responsive to learners' needs as I incorporate a wide range of teaching and learning resources.

Future Directions

As based on the authentic findings, the following statements are geared towards future directions.

The information gathered in this study will inform the office of the superintendent on the implementation of translanguaging in the attainment of the school vision, mission and goals. Conversely, results of this study will help the superintendency to craft rewards and incentives in recognition of the attainment of improved learning outcomes, as a result of the consistency of teachers' commitment to promote quality instruction among their students.

The school heads will gain practical insights and be more enlightened regarding their huge responsibility and accountability in their tasks by providing support and assistance to teachers in terms of allotting budget in crafting and designing contextualized learning materials in the context, as stipulated in RA 9155.

The findings of this study will make the teachers more receptive of their immense responsibilities in the attainment of organizational goals by thoroughly implementing translanguaging process to scaffold better understanding of L3 in their respective classes.

This study will offer adequate literature on translanguaging process which may benefit the graduate students who are interested in pursuing research in this area. Similar studies are herein suggested:

- a) The Effect of Translanguaging process on the Academic Performance of Students
- b) Translanguaging Implementation and Communicative Competence of Students

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Appendix 1 The Key Informant Interview (KII) Protocol

Research Title: **PERSPECTIVES OF TEACHERS IN TRANSLANGUAGING
AS PEDAGOGICAL SCAFFOLDING IN COMMUNICATION
ARTS:A PHENOMENOLOGICAL STUDY**

Time of Discussion:

Date:

Place:

Facilitator: **BEVERLY A. SANTOS**

Position of Facilitator: Researcher

Objective of the KII:

The primary purpose of this phenomenological study is to highlight the day to day translanguaging practices of Senior High School Teachers handling English Instruction. This will delve into their experiences, their enabling conditions, perceptions, emotions, and routinely instructional activities.

Methodology

In the course of doing the interview, the following protocols will be strictly observed:

1. The main objective/purpose of the research will be explained to the participant including the individuals and sources of data being collected;
2. The participant will be informed that all responses would be recorded;
3. The participant will be informed about what will be done with the data to protect the his/her identity including the confidentiality of his/her answers;
4. The participant will be informed of how approximately long the interview would take;

5. The participants will be asked if he/she has any question about the interview;
6. The participant will be assured that at anytime during the interview, he/she may opt, for whatever reason, to stop the interview; and
7. The participant will be appreciated and recognized for his/her support and cooperation.

Materials Needed:

Tape recorder

Ballpen

Paper

The interview questions:

- A. Demographic Profiling
 - A.1 How many years have you been teaching in Sta. Cruz National High School?
 - A.2 How many sections do you handle?
 - A.3 How many years have you been teaching English?
- B. Research Questions:
 1. What are the perspectives of teachers regarding translanguaging as scaffold in English instruction?
 - 1.1 What do you know about translanguaging practice?
 - 1.2 How do you conduct translanguaging among your students?
 - 1.3 What are your routinely activities in conducting translanguaging in English instruction?
 2. What are the challenges encountered by teachers in their translanguaging practice?
 - 2.1 Have you encountered difficulty in translanguaging from L1 to L2 to L3?

- 2.2 What instructional gap have you experienced in translanguaging among your students?
- 2.3 What facets in translanguaging practice do you consider difficult to handle?
- 3. How can translanguaging practice improve the academic outcome of students in English instruction?
 - 3.1 In your own perspective, how relevant is translanguaging practice in the enhancement of students' academic outcome?
 - 3.2 What aspect of your day to day translanguaging practice developed students' proficiency?
 - 3.3 Do you find translanguaging appropriate and worthy to be shared among co-educators? Why?

Evaluation

After the discussion, the participant will be made to listen to the recorded interview and will be asked to signify intention if he/she wants not to include any portion of what he/she have shared in the interview process.

BEVERLY A. SANTOS

MA.-LT. Student

Appendix 2. DIVISION LETTER

February 3, 2020

NELSON C. LOPEZ, CESO VI

Schools Division Superintendent
Division of Davao Del Sur

Sir,

As a final requirement for the completion of my master's degree (Master of Arts in Education, major in Language Teaching), I am conducting a study entitled **"PERSPECTIVES OF TEACHERS IN TRANSLANGUAGING AS PEDAGOGICAL SCAFFOLDING IN COMMUNICATION ARTS: A PHENOMENOLOGICAL STUDY"** in the secondary schools of Sta. Cruz District, Division of Davao del Sur. Together with this letter of permission is the letter of endorsement and the research methodology as part of your requirement in DepEd Regional Memorandum No 076, s. 2013.

In view hereof, I wish to request permission and approval from your good office to allow me to conduct my study in the secondary Schools in Sta. Cruz District in this division.

I will be very grateful if this request could be given due consideration and approval.

Very truly yours,

BEVERLY A. SANTOS


Researcher

Noted by:

SIVERLYN M. CAMPOSANO, Ph.D

Research Adviser

Approved by:


NELSON C. LOPEZ CESO VI
Schools Division Superintendent

Appendix 3. ENDORSEMENT LETTER OF THE GRADUATE SCHOOL CHAIRMAN

February 7, 2020

NELSON C. LOPEZ, CESO VI
Schools Division Superintendent
Division of Davao del Sur

Sir,

Greetings of Peace and harmony!

The bearer, **Mrs. Beverly A. Santos** is a SPAMAST graduate student who is finishing her **Master of Arts in Education** with specialization in Language Teaching. At present, she would like to conduct a study on **"PERSPECTIVES OF TEACHERS IN TRANSLANGUAGING AS PEDAGOGICAL SCAFFOLDING IN COMMUNICATION ARTS: A PHENOMENOLOGICAL STUDY"** as a master's thesis in fulfillment of the requirements for the degree. The Thesis Committee, after her thesis proposal believes that she will be able to come up with findings that will bring valuable contribution to the Division of Davao del Sur.

Appertaining to this, I am respectfully indorsing to the Office of the Schools Division Superintendent, Division of Davao del Sur the herein approved research methodology of **Mrs. Santos**, for the conduct of her study and wish her all the best all through-out her study.

With my thanks and very best wishes.

BEVERLY A. SANTOS
M.A.Ed. Student

Very truly yours,

ZANDRO P. IBÁÑEZ, Ed.D.
Dean



CURRICULUM VITAE

PERSONAL DATA

Name: Beverly A. Santos
Address: P. Serena Street, Chapter 1, Aplaya Digos City
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Sex: Female
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University of Mindanao Digos College
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Secondary : **Davao del Sur National High School**
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WORK EXPERIENCE

June 1, 2016 to present	Senior High School Teacher Department of Education Sta.Cruz National High School-Senior
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June 2012- March 2016	Junior High School Teacher Tibolo, Sta.Cruz, Davao del Sur
June 2011- March 2012	Preschool Teacher Preschool Adventure, Digos City

ELIGIBILITY

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