



**DIFFICULTIES AND COPING STRATEGIES IN HILIGAYNON-TO-ENGLISH
TRANSLATION DURING CLASSROOM ENGAGEMENT: BASES
FOR SCHOOL-BASED INTERVENTION PROGRAM**

RENZ D. ROSAL
English Teacher

St. Augustine Catholic School-Dumangas Inc.
redo.rosal.ui@phinmaed.com

ABSTRACT

This qualitative study was conducted to determine the difficulties experienced by learners as observed by teachers and the coping strategies employed by teachers and learners in Hiligaynon-to-English translation during classroom engagement as bases for school-based intervention program. The findings revealed that the difficulties experienced by the learners as observed by teachers were reliance on word-for-word translation, misinterpretation of idiomatic and cultural expressions, absence of direct English equivalents, confusion in grammar and sentence construction, and limitation in English vocabulary. Teachers' coping strategies were daily translation exercises, contextual English equivalents, sentence-based translation techniques, and strategic code-switching practices. Learners' coping strategies were consulting the Hiligaynon-English dictionary, understanding the sentence before translating, asking for help from teachers and friends, and doing updated glossary of terms. As a result, a school-based intervention program was designed.

Keywords: *Difficulties, Coping Strategies, Hiligaynon-to-English Translation, Classroom Engagement, School-based Intervention Program*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan
Managing Editor: Raymart O. Basco

Associate Editor: Andro M. Bautista
Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



INTRODUCTION

Language plays a crucial role in the teaching–learning process as it serves both as a medium of instruction and a tool for meaning-making and classroom interaction. In multilingual educational contexts such as the Philippines, English is widely used as a language of instruction, while local languages like Hiligaynon function as learners’ first language. This linguistic environment requires learners to continuously navigate between languages to understand and express academic content effectively.

Within this context, translation becomes a common and necessary classroom practice. Teachers and learners frequently shift from Hiligaynon to English when explaining ideas, participating in discussions, and completing academic tasks. As emphasized by Garcia and Kleyn (2021), multilingual learners naturally draw from their full linguistic repertoire to construct meaning in academic settings.

Despite its instructional value, Hiligaynon-to-English translation presents several difficulties. Differences in vocabulary, grammatical structures, and cultural expressions often make accurate translation difficult. Some Hiligaynon terms and idiomatic expressions have no direct English equivalents, which may lead to incomplete or inaccurate interpretations. Additionally, variations in sentence structure and semantic nuance can result in confusion, particularly when learners translate complex ideas or academic vocabulary. Baker (2023) noted that such difficulties are common when languages differ significantly in grammar and meaning systems.

Translation is not a simple word-for-word process but a complex cognitive activity that involves interpreting and reconstructing meaning. Learners often rely on their first language

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



to process information, which can support comprehension but may also lead to errors if not properly guided. Cummins (2021) highlighted that while the first language can enhance understanding, ineffective translation practices may hinder language development.

In Hiligaynon-speaking classrooms, translation frequently occurs during recitations, discussions, and written tasks. However, these practices are often spontaneous and depend on learners' language proficiency. As a result, inconsistencies arise when learners attempt to translate unfamiliar vocabulary or complex ideas. The lack of structured resources, such as bilingual materials and translation guides, further intensifies these challenges.

To cope with these difficulties, learners employ strategies such as literal translation, code-switching, and seeking assistance from peers and teachers. These coping strategies help maintain communication but may also reflect gaps in linguistic competence. Lazarus and Folkman (2022) describe coping strategies as adaptive responses to challenging situations, which in this context highlight the need for more systematic instructional support.

Given these conditions, it is essential to examine translation experiences in classroom engagement. Understanding these difficulties and coping strategies can provide valuable insights into the linguistic and instructional barriers in multilingual classrooms. These insights can serve as a basis for developing a school-based intervention program that includes targeted instructional strategies, language-support materials, and teacher training.

Ultimately, improving Hiligaynon-to-English translation competence can enhance classroom communication, increase learner participation, and support better academic outcomes.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, research instrument, data procedures, and data analyses.

