

**CHALLENGES ENCOUNTERED BY TEACHERS IN IMPLEMENTING
TRANSLANGUAGING IN SECONDARY SCHOOL OF O.R. TAMBO INLAND
DISTRICT OF EASTERN CAPE, SOUTH AFRICA**

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Abstract

Implementing translanguaging as a pedagogical strategy in multilingual classrooms presents both opportunities and significant challenges, particularly in linguistically diverse education systems such as South Africa. This study aimed to investigate the challenges teachers encounter when implementing translanguaging in secondary school classrooms within the O.R. Tambo Inland District of the Eastern Cape, South Africa. Adopting a qualitative approach within an interpretivist paradigm, the study employed a case study design and collected data through semi-structured interviews and classroom observations with five purposively selected English First Additional Language teachers from two secondary schools. Thematic analysis of the data revealed that while teachers view translanguaging as a responsive strategy that enhances comprehension, learner participation, confidence, inclusivity, and cultural identity affirmation, its implementation is substantially hindered by a lack of multilingual resources, inadequate teacher training, classroom management difficulties, restrictive language policies, and tensions between home language use and English proficiency development. Consequently, translanguaging remains largely informal, reactive, and absent from formal lesson planning and assessment. The study contributes empirical evidence from a rural South African context, extending translanguaging theory by demonstrating its practical constraints within under-resourced, superdiverse classroom settings and highlighting the gap between pedagogical realities and policy frameworks. Recommendations include the formal integration of translanguaging into lesson planning, the development of multilingual resources, the establishment of supportive policy guidelines, targeted professional development,

the adoption of balanced language approaches, and the reform of assessment practices to accommodate linguistic diversity.

Keywords: *Translanguaging, multilingual classrooms, pedagogical challenges, South African secondary schools, teacher perceptions*

INTRODUCTION

Twelve official languages are spoken in South Africa's communities and educational institutions, demonstrating the country's great linguistic diversity. For teachers, who must provide fair access to high-quality education while taking into account learners' diverse linguistic backgrounds, this multilingual environment presents both opportunities and challenges (García & Kleifgen, 2019). Teachers must use inclusive pedagogical strategies that promote successful teaching and learning as classrooms become more multilingual. Innovative pedagogical approaches such as translanguaging have the potential to enhance the quality of teaching and learning, especially in multilingual educational contexts, and teachers play a crucial role in shaping classroom practices, according to Monroy and Barros (2023).

In multilingual classrooms, translanguaging has become a significant pedagogical strategy that enables learners to draw on their full linguistic repertoire to construct meaning and promote learning (Javaid, 2025). Its application is especially pertinent in culturally and linguistically diverse educational environments, where learners speak different native tongues and have varying degrees of proficiency in the language used for instruction (Zeng, 2022). Although translanguaging has been shown to enhance learners' engagement, understanding, and cross-cultural communication, its application is not without difficulties. Teachers often face obstacles such as inadequate teaching resources, curriculum expectations, limited professional training, restrictive language regulations, and ambiguity about proper classroom procedures. These difficulties could make it harder to incorporate translanguaging into regular instruction successfully.

Due to the disparity between their native tongues and the language of instruction, learners in many South African secondary schools, especially in the O.R. Tambo Inland District of the Eastern Cape, still struggle to access curricular content. This mismatch exacerbates already-existing educational disparities by lowering academic achievement, comprehension, and learner participation (Robertson & Graven, 2020; DBE, 2023). Although translanguaging offers a viable approach to resolving these issues, teachers frequently encounter substantial problems when attempting to use it within the constraints of current educational policies and classroom realities.

Therefore, there is a need to investigate the challenges teachers encounter in implementing translanguaging in multilingual secondary school classrooms. Understanding these challenges is essential for informing teacher development, language policy implementation, and classroom practices that support equitable and inclusive education. Consequently, this paper explores the challenges teachers face in implementing translanguaging in secondary schools in the O.R. Tambo Inland District, Eastern Cape, South Africa. The study views translanguaging as a pedagogical

approach that enables learners to utilize their full linguistic repertoire to enhance understanding, participation, and academic achievement in multilingual classrooms.

LITERATURE REVIEW

The challenges teachers encounter when implementing translanguaging in their learning and teaching environment

The adoption of translanguaging practices remains underdeveloped in Pakistani universities, as English-language policies control instructional methods (Rahman, 2020). Mwanza (2020) categorically states that a lack of literacy teaching and learning materials is a cause of persistent illiteracy in Zambia. Hence, the government needs to provide adequate, linguistically appropriate teaching and learning materials in Lundazi District.

