

The Mediating Role of Language Ideologies in the Link Between Teacher Beliefs and Classroom Discourse on Translanguaging: An Explanatory Sequential Mixed Methods Study

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ABSTRACT

This study explored the role of language ideology in shaping the relationship between teacher beliefs and classroom discourse on translanguaging among public school teachers. Grounded in applied linguistics, the study addresses how internal belief systems influence actual pedagogical practices in multilingual classrooms. Specifically, it aims to determine whether language ideology mediates the relationship between teacher beliefs and classroom discourse. An explanatory sequential mixed-methods design was employed, involving 300 public school teachers from Region XI, Philippines. Quantitative data were analyzed using structural equation modeling to test the mediation model, while qualitative data were gathered through in-depth interviews and focus group discussions with 17 purposively selected participants to enrich and validate the findings. Results revealed that language ideology serves as a significant full mediator between teacher beliefs and classroom discourse on translanguaging. Qualitative findings further confirmed the relationships among variables, emphasizing that language ideology functions as a critical internal filter through which teacher beliefs are translated into instructional discourse. The integration of quantitative and qualitative data are mostly characterized as connecting-confirmation, with language ideologies described as connecting-expansion. In conclusion, the study provides substantial evidence that language ideology plays a pivotal role in bridging teacher cognition and classroom practice, highlighting its importance in promoting effective translanguaging strategies in multilingual education contexts.

Keywords: Applied linguistics, translanguaging, teacher beliefs, language ideology, mixed-methods research, Philippines

INTRODUCTION

Background of the Study

Classroom discourse on translanguaging is the purposeful use of learners' first language (L1) and second language (L2) within classroom interaction to facilitate meaning-making, identity affirmation, and deeper academic achievement (Garcia & Wei, 2024). Ndhlovu and Makalela (2021) emphasize that translanguaging informs students' multilingual identities and has the potential to elevate academic performance when implemented effectively. However, its practice is often undermined by negative transfer from L1 to L2, particularly when translanguaging is misused or poorly contextualized. Fuster (2024) explains that such misuse may result in fossilization of errors, incomplete proficiency in the target language, and weakened communicative competence. In addition, poorly balanced exposure to L1 and L2 can exacerbate these problems, leading to entrenched inaccuracies and limiting learners' ability to fully acquire the target language. Creese and Blackledge (2020) caution that translanguaging, if applied without sensitivity to classroom realities, risks reproducing inequities and reinforcing deficit views of minoritized languages.

Across the global landscape, classroom discourse on translanguaging continues to be constrained by deeply ingrained monolingual orientations that override principles of equity. García et al. (2022) argue that rigid

language hierarchies in educational systems often prevent translanguaging from being fully realized as a pedagogical tool. For instance, Fang (2022) observes that in China, the strict enforcement of English-only rules in EFL classrooms reinforces dominant language ideologies and limits students' ability to draw meaningfully from their L1, resulting in negative transfer and persistent errors. Similarly, Ndlangamandla and Chaka (2020) highlight that in South Africa, prescribed languages of instruction marginalize indigenous languages, thereby weakening students' proficiency and communicative competence. Even in contexts where translanguaging is supported, such as Hong Kong, Tai (2024) notes that the pressure of standardized high-stakes testing restricts opportunities for student-led multilingual discourse, leading to imbalanced exposure between L1 and L2. Collectively, these global cases demonstrate that pedagogical misuse, rigid language policies, and insufficient classroom contextualization hinder translanguaging from achieving its potential in fostering proficiency and equitable learning.

In the Philippine context, classroom discourse on translanguaging is constrained by the official bilingual education model, which prioritizes Filipino and English as the primary languages of instruction. The Department of Education (DepEd Order No. 21, s. 2019) institutionalizes this bilingual framework, while the National Commission for Culture and the Arts (NCCA, 2020) underscores its cultural implications. However, this system often limits authentic translanguaging practices, particularly in linguistically diverse regions such as the Davao Region (Region XI), where classrooms include speakers of Cebuano, Mansaka, Mandaya, and other indigenous languages. Eslit (2020) documents that rigid adherence to English and Filipino in Region XI classrooms results in negative transfer, with learners struggling to contextualize lessons in their L1, leading to fossilized errors and incomplete proficiency in L2. Macawile and Plata (2023) highlight uneven implementation of bilingual policies in multilingual schools, where teachers lack training to balance L1 and L2 exposure. Gultiano (2023) and Manalastas (2022) further note that institutional perceptions of English as the sole symbol of academic prestige reinforce hierarchical language practices, discouraging translanguaging and weakening communicative competence. Dreisbach and Demeterio (2021) argue that this consistent failure to provide space for authentic translanguaging perpetuates linguistic inequality and undermines classroom discourse.

Locally, in Davao Region public schools, translanguaging creates persistent tension because multilingual classroom realities clash with official policies that privilege monolingual standards (Magadan et al., 2025). For instance, Miranda and Gervacio's (2021) showed that teachers feel caught between recognizing translanguaging as essential for comprehension and institutional policy on specified languages, resulting in inconsistent and contradictory practices. Consequently, translanguaging is treated as a deficiency rather than a resource in the local context, leading to inequities in teaching, learning, and assessment (Macawile & Plata, 2023; Manalastas, 2022).

Among all the variables connected with classroom discourse on translanguaging, the most timely and relevant for the 21st-century setting are teacher beliefs (Independent Variable) and language ideologies (Moderating Variable). Teacher beliefs, as Wang (2021) explains, refer to the convictions educators hold about multilingualism as either a resource or a barrier in instruction. Language ideologies, as Kirsch (2020) defines, are the underlying societal and institutional attitudes toward language use that shape classroom practices. Such ideological conflict leads directly to documented inconsistent and contradictory practices (Ndhlovu & Makalela, 2021). On the other hand, teachers who view multilingualism as a resource tend to support inclusive language ideologies that validate students' home languages (Wang, 2021). The relationship between teacher beliefs and translanguaging is direct, as Lin and Wu (2022) demonstrate: a teacher's conviction that multilingualism is a resource correlates strongly with their propensity to incorporate translanguaging strategies into instruction. Conversely, the relationship between language ideologies and translanguaging is often inverse, as dominant monolingual beliefs force teachers to suppress the fluid practice regardless of their personal convictions (Kirsch, 2020).

Despite existing literature treating teacher beliefs and translanguaging as separate areas of inquiry (Lin & Wu, 2022), a theoretical gap persists in understanding how language ideologies mediate their relationship, which prevents in-depth explanation of why good intentions often lead to inconsistent practice. A methodological gap also exists, as studies on classroom discourse in translanguaging are frequently described either quantitatively or qualitatively, but rarely through designs that integrate both approaches (Kirsch, 2020). This limits comprehensive

insights into how translanguaging functions in actual classroom settings. A contextual gap is evident in the highly multilingual Philippine environment, particularly in Senior High School (SHS), where rigid bilingual policies intersect with diverse linguistic realities. Among all variables connected with the DV, the most timely and relevant for the 21st-century classroom are teacher beliefs (Independent Variable) and language ideologies (Moderating Variable). Their inclusion provides depth, as this study is trivariate rather than bivariate, allowing for a richer understanding of how teacher beliefs and language ideologies interact to influence translanguaging practices. The urgency of this research lies in addressing ideological resistance that perpetuates inequities in teaching (Gultiano, 2023). Using an explanatory sequential mixed-methods design, this study investigates how language ideologies mediate the relationship between teacher beliefs and translanguaging practice in public SHS.

This study is aligned with UN Sustainable Development Goal 4: Quality Education and SDG 10: Reduced Inequalities. By examining how teacher beliefs and language ideologies shape translanguaging practices, the study contributes to fostering inclusive, linguistically responsive classrooms that affirm the identities and learning needs of diverse learners. The findings will provide social value by informing DepEd Policy Briefs and driving curriculum reform, directly addressing the research agenda on improving multilingual pedagogy and equitable access to quality education. Beyond policy impact, the study underscores community involvement by situating classroom discourse on translanguaging within the broader goal of empowering learners and teachers in linguistically diverse contexts. Dissemination will maximize impact through publication in Scopus-indexed journals and participation in relevant conferences and fora approved by the University of Immaculate Conception (UIC). In addition, the study opens avenues for future collaboration with DepEd divisions, local schools, and teacher-training institutions to co-develop professional development programs and curricular innovations that sustain the integration of translanguaging practices in secondary education.

Purpose Statement

The purpose of this explanatory sequential mixed-methods study was to identify the levels of teacher beliefs (Independent Variable), language ideologies (Moderating Variable), and classroom discourse on translanguaging (Dependent Variable), and to examine the mediating effect of language ideologies on the relationship between teacher beliefs and translanguaging practices. To explicate the quantitative outcomes, this process entailed gathering both quantitative and qualitative data in sequential phases. The quantitative phase assessed the DV, IV, and MV among approximately 300 senior high school teachers selected through stratified random sampling. The qualitative phase, which included 10 participants for in-depth interviews and seven participants for focus group discussions (a total of 17 teachers), was purposefully drawn from the initial pool of respondents across public schools in the Davao Region. This methodological design addresses the gap in existing literature, where translanguaging is often studied either quantitatively or qualitatively but rarely through mixed-methods approaches. Furthermore, the inclusion of both IV and MV provides contextual depth, as this study is trivariate rather than bivariate, allowing for a richer understanding of how teacher beliefs and language ideologies interact to shape translanguaging practices in the 21st-century classroom.

Research Questions

1. What is the level of teacher beliefs, language ideologies, and translanguaging discourse practices of the senior high school teachers across various public schools in Region XI?
2. Is there a significant link between language ideologies teacher beliefs and translanguaging?
3. Is the mediating role of language ideologies on the link between teacher beliefs and translanguaging significant?
4. How do participants explain the specific outcomes revealed by the quantitative findings?
5. In what ways does the nature of integration of quantitative and qualitative findings provide a more comprehensive understanding of the mediating role of language ideologies in the link between teacher beliefs and translanguaging?

Audience

The identified audiences contributed to the conduct of this study in critical ways, primarily through facilitation, validation, ethical oversight, and the ultimate utilization of the findings. Senior High School (SHS) Teachers were the primary participants, providing essential data on their beliefs and practices, while School Principals and DepEd Officials granted the necessary institutional access and consent for the research to proceed in public schools. The Research Ethics Committee (REC) of UIC ensured the study was conducted ethically, while the academic reviewers and technical panel members validated the methodology and rigor of the instruments, strengthening the study's credibility. Finally, the eventual utilization of the findings by teacher educators and curriculum designers informed the relevance of the research questions and ensured the outcomes led to practical changes, creating empirically grounded policy briefs to support equitable, asset-based translanguaging pedagogies.

Related Literature and Studies

This section presents the related literature and studies that substantiate the current investigation. It highlights the Dependent Variable (classroom discourse on translanguaging), the Independent Variable (teacher beliefs), and the Moderating Variable (language ideologies). The discussion draws on diverse perspectives from authors and proponents across global, national, and local contexts, showcasing how these variables have been examined, debated, and problematized in prior research. By reviewing both supportive and critical positions, the section establishes the scholarly foundation for analyzing translanguaging practices in the classroom, while also identifying gaps in methodology and context that this study seeks to address.

Classroom Discourse on Translanguaging

Recent scholarship underscores translanguaging as a contested yet transformative practice in multilingual classrooms. While Beltran-Palanques et al. (2024) revealed that educators often recognize its cognitive and affective benefits, implementation is frequently constrained by standardized language expectations and assessment regimes. In contrast, studies such as Tai (2024) and Lin and Wu (2022) show that when teachers adopt translanguaging as a fluid resource, they employ multimodal strategies and flexible grouping to integrate students' repertoires. However, as Chien and Lee (2021) note, more traditional approaches continue to enforce strict language separation, driven by concerns over confusion and academic performance.

Crucially, realizing the full potential of translanguaging requires a pedagogical shift. Gayton (2023) examined discourse practices in multicultural urban classrooms and found that translanguaging was often student-initiated. Teachers who recognized and built on these spontaneous switches cultivated inclusive discourse norms that validated students' linguistic identities. Likewise, Forbes and Liu (2023) documented how bilingual enrichment programs influenced classroom discourse. Teachers who encouraged multilingual journaling, peer interviews, and oral storytelling observed more fluid language use and deeper metalinguistic awareness. In addition, teachers who modeled inclusive discourse set the tone for respectful linguistic exchange. Marshall and Moore (2023) noted that teachers who adopted a flexible discourse stance reported increased engagement and confidence.

Meanwhile, several studies highlight how teachers often recognized translanguaging as a practical necessity to support struggling learners and foster participation. Jung (2022), Ooi and Abdul Aziz (2022), and Aireen and Haladin (2022) reported that teachers used translanguaging to build rapport and scaffold comprehension. On the part of the teachers, Vicente and Liu (2023) and Beltran-Palanques and Liu (2023) demonstrated that exposure to translanguaging theory and practice increased teachers' confidence and openness. In the same vein, Libradilla (2024), Manalastas (2022), and Reyes and Salazar (2021) reported that teachers valued translanguaging to improve the students' comprehension and engagement.

Consistent with these, Dooly and Vallejo (2020) examined project-based learning environments and found that translanguaging discourse flourished during collaborative tasks. Similarly, Bashir (2025) synthesized classroom discourse studies across countries, concluding that translanguaging is most impactful when embedded in authentic communicative tasks.

Translanguaging as a Resource for Knowledge Construction. Recent studies emphasized that translanguaging enhances cognitive engagement by allowing learners to mobilize their full linguistic repertoires in constructing knowledge. Villafuerte (2020) documented how teachers observed students using local language alongside English to clarify abstract concepts, and found deepened comprehension among students. Similarly, Miranda and Gervacio (2021) found that translanguaging practices fostered critical thinking, as learners connected disciplinary content with familiar linguistic frames.

Moreover, translanguaging has been shown to play a crucial role in the knowledge construction of Indigenous learners. Magadan et al. (2022) reported that students relied on translanguaging to bridge home languages with academic discourse, enabling them to participate meaningfully in lessons. However, the study also revealed that institutional neglect of Indigenous languages limited the recognition of these practices, resulting in inequities in how knowledge was validated in classrooms.

In addition, teachers' pedagogical strategies demonstrate how translanguaging can be harnessed as a resource for knowledge construction. Reyes and Salazar (2021) noted that while many Filipino teachers supported mother tongue use in early grades, they hesitated to extend translanguaging into higher levels, fearing it might dilute mastery of academic content. Nevertheless, their findings suggest that translanguaging enabled learners to articulate complex ideas more confidently, especially in collaborative tasks.

From a broader perspective, institutional constraints continue to shape how translanguaging is positioned in classrooms. Villafuerte (2020) and Manalastas (2022) both observed that while teachers acknowledged translanguaging's role in knowledge construction, assessment systems tied to monolingual standards often marginalized these practices. Consequently, translanguaging was frequently relegated to informal classroom interactions rather than being recognized as a legitimate academic strategy.

Despite these institutional challenges, the micro-level dynamics of classroom discourse remain a powerful space for actualizing the benefits of translanguaging. Studies show that translanguaging flourishes when embedded in authentic, dialogic, and culturally responsive discourse. For instance, Codó and Garrido (2021) found that translanguaging surfaced most naturally during peer collaboration leading to more equitable participation when teachers allowed flexible language use. On a similar vein, Tiurikova and Haukås (2022) found that teachers who posed open-ended questions and allowed multilingual responses created dialogic classrooms where students negotiated meaning across languages. This approach supported both content mastery and identity affirmation.

On the other hand, Creese and Blackledge (2020) emphasized that translanguaging discourse is dialogic and relational. Their study revealed that teachers who used multilingual questioning, and feedbacking storytelling created inclusive spaces where students felt linguistically safe. Similarly, Dryden-Peterson et al. (2022) found that teachers who used students' home languages in classroom discourse fostered emotional safety and academic persistence. Translanguaging was not just instructional; it was relational and restorative.

Furthermore, the utility of translanguaging is maximized when it is intentionally integrated into specific disciplinary and pedagogical contexts. Banda and Dube (2021) asserted, translanguaging was most effective when embedded in teacher explanations and student responses. Teachers who used students' home languages to scaffold complex ideas resulted to students' improved comprehension. Alongside these findings, Karam and Al-Mahrooqi (2021) found that translanguaging was often used to mediate disciplinary content. Teachers who allowed multilingual explanations in core subjects saw improved conceptual clarity and reduced cognitive load. This is supported in Tan and Low (2023) who revealed in their findings that translanguaging discourse supported critical thinking and advocacy. Consistent with this, Codó and Patiño (2022) found that translanguaging allowed students to interpret texts through multiple cultural lenses.

Translanguaging as a Resource for Meaning Making. Findings of study showed that translanguaging is a vital resource for meaning making as evident in García and Wei (2014) who asserted that translanguaging enables students to deepen comprehension of academic content. Similarly, Cenoz and Gorter (2022) highlighted that translanguaging allows learners to connect prior knowledge with new concepts, fostering cognitive engagement and more nuanced understanding.

Moreover, translanguaging supports meaning making by affirming learners' identities and cultural backgrounds. Ndlangamandla and Chaka (2020) found that translanguaging practices in multilingual classrooms acted as culturally responsive strategies, enabling students to interpret lessons through familiar linguistic and cultural frames. In addition, García and Kleyn (2020) emphasized that translanguaging validates students' home languages, allowing them to construct meaning in ways that reflect both academic and personal identities.

In addition, translanguaging often operates alongside multimodal strategies to enhance meaning making. Lin and Wu (2022) observed that translanguaging integrated with visual, oral, and written modes of communication helped learners articulate complex ideas more effectively. Thus, translanguaging not only bridges linguistic gaps but also expands the semiotic resources available to students, reinforcing their ability to make meaning across diverse contexts.

Translanguaging as a Resource for Problem-Solving. Translanguaging enhances learners' cognitive flexibility, enabling them to approach problem-solving tasks with multiple linguistic tools (Ceno & Gorter, 2020). Canagarajah (2011) demonstrated that multilingual students strategically shifted between languages to negotiate meaning and resolve complex academic tasks. Similarly, Vogel and García (2017) argued that translanguaging provides learners with a dynamic repertoire that allows them to reframe problems and generate innovative solutions.

Moreover, translanguaging has been shown to support collaborative problem-solving in group settings. Creese and Blackledge (2015) observed that students working in bilingual pairs used translanguaging to clarify instructions, and co-construct solutions. In addition, Wei (2018) emphasized that translanguaging creates venues that make problem-solving more inclusive and participatory.

