

Translanguaging and Its Impact on Pedagogies and Policies in Philippine HEIs: A Systematic Review

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ABSTRACT

This systematic review synthesizes sixteen studies published between 2010 and 2025 to examine the pedagogical and policy implications of translanguaging in Philippine Higher Education Institutions (HEIs) using thematic synthesis. Guided by the SPIDER (Sample, Phenomenon of Interest, Design, Evaluation, Research Type) framework, the review explores how translanguaging is interpreted as challenging dominant monolingual ideologies and supporting more inclusive and culturally responsive pedagogical practices. The findings indicate that translanguaging is associated with improved student comprehension, engagement, and classroom participation by enabling learners to draw on their full linguistic repertoires. Across the reviewed studies, translanguaging is also interpreted as affirming linguistic identities and fostering critical engagement in linguistically diverse classrooms. Furthermore, the synthesis suggests that translanguaging functions as a form of grassroots pedagogical negotiation in response to English-only institutional norms, with teachers playing a central role in mediating policy constraints and classroom realities. Despite its frequent use in tertiary classroom practices, translanguaging remains largely absent from formal language policies, reflecting a persistent disjunction between policy and practice in many HEIs. In light of these findings, the review recommends institutional reforms that recognize translanguaging as a legitimate pedagogical approach, including targeted teacher training, context-sensitive policy development, and multilingual assessment frameworks aligned with students' everyday language practices. Overall, the review positions translanguaging as a pedagogical orientation that aligns with the multilingual realities of Philippine higher education and offers interpretive insights into pathways toward more inclusive and socially responsive educational practices.

Keywords: *translanguaging, Philippine Higher Education, multilingual pedagogy, language policy, language repertoire*

A. Introduction

Translanguaging has emerged as a transformative concept in applied linguistics that disrupts monolingual ideologies and redefines multilingual pedagogy. Morallo (2023) asserted that the development of translanguaging can be traced to the realization of its classroom potential and value. Through enabling students to pursue their language use rather than imposed

monolingual ones, translanguaging facilitates increased participation and active thinking (Canagarajah, 2011).

Translanguaging involves not just a pedagogical change but also a sociopolitical one, challenging the colonial traditions that have long privileged English in educational contexts (Mahboob & Cruz, 2013; Zeng & Li, 2023). In English Language Studies (ELS), it is increasingly given prominence because it challenges strict language compartmentalization and facilitates inclusive, learner-oriented pedagogy. Its use is extremely variable due to disparate institutional language policies, teachers' orientations, and pedagogies (Shohamy, 2006).

In all the countries in the world, globalization, internationalization, and digitization have altered the face of higher education worldwide, encouraging faculty and student mobility, intercollegiate communication and collaborative research, distance learning, and resource access across national borders (Chicherina & Strelkova, 2023). In the realm of education, English has emerged as the most commonly used language due to the common goal. However, the widespread use raises several issues about language policy and the use of many languages for instruction and learning, even though globalization is also advantageous for education.

Policy-wise, translanguaging interrupts monolingualism's status quo by calling for more flexible and inclusive models. Shohamy (2006), Wright (2004), and Johnson (2013) contend that language policies must accommodate the language diversity of students and be attuned to the pressures of globalization. While much potential for language policy transformation exists in translanguaging, it remains to be fully institutionalized in Philippine higher education, where English ideological orientations still dominate.

The term translanguaging was initially referred to as the teaching strategy of switching between Welsh and English to improve the process of creating meaning and enhance comprehension of the material (Baker, 2001; Brooks, 2021). According to Garcia and Li Wei (2014), translanguaging refers to the active and fluid use of multiple languages in a single communicative event. Similarly, Poza (2017) defined translanguaging as the thoughtful use of several language resources to promote learning and communication. The concept of translanguaging has become a radical method in multilingual education, overturning the conventional idea of distinct language systems, once it is recognized for its flexibility and interconnectedness of languages.