Research Method

This study employed a qualitative research design using a researcher-made in-depth interview guide to determine the difficulties experienced by learners as observed by teachers and coping strategies in Hiligaynon-to-English translation during classroom engagement. Through open-ended questions and the collection of written responses, the study aimed to gain a rich and nuanced understanding of participants' experiences in their natural classroom context.

A qualitative approach is appropriate because it allows for an in-depth examination of participants' perceptions, experiences, and adaptive strategies, which cannot be captured adequately through quantitative measures alone. By focusing on meaning, interpretation, and context, qualitative research facilitates the exploration of how teachers and learners navigate translation challenges and sustain engagement during classroom interactions (Creswell & Poth, 2021).

Research Design

This study employed a qualitative research design using a phenomenological method to determine the difficulties experienced by learners as observed by teachers and their coping strategies in Hiligaynon-to-English translation during classroom engagement. The phenomenological approach is suitable because it focuses on understanding how participants

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



experience a shared phenomenon and how they construct meaning from those experiences within authentic classroom contexts. The study of van Manen (2021) emphasized that phenomenological research aims to describe and interpret the essence of experiences as they are meaningfully encountered in everyday practice.

This study used an in-depth interview guide to collect information about the difficulties experienced by learners as observed by teachers and their coping strategies in Hiligaynon-to-English translation during classroom engagement as bases for school-based intervention program.

Participants of the Study

This study employed purposive sampling to select participants who could provide in-depth insights into the phenomenon of Hiligaynon-to-English translation during classroom engagement. Purposive sampling allows the researcher to intentionally choose participants who are actively involved in translation practices and can meaningfully inform the study (Creswell & Poth, 2021).

The participants consisted of a total of three (3) English teachers and fifteen (15) purposively selected learners from a private high school in the Municipality of Dumangas, Province of Iloilo, for the School Year 2025–2026.

The selected teachers were currently engaged in teaching English classes, while the learners were enrolled in these classes and actively participated in translation-related classroom activities. This selection ensured that the study captured authentic experiences, difficulties, and coping strategies related to Hiligaynon-to-English translation.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



In order to achieve fairness and confidentiality, the teacher participants were named participant 1, 2, and 3 while the learner participants were named participant 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18.

Sampling Design

This study utilized purposive sampling for the 15 learners while for the teachers total population was employed. Purposive sampling ensures that participants are well-positioned to offer insights into the difficulties and coping strategies involved in Hiligaynon-to-English translation during classroom engagement (Etikan, 2021).

The learner participants, who were purposively selected, included students from both Junior High School and Senior High School. These participants were chosen based on the following inclusion criteria: they are enrolled in the school for School Year 2025–2026; they are at the JHS or SHS level; and they are currently enrolled in the classes of the teacher participants.

Research Instrument

The primary instrument for this study was a researcher-made in-depth interview guide, which was validated by a panel of experts to ensure its content validity and alignment with the objectives of the study. The instrument is consisted of questions designed to elicit detailed information on the difficulties and coping strategies of teachers and learners in Hiligaynon-to-English translation during classroom engagement as bases for school-based intervention program.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The instrument consisted of questions answered by the participants. The teacher participants were asked the following: "What learner difficulties have you observed in Hiligaynon-to-English translation during classroom engagement?" and "What coping strategies did you employ to overcome those difficulties?"

The learner participants were asked: "What coping strategies did you employ to overcome those difficulties?"

Validity of the Research Instrument

The validity of an interview guide refers to the extent to which its questions accurately represent and align with the research objectives, typically ensured through expert review to confirm relevance and clarity (Sánchez-Guardiola et al., 2021).

In this study, the researcher-made in-depth interview guide was first submitted to the research adviser for critical review and revision. After incorporating the adviser's feedback, the revised guide was forwarded to a panel of experts for face and content validation. The instrument was considered valid once the panel has thoroughly evaluated it, and all suggested revisions have been carefully integrated. The finalized guide was then approved by the panel prior to data collection, ensuring it effectively captures the difficulties experienced by learners as observed by teachers and coping strategies in Hiligaynon-to-English translation during classroom engagement as bases for school-based intervention program.