Garcia et al. (2022) found that bilingual students relied on translanguaging to translate abstract concepts into familiar linguistic frames to arrive at accurate solutions. Likewise, Daniel and Pacheco (2020) reported that learners used translanguaging to explain procedures and troubleshoot errors. From a pedagogical perspective, students in multilingual contexts use translanguaging to navigate complex disciplinary texts and identify solutions to complex tasks (Haukas & Haukas, 2021). Furthermore, this approach empowers learners to draw on all available linguistic resources, making it more equitable across diverse student populations (Garcia et al., 2022).

In addition, Bashir (2025) demonstrated that reflection on linguistic backgrounds strengthened confidence, which in turn supported persistence in tackling academic challenges. Gayton (2023) found that integrating dominant and heritage languages into classroom discourse increased engagement and self-efficacy. In the same vein, Mendoza and Reyes (2024) revealed that using regional languages to explain scientific concepts improved competence and subject connection.

Teacher Beliefs

Teacher beliefs have shown a substantial link on the pedagogical choices they make in the classroom. Research by Yeager and Dweck (2020) and reviews by authors like Tirri (2021) found that teacher beliefs are connected to more growth-oriented practices, which in turn are linked to positive effects on students' academic achievement. Furthermore, the findings of Rubie-Davies et al. (2020) show that teachers with high class-level expectations generate a greater positive impact on student outcomes compared to those with low expectations.

While teachers might explicitly endorse scientifically aligned principles of learning, as noted by researchers, implicit, deeply rooted beliefs forged by personal past experiences often prevail in daily practice (Basckin et al., 2021) For instance, Bowman et al. (2020) found that while pedagogical beliefs are important, competence beliefs and positive value beliefs were the strongest predictors of teachers adopting effective instructional practices. If a teacher believes an instructional strategy is valuable and they are competent to execute it, they are far more likely to integrate it successfully (Shahzad & Naureen, 2020).

Consequently, Piper et al. (2021) emphasize that development programs must offer opportunities for teachers to actively reflect upon, challenge, and shape their existing beliefs. Johnston (2023) revealed in their findings that the shared belief among educators in their collective ability influence student outcomes. Research

suggests that a high collective belief is one of the most powerful factors in raising student achievement and driving a commitment to equitable instruction.

Multilingualism in General. Teachers' beliefs about multilingualism often oscillate between viewing it as an asset and perceiving it as a challenge. Lange et al. (2025) found that teachers positioned themselves along a continuum of support, ambivalence, and rejection, reflecting the complexity of attitudes toward multilingualism. Their study highlighted that while many educators associated multilingualism with intelligence and adaptability, others expressed uncertainty about its role in academic success.

A scoping review by Lange and Polat (2024) revealed that teachers across diverse contexts increasingly describe multilingualism as positive, emphasizing its benefits. The review noted that teachers believe that multilingual individuals have greater chances of success in globalized societies. Moreover, Osidak et al. (2020) found that teachers framed multilingualism as essential for identity development and intercultural communication. Their findings suggest that multilingualism is increasingly recognized as a necessary skill in today's interconnected world.

Use of Background Language in Learning an Additional Language. Beliefs about the role of background languages in acquiring new ones remain contested. A UNESCO report (2025) emphasized that learning in familiar languages enhances comprehension and inclusion. The report argued that encouraging learners to use their linguistic repertoires supports equity and long-term success.

In support, Wang and Liu (2024) found that sensitivity to background languages positively influenced additional language learning. Their analysis suggested that teachers who encouraged students to draw on prior linguistic knowledge facilitated deeper understanding and accelerated knowledge acquisition. In addition, Nguyen (2025) argued that multilingual experiences are critical assets in literacy development. In classrooms where students were allowed to use their home languages, learners demonstrated stronger engagement and comprehension.

Use of Background Languages in Learning and Using English. Studies highlight the practical benefits of leveraging background languages in English learning. Nguyen (2025) noted that multilingual learners who used their strongest languages during English literacy tasks demonstrated higher motivation and confidence. Teachers who legitimized these practices reported richer classroom dialogue and more equitable participation.

Multilingual learners' strategic reliance on their background languages during the acquisition of English vocabulary and grammar is strongly associated with positive learning outcomes. Specifically, recent global insights into learner behaviors, such as those discussed by Echevarria et al. (2024) confirm that drawing on familiar linguistic repertoires leads to higher retention rates and stronger learner persistence. This is rooted in the cognitive benefits of multilingualism, which include enhanced metalinguistic awareness and improved information processing (Spechtenhauser & Jessner, 2024).

Correspondingly, contemporary trends in language learning underscore the pivotal role of technology in systematically supporting multilingual practices. Research on language learning innovations highlight that AI-powered tools are increasingly designed to integrate background languages into English instruction (Nhem & Alfian, 2024). These tools allow learners to actively draw on familiar linguistic resources while practicing new English skills. These technological advancements reinforce the idea that utilizing background languages promotes inclusive and effective personalized instruction (Ocampo, 2025).

Language Ideologies

Language ideologies play a pivotal role in shaping how teachers perceive, regulate, and respond to linguistic diversity in secondary education. These language ideologies are not neutral; they are socially constructed and often reflect broader power structures that privilege dominant languages while marginalizing regional or indigenous tongues (Menken & Sánchez, 2022; Todeva, 2023). In educational settings where academic performance is emphasized, language ideologies determine whether translanguaging is embraced, tolerated, or resisted (Li, 2023; Kirsch, 2020).

To begin with, studies consistently show that educators frequently internalize monoglossic ideologies that equate linguistic correctness with academic success, leading to the policing of student language use. Flores and Rosa (2020) describe this as the standard language ideology, which assumes that only standardized forms of language are appropriate for formal learning. As a result, educators often discourage code-switching and translanguaging, viewing them as signs of linguistic deficiency (Preece & Martin, 2023).

Furthermore, dominant languages are commonly associated with rigor, intelligence, and discipline. Preece and Martin (2023) highlight how this association is reinforced by neoliberal discourses that position the dominant language as a commodity necessary for economic and global mobility (Aizawa & Rose, 2021). In turn, this ideology sidelines students' home languages and limits their engagement with technical content, where teachers resist translanguaging for fear of compromising precision (Canagarajah, 2021).

In addition, these deficit ideologies are not only internalized by educators but also reinforced institutionally. Policies and curriculum materials often present the dominant language as the default medium of knowledge (De Costa & Tian, 2021). Thus, institutional structures perpetuate the privileging of dominant languages, further entrenching the marginalization of regional and indigenous tongues (Galloway & Ruegg, 2020).

Building on these, research further illustrates how these ideologies generate conflict and resistance to translanguaging in education. Educators frequently report feeling conflicted due to institutional expectations to uphold dominant language instruction, even when students struggle to comprehend content (Manalastas, 2022). Even in contexts where multilingual policies exist, hesitation persists, as the dominant language continues to be framed as the language of academic prestige (Reyes & Salazar, 2021).

Moreover, this ideological tension manifests in classroom practices where translanguaging is constrained by curriculum demands and assessment pressures. Libradilla (2024) observed that translanguaging was often sidelined in favor of monolingual norms, while Preece and Martin (2023) noted that such ideologies shaped not only instructional choices but also classroom management strategies. Consequently, translanguaging becomes marginalized, despite its potential to support comprehension, engagement, and equitable participation.

At the same time, language ideologies are not static. Cenoz and Gorter (2022) emphasized that ideologies are embedded within ecological systems of policy and community expectations. While García and Kleyn (2020) found that educators working within supportive ecosystems were more likely to enact translanguaging confidently. In addition, ideological clarity has emerged as a key factor in shifting classroom practices. Hornberger and Link (2021) demonstrated that educators who critically reflect on their ideological positions and develop clarity are more inclined to recognize the value of students' full linguistic repertoires.

Beliefs about Multilingualism and Translanguaging. Recent studies emphasize that teachers' ideologies toward multilingualism directly influence how translanguaging is enacted in classrooms. Rajendram and Tian (2025) argue that while translanguaging has demonstrated benefits for cognitive development and socio-emotional well-being, its transformative potential is often curtailed by teachers' ideological positions. Hamman-Ortiz et al. (2025) similarly highlight that teachers with deficit-oriented views on translanguaging lead to restrictive practices.

Undeniably, when teachers value students' home languages, they foster environments where learners feel recognized and capable of engaging more deeply with academic content (Smith, 2021). Such affirming ideologies counter deficit views and highlight multilingualism as a resource rather than a barrier (Torres & Kim, 2023).

Further, teachers who permit the use of multiple languages in lessons often report that students demonstrate stronger comprehension (Martínez, 2020; Zhao, 2024). These findings align with evidence that translanguaging strategies enable learners to connect prior knowledge with new material (Daniel & Pacheco, 2020; García et al., 2022).

Importantly, research challenges the misconception that using several languages confuses students. Instead, teachers who adopt flexible language ideologies observe that multilingual practices clarify rather than complicate learning processes (Liu & Gayton, 2023; Rivera, 2025). This perspective reframes multilingualism as

a cognitive and pedagogical asset. Finally, multilingual classroom practices have been shown to improve participation and engagement. Teachers who embrace translanguaging report that students contribute more actively to discussions, collaborate effectively in group work, and display greater confidence in disciplinary tasks (Nguyen, 2021; Patel, 2025).

Beliefs Supporting Monolingual Ideology. Monolingual ideologies remain pervasive, often shaping classroom policies and limiting translanguaging practices. Bernstein et al. (2023) demonstrated that teachers with monolingual orientations tended to design hypothetical policies, citing concerns about confusion and academic rigor. Alemania et al. (2022) reported similar findings, where monolingual positions were justified through beliefs about efficiency and classroom management. Rajendram and Tian (2025) caution that such ideologies silence linguistic diversity and prevent translanguaging from realizing its equity-building.

Subsequently, some educators insist that lessons should be conducted exclusively in the official school language (Lopez, 2020; Chen, 2022). Such beliefs often translate into discouraging students from using their home languages during class activities, reinforcing monolingual norms and marginalizing linguistic diversity (Martínez, 2021; Singh, 2023). A recurring concern among teachers is that translanguaging slows down lesson delivery. Nguyen (2020) revealed in their findings that teachers who hold this view perceive multilingual practices as interruptions to pacing and curriculum coverage, rather than as opportunities for deeper comprehension.

Similarly, some teachers argue that students must first master the school language before engaging academically in other languages (Patel, 2024; Zhao, 2025). In addition, classroom management is frequently cited as a rationale for restricting multilingual practices. Teachers report fears that allowing multiple languages may lead to off-task behavior or undermine authority (Torres & Kim, 2023; Liu & Gayton, 2023).

Beliefs about Student Identity and Language. Teacher ideologies also shape how student identities are recognized or marginalized. For instance, according to Hamman-Ortiz et al. (2025), when teachers framed multilingualism as a strength rather than a barrier, students were able to engage more fully in lessons and express their linguistic identities with assurance. Similarly, Velasco (2024) showed that embracing home languages in classrooms nurtured belonging, while monolingual norms undermined identity recognition.

The affirmation of students' home languages in school represents an asset-based orientation that views multilingualism as a pedagogical resource rather than an obstacle. This ideological shift counters historical subtractive models of education by recognizing that deep learning is intrinsically linked to a learner's identity and existing cognitive frameworks (Baker, 2023). Research consistently demonstrate that students' confidence is strengthened when their languages are incorporated into classroom activities. Hamman-Ortiz et al. (2025) showed that legitimizing learners' linguistic repertoires during lessons increased their willingness to participate. Rajendram and Tian (2025) found that teacher orientations toward language fluidity aid in fostering stronger multilingual identities. On the other hand, recognizing students' home languages contributes to a more positive classroom environment. Torres and Kim (2023) further highlighted that valuing home languages reduced social distance among students, creating conditions for openness and trust.

In the light of student identify and language, it is assumed that when teachers encourage students to use the language they are most comfortable with, participation and comprehension improve. Bernal and Palma (2025) found that supportive teaching environments where learners could draw on familiar linguistic resources led to higher engagement and motivation. Further, Singca (2025) highlighted that practices such as group storytelling and peer dialogue in students' preferred languages reduced anxiety and fostered fluency, enabling learners to express ideas more confidently.

Another element is the emphasis that \that language diversity in classrooms functions as an asset for learning rather than a barrier. García and Li (2022) demonstrated that multilingual practices expanded students' problem-solving strategies and enriched classroom dialogue. Liu and Gayton (2023) found that diverse linguistic repertoires in group work fostered disciplinary confidence and collaborative innovation. Daniel and Pacheco (2020) observed that translanguaging practices allowed learners to explain steps more clearly and resolve mistakes during tasks.

Classroom language policies that respect students' linguistic backgrounds have been shown to cultivate equity and inclusion. Torres and Kim (2023) highlighted that legitimizing students' home languages within school policies fostered a stronger sense of belonging and trust among learners. Patel (2025) emphasized that multilingual-friendly policies helped dismantle marginalization, opening space for broader and more equitable participation. In a related vein, Rajendram and Tian (2025) showed that when teacher orientations aligned with inclusive policy frameworks, students were more likely to view themselves as capable multilinguals.

Teacher Role and Professional Responsibility. Teachers carry a professional responsibility to design strategies that affirm multilingual learners' linguistic backgrounds. Developing such approaches ensures that diverse repertoires are not sidelined but actively mobilized for learning (Nguyen, 2021; Bernal & Palma, 2025). Beyond classroom strategies, teachers require sustained training to effectively implement multilingual and translanguaging practices, particularly in contexts where monolingual norms dominate (Singca, 2025; Patel, 2024).

Supporting students' home languages is also framed as a core dimension of the teaching role. Research shows that when educators legitimize these languages, learners experience stronger identity affirmation and deeper engagement (Torres & Kim, 2023; Hamman-Ortiz et al., 2025). Importantly, translanguaging is not viewed as a threat to curriculum standards. Studies demonstrate that integrating multiple languages into lessons can coexist with rigorous academic expectations, enhancing comprehension without compromising disciplinary goals (Catanes, 2025; Zhao, 2025).

Finally, teachers' language ideologies directly influence how students perceive their own linguistic identities. Educators who adopt asset-based orientations foster pride and confidence, while deficit views risk instilling shame or marginalization (Rajendram & Tian, 2025; Liu & Gayton, 2023). Taken together, these findings underscore that teacher responsibility extends beyond instruction to shaping the emotional and cultural climate of multilingual classrooms.

Relationship Between Measures

Language ideologies function as a mediating variable, shaping how teacher beliefs translate into translanguaging practice. Mendoza and Reyes (2024) found that inclusive ideologies significantly strengthened the relationship between teacher beliefs and translanguaging discourse. Teachers who viewed linguistic diversity as legitimate and valuable were more likely to enact translanguaging practices aligned with their beliefs, especially in multilingual classrooms. This underscores the mediating role of ideology in shaping discourse outcomes and affirms the need for empirical models that account for ideological framing in multilingual pedagogy.

In addition, Rajendram and Tian (2025) note that although translanguaging has gained global traction, its transformative potential is often limited by superficial implementation. Crucially, monolingual language ideologies constrain how teacher beliefs translate into translanguaging practices. Haim and Tannenbaum (2024) showed that teachers often hold conflicting beliefs. With this, language ideologies act as mediators: they filter whether pro-multilingual beliefs can be enacted through translanguaging or suppressed by systemic norms.

Consequently, teachers may endorse first language use in principle, yet their translanguaging remains limited because of institutional ideologies. To be specific, restrictive ideologies may inhibit the enactment of translanguaging even when teachers hold favorable beliefs (Fielding, 2022).

On the other hand, teacher beliefs consistently predict how educators conceptualize and enact translanguaging in classroom discourse. Teachers who believe that students' home languages support learning are more likely to legitimize multilingual practices and view translanguaging as a pedagogical resource (Creese & Blackledge, 2020; Menken & Sánchez, 2022). These beliefs form the foundational orientation from which instructional decisions emerge. On the other hand, Miranda and Gervacio (2023) found that teachers expressed generally positive translanguaging beliefs, yet their classroom practices still privileged the target language. Likewise, Mendoza et al. (2022) reported that teachers held ambivalent stances toward translanguaging, simultaneously acknowledging its value for identity affirmation while hesitating to implement it due to monolingual pressures.

Another key point is that teacher beliefs posed an influence on language ideologies, shaping how multilingualism is understood within educational contexts. When teachers believe that students' home languages enhance learning, it reinforces resource-oriented language ideologies. Bernstein et al. (2023) found that teachers who valued students' linguistic repertoires tended to articulate inclusive policies aligned with equity-driven ideologies. Similarly, Miranda and Gervacio (2023) documented that teachers' positive beliefs about translanguaging contributed to emerging multilingual ideologies, even though institutional pressures continued to privilege English.

In contrast, deficit-oriented teacher beliefs directly sustain monolingual language ideologies, framing linguistic diversity as a challenge rather than a resource. Mendoza et al. (2022) reported that teachers who doubted the academic value of home languages reproduced ideologies that marginalized translanguaging. Likewise, Tapulayan-Dumana (2025) observed that the teachers' cautious beliefs about multilingual practices reinforced narrow ideologies, restricting translanguaging to translation rather than equity-oriented pedagogy.

Issues on Classroom Discourse on Translanguaging

The potential of translanguaging to foster deeper academic achievement and affirm student multilingual identities is widely acknowledged. The most significant barrier is the endurance of monolingual ideologies which actively override principles of equity and lead to a deficit view of minoritized languages (Ndhlovu & Makalela, 2021). Despite teachers often possessing positive beliefs about multilingualism, the ideological climate prevents these beliefs from translating into sustained practice. This creates a persistent belief-practice gap where translanguaging is relegated to superficial use (Haim & Tannenbaum, 2024). This struggle is evident across the globe, where deeply ingrained monolingual orientations actively fight against the flexible use of full linguistic repertoires (Ndhlovu & Makalela, 2021).

Institutional structures reinforce language ideologies through both explicit policies and implicit norms that regulate classroom discourse. The enforcement of dominant language rules reflects a broader ideological commitment to monolingualism, privileging one language as the sole medium of instruction while marginalizing others (Fang, 2022). Such policies reproduce hierarchies that silence learners' linguistic repertoires and limit the pedagogical potential of translanguaging. Strict adherence to prescribed languages of instruction has also been shown to marginalize non-dominant languages (Ndlangamandla & Chaka, 2020).