In light of the current demands for impartiality, inclusivity, and cultural sensitivity in various classrooms, translanguaging is framed by these concepts as a crucial instrument for redefining multilingual education. Consequently, translanguaging not only improves language skills but also promotes cultural understanding. Its collective potential is highlighted by Tannenbaum et al. (2024), who pointed out that it fosters a greater awareness of students' cultural heritage while also supporting their language development.

Translanguaging has created a lot of discussion and investigation in multilingual educational settings, especially regarding its possible influence on language policies, learner identity, and classroom instruction at educational institutions, despite its potential as a teaching strategy.

Translanguaging has become a popular instructional approach in institutions globally to accommodate a variety of students. Studies conducted by Cenoz and Gorter (2011) and Hornberger and Link (2012) further highlight its benefits to cognition and academic performance, including enhanced metalinguistic awareness and deeper interaction with the material. Studies from South Africa and Europe (Probyn, 2009; Blavkledge & Creese, 2017) demonstrate that it improves understanding, enabling students to use their entire linguistic repertoire in order to foster critical thinking and identity expression.

Additionally, Tannenbaum et al. (2024) support the idea that translanguaging can help language ability and cultural sensitivity, and Dougherty (2021) emphasizes its potential to boost the involvement and participation of students. Wright (2004) and Johnson (2013) also believe that applying translanguaging to more general language policy concerns and stress how it fosters inclusivity and solves conflicts between globalization and nationalism. In like manner, Palmer (2014) and Wei (2018) support the implementation of flexible, educator-driven policies, recognizing the central role that teachers play in implementing inclusive policies. Further, Alasmari et al. (2022) and Mendoza et al. (2023) stress the significance of teacher training and beliefs, challenging that successful translanguaging pedagogy calls for focused professional development and contextual adaptation. But researchers like Makalela (2025) point out difficulties like institutional opposition, false beliefs about language proficiency, and alignment issue evaluations using translanguaging approaches.

These studies collectively highlight the importance of translanguaging in higher education from a pedagogical, sociopolitical, and institutional viewpoint.

English has long been the dominant language in formal education, particularly in higher education, where it is commonly seen as a sign of professional ability and academic success (Besa, 2013; Cunanan, 2013). Examining the educational and ideological effects of translanguaging in tertiary education is made possible by the Philippines' multilingual ecology, which includes English, Filipino, and more than 170 regional languages.

Since recent research has increasingly questioned the effectiveness of rigid language policies that prioritize English over regional languages and dialects, there is a growing interest in more flexible, inclusive teaching strategies (Alemania et al., 2022; Espino et al., 2021). Traditional monolingual education frameworks face challenges due to the multilingual nature of the Filipinos, where people often encounter a rich language variety, including numerous regional languages and dialects.

As internationalization continues to change the face of higher education in the Philippines, it is crucial to understand how translanguaging has the potential to either improve or undermine existing teaching methods and policies (Zeng & Li, 2023). The growth of internationalization in Philippine universities, along with the increasing recognition of multilingualism as a beneficial social and educational tool, calls for a closer look at how translanguaging impacts institutional rules and classroom interactions. Despite the increasing multilingual character of the nation, the ongoing dominance of English in academic environments poses both a distinct challenge and an opportunity for both researchers and educators.

Research on translanguaging is growing worldwide, yet in Philippine tertiary level, it still lacks a clear, joined-up picture of how scholars and teachers have studied or used it. A systematic review is needed to examine what has been published so far and, at the same time, stay open to new ideas from other fields that are now turning to translanguaging. Such a review can show, for example, how students' language mixing shapes their English skills, sharpens critical thinking, and helps them negotiate their English-speaking identities, as well as how higher education language policies reflect these shifts. Meanwhile, the English-only policy faces rising criticism because it silences students' full language resources. This review therefore maps how translanguaging either clashes with or strengthens current language teaching in the country, especially for academic purposes and multilingual classrooms.

The results of this review guide English Language Studies (ELS) research with its challenges to prevailing monolingual ideologies and stimulate inclusive pedagogies that index actual life linguistic repertoires of Filipino students. It also presents perceptive comments on how linguistic means are negotiated and mobilized. It is most relevant to the country's push towards internationalization and the ongoing hegemony of English in educational settings, most prominently in higher education.