Data Gathering Procedures

After the panel of experts gave the study its seal of approval, the data collection process started. Thereafter, the researcher secured a permit to conduct the study from the

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Dean of PHINMA Graduate School. Upon approval, a formal request was submitted to the principal of the selected private high school in Dumangas to seek permission to conduct the study within the school premises. Once approval was granted, the participants were identified based on the established selection criteria.

The researcher then sought for the voluntary participation of the identified participants by explaining the purpose of the study and requesting them to sign an informed consent form. Participation was strictly voluntary, and confidentiality was assured. Prior to the interview session, the participants were gathered in one room and were properly oriented on how to answer the in-depth interview guide, ethical considerations, and instructions. After which and signed consent forms were obtained, the instrument was answered by the participants.

Participants were asked to honestly answer the questions presented at the in-depth interview guide. After the participants have completed their written responses, the researcher collected and consolidated all the data gathered. The responses were then subjected to thematic analysis to identify recurring patterns, themes, and significant insights relevant to the study.

Data Analyses

The information gathered from interviews were analyzed using thematic analyses, a qualitative method for systematically identifying, analyzing, and interpreting patterns of meaning within qualitative data (Braun & Clarke, 2023). This approach allowed the researcher to detect recurring themes, patterns, and insights related to the difficulties and coping strategies of teachers and learners in Hiligaynon-to-English translation during classroom

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



engagement. The identified themes were then be used to summarize, interpret, and make sense of the data, providing bases for developing a school-based intervention program that addresses translation challenges and supports effective classroom practices (Majumdar, 2024).

The qualitative data gathered responses were analyzed using Braun and Clarke’s six-phase reflexive thematic analysis. This method involves (1) familiarization with the data through repeated reading of transcripts, (2) generation of initial codes by identifying significant statements and recurring ideas, (3) searching for themes by clustering related codes, (4) reviewing themes to ensure alignment with the data set, (5) defining and naming themes based on the essence of participants’ experiences, and (6) producing the final report through narrative interpretation and thematic presentation. This framework was considered appropriate for the study because it provides a systematic, flexible, and rigorous process for identifying patterns of meaning from learners’ and teachers’ responses regarding Hiligaynon-to-English translation difficulties and coping strategies. The recursive nature of the framework also allowed the researcher to revisit codes and themes to ensure trustworthiness and thematic coherence (Braun & Clarke, 2022).

RESULTS AND DISCUSSIONS

This qualitative research employed a phenomenological approach to explore the experiences of teachers and learners in Hiligaynon-to-English translation during classroom engagement. It was focused on the learners’ difficulties as observed teachers and the coping

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



strategies they employed to overcome these difficulties. Insights from this study served as the bases for the development of a school-based intervention program aimed at improving translation practices and supporting learners in expressing ideas effectively in English during classroom activities.

The study was limited to a private high school in the Municipality of Dumangas, Province of Iloilo, during the School Year 2025–2026. The participants consisted of total population of three (3) teachers and fifteen (15) learners, who were purposively chosen based on the objectives of the study.

Data were collected using a researcher-made in-depth interview guide validated by a panel of experts in English and educational research. The responses of the participants were analyzed and interpreted through thematic analysis, allowing the study to capture difficulties experienced, and coping strategies related to translation during classroom engagement.

The findings of the study revealed that the difficulties experienced by the learners as observed by teachers were reliance on word-for-word translation, misinterpretation of idiomatic and cultural expressions, absence of direct English equivalents, confusion in grammar and sentence construction, and limitation in vocabulary.

The findings also revealed that the coping strategies employed by the teachers were daily translation exercises, contextual English equivalents, sentence-based translation techniques, and strategic code-switching practices.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The coping strategies employed by the learners were consulting the Hiligaynon-English dictionary, understanding the sentence before translating, asking for help from teachers and friends, and doing updated glossary of terms.