Beyond language-of-instruction policies, standardized high-stakes testing intensifies these constraints by narrowing the scope of classroom practices. Teachers often feel compelled to prioritize the dominant language to meet assessment demands. Even in contexts where translanguaging is recognized as pedagogically valuable, institutional demands tied to accountability and performance restrict its implementation to peripheral or temporary functions (Tai, 2024).

At a broader level, resistant language policies and hierarchical implementation patterns undermine translanguaging's transformative potential. Ndhlovu and Makalela (2021) argue that institutionalized monolingual ideologies perpetuate linguistic hierarchies that delegitimize multilingual practices. García et al. (2022) highlight how policy frameworks often fail to recognize translanguaging as a legitimate pedagogical stance.

Another issue concerns accessibility and inclusion beyond spoken languages. Recent work has expanded translanguaging to multimodal contexts, demonstrating its potential to support diverse learners. However, challenges remain in aligning classroom materials and teacher training with multimodal communication needs, which can limit the inclusivity of translanguaging practices (Gallagher & Scrivner, 2025).

Curriculum and accountability systems also pose barriers. High-stakes testing and standardized curricula often prioritize dominant languages. Even in contexts where translanguaging is recognized as pedagogically valuable, institutional demands tied to performance restrict its implementation to peripheral activities (Bernstein et al., 2023). This reveals a structural misalignment between translanguaging's equity goals and the realities of classroom accountability.

Finally, teacher beliefs and professional learning remain central issues. While resource-oriented beliefs encourage wider repertoire use, deficit beliefs sustain monolingual ideologies that constrain translanguaging (Fielding, 2022). Professional development opportunities that build teachers' pedagogical content knowledge for translanguaging are unevenly distributed, leading to variability in depth and consistency of practice (Rajendram & Tian, 2025). Without systemic support, translanguaging often depends on individual teacher champions, making its sustainability fragile.

Related Theories

Understanding the complex relationship between teacher beliefs, language ideologies, and translanguaging practices requires grounding in established theoretical perspectives. Anchored in Sociocultural Theory (Vygotsky, 1978), this study views classroom discourse as socially mediated, with language serving as the primary tool for meaning-making. Building on this foundation, Translanguaging Theory (García & Wei, 2014) highlights the pedagogical potential of flexible repertoire use, while the Language Ideology Framework (Woolard, 1998; Irvine & Gal, 2000) explains how beliefs about language are transformed into normative orientations that regulate legitimacy. Complementary perspectives such as Bourdieu's Theory of Practice (1991), Critical Pedagogy (Freire, 1970; Giroux, 1988), and Ecological Systems Theory (Bronfenbrenner, 1979; Hornberger, 2002) further illuminate how teacher beliefs interact with ideological structures across institutional, political, and societal levels.

Among the various perspectives, Sociocultural Theory (Vygotsky, 1978) provides the most relevant starting point, as it situates language at the center of interaction and highlights the role of teacher beliefs in shaping classroom discourse. By foregrounding language as a cultural tool, this theory establishes the groundwork for understanding how educators' convictions about multilingualism influence the ideologies they adopt and, ultimately, the translanguaging practices they enact.

In multilingual classrooms, teacher beliefs about language shape the cultural tools and discursive practices made available to students. Evidence from the work of Miranda and Gervacio (2023) confirmed that the teachers expressed positive beliefs about translanguaging, but their classroom practices continued to privilege English. This reflected how sociocultural contexts and dominant ideologies shaped the actual enactment. On a similar stance, Tai (2025) revealed that teachers who held positive beliefs about the students' linguistic repertoires encouraged the use of translanguaging in their classrooms. However, their enactments of translanguaging were ultimately constrained by institutional ideologies favoring English dominance.

In support to the anchor theory is the Translanguaging Theory (García & Wei, 2014) asserting that multilingual learners flexibly draw from their full linguistic repertoires to construct meaning and knowledge, fundamentally challenging entrenched monolingual norms in education. The application of this theory posits that teacher beliefs about multilingualism should directly influence whether translanguaging is enacted as a sustained pedagogy or is instead reduced to limited, temporary scaffolding.

Recent studies demonstrate that this relationship is not direct but rather mediated by powerful institutional and societal language ideologies. For instance, the work of Haim and Tannenbaum (2024), showed that teachers who held positive beliefs regarding the instructional benefits of translanguaging often faced contradictory belief systems within their institutions. Nevertheless, their practices remained limited and often superficial, illustrating the difficulty of translating personal belief into consistent, transformative practice.

Correspondingly, Rajendram and Tian (2025) found that while teachers intellectually endorsed the idea that translanguaging facilitates deeper learning, their classroom implementation was often limited to simple vocabulary scaffolding. The ideological framework of standardized assessment and English-only accountability acted as a powerful constraint, suggesting that ideologies superseded the teacher's personal pro-multilingual belief.

Another supporting theory is the Language Ideology Framework (Woolard, 1998; Irvine & Gal, 2000) which posits that language ideologies fundamentally regulate legitimacy in classrooms, and teacher beliefs feed directly into these orientations. Specifically, resource-oriented beliefs about multilingualism foster inclusive ideologies that normalize translanguaging as a valid pedagogical tool. This is emphasized in the findings of Reyes

and Alonzo (2023), that teachers who believed in the importance of using the first language naturally utilized translanguaging in classroom discourse.

Moreover, the study can be systematically analyzed using Bourdieu's Theory of Practice (1991), which explains how teacher beliefs interact with institutional ideologies. Teachers' ingrained dispositions toward multilingualism become part of their habits, but the field ultimately determines whether translanguaging is authorized. Zhang and Guo (2023) explicitly showed that teachers who held strong positive beliefs in multilingual repertoires enacted translanguaging as a form of symbolic capital, enhancing student engagement and belonging.

The body of literature reviewed consistently establishes that teacher beliefs, language ideologies, are critical drivers of multilingual classroom discourse, with studies affirming their measurable influence on comprehension, engagement, identity affirmation, and equity across diverse educational contexts. Research on classroom discourse on translanguaging highlights its role as a resource for knowledge construction, meaning making, and problem-solving, while studies on teacher beliefs and ideologies underscore how orientations toward multilingualism either enable or constrain its enactment. Collectively, these findings provide the researcher with a conceptual and empirical basis for framing teacher beliefs, language ideologies, and classroom discourse on translanguaging as interconnected variables that shape pedagogical action.

The reviewed literature further informed the operationalization of teacher beliefs, language ideologies, and classroom discourse on translanguaging as variables, the recognition of language ideologies as a mediating construct, and the choice of an explanatory sequential mixed methods design as the analytical framework. By situating the study within the multilingual secondary education context, the synthesis shaped the research direction toward examining how teacher beliefs and ideological framing translate into the practice of classroom discourse on translanguaging, thereby aligning local classroom realities with broader theoretical and empirical insights.

Worldview and Theoretical Lens

This study is anchored on two complementary theories that collectively explain how teacher beliefs, language ideologies, and translanguaging practices interact to shape classroom discourse in multilingual secondary education.

The Sociocultural Theory by Vygotsky (1978) posits that learning is mediated through social interaction and cultural tools, with language serving as the primary vehicle for meaning-making. In this study, teacher beliefs and classroom discourse are treated as socially embedded practices rather than isolated instructional acts. For multilingual learners, the use of language as a cultural tool supports meaning construction, collaborative learning, and the negotiation of identities within classroom interaction.

The Translanguaging Theory by García and Wei (2014) builds on this foundation by asserting that multilingual learners draw flexibly from their full linguistic repertoires to communicate, learn, and construct knowledge. Translanguaging is conceptualized here as both a pedagogical strategy and a discursive stance that challenges monolingual norms while affirming students' linguistic identities. This theory underpins the relational dimension of classroom discourse, explaining why inclusive teacher ideologies and practices yield more equitable and engaged learning outcomes.

Together, these theories provide the integrative lens through which teacher beliefs, language ideologies, and classroom discourse on translanguaging are examined as interconnected predictors of discourse-level pedagogical action in the context of multilingual classrooms in public senior high school teachers in Region XI.

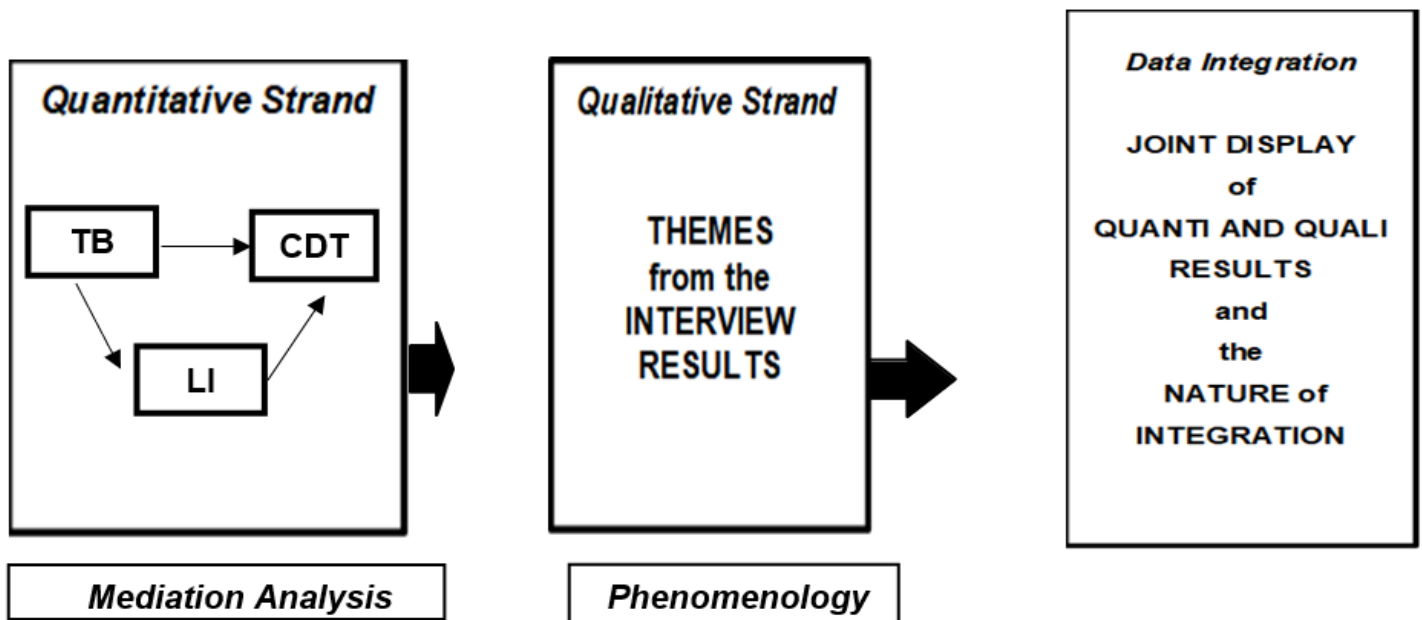
Conceptual Framework

Presented in Figure 1 is the conceptual design of the study. As shown in the figure, the study involves two major components—the quantitative and qualitative strands—demonstrating the sequence embedded in the explanatory sequential mixed-methods approach. The quantitative strand is addressed first through a validated

survey instrument that measures three core variables: Teacher Beliefs, Language Ideologies, and Classroom Discourse on Translanguaging.

These variables were analyzed using mediation analysis techniques to examine the indirect effect of teacher beliefs on translanguaging practices in classroom discourse, as mediated by language ideologies. In this framework, teacher beliefs was treated as the independent variable, language ideologies as the mediating variable, and classroom discourse on translanguaging as the dependent variable. The hypothesized relationships reflect the assumption that teachers’ beliefs about multilingualism shape their ideological orientations, which in turn influence how translanguaging is enacted through instructional discourse. Consequently, statistical mediation was assessed through correlational analysis and regression techniques.

The arrow pointing toward the second rectangle signifies the transition to the qualitative strand, where interview data were gathered from selected participants to explore how these cognitive and ideological orientations manifest in actual classroom interactions. The qualitative strand, guided by phenomenology, generated thematic insights that elaborate on and validate the statistical findings. These themes are enclosed within the second rectangle labeled “Themes from the Interview Results,” emphasizing the interpretive depth of the qualitative phase.



Source: *Dr. Gloria P. Gempes (2023) Editable Templates for Mixed Methods Visual Concepts*

Legend:

TB – Teachers Beliefs

LI – Language ideology

MIO – Multilingual Identity Orientations

PD -Professional Development Exposure

CDT - Classroom Discourse on Translanguaging.

Figure 1. Conceptual Design

Explanatory Sequential Mixed Methods

The statistical outputs and thematic insights are then integrated, symbolizing the fusion of quantitative and qualitative methods. The final rectangle represents the joint display, where both strands are synthesized to

reveal convergence, divergence, and expansion in understanding the factors that may pose influence on the translanguaging practices in classroom discourse.

METHODOLOGY

This chapter presents the different sections of research methods which was undertaken in this study. This portion of the study describes the mixed methods research design chosen for the study. The information regarding the manner and the matter of the methodology are discussed. This includes the study, participants, instrument, data collection procedures, and methods of data analysis. Further, the sequence, emphasis, and mixing procedures are discussed. Lastly, this part of the research addresses the methodological issues, the study's trustworthiness, validity issues, and ethical considerations.

Research Design

This study employed a sequential explanatory mixed-methods design, integrating both quantitative and qualitative approaches to investigate the mediating effect of language ideologies on the relationship between teacher beliefs, and classroom discourse on translanguaging. Mixed-methods research, as defined by Creswell and Plano Clark (2007), integrates both quantitative and qualitative approaches to provide a more comprehensive understanding of complex phenomena than either method alone. This design is grounded in a pragmatic worldview, which values methodological pluralism and recognizes that knowledge is constructed through both empirical evidence and lived experience (Maddux & Donnett, 2015).

In the quantitative phase, data were collected using a validated survey instrument that employed a five-point Likert scale. The survey measured the levels of the variables: teacher beliefs, language ideologies, and classroom discourse on translanguaging. These variables were analyzed using descriptive and correlational techniques, which are appropriate for examining the strength and direction of relationships among constructs (Schmitz, 2012).

The qualitative strand was conducted sequentially to explain and expand upon the quantitative results. Utilizing a phenomenological lens, this phase explored the lived experiences of selected participants recruited from the initial survey pool. This approach allowed the researcher to interpret the statistical data through the lens of participant experience, facilitating a deeper comprehension of the complex dynamics identified in the quantitative phase. Phenomenological research seeks to understand the shared meaning of lived experiences related to a particular phenomenon, emphasizing how individuals perceive and enact those experiences in context (Creswell, 2013; Forris, 2015). Semi-structured interviews were used to gather insights into how teachers articulate their beliefs about multilingualism, how these beliefs inform their language ideologies, and how such ideologies influence their translanguaging practices in classroom discourse. This phase is expected to provide depth and nuance to the statistical results, particularly in areas where quantitative data alone could not fully explain observed patterns (Baheiraei et al., 2011; West, 2012).

The final phase involved data integration, where findings from both strands were synthesized through a joint display. This process enabled the researcher to interpret convergences and divergences between statistical relationships and experiential accounts, as recommended by Creswell (2017).

Place of the Study

This study was conducted in the Davao Region, Region XI, located in southeastern Mindanao. The region includes five provinces—Davao del Norte, Davao del Sur, Davao Oriental, Davao de Oro, and Davao Occidental—and six component cities, with Davao City serving as the regional center. The region span approximately 20,357 square kilometers, encompassing 43 municipalities, and 11 congressional districts (PSA, 2020).

The researcher chose the Davao Region as the study site due to its strategic relevance to multilingual education and its accessibility. As a governance and education leader based in the region, the researcher engaged

directly with stakeholders, including senior high school teachers, school heads, and local government units. This proximity facilitates ethical coordination, contextual sensitivity, and logistical feasibility throughout the research process.

Moreover, the region served as a growing hub for academic innovation, with over 120 secondary schools offering senior high school programs and a strong presence of multilingual learners across public institutions (DepEd Davao Region, 2021). These schools provided substantial ground for investigating translanguaging practices, particularly in contexts where English, Filipino, and regional languages such as Cebuano, Dabawenyo, and Mandaya intersected in daily instruction.

Research Participants

This section describes the participants in both the quantitative and qualitative strands of the study. Participants are essential to understanding the research issue and, ultimately, achieving the study's goal.

Quantitative Strand

For the quantitative strand of this study, 300 senior high school teachers from three sampled public schools in the Davao Region served as participants. They were selected using stratified random sampling, ensuring justice in representation across all 11 Schools Divisions of DepEd Region XI so that no subgroup was disproportionately included or excluded. The stratified random sampling technique is designed to ensure representation across key subgroups while maintaining sample homogeneity (Creswell, 2013). The target sample size of 300 follows Comrey and Lee's (1992) guidelines for correlational research.

Inclusion criteria required that participants be bona fide senior high school teachers currently employed in public schools; teaching at least one language-integral subject such as English, Filipino, or Social Studies; and willing to participate voluntarily. Exclusion criteria applied to teachers not assigned to senior high school; those teaching exclusively non-linguistic subjects; and those unwilling to participate.

Teachers are considered contextually vulnerable participants, not due to personal incapacity, but because of institutional hierarchies and the sensitivity of language ideologies and pedagogical practices. This vulnerability is justified by the possibility that teachers may feel their competence is being scrutinized or perceive subtle pressures to participate. To ensure they do not feel undervalued, the study emphasizes respect for professional identity, assures that their contributions will be treated as valuable insights rather than judgments of competence, and guarantees that findings will be reported in aggregate form to protect individual dignity. Transparency is ensured by clearly informing participants of the study's purpose, procedures, and safeguards, emphasizing that participation is voluntary and that non-participation will not affect their professional standing.

Qualitative Strand

For the qualitative strand of this study, ten (10) senior high school teachers from multilingual public schools in the Davao Region were invited to participate in in-depth interviews (IDI). Selection was based on survey responses falling into either the Very High or Very Low categories, ensuring justice by giving voice to diverse perspectives rather than privileging only one group. These participants engaged in in-depth interviews (IDI) designed to elicit their perspectives, experiences, and interpretations of translanguaging practices. The IDI was a structured yet flexible conversation designed to elicit participants' perspectives, experiences, and interpretations of translanguaging practices. This technique is particularly effective for uncovering the emotional, ideological, and pedagogical dimensions of a complex educational phenomenon (Bowden & Galindo-Gonzales, 2015).