This review sought to examine the function of translanguaging in higher education in the Philippines by synthesizing studies published between 2010 and 2025. This review delivers an in-depth comprehension of the theorization, implementation, and evaluation of translanguaging in diverse educational settings throughout the Philippines by emphasizing peer-reviewed research. It examined how translanguaging influences language policies and teaching pedagogies, adding to the expanding knowledge in ELS and multilingual education.

Specifically, it aimed to address the following questions:

1. What insights and pedagogical impacts do published studies provide on the implementation and practice of translanguaging in Philippine Higher Education Institutions?
2. How has translanguaging influenced language policies within Philippine HEIs?

Translanguaging by Garcia and Li Wei (2014) acknowledges that languages are an integrated system rather than distinct systems in the brain. It is the practice of using one's entire linguistic repertoire without taking into account the politically and socially established limits of designated languages.

Translanguaging, as both a theoretical and practical framework, disrupts traditional monolingual ideologies by recognizing the multilingual capacities of learners and encouraging the use of all available linguistic resources in the learning process (Gonzales et al., 2021). This approach offers a more inclusive and contextually relevant way of teaching, reflecting the lived experiences of students in linguistically diverse environments (Miranda & Gervacio, 2023).

Additionally, the Linguistic Ecology (Hornberger, 2002) advocates for policies that recognize the full linguistic environment. It encourages fluid and flexible use of languages in classrooms, thus contesting rigid policy frameworks. This is so because there is a disconnection between policy and practice, especially when teachers and students translanguage below the radar to facilitate understanding (Hornberger & Johnson, 2007).

When educators and students translanguage despite official policies, they are enacting a grassroots language policy. In many Philippine HEIs, translanguaging is already occurring informally, even though institutional policies promote English (Besa, 2014; Cunanan, 2013).

This systematic review was conducted using the SPIDER (Sample, Phenomenon of Interest, Design, Evaluation, Research Type) framework of Cooke, Smith, and Booth (2012), which is effective for formulating qualitative research questions and inclusion parameters. A systematic review approach was adopted to accommodate the interdisciplinary nature of translanguaging research and its emergent themes.

Sample: Peer-reviewed studies published between 2010 and 2025 that focus on translanguaging in Philippine higher education institutions.

Phenomenon of Interest: Translanguaging practices and ideologies in educational contexts.

- **Design:** Qualitative, systematic review with thematic and narrative synthesis.
- **Evaluation Focus:** Pedagogical and policy impacts of translanguaging.
- **Research Type:** Qualitative, quantitative, and mixed methods

B. Method

This section presents the data collection and analysis procedures used in this review of published translanguaging studies in Philippine HEIs. Figure 1 graphically depicts the process employed in this study.

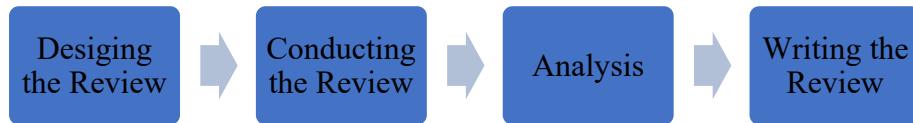


Figure 1. Overview of the review process of the study

A systematic review is a structured yet adaptable process that critically synthesizes knowledge across diverse studies, especially when topics are interdisciplinary, evolving, or methodologically varied. It is adapted from Snyder (2019) and Wong et al. (2013). Figure 1 shows the four primary steps of this review process.

The first step was designing the review, which is the fundamental stage that establishes the review's parameters and course. It entails creating precise research questions or goals, deciding on inclusion and exclusion standards, and choosing databases, keywords, and publications (Morallo, 2023). This stage is crucial for defining boundaries and allowing for conceptual breadth, as Snyder (2019) highlighted. The following inclusion criteria guided the selection procedure and the creation of search terms:

- Studies published between 2010 and 2025.
- Empirical or theoretical studies focusing on translanguaging, language policy, and pedagogy
- Studies conducted in Philippine HEIs and/or involving HEI students and teachers
- Publications in English or Filipino.
- To delimit the study, the following exclusion criteria were observed:
- Studies outside the higher education context (e.g., K-12).
- Opinion pieces without scholarly backing.
- Research not focused on linguistics.

