



## **DIVING INTO DIVERSITY: EXPLORING TRANSLANGUAGING STRATEGIES IN THE BASIC EDUCATION CLASSROOM**

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### **ABSTRACT**

As educators work to create all-encompassing learning environments, translanguaging emerges as a viable path for accepting semantic diversity. Translanguaging, the fluid and dynamic use of many languages for instruction and learning, enables students to use their entire semantic repertoire, including their native language or languages, to create meaning and construct knowledge. Translanguaging offers phonetically diverse students a sense of belonging and structure by recognizing and appreciating their etymological resources. Even with its possible advantages, the execution of translanguaging strategies faces a few gaps and challenges inside the fundamental schooling study hall.

Hence, this study aims to examine and comprehend students' translanguaging experiences, considering how it influences engagement, involvement, and overall education. By filling this gap, the study hopes to expand the understanding of how translanguaging might improve students' learning experiences in the Basic Education Classroom. In particular, a descriptive-qualitative research design was employed in the study wherein fifteen (15) senior high school respondents who were chosen purposively from Palahanan Integrated National High School and Buhay na Sapa Integrated National High School were the target respondents of the study and were interviewed to gather the necessary data of the study. In connection with this, it was found that translanguaging among students in classroom settings enhances communication, boosts confidence, and supports language learning by allowing the strategic use of Tagalog and English for better comprehension and accuracy.

Despite these benefits, students face challenges such as vocabulary limitations, cognitive load from language switching, and concerns about accuracy, which impact their confidence and clarity. Teachers are crucial in creating supportive environments by facilitating

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understanding through translations and accommodating language preferences. Overall, while translanguaging aids in reducing errors and anxiety, balancing proficiency goals with the need for clear communication, it requires targeted language support and clear communication expectations to address the complexities students face.

**Keywords:** *Translanguaging, Language repertoire, Phonetic diversity*



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