In addition to the IDIs, seven (7) participants from the quantitative strand were invited to join a focus group discussion (FGD). The FGD allowed participants to collectively reflect on the survey findings and share their standpoints in a dialogic setting. As Wilkinson (2004) notes, FGDs are valuable for gathering qualitative data from multiple individuals simultaneously, fostering interaction and shared meaning-making. Onwuegbuzie et al.

(2009) emphasize that the group setting often reduces participant anxiety and encourages open discussion, especially when exploring sensitive or nuanced topics such as language ideology and identity orientation.

Teachers in the qualitative strand are also considered contextually vulnerable, since discussions of language ideologies and classroom practices may be personally or professionally sensitive. This vulnerability is justified by the potential risk of self-perceived judgment or exposure of professional practices. To address this, provisions such as respectful facilitation, anonymized reporting, and recognition of teachers’ voices as central to improving multilingual pedagogy will be implemented, ensuring that participants feel valued and empowered rather than scrutinized. Transparency is ensured by informing participants of the study’s objectives, the voluntary nature of their involvement, and the safeguards in place, including confidentiality and respectful facilitation during interviews and focus groups.

The inclusion of both IDI and FGD served the purpose of methodological triangulation, enhancing the credibility and depth of the qualitative findings. This approach allowed the researcher to validate and elaborate on the quantitative results, particularly in areas where statistical data alone may not capture the full complexity of translanguaging discourse. According to Creswell and Plano Clark (2017), a sample of ten interviews and one focus group with seven participants is sufficient for phenomenological research, especially when the goal is to explore shared lived experiences and contextual interpretations.

Research Instruments

This section discusses the instruments that were utilized to gather quantitative and qualitative data from respondents and participants.

Quantitative strand

The quantitative strand of this study utilized three validated instruments to measure the core variables: Teacher Beliefs, Language Ideologies, and Translanguaging Practices in Classroom Discourse. Each instrument was adapted from established sources, reviewed by content and language experts, and pilot-tested to ensure reliability and contextual relevance within the Davao Region. Each item is rated on a 5-point Likert scale ranging from 1 – Strongly Disagree to 5 – Strongly Agree.

Teacher Beliefs were quantified using the instrument utilized in Sundqvist et al.’s (2025); the reliability for all items together is .88. With reference to the work of Sundqvist et al.’s (2025), the following constructs were used as indicators of teacher beliefs – multilingualism in general; the use of background knowledge in learning additional language, the use of background languages in learning and using English; and monolingual beliefs in education.

Since the instrument is in the context of Sweden, this was contextualized in the Philippine context, based primarily on the recommendations of the panel of experts.

The following rating scale were used in the interpretation of the responses:

Range of Means	Descriptive Equivalent	Interpretation
4.21 – 5.00	Very High	The measured behavior is consistently demonstrated or observed at all times
3.41 – 4.20	High	The measured behavior is frequently observed
2.61 – 3.40	Moderate	The measured behavior is occasionally observed
1.81 – 2.60	Low	The measured behavior is rarely observed
1.00 – 1.80	Very Low	The measured behavior is never observed

The instrument to be used for **Language Ideologies** was adopted from the ones used in the study of Pulinx et al. (2017). The instrument considered four constructs, namely, beliefs about multilingualism and

translanguaging; beliefs supporting monolingual ideology; beliefs about student identity and language; and teacher role and professional responsibility. The instrument has a Cronbach’s alpha of .816.

The following rating scale were used in the interpretation of the responses:

Range of Means	Descriptive Equivalent	Interpretation
4.21 – 5.00	Very High	The language ideology is strongly endorsed.
3.41 – 4.20	High	The language ideology is frequently supported.
2.61 – 3.40	Moderate	The language ideology is occasionally acknowledged.
1.81 – 2.60	Low	The language ideology receives limited support.
1.00 – 1.80	Very Low	The language ideology is minimally endorsed or rejected.

Classroom Discourse on Translanguaging was measured using the instrument utilized in the work of Macawile and Barzaga (2022). The following constructs were measured: the use if translanguaging as a resource for knowledge construction; the use if translanguaging as resource for meaning making; and the use if translanguaging for problem solving. The findings in Macawile and Barzaga (2022) revealed that the internal reliability of the instrument is .963.

The following rating scale were used in the interpretation of the responses:

Range of Means	Descriptive Equivalent	Interpretation
4.21 – 5.00	Very High	Translanguaging is strongly endorsed.
3.41 – 4.20	High	Translanguaging is frequently supported.
2.61 – 3.40	Moderate	Translanguaging is occasionally acknowledged.
1.81 – 2.60	Low	Translanguaging receives limited support.
1.00 – 1.80	Very Low	Translanguaging is minimally endorsed or rejected.

Qualitative Strand

The qualitative component collected data through in-depth interviews (IDI) and a focus group discussion (FGD). These methods were used to explore the lived experiences of senior high school teachers regarding translanguaging practices, beliefs, and identity orientations. The IDI involved ten (10) participants, selected from the quantitative strand based on their survey responses and willingness to participate. The interview will be a structured yet flexible conversation designed to elicit rich, contextual insights into how teachers perceive and enact translanguaging in multilingual classrooms. As Bowden and Galindo-Gonzales (2015) note, IDIs are ideal for exploring multidimensional topics and uncovering the contextual factors that shape beliefs and practices.

The FGD included seven (7) participants, also drawn from the survey pool. The discussion will focus on collective reflections about the quantitative findings, allowing participants to share their standpoints in a collaborative setting. FGDs are effective for generating dialogic data and triangulating individual responses (Wilkinson, 2004; Onwuegbuzie et al., 2009).

A researcher-made interview guide was used, developed based on the quantitative results and aligned with the study’s theoretical framework. The guide consisted of three parts: (1) a letter of permission and ethical briefing, (2) preliminary demographic and contextual questions, and (3) the interview proper, which included open-ended and probing questions related to the core variables.

According to Creswell and Plano Clark (2017), a sample of ten interviews and one focus group with seven participants is sufficient for phenomenological research, especially when the goal is to explore shared lived experiences and contextual interpretations. The qualitative data was analyzed thematically and integrated with the quantitative findings through a joint display, providing a comprehensive understanding of translanguaging discourse in the Davao Region.

Validity of the Instruments

The quantitative instruments were adapted from previously published studies that focus on teacher beliefs, language ideologies, and translanguaging practices in classroom discourse. These adapted tools were reviewed by experts in multilingual education, questionnaire construction, and psychometrics. Their suggestions were incorporated into the final versions of the instruments to enhance clarity, cultural relevance, and construct alignment.

For the qualitative strand, a researcher-developed interview guide was used to explore participants lived experiences and perspectives in relation to the quantitative findings. The guide was structured into three parts: a letter of permission and informed consent, preliminary demographic questions, and the interview proper. The guide questions were formulated based on the results of the quantitative strand to ensure alignment and facilitate data triangulation.

Data Collection

Following protocol evaluation and approval by the University of the Immaculate Conception Research Ethics Committee (UIC-REC), the researcher initiated the data collection process through formal coordination with institutional stakeholders. A letter of request was submitted to the Dean of the Graduate School of the University of the Immaculate Conception, seeking approval to conduct the study in selected public senior high schools across the Davao Region. Upon receiving the Dean's endorsement and ethics clearance, the researcher prepared letters of permission to the Schools Division Superintendents and school heads of identified institutions, requesting access to potential participants and permission to administer the research instruments on-site. Participants were required to read and sign the informed consent form (ICF) which clearly explained the study's purpose, procedures, voluntary nature of participation, and the right to refuse or withdraw at any time without negative consequences.

Quantitative Strand

Once institutional approvals are secured, the researcher initiated the data collection by visiting participating schools and coordinating with designated focal persons to identify senior high school teachers who meet the inclusion criteria. Informed Consent was obtained through printed survey instruments divided into two sections: the first section contained the consent form, written in both English and the native language to ensure cultural appropriateness, and the second contained the validated survey questionnaires. Participants were requested to sign the informed consent form before answering the survey, confirming their voluntary participation.

To address risks and safety, possible discomforts such as survey fatigue were anticipated and minimized by scheduling data collection at participants' most convenient times, allowing breaks, and carefully considering the use of incentives to avoid undue influence. The printed survey included items adapted from validated instruments measuring Teacher Beliefs, Language Ideologies, and Classroom Discourse on Translanguaging.

Privacy and confidentiality were safeguarded by ensuring that no identifying information appeared on completed forms. All collected data were coded, anonymized, and securely stored, with access limited to the researcher and adviser. Data handling strictly adhered to the Data Privacy Act of 2012, including clear communication of the retention period and whether the data may be reused for future studies. Transparency was upheld by informing participants how their responses would be used, how long data would be stored, and who would have access.

Surveys were administered in person at participating schools, with the researcher coordinating with designated focal persons to facilitate distribution. This clarified the extent of participation, ensuring that respondents understood the process and their role in the study. Once the target sample size was reached, the researcher organized and encoded the responses for statistical analysis.

Qualitative Strand

To obtain qualitative data, the researcher conducted face-to-face in-depth interviews (IDI) and a focus group discussion (FGD) with selected participants from the quantitative strand. Prior to participation, informed consent was sought through signed forms that emphasize voluntary participation, the right to refuse or withdraw at any time without any negative consequences, and explicit consent for audio recording. A semi-structured interview guide, developed and validated by field experts, will be used to elicit participants' lived experiences, perspectives, and classroom practices related to translanguaging.

Recognizing the contextual vulnerability of teachers when discussing language ideologies and classroom practices, risks and safety were addressed by conducting IDIs in quiet, private spaces within school premises at times convenient for participants, allowing breaks, and implementing referral protocols if sensitive issues arose. To ensure participants did not feel undervalued, facilitators emphasized that their contributions were treated as professional insights rather than judgments of competence. The FGD was facilitated in a neutral meeting room to promote comfort and open dialogue.

Privacy and confidentiality were further safeguarded by requiring FGD participants to sign a simple Non-Disclosure Agreement (NDA), affirming their commitment not to disclose or misuse the views shared by fellow participants outside the research setting. Member checking was conducted by returning interview and FGD transcripts to participants before data analysis, allowing them to review, clarify, or raise concerns about confidentiality or potentially identifying information. Transparency was upheld by orienting participants on the objectives, etiquette, and process of the FGD, using the round-robin method to guarantee equal voice, and clearly communicating how the data would be used, how long it would be stored, and the limits of access.

The data collection period was scheduled between November 2025 and January 2026, allowing sufficient time for coordination, administration, and validation across multiple school sites in the Davao Region.

Data Analysis

This section provided a comprehensive overview of the procedures which were employed to analyze the data collected during the quantitative and qualitative phases of the study.

Quantitative Strand

The quantitative data were analyzed using descriptive statistics, Pearson r , and multiple regression analysis to examine the mediating effect of language ideologies on the relationship between teacher beliefs and translanguaging practices in classroom discourse. Descriptive statistics were used to determine the levels of language ideologies, teacher beliefs, and translanguaging practices in classroom discourse. Measures such as mean, and standard deviation was computed to describe the variability among respondents.

To explore relationships among variables, Pearson product-moment correlation coefficients was calculated to assess the strength and direction of associations. Multiple regression analysis was employed to test the predictive relationship between teacher beliefs (independent variable) and translanguaging practices in classroom discourse (dependent variable), with language ideologies entered as a mediating variable.

Importantly, the mediation analysis explicitly utilized appropriate statistical tools, such as Medgraph as well as bootstrapping procedures to rigorously test the mediating effect of the mediating variable. This is crucial, as the study includes a mediating variable (MV), and the statistical treatment must go beyond simply accounting for the status of variables to rigorously test the mediating pathways.

The mediation was tested using a stepwise regression approach, following Baron and Kenny's (1986) causal steps framework, supplemented by bootstrapped confidence intervals for indirect effects, to determine whether language ideologies significantly mediate the effect of teacher beliefs on translanguaging enactment. This approach allowed for the identification of both direct and indirect effects, offering empirical insight into how ideological orientations shape multilingual pedagogical discourse.

Qualitative Strand

The qualitative data gathered from in-depth interviews (IDI) and focus group discussions (FGD) were analyzed using thematic analysis, following the procedures outlined by Boyatzis (1998) and Creswell (2013). This method allowed the researcher to identify, evaluate, and record recurring patterns or themes that characterize participants' lived experiences and perspectives on translanguaging.

After data collection, the researcher transcribed all audio recordings and translate non-English responses into English. The transcripts were read and re-read to ensure familiarity with the data. Initial codes were generated to reduce complex ideas into manageable units of meaning. These codes were grouped into themes that reflect shared understandings, pedagogical orientations, and ideological positions. Themes were reviewed, refined, and defined to ensure clarity, consistency, and relevance to the research objectives.

Subsequently, the qualitative strand utilized thematic analysis through a deductive, a priori approach. This means that the coding and theme development were guided by pre-established categories derived from the study's variables. Keywords and thematic patterns emerging from participants' responses were systematically aligned with these variables, serving as a confirmation aspect of the data. In this way, the qualitative analysis functions as a confirmatory phase to the quantitative strand, ensuring that the themes identified correspond directly to the constructs measured statistically.

The thematic analysis therefore provided depth and nuance to the quantitative findings, particularly in areas where statistical data alone may not capture the complexity of classroom discourse and teacher cognition. By employing a deductive, confirmatory lens, the study strengthens the integration of qualitative and quantitative strands, offering a more comprehensive understanding of how teacher beliefs and language ideologies shape translanguaging practices.

Sequence, Emphasis, and Mixing Procedures

This study employed a sequential explanatory mixed-methods design, wherein quantitative data collection and analysis precede the qualitative phase. Greater emphasis will be placed on the quantitative strand, as it provided empirical grounding for the study's core relationships. The qualitative data served to elaborate, confirm, or challenge the quantitative results.

Sequence. The researcher first administered the survey to 300 senior high school teachers across selected public schools in the Davao Region. After analyzing the quantitative data, the researcher selected 17 participants for the qualitative phase—10 for IDI and 7 for FGD—based on survey responses and data saturation principles. It was explicitly established that these 17 participants were drawn from the same pool of respondents in the quantitative phase. This ensures that those providing data for the confirmatory phase are individuals who have already experienced answering the survey questionnaire, thereby strengthening the validity of the corroboration between strands.

Emphasis. Quantitative data were prioritized due to its empirical rigor and capacity to generalize findings across the region. However, qualitative insights will be essential for interpreting the nuances of translanguaging practices and ideological orientations.

Mixing Procedures. Integration occurred during the interpretation stage. The qualitative data were used to explain, contextualize, and deepen the understanding of the quantitative findings. The nature of the data integration was explicated and explained accordingly, ensuring that the corroboration of the two phases is transparent and methodologically sound. This mixing allowed the researcher to assess whether the qualitative themes support or refute the statistical relationships observed.

Figure of Procedures

Figure 2 illustrated the flow of the sequential explanatory mixed-methods design. It showed the progression from quantitative data collection and analysis using descriptive statistics, Pearson r , and regression to qualitative case selection, interview protocol development, and thematic analysis. The figure also depicted

how integration occurred through joint interpretation of both strands, leading to a comprehensive discussion of findings, implications, and recommendations.

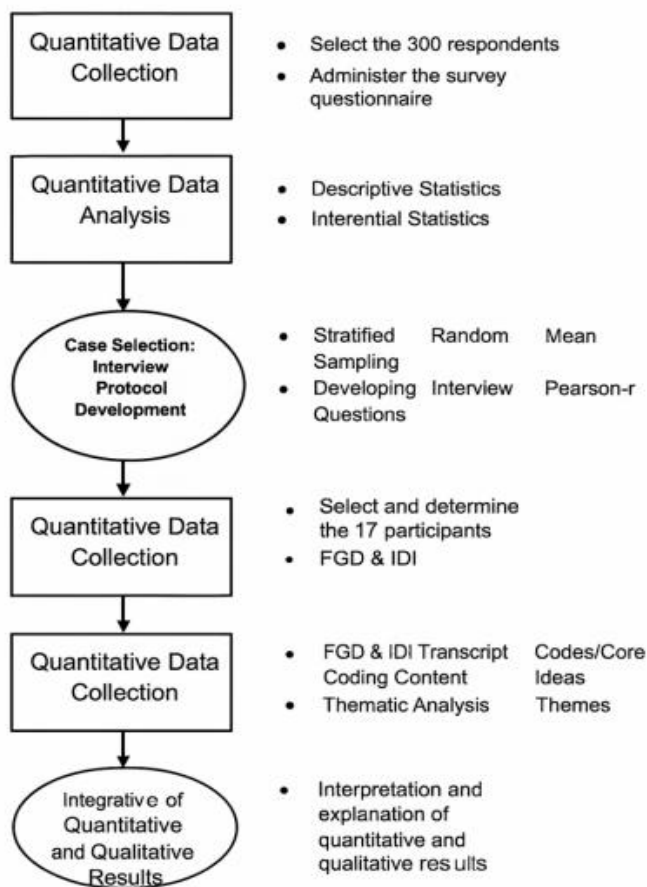


Figure 2 *Flow of the sequential explanatory mixed-methods design*

Methodological Issues

This study anticipated several methodological issues related to its design, timeline, participant selection, and resource requirements. These challenges were addressed through careful planning, ethical coordination, and strategic implementation across the Davao Region’s multilingual senior high school settings.

Design. The use of sequential explanatory mixed-methods design required substantial effort and coordination. Given the large number of respondents in the quantitative phase (300 teachers) and the participants in the qualitative phase (17 teachers), the study required an extensive and exhaustive data collection process. This methodological approach was particularly intensive in its collaborative data analysis, as both strands had to be systematically integrated and cross-validated to ensure rigor and coherence. This design issue highlights that, while all methodologies require effort, the dual-phase nature of this study entails more time and resources due to the breadth of respondents and participants.

Time. Time was a critical issue throughout the study. The broad scope of the research required careful scheduling to accommodate participants’ availability. In the qualitative phase, the researcher need to coordinate in-person interviews and focus group discussions with teachers whose schedules are often constrained by instructional and administrative duties. Additionally, the second phase of data collection may reveal emergent themes that were not fully captured in the first phase, requiring adaptive follow-up and extended analysis. The nature of the data analysis, especially with statistical treatments and thematic coding, entailed more time than conventional single-strand studies. These factors necessitated a flexible yet structured timeline to ensure data quality and ethical engagement.