To ensure quality articles that will be included in this review, Google Scholar, Research Gate, and Academia were used as search engines. From these engines, the databases included Elsevier, Taylor & Francis, and Philippine E-Journals.

The second process (Figure 1) was conducting the review. At this stage, the review was implemented through a systematic yet selective search process. Key tasks include searching for relevant empirical and theoretical literature across various databases. The following are the terms and combinations used in identifying the studies to be reviewed.

Search 1: translanguaging and Philippine higher education

Search 2: language policy and Philippine HEI

Search 3: multilingual pedagogy in Philippine tertiary education

Advanced search features that enabled the user to restrict the search to articles published in 2010 or later and to limit the paper's geographic source were used to further narrow the search.

Even in flexible designs, applying the screening and selection criteria emphasizes how crucial transparency and reproducibility were at this point.

There were 7,308 articles in all from the databases and sources. A full-text review of the shortlisted articles and preliminary screening based on titles and abstracts were used to choose the studies. To make sure there were no duplicate articles across databases, hits were examined using abstract screening. Screening the abstracts for final review came next after the cleaning step. Nineteen (19) studies in all were chosen. Further screening process was done during the data extraction process. The author, context, methodology, and pertinent findings were all considered, and three (3) studies were found to have nonconformity with the inclusion criteria. One (1) study from Gatil (2021) on Translanguaging in Multilingual English Language Teaching in the Philippines: A Systematic Literature Review was removed because it focused on the MTB-MLE of the K-12 curriculum and the multilingual English language teaching in the Philippines under the said curriculum. Additionally, the study of Palfreyman and Walt (2017) titled Academic Biliteracies: Multilingual Repertoires in Higher Education is a published book review. Also, Espino et al.'s (2021) Multilingual English Language Teaching in the Philippines has its scope on the Department of Education (DepEd) curriculum. As a result, sixteen (16) articles were found legible for this review.

Data Analysis

This third phase (Figure 1) involves qualitative and integrative synthesis of gathered data. Every article was read carefully. Bibliographic information such as authors, year, title, research setting, and sample description, study design and objectives, translanguaging and other related concepts findings, implications for language policy and pedagogy, and gaps found by the studies were among the important data that were extracted during each reading.

Thematic analysis through synthesis of selected studies was used to identify major trends across beliefs, practices, policy tensions, and recommendations. Quality assessment considered clarity, rigor, and relevance to the Philippine HEI context, or others that included HEI teachers and students.

C. Findings and Analysis

This review revealed several intersecting themes that cut across diverse contexts, participant groups, and methodological approaches in the Philippine higher education, including the synthesis of the findings from the studies by Miranda and Gervacio (2023), Tubalado and Escandallo (2024), Calingasan, et al. (2023), Perfecto (2023), Pañuelos Jr (2023), Alemania et al. (2022), Lucas et al. (2024), Bongcarawan and Capal (2024), Cunanan (2013), Besa (2014), Saquing (2023), Bravo-Sotelo (2020), Zeng and Li (2023), Mahboob and Cruz (2013), Maranan et al. (2025), and Valerio (2015).

The resulting discussion highlights both the academic benefits and the sociolinguistic implications of translanguaging, positioning it as a transformative practice in multilingual education contexts in higher education.

Pedagogical Insights and Impacts of Translanguaging in Philippine HEIs

Enhancing comprehension, engagement, and participation. One of the most consistent themes across the reviewed studies is the recognition of translanguaging as a cognitive and pedagogical scaffold that supports learner comprehension. Just like in Miranda and Gervacio's (2023) study, they describe how Davao de Oro's tertiary educators used translanguaging to show an increase in student engagement. According to these educators, translanguaging made instruction more comprehensible, reduced the anxiety of the students, and increased their self-

assurance when interacting with other students in the classroom. Translanguaging allows students to draw from their full linguistic repertoires to understand academic content.