Based on these findings, the proposed School-Based Intervention Program was generated to address the translation challenges of teachers and learners through sentence-level exercises, vocabulary development, and guided language support, while reinforcing coping strategies like research and glossary use, aiming to improve accuracy, confidence, and overall Hiligaynon-to-English competence.

Conclusion

The findings of the study provide significant insights into the complexities of Hiligaynon-to-English translation in classroom settings. Learners' observed difficulties, as reported by teachers, include word-for-word translation and challenges with idiomatic and culturally rooted expressions. These indicate that learners tend to translate at the lexical level and rely on direct word equivalence rather than considering meaning within context. From the learners' perspective, additional difficulties include lack of direct English equivalence, confusion in grammar and sentence construction, and limited vocabulary. These challenges reflect both linguistic gaps and first-language interference, where Hiligaynon structures are directly transferred into English, resulting in inaccurate and unclear translations.

To address these difficulties, both teachers and learners employ various coping strategies. Teachers commonly use daily translation exercises, provide the closest English equivalence, emphasize sentence-level translation instead of word-for-word translation, and

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

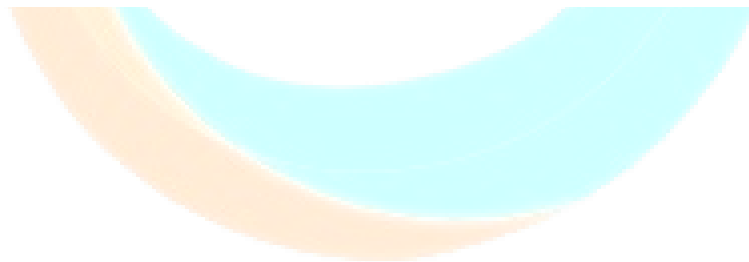
Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



apply strategic code-switching to support comprehension. Meanwhile, learners cope by consulting Hiligaynon-English dictionaries, understanding sentences before translating, asking help from teachers and peers, and maintaining updated glossaries of terms. Overall, these strategies highlight the importance of guided instruction, contextual understanding, and collaborative learning in improving translation accuracy and developing learners' competence in Hiligaynon-to-English translation.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

Adhikari, B.R. (2021). The efficacy and creativity of literal translation: A case of Nepali EFL student translators. *Translation Today*, 15(2), 1–29.
<https://doi.org/10.46623/tt/2021.15.2.ar1>

Ahmed, M. (2022). Affective factors in second language translation competence. *Journal of Language Learning*.

Al-Mahrooqi, R., & Roscoe, J. (2022). Translation issues in second language classrooms: Learner perspectives. *Language Teaching Research*.

Almansour, N., & Alshorman, R. (2022). Examining the influence of the first language on teaching and learning English as a second language (L2): A linguistic interference perspective. *International Journal of Language and Literary Studies*, 4(4), 290–304.

Baker, M. (2021). *In other words: A coursebook on translation* (4th ed.). Routledge.

Baker, M. (2023). *In other words: A coursebook on translation* (4th ed.). Routledge.

Baker, M. (2023). *In other words: A coursebook on translation* (3rd ed.). Routledge.

Bernardo, A.B.I. (2023). Language use and multilingual practices in Philippine classrooms. *Philippine Journal of Linguistics*, 54(1), 45–60.

Bowker, L., & Buitrago-Ciro, L. (2023). *Bilingual glossaries and educational translation*. Routledge.

Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications.

Braun, V., & Clarke, V. (2022). Conceptual and design thinking for thematic analysis. *Qualitative Psychology*, 9(1), 3–26. <https://doi.org/10.1037/qup0000196>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Braun, V., & Clarke, V. (2023). Thematic analysis. In H. Cooper, M.N. Coutanche, L.M.

McMullen, A.T. Panter, D. Rindskopf, & K.J. Sher (Eds.), *APA handbook of research methods in psychology* (2nd ed., Vol. 2, pp. 57–71). American Psychological Association.

Creswell, J.W., & Poth, C.N. (2021). *Qualitative inquiry and research design: Choosing among five approaches* (5th ed.). SAGE Publications.