Participant Selection. Participants were selected using stratified random sampling to ensure representation across divisions and school types. The researcher prioritized geographic spread and linguistic diversity, selecting teachers from both urban and rural schools in the Davao Region. Accessibility and availability were the key considerations, particularly in remote areas where transportation and scheduling may pose challenges. Since the study was conducted face-to-face, the researcher coordinated with school heads and division offices to facilitate on-site data collection and minimize disruption to school operations.

Resources. The dual-phase nature of the study required significant resources. The volume and complexity of data—ranging from survey responses to audio-recorded interviews—demanded advanced skills in data management, secure storage, and analytic processing. Financial costs included printing of survey instruments, transportation to field sites, accommodation during multi-day visits, and modest tokens of appreciation for participants. The researcher also allocated resources for transcription, translation, and validation of qualitative data. Given the nature of the data analyses, these resources were stretched, and limitations may arise in terms of time, financial capacity, and logistical feasibility.

The study acknowledges that the nature of data collection and analysis may pose limitations. These include the extended time required for statistical testing and thematic coding, the logistical challenges of coordinating across multiple schools and divisions, and the financial constraints associated with multi-site fieldwork. Additionally, while the design ensures breadth and depth, the reliance on self-reported survey data and participant interviews may introduce biases that cannot be fully eliminated.

Trustworthiness of the Study

To ensure the integrity and rigor of this mixed-methods research, the study was evaluated using the trustworthiness framework proposed by Lincoln and Guba (1985) and contextualized in mixed methods by Fetters et al. (2013) and Creswell & Plano Clark (2018), while keeping the flow formal and cohesive. The trustworthiness of the study included four key criteria: credibility, transferability, dependability, and confirmability. These criteria guided the researcher in establishing the truthfulness, applicability, consistency, and neutrality of the findings.

Credibility. To establish credibility, the researcher employed data, method and theory triangulation (Lincoln and Guba (1985), integrating both quantitative and qualitative strands to produce rich, robust, and well-developed findings. In the qualitative phase, triangulation was complemented by prolonged engagement and member checking, ensuring that interpretations are grounded in authentic participant experiences. Participants were invited to review and confirm their transcripts and translated responses to ensure that emerging concepts are not distorted. In the quantitative phase, credibility was strengthened through pilot testing of the survey questionnaire and validity testing of instruments, ensuring appropriateness of data collection before full implementation. Finally, in the mixed-methods integration phase, cross-validation of results from both strands were conducted, using one dataset to confirm or elaborate the other (convergent validation), as recommended by Fetters et al. (2013) and Creswell & Plano Clark (2018).

Confirmability. To ensure confirmability, the researcher implemented an audit trail that includes raw data, coding sheets, analysis notes, process documentation, and reflective memos. For the qualitative strand, reflexivity journals and member verification minimized subjectivity. For the quantitative strand, transparent reporting of statistical decisions ensured analytic transparency. At the integration stage, an “integration audit” was maintained to document how qualitative and quantitative findings inform each other, thereby reinforcing confirmability across strands (Fetters et al., 2013).

Transferability. Transferability was addressed by providing a thick description of the study’s context, participants, and procedures. The researcher documented the linguistic, geographic, and institutional characteristics of the senior high school settings in the Davao Region, allowing readers to assess whether the findings may be applicable to similar contexts. For the qualitative phase, purposeful sampling and detailed contextualization enhanced transferability. In the quantitative phase, clear inclusion and exclusion criteria were established to ensure representations. At the mixed-methods level, the researcher explained how integration

findings may apply to other contexts, ensuring that transfer worthiness accounts for both strands (Creswell & Plano Clark, 2018).

Dependability. To address dependability, the researcher provided a detailed account of the study’s design, implementation, and operational procedures. In the qualitative phase, code–recode procedures and peer debriefing will be employed to ensure consistency. In the quantitative phase, reliability tests such as Cronbach’s alpha and test–retest were conducted. At the integration stage, analytic decisions across both strands will be documented to produce meta-inferences, reinforcing dependability through transparency and methodological coherence (Lincoln & Guba, 1985; Fetters et al., 2013).

Ethical Considerations

This study firmly committed to upholding the highest ethical standards in research. To ensure compliance, the research protocol was submitted for review and approval by the University of the Immaculate Conception Research Ethics Committee (UIC-REC), with the assigned Protocol Code, GS-FB-12-25-0252. Ethical safeguards such as informed consent, confidentiality, and respect for participants’ rights are prioritized throughout the research process.

As the principal researcher, I demonstrated both methodological expertise and a strong commitment to transparency and rigor. The study was conducted in close collaboration with my adviser and the panel members, whose guidance and critical insights have strengthened the ethical and methodological soundness of the work. Moreover, access to institutional resources, including the UIC Library and other institutional facilities are highly accessible and provides essential support in ensuring the study’s completion with integrity, scholarly rigor, and social value.

RESULTS

In this chapter, the results are presented to show the mediating effect of language ideologies on the relationship between teacher beliefs and classroom discourse on translanguaging. The presentation of the results conforms with the research questions of the study, and follows the following sequence: quantitative, qualitative, and data integration of quantitative and qualitative results.

In the quantitative phase, the results on the following are presented: level of teacher beliefs, language ideologies, and classroom discourse on translanguaging; correlation among teacher beliefs (IV), classroom discourse on translanguaging (DV), and language ideologies (MV); and the data entry for the different paths. Subsequently, the results of the qualitative phase presents the standpoints of the participants on the quantitative results. On the data integration, results are presented on a joint display of quantitative and qualitative results showing connecting-confirmation, and connecting-expansion.

Quantitative Results

Level of Teacher Beliefs, Language Ideologies, and

Translanguaging Discourse

Shown in Table 1 are the levels of the study’s observed variables: Teacher Beliefs, Language Ideologies, and Classroom Discourse on Translanguaging. As presented in Table 1, the levels of teacher beliefs, language ideologies, and classroom discourse on translanguaging are shown in descriptive statistics, specifically, the mean and standard deviation.

Table 1 Level of Teacher Beliefs, Language Ideologies, and Classroom Discourse on Translanguaging

Variables	SD	Mean	Description
Teacher Beliefs	0.628	4.02	High
Multilingualism in general	0.743	4.25	Very High
The use of background language in learning an additional language	0.807	3.80	High

Use of background languages in learning and using English	0.627	4.23	Very High
Monolingual beliefs in education	0.628	4.02	High
Language Ideologies	0.561	3.92	High
Beliefs about Multilingualism and Translanguaging	0.682	4.03	High
Beliefs Supporting Monolingual Ideology	0.993	3.21	High
Beliefs about Student Identity and Language	0.683	4.23	Very High
Teacher Role and Professional Responsibility	0.727	4.19	High
Classroom Discourse on Translanguaging	0.805	3.98	High
Use of Translanguaging as a Resource for Knowledge Construction	0.875	3.83	High
Translanguaging as a Resource for Meaning Making	0.854	4.05	High
Translanguaging as a Resource for Problem-Solving	0.870	4.05	High

The mean represents the average of the data given by the respondents, while the standard deviation indicates the spread of the distribution of data. The standard deviation values in Table 1 are all below 1.0, indicating that the responses are tightly clustered around the mean and exhibit minimal variability.

The independent variable, *teacher beliefs*, has an overall mean of 4.02, with a description of *high*. The overall mean implies that the measured behavior on teacher beliefs is frequently observed. In terms of dispersion, the overall level of teacher beliefs has a standard deviation (SD) of 0.628, showing that most responses are close to the mean, and that there is little variation regarding the participants' teacher beliefs. In this variable, the indicator *multilingualism in general* is rated the highest, with a mean rating of 4.25, described as "very high", while the indicator *the use of background language in learning an additional language* has the lowest rating of 3.80, described as "high".

Subsequently, the result on the level of the mediating variable, *language ideologies* reveals an overall mean of 3.92, with a description of "high". This indicates that language ideologies is frequently supported. The standard deviation (SD) of 0.561 shows that most responses are close to the average, reflecting relatively low variation among participants' level of language ideologies. Moreover, the indicator with the highest mean is *beliefs about student identity and language*, with a mean of 4.23 described as "very high", while the lowest mean is *beliefs supporting monolingual ideology*, at 3.21 described as "high".

Lastly, the dependent variable, *classroom discourse on translanguaging* has overall mean of 3.98, with a description of "high". This indicates that classroom discourse on translanguaging is frequently supported. The standard deviation (SD) of 0.805 indicates that responses are generally close to the mean, showing limited differences in the participants' level of classroom discourse on translanguaging. Looking at the indicators, all three are described as "high": *translanguaging as a resource for meaning making*, and *translanguaging as a resource for problem-solving* both have a mean of 4.05, followed by the indicator, *use of translanguaging as a resource for knowledge construction* with a mean score of 3.83.

The Mediating Effect of Language Ideologies on the Relationship Between Teacher Beliefs and Classroom Discourse on Translanguaging

Before testing the mediation model, the correlations among variables must be computed to determine their significance. Table 2 presents the correlation between the variables Teacher Beliefs (IV) and Classroom Discourse on Translanguaging (DV); Teacher Beliefs (IV) and Language Ideologies (MV); and Language Ideologies (MV) and Classroom Discourse on Translanguaging (DV). As shown in Table 2, the correlations are all significant ($p < 0.001$), indicating strong evidence that the relationships among the variables are not due to chance. Specifically, correlation analysis reveals that teacher beliefs and classroom discourse on translanguaging are moderately correlated ($r = .386$), indicating that stronger teacher beliefs are moderately associated with more frequent classroom discourse on translanguaging. Teacher beliefs and language ideologies show a stronger, moderate correlation ($r = .558$), suggesting that teacher beliefs are closely linked with supportive language ideologies.

Table 2 Correlation between Variables

Variables	r-value	p-value	Remarks
Teacher Beliefs (IV) and Classroom Discourse on Translanguaging (DV)	.386**	<.001	Significant
Teacher Beliefs (IV) and Language Ideologies (MV)	.558**	<.001	Significant
Language Ideologies (MV) and Classroom Discourse on Translanguaging (DV)	.628**	<.001	Significant

**Significant at .001

Finally, language ideologies and classroom discourse on translanguaging demonstrate a strong correlation ($r = .628$), reflecting that supportive language ideologies are strongly associated with classroom discourse on translanguaging.

In Table 3, regression analysis is shown to examine the interrelationships among variables and to verify the beta coefficients for mediation analysis. The beta coefficient indicates the relative strength of each independent variable’s effect on the dependent variable. Mediation refers to the process by which a third variable explains or influences the relationship between two variables. Following the procedure outlined by Baron and Kenny (1986), three conditions must be met for a variable to serve as a true mediator: (1) the independent variable significantly predicts the dependent variable, (2) the independent variable significantly predicts the mediator, and (3) the mediator significantly predicts the dependent variable while reducing the effect of the independent variable.

Table 3 Data Entry for the Different Paths

Independent Variable (IV)	Teacher Beliefs
Dependent Variable (DV)	Classroom Discourse on Translanguaging
Mediating Variable (MV)	Language Ideologies
STEPS	
1. Path C (IV and DV)	
Classroom Discourse on Translanguaging regressed on Teacher Beliefs	
B (Unstandardized regression coefficient)	0.495
<i>e</i> (Standard error)	0.0689
Significance	<.001
2. Path B (MV and DV)	
Classroom Discourse on Translanguaging regressed on Language Ideologies	
B (Unstandardized regression coefficient)	0.899
<i>e</i> (Standard error)	0.0648
Significance	<.001
3. Path A (IV and MV)	
Language Ideologies regressed on Teacher beliefs	
B (Unstandardized regression coefficient)	0.501
<i>e</i> (Standard error)	0.0433
Significance	<.001
4. Combined Influence of MV and IV on DV	
Classroom Discourse on Translanguaging regressed on Language Ideologies and Teacher Beliefs	
Language Ideologies	
B (Unstandardized regression coefficient)	0.858
<i>e</i> (Standard error)	0.0782
B (Standardized regression coefficient)	0.600

Teacher Beliefs	
B (Standardized regression coefficient)	0.051
Total r Square	
	0.396

Results as shown in Table 3 are presented in four steps. In Step 1 (Path C), the independent variable, teacher beliefs, significantly predicts the dependent variable, classroom discourse on translanguaging ($B = 0.495$, $p < .001$). The beta coefficient denotes that for every unit increase in teacher beliefs, there is a corresponding 0.495 increase in classroom discourse on translanguaging. Meanwhile, in Step 2 (Path B), the mediating variable, language ideologies, significantly predicts the dependent variable, classroom discourse on translanguaging ($B = 0.899$, $p < .001$). This indicates that each unit increase in language ideologies corresponds to a 0.899 increase in classroom discourse on translanguaging. Moreover, in Step 3 (Path A), teacher beliefs significantly predicted language ideologies ($B = 0.501$, $p < .001$). The beta coefficient denotes that for every unit increase in teacher beliefs, there is a corresponding 0.501 increase in language ideologies.

Finally, Step 4 revealed a total R^2 of 0.396, which indicates that 39.6% of the variability in classroom discourse on translanguaging can be explained by the combined influence of teacher beliefs and language ideologies. The standardized regression coefficients show that language ideologies ($\beta = 0.600$) exert a stronger effect on classroom discourse compared to teacher beliefs ($\beta = 0.051$). Thus, 60.4% of the variation remains unexplained in this model, suggesting that other factors beyond the scope of this study may contribute to classroom discourse on translanguaging.

The regression outputs in Table 3 satisfy the three conditions for mediation outlined by Baron and Kenny (1986). First, the independent variable, teacher beliefs, significantly predicts the dependent variable, classroom discourse on translanguaging (Path C). Second, teacher beliefs significantly predict the mediating variable, language ideologies (Path A). Third, language ideologies significantly predict classroom discourse on translanguaging while reducing the effect of teacher beliefs (Path B and combined model). These findings confirm that the conditions for mediation are met. However, while Baron and Kenny’s steps establish the presence of mediation, they do not test the statistical significance of the mediation effect itself. For this reason, the Sobel z-test was employed to determine whether the indirect effect of teacher beliefs on classroom discourse through language ideologies is statistically significant

The Sobel z-test in Figure 3 generated a value of 7.96 ($p < 0.01$), which signifies that mediating variable, *language ideologies* has a mediation effect on the relationship between the independent variable, *teacher beliefs* and the dependent variable, *classroom discourse on translanguaging*.

As part of triangulation, further mediation analysis was conducted through the medgraph, employing the Sobel z-test to assess the significance of the mediation effect. The model shows that the independent variable, *teacher beliefs*, influenced the dependent variable, *classroom discourse on translanguaging*, by a total effect of .386 when language ideologies were considered. *Teacher beliefs’* direct influence on *classroom discourse on translanguaging* is only .051.

Results

Significance of Mediation	Significant	
Sobel z-value	7.96	p=.000
95% Symmetrical Confidence Interval		
Lower	0.324	
Upper	0.536	

Unstandardized indirect effect

a*b	0.430
Se	0.054

Effect size Measures

Standardized Coefficients

Total	.396
Direct:	.051
Indirect:	.335
Indirect to Total Ratio	.868

Standardized Coefficients

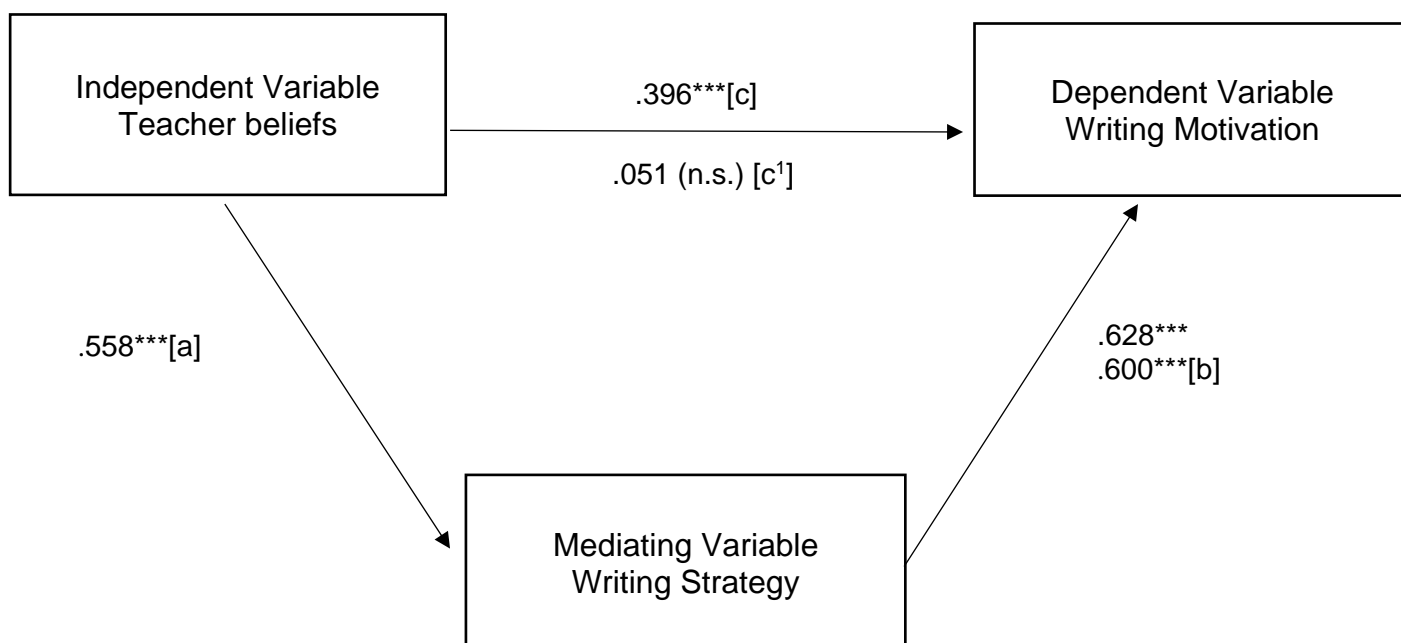


Figure 3. Mediation Model

Note. Standardized coefficients are presented. $***p < .001$, n.s. = non-significant.

The balance of .335 is due to the inclusion of *language ideologies*. This indirect effect passes through *language ideologies* before reaching *classroom discourse on translanguaging*. The Sobel z value of 7.96 ($p = .000$) confirms that this indirect mediation effect is statistically significant, with a 95% confidence interval ranging from 0.324 to 0.536.