This is further supported by Tubalado and Escandallo (2024), who conducted a convergent parallel mixed-methods study, which found a strong positive correlation between students' engagement and their teachers' use of translanguaging. According to the findings, students responded more actively in class, particularly during recitations and group discussion, when teachers purposefully switched between English, Filipino, and regional languages. This shows that translanguaging is a proactive pedagogical approach that activates student agency rather than just being a remedial or compensatory strategy.

Furthermore, pre-service teachers believe that translanguaging makes learning easier, particularly for students who are struggling (Bongcarawan & Capal, 2024). Bravo-Sotelo (2020) and Calingasan et al. (2023) affirm and found that translanguaging greatly facilitates the comprehension of difficult ideas and the clear expression of thoughts. It serves as a teaching tool to lessen cognitive load and scaffold meaning by making vocabulary and grammar understandable (Bravo-Sotelo, 2020).

Promoting linguistic inclusivity and empowerment. The promotion of inclusive learning environments is one of translanguaging's significant contributions. Sacquing (2023) and Calingasan et al. (2023) found in their study that translanguaging increases student confidence and participation, which would result from the practice's promotion of a friendly classroom environment. On the part of the students, they viewed translanguaging as a means of empowerment, as further highlighted by Calingasan et al. (2023). Their study, which was conducted at a private university in Central Mindanao, discovered that using multiple languages allowed for a more democratic classroom environment where everyone's opinions were heard and validated students' identities. In a multilingual society like the Philippines, where English frequently predominates as the academic language of power, this democratization of the classroom is essential.

Perfecto's (2023) study, which details how students from a northern Luzon state university used translanguaging not only for comprehension but also to claim linguistic ownership, supports this theme. In order to articulate complex ideas, assert cultural relevance, and develop scholarly arguments that spoke to their lived experiences, the students negotiated English and Filipino alongside their native languages, such as Ilocano or Pangasinan.

In accordance to that of Perfecto's (2023), Tubalado and Escandallo (2024) found that translanguaging promotes creativity and imagination by allowing students to communicate more freely using their entire linguistic repertoire in a multilingual classroom. It is also used by teachers to establish rapport with students, provide feedback, and efficiently run the classroom (Bongcarawan & Capal, 2024).

Translanguaging, in these views, turns into a stand for empowerment that defends the value of underrepresented languages in educational settings.

Development of critical thinking and identity negotiation. Translanguaging practices provide opportunities for identity negotiation and critical thinking. The term "transgressive schoolscapes" by Pañuelos Jr. (2023) describes how students translanguaged in official and semi-official settings, such as classroom boards, student publications, and online learning environments, redefine the linguistic boundaries of their institutions. Even though they were frequently unofficial, these behaviors revealed more profound processes of resistance, negotiation, and identity formation.

Students oppose the dominance of English and Tagalog as the only academic languages by engaging in such transgressive behaviors. They assert a sense of belonging, articulate indigenous epistemologies, and express dissent through their mother tongues. Thus,

translanguaging becomes an agency and contests linguistic hierarchies imposed by the formal education system.

Teacher beliefs and classroom practices. An important factor in the success of translanguaging in classrooms is the belief systems of teachers. Miranda and Gervacio (2023) highlighted that tertiary-level EFL teachers not only demonstrated familiarity with translanguaging but also exhibited positive attitudes toward its pedagogical utility. Teachers believed that translanguaging allowed them to bridge theoretical concepts with students' local knowledge and provided a safe space for students to navigate learning without the fear of making linguistic errors.

Translanguaging is considered a pedagogical method that enhances students' affective states and promotes learning success (Saquing, 2023). It is used for scaffolding, assisting with vocabulary and grammar, and creating a positive and safe learning space (Bongcarawan & Capal, 2024). Teachers incorporate translanguaging in various parts of language lessons, including giving instructions, discussions, and performance-based assessments (Miranda & Gervacio, 2023).