Cummins, J. (2021). *Rethinking the education of multilingual learners: A critical analysis of theoretical concepts*. Multilingual Matters.

Delgado, R. (2022). *Translation challenges in Hiligaynon classrooms* (Unpublished study). Western Visayas University.

Fan, M. (2022). Translation in language teaching: Trends and practices. *Journal of Language Teaching and Research*, 13(2), 201–208. <https://doi.org/10.17507/jltr.1302.08>

Flor, A. (2021). Translation problems encountered by Filipino ESL learners in narrative texts. *Asian Journal of English Language Studies*, 9, 1–15. <https://doi.org/10.56684/ajels.v9i0.273>

Flores, J. (2023). *Translation support resources and learner outcomes* (Unpublished thesis). Western Visayas State University.

Flores, J., & De Vera, M. (2022). Teachers' translation practices in multilingual classrooms. *Philippine Journal of Language Education*.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Gallagher, C., Smith, J., & Brown, L. (2023). Multilingual learning strategies in classroom translation and comprehension. *Frontiers in Education*, 8, 1085909. <https://doi.org/10.3389/educ.2023.1085909>

García, O., & Kleifgen, J.A. (2021). *Translanguaging and transformative teaching for emergent bilingual students*. Teachers College Press.

García, O., & Kleyn, T. (2021). *Translanguaging with multilingual students: Learning from classroom moments*. Routledge.

García, O., & Lin, A.M.Y. (2021). *Translanguaging in education: A framework for bilingual teaching*. Routledge.

García, O., & Wei, L. (2022). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.

Gatil, F. (2021). Code-switching and translation in Filipino classrooms. *Journal of Multilingual Education*.

Geng, W. (2024). Word class errors in English acquisition among Chinese EFL learners: A conceptual transfer perspective. *International Journal of Education and Humanities*, 5(1). [https://doi.org/10.58557/\(ijeh\).v5i1.281](https://doi.org/10.58557/(ijeh).v5i1.281)

Gresham, F.M. (2021). *Evidence-based interventions in education and mental health: Practical guidelines for implementation*. Guilford Press.

Hajiyeva, B. (2025). Translating idioms and slang: Problems, strategies, and cultural implications. *Acta Globalis Humanitatis et Linguarum*. <https://doi.org/10.69760/aghel.025002123>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



House, J. (2022). *Translation in educational contexts*. Language Teaching Press.

House, J. (2022). *Translation as communication across languages and cultures* (2nd ed.).
Routledge.

House, J. (2022). *Translation: The basics* (2nd ed.). Routledge.

Imperial, A., & Kochmar, E. (2023). Language resources for Central Philippine languages.
Linguistic Resource Studies.

Kim, S. (2021). Digital bilingual tools and translation learning. *Journal of Language
Technology*.

Kim, Y. (2021). Digital resources and self-monitoring in second language translation. *Journal
of Language Learning and Technology*, 15(3), 45–60.
<https://doi.org/10.1234/jllt.2021.15.3.45>

Kuning, A., & Haq, M. (2024). Teachers' perceptions of translanguaging involving Hiligaynon.
Asian Journal of Language Studies.

Lazarus, R.S., & Folkman, S. (2022). *Stress, appraisal, and coping* (Updated ed.). Springer
Publishing Company.

Lee, H. (2023). Professional development and translation strategies in multilingual classrooms.
International Journal of Teacher Education.

Leonardi, V. (2021). Translation and metalinguistic awareness. *Applied Linguistics Quarterly*.

Li, W. (2021). Translanguaging as a practical theory of language. *Applied Linguistics*, 42(1),
9–30. <https://doi.org/10.1093/applin/amaa039>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Li, M., & Zou, D. (2023). Translation teaching in EFL contexts: Challenges and pedagogical implications. *Computer Assisted Language Learning*.

Majumdar, P. (2024). *Analyzing qualitative data: Techniques and applications*. Routledge.

Mahmoud, A. (2021). Learner difficulties in academic translation. *Second Language Research*.

Mahmoud, A., & Ahmed, M. (2022). Adaptive translation practices among teachers. *Language Teaching Review*.