The data exhibits an example of full mediation. This is because the mediating variable, *language ideologies*, is responsible for nearly all (.335 out of .396, or 86.8%) of the relationship between teacher beliefs and classroom discourse on translanguaging. This occurrence becomes full mediation because the direct effect of teacher beliefs on classroom discourse (.051) is negligible and not significant once *language ideologies* are included in the model. Thus, if we take away *language ideologies*, the relationship between teacher beliefs and classroom discourse essentially disappears. This indicates that the mediating variable, *language ideologies*, is a critical mechanism through which teacher beliefs shape classroom discourse on translanguaging. Since the mediation in this inquiry is classified as “full,” it can be claimed that *language ideologies* fully account for the way teacher beliefs influence classroom discourse on translanguaging.

Qualitative Result

Presented in Table 4 is the profile of the participants who participated in the in-depth interview (IDI), and focus group discussion (FGD). A total of 10 informants for the IDI and seven for the FGD.

Table 4 Profile of the Participants

Pseudonym	Gender	Number of Years in Public School	Division	Group Study
IDI_P01	Female	6 years	Division B	In-Depth Interview
IDI_P02	Female	3 years	Division B	In-Depth Interview
IDI_P03	Female	15 years	Division A	In-Depth Interview
IDI_P04	Female	3 years	Division A	In-Depth Interview
IDI_P05	Male	7 years	Division C	In-Depth Interview
IDI_P06	Male	3 years	Division B	In-Depth Interview
IDI_P07	Female	9 years	Division C	In-Depth Interview
IDI_P08	Female	10 years	Division B	In-Depth Interview
IDI_P09	Male	3 years	Division C	In-Depth Interview
IDI_P10	Female	18 years	Division A	In-Depth Interview
FGD_P01	Female	3 years	Division C	Focus Group Discussion
FGD_P02	Male	7 years	Division A	Focus Group Discussion
FGD_P03	Female	4 years	Division B	Focus Group Discussion
FGD_P04	Female	4 years	Division A	Focus Group Discussion
FGD_P05	Male	6 years	Division C	Focus Group Discussion
FGD_P06	Male	8 years	Division C	Focus Group Discussion
FGD_P07	Female	7 years	Division B	Focus Group Discussion

They were purposively selected based on the inclusion criteria - bona fide senior high school teacher currently employed in a public school within the Davao Region; must be teaching at least one subject where language use is integral such as English, Filipino, or Social Studies. In addition, the participants were also selected among those whose survey responses fall into either the Very High or Very Low categories.

Standpoints of the Participants on the Quantitative Results

The standpoints of the participants on the qualitative results, specifically on the levels of Teacher Belief Language Ideologies, Classroom Discourse on Translanguaging; significant relationship between Language Ideologies, Teacher Beliefs and Classroom Discourse on Translanguaging; and significant mediating effect of Language Ideologies on the link between Teacher Beliefs and Classroom Discourse on Translanguaging are organized in Table 5. The following are the essential themes generated: confirmed high level of teacher belief; confirmed high level of language ideologies; confirmed high level of classroom discourse on translanguaging; confirmed significant relationship between language ideologies teacher beliefs and classroom discourse on translanguaging; and confirmed significant mediating effect of language ideologies on the link between teacher beliefs and classroom discourse on translanguaging.

Table 5 Standpoints of the Participants on the Quantitative Results

Level	Essential Theme	Typical Reasons
Teacher Beliefs (Independent variable)	Confirmed high level of teacher beliefs	Teachers view beliefs as a guiding framework for teaching practices.
		Strong belief that multilingualism supports comprehension and learning.
		Recognition that students learn better when comfortable using familiar languages.
		Beliefs are shaped by personal teaching experiences and student responses.

		Teachers see language learning as a social and dynamic process.
		Beliefs emphasize bridging students' first language and target language.
Language Ideologies (Mediating Variable)	Confirmed high level of language ideologies	Strong dominance of English as the language of academic success.
		Institutional policies promote English-only instruction.
		Perception that English proficiency equates to competence and intelligence
		Presence of alternative ideologies supporting multilingualism and inclusion
		Teachers experience tension between policy and inclusive practices.
		Language ideologies are shaped by societal expectations and assessment systems.
Classroom Discourse on Translanguaging (Dependent variable)	Confirmed high level of classroom discourse on translanguaging	Translanguaging is used to support comprehension of complex concepts
		Students are allowed to think in one language and express in another.
		Commonly used during brainstorming, group work, and clarification.
		Helps increase student participation and engagement.
		Serves as a scaffold rather than a replacement for English instruction.
		Implementation depends on student proficiency and lesson objectives.
Significant relationship between language ideologies teacher beliefs and Classroom Discourse on translanguaging	Confirmed significant relationship between language ideologies teacher beliefs and Classroom Discourse on translanguaging	Teacher beliefs influence intentions but are filtered by institutional ideologies
		Classroom discourse reflects a balance between beliefs and policy demands
		Teachers adjust practices depending on ideological expectations.
		Alignment occurs when beliefs and ideologies are compatible.
		Tension between beliefs and ideologies shapes instructional decisions.
		Classroom discourse becomes a negotiated outcome of internal and external forces.
Significant mediating effect of language ideologies on the link between teacher beliefs and Classroom Discourse on translanguaging	Confirmed Significant mediating effect of language ideologies on the link between teacher beliefs and Classroom Discourse on translanguaging	Language ideologies determine whether beliefs are enacted in practice
		Institutional policies override personal beliefs in many cases.
		Ideologies provide justification for teaching decisions.
		Teachers revert to dominant norms (English-only) under pressure.
		Strong personal ideology enables teachers to implement translanguaging.
		Ideologies act as a bridge transforming beliefs into actual classroom behavior.

Confirmed high level of Teacher Beliefs. The participants confirmed a high level of teacher beliefs, viewing these as a guiding framework for their teaching practices. They emphasized that multilingualism supports comprehension and learning and recognized that students learn better when they are comfortable using familiar languages. These beliefs were shaped by personal teaching experiences, reflecting the view that language learning

is a social and dynamic process. Importantly, the high level of teacher beliefs bridged students' first language and the target language, making instruction more effective.

IDI_P01 confirmed the essential theme by describing teacher beliefs as personal ideas and experiences that shape language teaching. In her words, she said:

Teacher beliefs are the personal ideas and experiences that shape how teachers teach language (IDI_P01).

IDI_P04 likewise confirmed the role of teacher beliefs in the conduct of instruction. She explained:

Teachers' beliefs are the ideas and assumptions teachers have about how language should be taught and learned (IDI_P04).

A participant from the FGD, reinforced the essential theme by linking his beliefs to classroom organization and instructional choices. He shared:

As a teacher, I understand that language teaching is a broad subject. Our students learn languages not only to use them but to communicate meaningfully. My beliefs influence the teaching methods I choose, how I organize my classroom, and how I prepare my students (FGD_P04).

On a similar vein, a participant also confirmed the essential theme, highlighting exposure as key to fluency. He stated:

For me, ma'am, my belief about language is that exposure leads to improvement in students' fluency, especially in speaking (FGD_P03)

Meanwhile, a participant stressed the importance of multilingualism when she said:

I believe that students learn best when they can use all the languages they know, not just English or Filipino (IDI_P08).

The high level of teacher beliefs is confirmed by a participant who noted the cognitive value of first languages. In her words:

I generally believe their first languages are powerful cognitive tools (IDI_P03).

Participants confirmed the theme by linking comfort and confidence to better learning. According to them:

I believe students learn better when they use the languages they are comfortable with (IDI_P07).

For me, ma'am, I personally believe that students learn language better when they feel comfortable and confident (FGD_P02)

This is supported by another participant who believes that flexible approach in teaching language can be used. In their words:

Over time, I realized that some students participated less when they were not allowed to use their first language (IDI_P02).

Even if English is required, I do not strictly enforce it all the time. If students struggle, I allow them to explain first in a language they are comfortable with (FGD_P04).

Parallel to these, participants shared that code-switching is seen as a tool for connecting with the students, providing them with the ease of expression. In their accounts:

Base on my experience, we can really build better connection because students understood and that they are paying attention through the use of like code switching (FGD_P05).

It's easy to explain and the learners can easily understand if they use the language that they use to like Bisaya, they can easily express their thoughts to their classmates especially during reporting (FGD_P01).

Confirmed high level of Language Ideologies. The participants' standpoints regarding the high level of language ideologies suggest that these ideologies are not merely personal preferences but are deeply embedded in the systemic fabric of the school environment. Specifically, the interviews and discussions facilitated the emergence of the following typical reasons: the strong dominance of English as the language of academic success, the institutional promotion of English-only instruction, the perception that English proficiency equates to competence and intelligence, the presence of alternative ideologies supporting multilingualism and inclusion, the tension teachers experience between policy and inclusive practices, and the influence of societal expectations and assessment systems.

The participants primarily underscored the strong dominance of English as the language of academic success, noting that proficiency in English is often used as a proxy for intelligence. A participant explained how this perception directly informs systemic standards. She cited:

English is often seen as the language of success, which influences school policies and assessment standards (IDI_P02).

In a similar vein, IDI_P05 emphasized the social weight carried by the language, stating that:

English is truly a dominant language. Often, those who are good at English are considered more knowledgeable than those who are not proficient in it (IDI_P05).

This sentiment was further echoed in the group discussions, where FGD_P04 pointed out the prevailing language ideology in education. In his account:

Like in education, the language ideology is the language to be used is English. Like the ideology is only English should be used. I don't know but that's what really has to be (FGD_P04).

In addition, the data revealed that institutional policies promote English-only instruction, creating a structural alignment that often overrides teachers' personal ideologies. This is confirmed by a participant by quoting:

Formal policies and school norms favoring Filipino and English shape classroom practices, leading to similar language use across schools—even when teachers personally support multilingual approaches (IDI_P08).

Another added:

Schools expect English to be used for instructions and assessments, which naturally aligns teachers' practices even if some personally prefer multilingual approaches (IDI_P02).

This was reinforced in the focus group, where teachers shared:

Even if teachers support translanguaging, actually teachers may also feel pressure part of the school policies that prioritizes English (FG_P02).

In support, a participant pointed out:

There are strong regional norms. Lesson plans must be in English. Supervisors expect English recitation. And regional assessments are English-based (FGD_P04).

Moreover, participants highlighted the perception that English proficiency equates to competence and intelligence, which further entrenches English dominance. As one teacher explained:

English is clearly a dominant language, and often those who are fluent English are perceived as more knowledgeable than those who are not (IDI_P10).

This perception was also evident in the focus group, where a participant observed:

There are instances wherein those learners who are fluent in English are looked up to more than those who do not, resulting in less confidence among those who are not (FGD_P05).

Nevertheless, the rigid adherence to English was balanced by the presence of alternative ideologies supporting multilingualism and inclusion. These perspectives advocate for valuing students' home languages to bridge comprehension gaps and foster participation.

One participant shared:

Alternative ideologies, which value students' home languages, remind me to let students use their own languages to understand lessons and participate better (IDI_P08).

Another reinforced this by stating:

I try to respect students' linguistic backgrounds while still meeting institutional expectations (IDI_P02).

Focus group participants strongly supported this inclusive stance, sharing the following viewpoints:

If we also value alternative languages, maybe we can allow our learners to use the other languages in learning and in expressing their thoughts (FGD_P06)

We really value multilingualism, we really should be welcome to promote inclusivity among our learners through allowing them the use of the languages they can fully and confidently express themselves (FGD_P05).

At the same time, participants emphasized the tension teachers experience between policy and inclusive practices, noting that even supportive teachers often feel constrained by institutional mandates. One participant pointed out that:

Even if teachers support translanguaging, actually teachers may also feel pressure part of the school policies that prioritizes English (FGD_P02).

Similarly, a participant cited:

Even if we support translanguaging, there's still pressure from school policies, parents, and even testing requirements to stick to English. English only feels safe because it aligns with expectations of being a competent teacher (IDI_P07).

Lastly, participants stressed that language ideologies are shaped by societal expectations and assessment systems, which reinforce English dominance beyond the classroom. One teacher shared her standpoint as follows:

Standardized tests are exclusively in English, and textbooks reinforce English dominance. This definitely shapes my decision because as a teacher, I have a responsibility to prepare my students for academic and professional success (IDI_P03).

Another highlighted societal influence by stating:

There is also the pressure from parents who expect their children to speak perfect English as a return on their investment in education (IDI_P09).

This was echoed in the focus group as one participant shared:

The use of English especially in the professional field is really important but there are cases that we really have to acknowledge diversity of language among our learners” (FGD_P06).

Confirmed high level of Classroom Discourse on Translanguaging. During the interviews and focus group discussions, participants consistently emphasized that translanguaging functioned as a vital classroom discourse strategy. They confirmed that the high level of classroom discourse on translanguaging is because this practice is not merely code-switching but a purposeful strategy that supports comprehension, scaffolds learning, and fosters participation. Several typical reasons emerged from the interviews and focus group discussions, highlighting its role in supporting comprehension of complex concepts, allowing students to think in one language and express in another, facilitating brainstorming and group work, increasing participation and engagement, serving as a scaffold rather than a replacement for English, and being implemented flexibly depending on student proficiency and lesson objectives.

To begin with, participants highlighted that translanguaging was used to support comprehension of complex concepts. One interviewee shared:

Translanguaging is when students use all their languages to learn and share ideas in class. It helps them understand lessons better and feel more confident participating (IDI_P08).

Similarly, another participant noted:

I then allowed students to discuss the ideas in Filipino and Cebuano before presenting in English... and their responses became more organized and meaningful (IDI_P01).

Focus group participants echoed this, stating that:

Translanguaging serves as a teaching support strategy. For example, I let students describe ideas in their familiar language, then help them express those ideas in English (FGD_P03).

In addition, participants reasoned that translanguaging allowed students to think in one language and express in another, thereby deepening cognitive processing such as brainstorming. One participant clarified:

It isn't just translation; it's allowing them to think in one language and express in another to deepen their cognitive processing (IDI_P09).

This was reinforced in the focus group, where a participant explained:

For example, with TVL students, if we force them to report strictly in English, they struggle to express their ideas. So I allow them to use their vernacular language first (FGD_P02).

Moreover, translanguaging was described as commonly used during brainstorming, group work, and clarification. She said:

For writing tasks, I let them brainstorm or outline in their first language, if it helps them generate ideas more freely before moving to drafting in English (IDI_P03).

Another emphasized:

I encourage translanguaging by allowing students to draw on their linguistic knowledge during discussions and group work. For example, they may explain concepts in their native language before translating to English for their peers (IDI_P06).

This was echoed in the focus group, where a participant confirmed that:

During reporting we see that the students are really struggling to express thoughts so I let them use their own language... they are motivated to learn if they are familiar with the language that we are using and that is through code switching or translanguaging (FGD_P07).

The participants emphasized that translanguaging helped increase student participation and engagement. One interviewee cited:

Understanding first in a familiar language made students confident enough to express themselves in English. Engagement increases dramatically (IDI_P08).

Another affirmed:

Allowing Filipino and Cebuano made students more participative (IDI_P01).

Likewise, focus group participants shared:

I observe that they learned or they are motivated to learn if they are familiar with the language that we are using and that is through code switching or translanguaging (FGD_P07).

Learners became more participative when allowed to use their native language (FGD_P02).

Lastly, participants emphasized that implementation depends on student proficiency and lesson objectives, underscoring the flexible nature of translanguaging. One teacher explained:

How much I use translanguaging depends on students' language skills (IDI_P08).

In parallel, a participant shared:

I use it most during brainstorming or complex problem-solving. The biggest factors influencing it are the students' proficiency levels and the specific 'language of the day' rules set by the department (IDI_P09).

Confirmed Significant Relationship of Teacher Beliefs, Language Ideologies, and Classroom Discourse on Translanguaging. During the interviews and focus group discussions, participants consistently emphasized that teacher beliefs significantly influence classroom discourse on translanguaging, yet their enactment is determined by prevailing language ideologies. They explained that classroom discourse reflects a negotiated balance between personal convictions and policy demands, with teachers adjusting practices depending on ideological expectations. Alignment occurs when teacher beliefs and language ideologies are compatible. In such cases, teachers can implement their intentions consistently without conflict. However, when beliefs and ideologies diverge, tension arises, and this tension often shapes instructional decisions. Ultimately, classroom discourse emerges as the negotiated outcome of both teacher beliefs and language ideologies which can be institutional policies, societal expectations, and assessment systems.

To begin with, participants confirmed that teacher beliefs influence intentions to use translanguaging but are filtered by ideologies. One teacher explained:

Beliefs are abstract; ideology gives a framework for making decisions in concrete, real-time classroom situations (IDI_P08).

Parallel to this, a participant cited:

Beliefs alone may remain theoretical and influenced by contextual pressures. A strong ideology, however, shifts identity and guides decisions despite these pressures (IDI_P01).

This was reinforced in the focus group, where a participant noted:

Paniniwalaan ng isang guro ay hindi agad tatanggapin sa isang klase, dahil kinakailangan pa natin sundin yung mga kurikulum bagat ng pagpantayan (FGD_P06).

A teacher's ideology is not immediately embraced in the class, because it must first be aligned with the standard curriculum.

In addition, participants observed that classroom discourse on translanguaging reflects a balance between teacher beliefs and language ideologies such as policy demands. One participant explained:

Even if teachers support translanguaging, actually teachers may also feel pressure part of the school policies that prioritizes English (FGD_P03).

Another affirmed by quoting:

Schools expect English to be used for instructions and assessments, which naturally aligns teachers' practices even if some personally prefer multilingual approaches (IDI_P02).

Moreover, teachers emphasized that they adjust practices depending on ideological expectations, often modifying their strategies to align with institutional norms. As one participant described:

Teachers also emphasized that they adjust practices depending on ideological expectations, often modifying strategies to align with institutional norms and student needs. One participant explained:

I use it most during brainstorming or complex problem-solving. The biggest factors influencing it are the students' proficiency levels and the specific 'language of the day' rules set by the department (IDI_P09).

In the same vein, a participant pointed out:

Its implementation depends on the linguistic diversity of students, curriculum flexibility, and my own attitudes toward multilingualism (IDI_P06).

Moreover, participants explained that alignment occurs when teacher beliefs and language ideologies are compatible, allowing teachers to implement practices more consistently. One teacher reflected:

Beliefs adjust specific practices while ideology transforms the teacher's overall approach, making consistent, meaningful change possible across all aspects of teaching (IDI_P08).