However, while positive teacher attitudes were documented, the extent of actual classroom implementation varied across studies. Some teachers, particularly in private or more conservative institutions, expressed hesitation due to institutional language policies or perceived pressures to maintain English-only instruction. Even when educators are pedagogically aware of the advantages of translanguaging, this gap between belief and practice emphasizes the structural limitations that govern their work.

Notwithstanding translanguaging's advantages, there are drawbacks, such as the inability to navigate between languages and comprehension gaps. According to some research, although it facilitates comprehension, its influence on raising students' language proficiency may be minimal (Maranan et.al., 2025). Teachers worry that it might result in less exposure to the language (Miranda & Gervacio, 2023).

Addressing language gaps and educational inequities. Translanguaging is presented as a means of resolving systemic linguistic disparities and educational prejudices. Translanguaging provides an open route to content learning in multilingual areas where students might not have much exposure to academic English or Filipino. Teachers can lessen the marginalization of students who might find it difficult to learn the dominant languages of instruction by recognizing and incorporating their home languages. A learner's first language (L1), second language (L2), and target language can all be bridged through translanguaging (Tubalado & Escandallo, 2024). It gives multilingual speakers the flexibility to use their whole system of meaning-making (Perfecto, 2023).

Furthermore, a number of studies found that translanguaging improved performance in language barriers in content-based subjects like mathematics (Bravo-Sotelo, 2020). Translanguaging is a reasonable practice in situations that overcome academic barriers and support minorities. These results highlight that the education policies that support inclusive and differentiated instruction are desperately needed, especially in areas with a variety of languages.

Influence of Translanguaging on Language Policies in HEIs

Informal resistance to monolingual ideologies. Translanguaging approaches are still very popular in classrooms, even though most HEIs have bilingual (English and Filipino) or English-only policies. Besa (2014) discovered that although institutions may be highly aware of the English-only policy, it is not always adhered to. This implies that updated, practical language rules are required to reflect the multilingual realities of classrooms. This also reveals a significant inconsistency between classroom realities and institutional policy. Even in institutions that officially forbid the use of regional languages in instruction, Perfecto (2023) and Pañuelos Jr. (2023) noted that translanguaging was a common practice among teachers and students.

These behaviors serve as a subtle expression of opposition to strict linguistic ideologies. Students are aware that their translanguaging challenged conventional monolingual norms, according to Calingasan et al. (2023). By encouraging a more inclusive view of linguistic diversity, they represent a bottom-up challenge to the institutional dominance of English and Filipino. Despite not being officially approved, these translanguaging strategies imply that HEIs are evolving into de facto multilingual environments that are more influenced by real-world communication requirements than by directives from top-down policy.

Emergence of linguistic citizenship and policy reflection. Based on the studies, translanguaging also plays a role in the development of “linguistic citizenship”, a concept in which language users claim their right to utilize and be acknowledged for their entire linguistic repertoire. This is demonstrated by Pañuelos Jr. (2023), who documented how students transformed official educational spaces into inclusive linguistic ecologies by using translanguaging in murals, public announcements, and digital communications.

Even if institutional policy does not yet reflect these practices, they nevertheless put pressure on policymakers to consider and change them. Some HEIs have implicitly permitted multilingual classroom practices as a result of their growing recognition of the pedagogical benefits and sociocultural legitimacy of translanguaging. Also, even if they are not always outlined in policy, these unofficial changes signal the start of a more flexible approach to language planning in higher education.

Teacher agency in shaping language policy. In order to close the gap between policy and practice, educators are essential. Regardless of institutional requirements, their teaching methods frequently show a practical response to students’ linguistic realities. Miranda and Gervacio (2023) stress that teachers use translanguaging to improve student learning and democratize classroom discourse, especially in public colleges. They are in a position to mediate between formal regulations and real learner needs because of their professional judgment and contextual awareness.

The pedagogical success of translanguaging thus depends not only on top-down policies but also on the agency of teachers to implement contextually appropriate strategies. This underscores the need for participatory language policy development that includes teacher voices, classroom evidence, and community linguistic practices.