Molina, L., & Albir, A. H. (2021). Translation techniques revisited: A dynamic and functionalist approach. *Meta: Translators' Journal*, 47(4), 498–512.

Munday, J. (2016). *Introducing translation studies: Theories and applications* (4th ed.). Routledge.

Munday, J. (2021). *Introducing translation studies: Theories and applications* (5th ed.). Routledge.

Nation, I. S. P. (2021). *Learning vocabulary in another language* (3rd ed.). Cambridge University Press.

Nation, I.S.P. (2022). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.

Nation, I.S.P., & Webb, S. (2022). *Vocabulary tools for language learning*. Heinle Cengage.

Nguyen, T., & Hamid, M. (2023). First language influence on translation output in multilingual classrooms. *TESOL Quarterly*.

Nguyen, Y., & Hamid, M. (2023). Second language translation errors in multilingual contexts. *TESOL Quarterly*.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Odlin, T. (2021). *Language transfer: Cross-linguistic influence in language learning* (2nd ed.).

Cambridge University Press.

Oxford, R. L. (2021). *Teaching and researching language learning strategies* (3rd ed.).

Routledge.

Petrova, E. (2025). Interactive translation tasks in multilingual classrooms. *Educational Technology & Society*.

Pym, A. (2021). *Exploring translation theories in education*. Routledge.

Pym, A. (2022). *Exploring translation theories* (3rd ed.). Routledge.

Pym, A. (2023). *Exploring translation theories: Cognitive, functional, and pedagogical perspectives* (2nd ed.). Routledge.

Qureshi, M.A., & Aljanadbah, A. (2021). Translanguaging as a pedagogical tool in ESL classrooms. *Arab World English Journal*, 12(2), 326–339.
<https://doi.org/10.24093/awej/vol12no2.22>

Qureshi, M.A., & Aljanadbah, A. (2021). Translanguaging and reading comprehension in a second language. *International Multilingual Research Journal*.
<https://doi.org/10.1080/19313152.2021.2009158>

Reyes, L. (2024). Culturally relevant interventions for language translation support. *Philippine Journal of Education*.

Richards, J.C., & Rodgers, T.S. (2022). *Approaches and methods in language teaching* (4th ed.). Cambridge University Press.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



Richards, J.C., & Schmidt, R. (2021). *Longman dictionary of language teaching and applied linguistics* (6th ed.). Routledge.

Sánchez-Guardiola, M., González-Álvarez, J., & Rodríguez-López, M. (2021). Ensuring validity in qualitative interview guides: Expert review as a method. *International Journal of Social Research Methodology*, 24(3), 345–359.
<https://doi.org/10.1080/13645579.2020.1742865>

Santos, J.P. (2021). Enhancing translation skills in multilingual classrooms through daily exercises. *Western Visayas Language Research Journal*, 5(1), 21–35.

Santos, M. (2021). Learner strategies in translation tasks. *Journal of Philippine Language Studies*.

Santos, M., & Villanueva, P. (2024). Reflective practice in multilingual teaching. *Teacher Education Today*.

Saito, K., & Plonsky, L. (2021). Translation as scaffolding in language teaching. *Language Teaching*.

Schmitt, N. (2021). *Vocabulary learning strategies and second language acquisition* (2nd ed.). Routledge.

Skinner, E.A., & Zimmer-Gembeck, M.J. (2022). *The development of coping: Stress, neurophysiology, social relationships, and resilience during childhood and adolescence*. Springer.

Sun, Y., & Wang, L. (2024). Technology-enhanced translation learning in EFL classrooms. *Computer Assisted Language Learning*.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



Tupas, R. (2021). MTB-MLE policy and instructional language use. *Language Policy Journal*.

UNESCO. (2021). *Global education monitoring report: Education for sustainable development*.

UNESCO Publishing. <https://unesdoc.unesco.org/>

van Manen, M. (2021). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing* (2nd ed.). Routledge.

Zhao, J., & Li, Y. (2024). Academic language and translation learning. *Journal of Applied Linguistics*.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