Another added:

Curriculum guides, assessment standards, and school expectations about English proficiency lead to similar teaching practices, even when teachers value multilingualism (IDI_P01).

Nevertheless, participants acknowledged that tension between beliefs and ideologies shapes instructional decisions, often forcing compromises. According to a participant:

Even if we support translanguaging, there's still pressure from school policies, parents, and even testing requirements to stick to English. English only feels safe because it aligns with expectations of being a competent teacher (IDI_P07).

This was echoed in the focus group, where a participant remarked:

Teachers may allow vernacular use, but exams and standards push them back to English (FGD_P02).

Lastly, the participants emphasized that classroom discourse on translanguaging becomes a negotiated outcome, reflecting both teacher beliefs and language ideologies. As one participant affirmed:

Without a firm ideology, it's easy to default to English-only teaching to 'stay safe' or follow norms. Ideology bridges the gap between understanding what's effective and actually putting it into practice (IDI_P08).

Confirmed Significant Mediating Effect of Language Ideologies on the Link between Teacher Beliefs and Classroom Discourse on Translanguaging. The findings revealed that while teachers hold strong beliefs about the value of multilingualism and translanguaging, these beliefs do not automatically translate into classroom practice. Instead, language ideologies act as the mediating force that determines whether beliefs are enacted or constrained. Several essential reasons emerged to explain this mediating effect: language ideologies determine whether beliefs are enacted, institutional policies override personal beliefs, ideologies provide justification for teaching decisions, teachers revert to dominant norms under pressure, strong personal ideology enables teachers to implement translanguaging, and ideologies act as a bridge transforming beliefs into actual classroom behavior.

To begin with, participants highlighted that language ideologies determine whether beliefs are enacted in practice. One teacher explained:

First of all, participants emphasized that language ideologies determine whether beliefs are enacted in practice. One participant explained:

Beliefs are often passive or nice to have, but ideology is what drives action. Without a strong personal stance on language rights, a teacher will naturally default to whatever the school policy dictates (IDI_P09).

Another participant reflected:

Beliefs alone may remain theoretical and influenced by contextual pressures. A strong ideology, however, shifts identity and guides decisions despite these pressures (IDI_P01).

Building on this, participants observed that institutional policies override personal beliefs in many cases, compelling teachers to conform to English-only norms despite their support for multilingual strategies. As one participant described:

Curriculum guides, assessment standards, and school expectations about English proficiency lead to similar teaching practices. Teachers value shared lesson formats, rubrics, and observations, the criteria that highlight English use in formal instruction (IDI_P01).

Similarly, a focus group participant explained:

It was really super implemented that we need to use English language during the discussion, during the learning process... so I am really encouraging my students that as much as possible, we need to speak English (FGD_P02).

Alongside these, participants reasoned out that ideologies provide justification for teaching decisions, allowing them to rationalize choices that might otherwise conflict with their personal beliefs. One participant noted:

Even teachers who support translanguaging may feel pressured to use English only because of curriculum requirements and assessments. Tests and rubrics focus on English accuracy, so teachers switch to English only to prepare students (IDI_P01).

Additionally, one participant said:

In the Davao Region, we often have very specific English-only zones or department-wide syllabi that require uniform delivery. These shared institutional norms act as a straitjacket that keeps our discourse consistent (IDI_P09).

At the same time, participants observed that participants revert to dominant norms or English-only under pressure, particularly when preparing students for standardized assessments. One participant explained:

Even if teachers believe in translanguaging, they may feel pressure from school rules, exams, or expectations to use English. Some may worry that students will not improve their English if they use other languages too much (IDI_P04).

This was resonated in the focus group, where a participant remarked:

Teachers may allow vernacular use, but exams and standards push them back to English (FGD_P02).

Further, participants emphasized that strong personal ideology enables teachers to implement translanguaging, even in restrictive contexts. One participant shared:

I used to enforce English-only policy, but one time, my struggling students performed better after discussing the task in Cebuano first. That moment made me realize that learning improves when students can use their linguistic resources (IDI_P07).

Another affirmed:

I initially required English-only discussions, but when I allowed students to use Filipino and Cebuano before presenting in English, their responses became more organized and meaningful (IDI_P01).

In the end, participants concluded that language ideologies act as a bridge transforming teacher beliefs into actual classroom behavior, mediating between teachers' intentions and the realities of institutional demands. One participant explained:

Learning new theories increased my awareness, but the bigger change came from shifting my perspective on what it means to be a good teacher. Ideology changed my practice by helping me prioritize comprehension over strict language rules (IDI_P01).

This standpoint was reinforced in the focus group, where a participant shared:

If the standard is English, then that is where teaching is emphasized. But if we also value alternative languages, maybe we can allow our learners to use other languages in learning and expressing their thoughts (FGD_P06).

Data Integration of Quantitative and Qualitative

Table 6 presents the joint display of quantitative and qualitative results, highlighting the nature of integration across research areas. The integration is primarily characterized by connecting–confirmation, where statistical findings align with qualitative insights to reinforce the consistency of teacher beliefs, classroom discourse on translanguaging, and the mediating role of language ideologies. In the case of language ideologies, however, the integration reflects connecting–expansion, as qualitative accounts add depth by exposing tensions between policy-driven English dominance and multilingual inclusivity. This joint display illustrates how quantitative measures provide reliability and breadth, while qualitative narratives enrich interpretation by contextualizing beliefs and practices within institutional realities.

Table 6 Joint Display of Quantitative and Qualitative Results

Research Area	Quantitative Results	Qualitative Results	Nature of Integration
Teacher Beliefs	High level (M = 4.02, SD = 0.628); strong reliability ($\alpha = .951$) (Refer to Table 1)	Teachers expressed strong belief in multilingualism, student comfort, and use of background language as a learning support (Refer to Table 5)	Connecting-confirmation
Language Ideologies	Moderately high level (M = 3.92, SD = 0.561); strong reliability ($\alpha = .899$) (Refer to Table 1)	Presence of competing ideologies: English dominance vs multilingual inclusivity; tension between policy and practice (Refer to Table 5)	Connecting-expansion
Classroom Discourse on Translanguaging	High consistency (M=3.98, SD = 0.805); strong reliability ($\alpha = .958$) (Refer to Table 1)	Translanguaging is widely practiced as scaffolding, especially in explanation, brainstorming, and student participation (Refer to Table 5)	Connecting-confirmation

Significant relationship between language ideologies teacher beliefs and Classroom Discourse on translanguaging	Total effect significant ($\beta = 0.495, p < .001$) (Refer to the computation of results for the mediation model)	Beliefs influence intentions but are shaped by institutional and ideological constraints (Refer to Table 5)	Connecting-confirmation
Significant mediating effect of language ideologies on the link between teacher beliefs and Classroom Discourse on translanguaging	Strong indirect effect ($\beta = 0.335, p .001$); 84.6% mediation; direct effect not significant ($p = .424$) (Refer to the computation of results for the mediation model)	Language ideologies act as a filter determining whether beliefs are enacted; teachers adjust to policy pressures (Refer to Table 5)	Connecting-confirmation

Level of Teacher Beliefs. For Teacher Beliefs, the quantitative results showed a high overall mean ($M = 4.02, SD = 0.628$), denoting that the measured behavior is frequently observed. Looking at the indicators, *multilingualism in general* and *use of background languages in learning and using English* were rated very high, while *use of background language in learning an additional language* and *monolingual beliefs in education* were rated high. The qualitative data confirmed these results, as teachers expressed strong belief in multilingualism, student comfort, and the use of background language as a learning support. Hence, the nature of integration is connecting- confirmation.

Level of Language Ideologies. For Language Ideologies, the quantitative results showed a moderately high overall mean ($M = 3.92, SD = 0.561$). Indicators revealed that *beliefs about student identity and language* was rated very high, while *teacher role and professional responsibility* and *beliefs about multilingualism and translanguaging* were rated high. Meanwhile, *beliefs supporting monolingual ideology* was also described as high, but at the lower end of the scale. The qualitative data expanded these findings by revealing the presence of competing ideologies—English dominance versus multilingual inclusivity—and the tension between policy and practice. Thus, the nature of integration is connecting- expansion.

Classroom Discourse on Translanguaging. For Classroom Discourse on Translanguaging, the quantitative results showed a high overall mean ($M = 3.98, SD = 0.805$). Indicators revealed consistently high ratings for *use of translanguaging as a resource for knowledge construction, meaning making, problem-solving*. The qualitative data confirmed these results, as participants described translanguaging as widely practiced, particularly in scaffolding, explanation, brainstorming, and student participation. Hence, the nature of integration is connecting-confirmation.

Relationship between Teacher Beliefs, Language Ideologies, and Classroom Discourse on Translanguaging. The quantitative results revealed a significant total effect ($\beta = 0.495, p < .001$), confirming the relationship between Teacher Beliefs, Language Ideologies, and Classroom Discourse on Translanguaging. The qualitative data supported this, showing that beliefs influence intentions but are shaped by institutional and ideological constraints. Thus, the nature of integration is connecting- confirmation.

Mediating Effect of Language Ideologies on the link between Teacher

Beliefs and Classroom Discourse on Translanguaging. The quantitative results demonstrated a strong indirect effect ($\beta = 0.335, p < .000$), with 84.6% mediation, while the direct effect was not significant ($p = .424$). The qualitative data confirmed this, as participants explained that language ideologies act as a filter determining whether beliefs are enacted, with teachers adjusting to policy pressures. Hence, the nature of integration is connecting- confirmation.

DISCUSSION

This chapter presents the discussion of the study's findings for both the quantitative and qualitative results of the research. The first part consists of the quantitative result which discusses on the level of teacher beliefs, language ideologies, and classroom discourse on translanguaging. The second part presents the thematic analysis of the qualitative part of the study. Further, data integration is presented in the last part of the chapter. Scholarly works and findings support the result of the survey to ensure an objective and robust analysis of the data.

Level of Teacher Beliefs, Language Ideologies, and Classroom Discourse on Translanguaging

Teacher Beliefs. The overall level of Teacher Beliefs is High, suggesting a strong foundational acceptance of diverse linguistic approaches among educators. This high overall mean is reflective of a multilingual turn in education, where teachers increasingly recognize that a student's home language is an asset rather than a liability. Ndhlovu and Makalela (2021) assert that such beliefs are vital for fostering academic achievement and supporting the development of students' multilingual identities. Similarly, Vicente and Liu (2023) suggest that as teachers gain more exposure to inclusive theories, their belief systems shift away from rigid monolingualism toward more flexible, student-centered frameworks. This perspective is further bolstered by Fang (2022), who argues that the modernization of teaching practices globally has led to a widespread, though sometimes theoretical, appreciation for linguistic diversity.

Analyzing the specific indicators, the highest mean was recorded for the general use of background language in learning an additional language. This indicates that teachers see the first language (L1) as an indispensable cognitive bridge for language acquisition. Wang et al. (2023) highlight that when teachers view background languages as resources, they create a more inclusive environment that promotes deeper knowledge construction. Furthermore, Tian and Wang (2023) observe that in digital and globalized secondary classrooms, teachers increasingly believe that leveraging a student's full linguistic repertoire is the most effective way to facilitate high-level communication. Grommes and Hu (2022) also emphasize that using the L1 for scaffolding is now a widely accepted best practice that aligns with contemporary socio-cultural theories of learning.

Conversely, the lowest mean was found in the use of background languages in learning and using English. This lower relative score reveals a lingering hesitation to fully integrate L1 when English is the specific target, reflecting a pragmatic compromise. Young and Igcálinos (2020) explain that in the Philippine context, the pressure of English-only standardized testing and regional norms often tempers teachers' willingness to use local languages during English instruction. This tension is noted by Wang (2021), who finds that teachers often feel a pedagogical conflict between their desire to use L1 for support and the institutional demand for English immersion. Additionally, Ndhlovu and Makalela (2021) warn that this specific lower mean illustrates how monolingual ideologies still "battle" against multilingual principles, particularly when the dominant language carries high social and professional capital.

Language Ideologies. The overall level of Language Ideologies is High, functioning as the critical internal filter through which teachers process curriculum and policy. This overall high score suggests that teachers have internalized an ideological framework that values the intersection of language and identity. Tian and Wang (2023) argue that language ideology is often more influential than general beliefs because it encompasses the teacher's social and professional worldview. Tan and Low (2023) further state that in Southeast Asian contexts, these ideologies are shifting to acknowledge that linguistic diversity is tied to civic engagement and student empowerment. Ndhlovu and Makalela (2021) add that a high level of language ideology indicates that teachers are moving toward a more critical understanding of how language power dynamics operate in the classroom.

The indicator with the highest mean was Beliefs about Student Identity and Language. This underscores a deep-seated conviction that a student's linguistic background is inseparable from their persona and self-worth. Tan and Low (2023) emphasize that protecting a student's linguistic identity is essential for maintaining their engagement in high-stakes educational environments. This is supported by Wang (2021), who found that when teachers honor a student's native language, they essentially validate the student's culture and community. Furthermore, Tian and Wang (2023) note that modern educators increasingly prioritize the whole student, seeing their linguistic repertoire as a core component of their academic and social identity.

In contrast, the lowest mean was observed in Beliefs Supporting Monolingual Ideology. The fact that this is the lowest score, coupled with a high standard deviation ($SD=0.993$), indicates a significant lack of consensus and a general pushback against strict monolingualism. Fang (2022) points out that as global education trends move toward plurilingualism, the traditional English-only ideology is losing its absolute dominance, even if it remains institutionalized. Wang et al. (2023) suggest that the lower score here reflects a growing awareness that monolingualism can be exclusionary and linguistically restrictive. Finally, Vicente and Liu (2023) argue that this specific ideological lower mean marks the breaking point where teachers begin to prioritize student comprehension over the rigid enforcement of linguistic boundaries.

Classroom Discourse on Translanguaging. The overall level of Classroom Discourse on Translanguaging among the participants is High, suggesting that teachers are actively integrating fluid linguistic practices into their daily instructional routines. This finding indicates a significant departure from rigid monolingual instruction, reflecting what Wang et al. (2023) describe as a growing systematic recognition of translanguaging as a vital pedagogical resource rather than a linguistic error. This transition toward fluid discourse is supported by Tian and Wang (2023), who observe that modern educators increasingly view translanguaging as a collaborative tool that allows students to co-construct knowledge. Furthermore, Grommes and Hu (2022) argue that these high levels of discourse reflect a shift in classroom culture, where the priority moves from the mechanical accuracy of a single language to the active "meaning-making" processes of the students.

The indicators with the highest means, Translanguaging for Meaning-Making and Translanguaging for Problem-Solving, demonstrate that teachers leverage multiple languages most strategically when the cognitive demands of the lesson are at their peak. Grommes and Hu (2022) suggest that meaning-making is the most frequent application of translanguaging because it provides the essential scaffolding necessary to ensure that no student is left behind during complex content delivery. Complementing this, Wang et al. (2023) highlight that when students utilize their full linguistic repertoire for problem-solving, they can bypass the limitations of a developing second language to tackle higher-order tasks. This practice is also validated by Fang (2022), who notes that such strategic language use functions as a pedagogical bridge, effectively narrowing the distance between a student's home conceptual knowledge and the required academic target language.

In contrast, the lowest indicator, Translanguaging as a Resource for Knowledge Construction, suggests that while teachers are comfortable using languages to explain concepts, they find it more difficult to use these languages to facilitate formal academic synthesis or theoretical argumentation. Young and Igalinos (2020) explain that this hesitation often stems from the Philippine educational landscape, where English-only standardized assessments exert backwash pressure that restricts the use of local languages to informal clarification rather than formal academic construction. This sentiment is echoed by Wang (2021), who characterizes the teacher's internal landscape as a battleground where the desire for high-level multilingual knowledge construction is constantly tempered by the institutional weight of English dominance. Ultimately, as Ndhlovu and Makalela (2021) contend, reaching the full potential of translanguaging for high-level knowledge building requires deeper institutional support to overcome the lingering influence of traditional monolingual policies.

The Mediating Effect of Language Ideologies to the Relationship Between Teacher Beliefs and Classroom Discourse on Translanguaging

The correlation analysis underscores the interconnectedness of teacher beliefs, language ideologies, and classroom discourse on translanguaging. The moderate correlation between teacher beliefs and classroom discourse ($r = .386$) suggests that while beliefs matter, they alone do not guarantee translanguaging practices. This aligns with findings by Li and Fang (2023), who argue that teacher beliefs often remain aspirational unless reinforced by institutional or ideological support. The stronger correlation between teacher beliefs and language ideologies ($r = .558$) highlights the role of ideology as a mediating construct. Recent studies by Anderson and Johnson (2022) emphasize that teachers' beliefs about multilingualism are most impactful when embedded within a coherent ideological framework that legitimizes translanguaging. Finally, the strong correlation between language ideologies and classroom discourse on translanguaging ($r = .628$) reflects the decisive influence of ideology on practice. Wei and García (2024) confirm that translanguaging discourse flourishes when teachers adopt ideologies that validate multilingual identities, even in policy-constrained environments.

The mediation analysis reveals that Language Ideology serves as a powerful mechanism, accounting for 86.9% of the total effect of Teacher Beliefs on Classroom Discourse. The significance of the indirect path confirms that teachers' personal convictions do not automatically translate into pedagogical action; rather, they must be processed through an ideological framework that validates multilingualism as a professional norm. This finding is consistent with De Costa and Li (2021), who suggest that teachers' beliefs are often latent until they are activated by a coherent language ideology that provides a rationale for classroom practice. Similarly, Hult (2020) observes that ideology acts as a cognitive bridge, allowing educators to navigate the space between abstract pedagogical values and the technical implementation of translanguaging. Furthermore, Macalela (2022) argues that without this ideological mediation, teachers often revert to safe, monolingual scripts, explaining why the direct link between beliefs and practice remains non-significant.

The path estimates further clarify this dynamic, demonstrating a robust and significant link from Teacher Beliefs to Language Ideology and from Language Ideology to Classroom Discourse. This suggests that the most effective way to foster translanguaging practice is to shift the teacher's underlying ideological lens rather than simply promoting general beliefs. Kayi-Aydar (2023) posits that ideology functions as the engine of pedagogical change, providing the necessary authority for teachers to challenge dominant linguistic hegemonies within their schools. This is supported by Llamas (2021), who indicates that when teachers adopt an ideology of languaging rather than language, they are significantly more likely to engage in flexible discourse practices. Zhu and Wei (2022) add that this shift empowers teachers to intentionally design their classrooms as translanguaging spaces, regardless of the ambient institutional pressures.