Implications for institutional language planning. Given the documented pedagogical benefits and growing grassroots use of translanguaging, there is an urgent need for institutions to re-examine their language policies. A one-size-fits-all English-only approach is increasingly out of sync with the multilingual realities of Philippine HEIs. Instead, policies should support translanguaging as a legitimate pedagogical framework, providing guidelines and training for its effective implementation.

Zeng and Li (2023) highlight historical shifts in language policy, from Spanish to English assimilation, and later efforts to prioritize Tagalog (Filipino). The Bilingual Education Program (BEP) and the Mother Tongue-Based Multilingual Education (MTB-MLE) reflect hybrid ideologies, though assimilation remains dominant. Saquing (2023) noted that the practice of code-switching itself is recognized as being grounded in the Philippines’ Bilingual Education Policy.

Cunanan (2013) suggested that institutional language policies should reflect actual language practices and attitudes. Valerio (2015) found that findings support a call for intervention programs and context-sensitive language policies rather than enforcing strict English-only rules. The “one-size-fits-all” English-only strategy might not work in multilingual environments, as evidenced by the observed prevalence of code-switching in spite of policies (Besa, 2014). Despite agreement with the pedagogical value of translanguaging, Maranan et al. (2025) came to the conclusion that

institutional and cultural barriers limit its practice because language policies, academic norms, and curriculum design discourage multilingual strategies in students' actual classroom practices.

D. Conclusion

Beyond merely being an instructional strategy, this systematic review affirms that translanguaging is a dynamic, equitable, and inclusive approach that challenges monolingual norms in Philippine higher education. Literature frequently references translanguaging as a crucial strategy for promoting cognitive development, pedagogical inclusivity, and sociocultural relevance. The reviewed studies consistently found that translanguaging improves comprehension and increases student engagement across a range of institutional settings, student populations, and methodological approaches. Translanguaging is becoming a valid, strategic response to the multilingual realities of Philippine classrooms, far from being a remedial or informal practice. Even though translanguaging is widely used in classrooms, formal institutional policy still largely ignores it due to neoliberal rationalities, policy-practice misalignments, and persistent colonial ideologies.

Furthermore, the review shows how translanguaging relates to more general concerns about educational policy and language ideology. Translanguaging flourishes informally in classrooms despite institutional policies that frequently favor English or bilingual (English-Filipino) instruction. This indicates a resistance to monolingual norms and an assertion of linguistic citizenship. As important implementers, educators regularly balance institutional requirements with the real-world needs of multilingual classrooms, exhibiting professional agency and contextual awareness.

Language policies, curriculum design, and institutional cultures that favor English as the dominant academic language limit the full pedagogical potential of translanguaging. Policy reform that takes into account and validates real-world language usage is urgently needed in order to fully reap the benefits of translanguaging. More inclusive, responsive, and participatory methods that support multilingual learners and respect the linguistic diversity of the Philippines must replace “English-only” or prescriptive bilingual frameworks in institutional language planning.

In order to fully utilize the benefits of translanguaging, institutions need to:

- 1) Formulate explicit, inclusive language policies. To formally acknowledge and legitimize translanguaging, HEIs should review and update their language policies. Developing context-sensitive guidelines that enable educators to utilize students' entire linguistic repertoire is part of this.
- 2) Integrate translanguaging in pre-service and in-service teacher education. Translanguaging should be integrated into pre-service and in-service teacher education curricula. Training should focus on multilingual classroom management, inclusive pedagogies, and critical language awareness.
- 3) Rethink assessment frameworks to support multilingual realities. Institutions must develop alternative assessment frameworks that allow students to demonstrate their knowledge using their strongest language resources. This requires moving beyond monolingual norms in testing and grading.
- 4) Promote cross-disciplinary research into translanguaging's impact on learning outcomes. Future studies should explore translanguaging in STEM and non-language disciplines, investigate its impact on academic achievement, and examine its role in shaping student identity and critical thinking skills.

Translanguaging provides a route toward inclusive, contextually grounded, and empowering pedagogical practices as the Philippines continues to navigate internationalization and equity in education. By embracing translanguaging as both pedagogy and policy, Philippine HEIs have the

opportunity to create more democratic, culturally relevant, and linguistically empowering academic spaces.

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