Finally, the non-significant direct effect of Teacher Beliefs on Classroom Discourse highlights a distinct practice gap. This lack of a direct path implies that belief alone is insufficient to sustain translanguaging when faced with systemic barriers. García and Otheguy (2020) emphasize that while teachers frequently express a desire to support multilingualism, their discourse architecture is heavily constrained by school policies, which creates a visible decoupling of belief from action. Busch (2021) characterizes this as a biographical and institutional constraint of language practice, where personal belief is silenced by the need to conform to English-only surveillance. Consequently, as Flores and Schissel (2021) argue, the real turning point for practice occurs only when a teacher's ideology provides them the institutional courage to act on their beliefs.

Standpoints of the Participants on the Quantitative Results

This section provides discussion of the qualitative explanations of the salient quantitative trends on the variables obtained from the IDI and FGD.

Teacher Beliefs. The confirmed high level of teacher beliefs reflects strong theoretical support for multilingualism, but the qualitative standpoints reveal that these beliefs are pragmatic and context-driven. Teachers view beliefs as a guiding framework, emphasizing that multilingualism supports comprehension and student comfort. They recognize that students learn better when allowed to use familiar languages, yet they often frame L1 use as scaffolding rather than as a central instructional resource.

These resonate with Fang (2022), who found that teachers in EFL contexts re-conceptualize multilingual practices to balance inclusivity with institutional demands for English proficiency. Similarly, Ndhlovu and Makalela (2021) describe this as a survival strategy, where teachers reconcile equity goals with the economic pressure to produce English-proficient learners. The social and dynamic nature of language learning, as highlighted by participants, aligns with Canagarajah (2023), who argues that teacher beliefs are shaped by global hierarchies of linguistic capital privileging English. Thus, while beliefs emphasize bridging L1 and the target language, they remain conditional, reflecting institutional accountability structures (Alisaari et al., 2020).

Language Ideologies. The confirmed high level of language ideologies reveals a dual orientation: strong dominance of English as the language of academic success, alongside alternative ideologies supporting multilingual inclusion. Participants noted that institutional policies promote English-only instruction and equate English proficiency with competence and intelligence. At the same time, they acknowledged tensions between policy demands and inclusive practices. This reflects Anderson and Johnson (2022), who argue that teacher ideologies are shaped by societal expectations and assessment systems that privilege English.

The presence of competing ideologies is consistent with Wei and García (2024), who emphasize that translanguaging flourishes only when teachers adopt ideologies that validate multilingual identities. The tension between dominance and inclusion underscores the ideological battleground described by Busch (2021), where teachers negotiate between external surveillance and internal convictions.

Classroom Discourse on Translanguaging. The confirmed high level of classroom discourse demonstrates that translanguaging is widely practiced as a scaffold to support comprehension of complex concepts. Participants reported that students are allowed to think in one language and express in another, particularly during brainstorming, group work, and clarification. Translanguaging was seen to increase participation and engagement, but it was framed as a scaffold rather than a replacement for English instruction.

Findings are consistent with Zhu and Wei (2022), who highlight translanguaging as a resource for meaning-making and problem-solving, especially when aligned with lesson objectives. The emphasis on scaffolding reflects García and Otheguy's (2020) observation that translanguaging is often tolerated as a temporary aid rather than institutionalized as a legitimate pedagogy.

Significant Relationship between Teacher Beliefs, Language Ideologies, and Classroom Discourse on Translanguaging. The confirmed significant relationship indicates that teacher beliefs influence intentions but are filtered by institutional ideologies. Classroom discourse reflects a negotiated balance between personal convictions and policy demands. Teachers adjust practices depending on ideological expectations, with alignment occurring when beliefs and ideologies are compatible.

The findings are consistent with De Costa and Li (2021), who argue that ideology provides the rationale that activates latent teacher beliefs into practice. Flores and Schissel (2021) further note that classroom discourse becomes a negotiated outcome of internal beliefs and external forces, explaining why translanguaging practices vary across contexts.

On the other hand, Teachers report that they suppress their multilingual beliefs during formal observations to avoid negative evaluations from supervisors who equate English-only instruction with good teaching. This phenomenon is supported by Wang (2021), who characterizes such classrooms as ideological battlegrounds where teachers' personal beliefs are silenced by institutional norms. This practice gap is essentially a defensive strategy; as Flores and Schissel (2021) contend, teachers often adopt a performance-based identity to satisfy external demands, effectively hiding their translanguaging practices behind a mask of monolingual compliance. Reinforcing this, Tien (2022) notes that institutional surveillance acts as a dampener on innovative language use, causing teachers to prioritize uniformity over the spontaneous, translanguaging-based interactions that otherwise characterize their typical daily instruction.

Significant Mediating Effect of Language Ideologies on the link between Teacher Beliefs and Classroom Discourse on Translanguaging. The confirmed strong mediation effect demonstrates that language ideologies act as the decisive turning point for practice. Participants emphasized that ideologies determine whether beliefs are enacted, with institutional policies often overriding personal convictions. Teachers revert to dominant English-only norms under pressure, but strong personal ideology enables them to implement translanguaging despite constraints.

The finding on the mediating effect aligns with Tian and Wang (2023), who argue that ideological shifts provide teachers the institutional courage to transcend monolingual norms. Dovchin (2020) similarly posits that linguistic justice in classrooms is only possible when teachers reclaim agency through ideological resilience. Thus, ideologies act as a bridge, transforming beliefs into classroom behavior and explaining why the direct effect of beliefs on discourse was non-significant.

In addition, De Costa and Li (2021) observe that when teacher identity is aligned with a translingual ideology, they are significantly more likely to prioritize student comprehension over the adherence to linguistic rules. Ultimately, as Tian and Wang (2023) suggest, this ideological blueprint provides the institutional courage

required to transcend the status quo, proving that a transformation in practice is fundamentally rooted in a transformation of the teacher's own world-view. This is corroborated by Dovchin (2020), who posits that linguistic justice in the classroom is only possible when teachers possess the ideological resilience to reclaim their agency from the dominant monolingual discourse.

Data Integration of Quantitative and Qualitative

The nature of integration is the most significant aspect of the mixed methods results, which is presented in the joint display of quantitative and qualitative results. Since this study employed an explanatory sequential design, the type of integration is primarily connecting, because the qualitative strand was drawn from the quantitative sample and the interview guide was designed based on the salient points of the quantitative results. Integration was then completed through either confirmation or expansion, depending on the variable.

Connecting-confirmation occurred when the findings from both strands supported each other, thereby strengthening credibility. This was evident in the areas of Teacher Beliefs, Classroom Discourse on Translanguaging, the relationship between Teacher Beliefs, Language Ideologies, and Classroom Discourse, and the mediating effect of Language Ideologies. In these cases, the qualitative explanations reinforced the quantitative trends, showing coherence between belief, ideology, and practice. As Fetters, Curry, and Creswell (2013) explain, confirmation in mixed methods integration enhances the validity of findings by demonstrating consistency across strands. More recently, Kayi-Aydar (2023) emphasized that when teacher beliefs and classroom practices converge, the credibility of pedagogical innovation is strengthened, particularly in multilingual contexts.

Connecting-expansion was observed in the case of Language Ideologies, where the quantitative results indicated a moderately high level, but the qualitative strand revealed deeper tensions between English dominance and multilingual inclusivity. Expansion in integration provides richer insights by extending the interpretation of quantitative findings (Fetters et al., 2013). This is consistent with Wei and García (2024), who argue that expansion occurs when qualitative data uncovers ideological struggles that are not fully captured by survey measures, thereby offering a more nuanced understanding of translanguaging practices.

No discordance was found in this study, indicating that the two strands consistently aligned or complemented each other. The integration process therefore demonstrates that while most variables confirmed each other, the expansion in language ideologies provided deeper insights into the complexity of multilingual education. As Anderson and Johnson (2022) note, such expansion is critical in contexts where policy-driven English dominance coexists with teachers' inclusive orientations, revealing the layered realities of classroom practice.

The quantitative findings indicated a consistently high level of teacher beliefs, which was confirmed by qualitative accounts emphasizing multilingualism, student comfort, and the use of background language as scaffolding. This integration demonstrates coherence between belief and practice. Recent scholarship supports this alignment: Fang (2022) notes that teachers in EFL contexts often reframe multilingual practices pragmatically to balance inclusivity with institutional demands for English proficiency. Similarly, Ndhlovu and Makalela (2021) describe teacher beliefs as survival strategies, reconciling equity goals with the pressure to produce English-proficient learners. The confirmation here underscores that beliefs are not abstract ideals but guiding frameworks actively shaping classroom practice.

In the case of Language Ideologies, the data integration is characterized as connecting-expansion. Quantitative results showed a moderately high level of language ideologies, but qualitative data expanded this by revealing competing orientations: English dominance versus multilingual inclusivity. This expansion highlights the tension between policy-driven monolingual norms and teachers' inclusive orientations. Wei and García (2024) argue that such expansion is typical in translanguaging research, where qualitative insights uncover ideological struggles not fully captured by surveys. Likewise, Anderson and Johnson (2022) emphasize that institutional accountability systems privilege English, creating ideological contradictions for teachers. The

expansion here enriches the interpretation of quantitative data, showing that while teachers recognize the value of multilingualism, systemic pressures complicate its enactment.

The dependent variable, Classroom Discourse on Translanguaging demonstrated data integration with the qualitative findings as connecting–confirmation. Quantitative findings demonstrated high consistency in translanguaging practices, confirmed by qualitative accounts describing its use in explanation, brainstorming, and student participation. This integration illustrates translanguaging as a scaffold that supports comprehension and engagement. Zhu and Wei (2022) highlight translanguaging as a resource for meaning-making and problem-solving, particularly when aligned with lesson objectives. Furthermore, García and Otheguy (2020) add that translanguaging is often tolerated as a temporary aid but rarely institutionalized as a legitimate pedagogy, which mirrors the participants’ emphasis on its supportive role. The confirmation here strengthens the credibility of translanguaging as a practical classroom strategy.

Further, the relationship between Teacher Beliefs, Language Ideologies, and Classroom Discourse is characterized as connecting-confirmation. The quantitative analysis revealed a significant relationship among teacher beliefs, language ideologies, and classroom discourse on translanguaging, confirmed by qualitative findings that beliefs influence intentions but are filtered by institutional ideologies. This integration shows that classroom discourse is a negotiated outcome of internal convictions and external constraints. De Costa and Li (2021) argue that ideology provides the rationale that activates latent teacher beliefs into practice. Similarly, Flores and Schissel (2021) note that classroom discourse reflects the interplay of personal beliefs and systemic forces. The confirmation here underscores the importance of ideological alignment in translating beliefs into discourse.

Finally, the mediating effect of Language Ideologies on the link between Teacher Beliefs and Classroom Discourse on Translanguaging is described as connecting-confirmation. Quantitative results demonstrated a strong indirect effect of language ideologies, with mediation accounting for most of the relationship between teacher beliefs and classroom discourse on translanguaging. Qualitative findings confirmed that ideologies act as a filter, determining whether beliefs are enacted, with teachers adjusting to policy pressures. Tian and Wang (2023) argue that ideological shifts provide teachers the institutional courage to transcend monolingual norms, while Dovchin (2020) posits that linguistic justice in classrooms is only possible when teachers reclaim agency through ideological resilience. The confirmation here highlights ideology as the decisive turning point for practice, transforming passive beliefs into active classroom behavior.

Taken together, the integration of quantitative and qualitative results demonstrates two clear patterns: connecting-confirmation, which strengthens the credibility of findings by showing coherence across strands, and connecting-expansion, which enriches interpretation by revealing ideological tensions beyond numerical ratings. The consistent confirmations validate the robustness of teacher beliefs, translanguaging practices, and mediated relationships, while the expansion in language ideologies provides deeper insight into the complexity of multilingual education under policy constraints. Collectively, these results emphasize that pedagogical innovation in translanguaging is fundamentally rooted in ideological alignment, rather than belief alone.

Implication for Educational Practices

The findings and results of this study provide a pathway for teachers, school administrators, curriculum developers, policymakers, and other stakeholders to understand the effect of teacher beliefs and language ideologies on classroom translanguaging practices. By recognizing these dynamics, educational institutions can design more equitable learning environments that align institutional expectations with the linguistic realities of students.

The confirmed high level of teacher beliefs implies that educators already recognize the importance of multilingualism and student comfort in learning. This suggests that professional development should build on these positive beliefs by equipping teachers with practical strategies to integrate students’ home languages into lessons. Schools can encourage teachers to view language learning as a dynamic process, where bridging the first language and English strengthens comprehension and participation.

In addition, the confirmed high level of language ideologies, coupled with the presence of competing orientations, implies that teachers operate within a tension between English dominance and multilingual inclusivity. For practice, this means that institutions must acknowledge these ideological struggles and provide clearer guidance that legitimizes multilingual approaches. Curriculum developers and administrators should create policies that balance the value of English proficiency with the need to validate students' linguistic identities, reducing the conflict teachers experience in daily instruction.

On the confirmed high level of classroom discourse on translanguaging implies that teachers are already using translanguaging as a scaffold to support comprehension, brainstorming, and participation. This suggests that translanguaging should be formally recognized as a legitimate instructional strategy rather than treated as an informal or hidden practice. Teacher training programs can highlight translanguaging as a resource for meaning-making, encouraging educators to intentionally design lessons that leverage students' full linguistic repertoires.

Further, the confirmed significant relationship between teacher beliefs, language ideologies, and classroom discourse implies that beliefs alone do not directly shape practice; they are filtered through ideological frameworks. For educational practice, this means that efforts to strengthen translanguaging must focus not only on cultivating positive beliefs but also on aligning these beliefs with supportive ideologies. Schools should foster environments where institutional expectations and teacher convictions converge, enabling classroom discourse that reflects both inclusivity and accountability.

Lastly, the confirmed significant mediating effect of language ideologies implies that ideology is the decisive turning point for practice. Positive beliefs require ideological support to be enacted in classrooms, especially under policy pressures. This suggests that professional development should prioritize ideological shifts, helping teachers reframe their classroom discourse from monolingual mandates to multilingual strategies. At the same time, institutions should provide structural support such as translanguaging-friendly observation rubrics and assessment standards. This is to ensure that teachers feel empowered to act on their beliefs without fear of negative evaluation.

CONCLUSION AND RECOMMENDATIONS

Presented in this chapter are the conclusions of the study, organized according to the sequence of the research questions. Following the conclusions, the recommendations are outlined based on the key findings, providing actionable insights that address both theoretical implications and practical applications.

Conclusion

This study examined the interplay between teacher beliefs, language ideologies, and classroom discourse on translanguaging among senior high school teachers in Region XI.

First, the results confirmed that teachers hold a high level of beliefs supporting multilingualism, a high level of language ideologies, and a high level of classroom discourse on translanguaging. These findings indicate that teachers recognize the value of students' home languages as learning resources and actively use translanguaging to support comprehension and participation.

Second, the study established a significant relationship between teacher beliefs, language ideologies, and classroom discourse on translanguaging. While beliefs influenced intentions, their enactment was filtered through ideological expectations and institutional policies. Classroom discourse emerged as a negotiated balance between personal convictions and external demands.

Third, the mediating role of language ideologies was found to be significant. Teacher beliefs alone did not directly predict classroom discourse; instead, ideologies determined whether beliefs were enacted in practice. Teachers often reverted to dominant English-only norms under pressure, but strong personal ideologies enabled them to implement translanguaging despite institutional constraints.

Fourth, qualitative findings provided depth to the quantitative results. Teachers explained that their beliefs were shaped by personal teaching experiences and student responses, that language ideologies reflected both societal expectations and policy mandates, and that translanguaging was used strategically to scaffold comprehension and participation. These explanations clarified the reasons behind the practice gap and highlighted ideology as the turning point for sustained pedagogical change.

Finally, the integration of quantitative and qualitative findings showed connecting-confirmation in most areas and connecting-expansion in language ideologies. This integration provided a more comprehensive understanding of how beliefs, ideologies, and discourse interact, demonstrating that translanguaging practices are not simply the product of teacher beliefs but are mediated by ideological and institutional contexts.

Taken together, the study concludes that teacher beliefs are foundational, but language ideologies serve as the decisive mechanism that transforms these beliefs into classroom practice. Translanguaging thrives when teachers' positive beliefs are supported by inclusive ideologies and legitimized by institutional structures.

The results highlight that effective language-in-education practice requires more than cultivating teacher conviction; it demands ideological support, policy flexibility, and institutional recognition. By aligning teacher beliefs with supportive ideologies and assessment standards, schools can create inclusive classrooms where students' full linguistic repertoires are valued as resources for learning and academic success.

Recommendations

Based on the results of the study, the researcher proposes the following recommendations:

At the individual level, the confirmed high levels of teacher beliefs, language ideologies, and classroom discourse on translanguaging indicate that teachers should continue to strengthen their professional identity as facilitators of meaning-making. Teachers are encouraged to build ideological resilience by engaging in reflective practice and joining Professional Learning Communities (PLCs) where they can share experiences, document effective strategies, and support one another in sustaining translanguaging practices. By cultivating confidence and resilience, teachers can navigate institutional pressures while maintaining inclusive classroom discourse.

At the institutional level, school administrators are recommended to transition from compliance-based monitoring to capacity-building leadership. This can be achieved by implementing Translanguaging-Inclusive Observation Rubrics that validate the use of students' home languages as cognitive tools. Curriculum developers may also formalize translanguaging within instructional materials by embedding Structured Translanguaging Protocols, such as preview-review cycles, to ensure systematic scaffolding of academic concepts. Policymakers and district leaders are further encouraged to audit and revise assessment frameworks by piloting dual-language response options or portfolios, ensuring that student achievement reflects conceptual mastery rather than English proficiency alone. These institutional reforms will reduce the practice gap and legitimize translanguaging as an evidence-based pedagogy.

For future research, the confirmed mediating effect of language ideologies suggests that systemic factors significantly shape classroom discourse. Future studies may employ longitudinal designs to investigate how sustained ideological shifts influence student learning outcomes over time. Comparative research across different socio-educational contexts is also recommended to determine whether the practice gap persists in regions with more flexible language-in-education policies. Exploratory or mixed-methods approaches may be used to uncover additional variables not covered in this study, thereby expanding the understanding of how beliefs, ideologies, and institutional structures interact to shape translanguaging practices.

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-Sheryll

DEDICATION

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