This description adds to the evidence that most South African learners are far from the curriculum vocabulary targets (Stoffelsma, 2019), indicating that language is indeed an issue encountered in this world. Teachers encounter difficulties because they lack adequate training to implement translanguaging approaches effectively in their teaching practice (Turnbull, 2019).

Mbirimi-Hungwe (2022) notes that ignoring learners' home languages in the classroom silences bi- and multilingual learners and treats them as second-class citizens. When learners are not allowed to use the languages they know best, they struggle to express their ideas, participate fully in lessons, and show their true academic abilities. This situation limits their learning opportunities and affects their confidence and sense of belonging to learners who use translanguaging as a learning strategy for English as a First Additional Language (EFAL) in the South African context.

Without this essential tool, learners are unable to interact with the information effectively, leading to disengagement in the classroom. The Western monolingual worldview, which treats languages as distinct entities and positions English as a hegemonic, superior academic language, underpins the practice of adopting English as a language of learning and teaching (Makalela, 2021). This approach elevates English while depreciating indigenous languages, ignoring the complete linguistic repertoires of bilingual and multilingual learners.

THEORETICAL FRAMEWORK

Translanguaging Theory

The researcher selected Translanguaging theory as the relevant theoretical framework for this study, as it explains how languages are used fluidly in classroom practice (Ofelia García & Li Wei, 2014). This theory views translanguaging not just as a teaching method, but as a cognitive and social practice in which multilingual learners use their entire linguistic repertoire to make meaning, learn, and communicate (Richards & Wilson, 2019).

It can also be understood as a social practice through which people use language to construct, express, and negotiate their social and cultural identities (Liu & Fang, 2017). This means that the study's exploration of information generated from teachers' perceptions of translanguaging aligns with its objectives and links to the underpinning theoretical framework. The current research on teachers' perceptions of translanguaging as a pedagogical approach underpins translanguaging as a cognitive process.

According to Ofelia Garcia (2022), translanguaging, as a cognitive process, encompasses both the discourse practices of bilinguals and pedagogical practices that flexibly use bilingual learners' full linguistic repertoire to teach rigorous content and develop language practices for academic use. This view aligns with the understanding that pedagogical practices enable teachers to address diversity, promote social justice, and enhance learning outcomes for all learners (Rohim & Wilandari, 2019). These perceptions align with South Africa's linguistic superdiversity of 12 official languages (Banda, 2019). Based on findings from various studies, it is evident that translanguaging theory accommodates linguistic diversity and actively values and makes full use of it to enrich education for everyone. Also, theory will help analyze both teachers' and learners' language practices, beliefs, and pedagogical strategies in multilingual settings.

Aalto and Mustonen (2022) claim that by highlighting instructional strategies that acknowledge, value, and address learners' diversity in the classroom, inclusive pedagogy theory enhances translanguaging theory. This approach focuses on developing learning environments in which all learners are actively engaged and encouraged, regardless of their language, skills, or cultural background. Additionally, translanguaging encourages equal participation and reduces exclusion caused by language barriers by allowing learners to utilize their native tongues alongside the language of instruction (Aalto & Mustonen, 2022). This aligns with the objective of inclusive pedagogy: using diversity as a learning resource rather than marginalizing any learner.

Furthermore, rather than expecting learners to adapt to strict language policies, inclusive pedagogy theory holds that teachers should adapt their teaching methods to meet the needs of all learners (Spratt & Florian, 2015). To promote comprehension, engagement, and academic performance, inclusive pedagogy, when paired with translanguaging theory, encourages teachers to design classes that leverage learners' linguistic strengths. Given the language diversity of South African classrooms, this integrated theoretical approach is especially pertinent (Banda, 2019).

Translanguaging Theory provides a strong and relevant framework for this study. It recognizes learners' linguistic diversity as a valuable resource for learning rather than a barrier. It also supports flexible teaching practices that enable learners to draw on their full linguistic repertoire to understand content, participate actively, and achieve academically. In the linguistically diverse South African context, this combined framework is suitable for analyzing teachers' experiences, classroom practices, and strategies that promote inclusion, equity, and effective teaching and learning in multilingual classrooms.

RESEARCH METHODOLOGY

A qualitative method within the interpretivism paradigm of investigation was employed in this study. This method, which involved gathering and analyzing non-numerical data to examine ideas, viewpoints, and experiences in depth, was appropriate for developing a deeper understanding of complex phenomena (Mantula, 2024). Rather than measuring data, the qualitative research approach focused on understanding meanings. It was appropriate for studies aimed at understanding human experiences, as it enabled the researcher to investigate participants' opinions, emotions, and interpretations in their natural environments.

A case study design was considered appropriate because it was suitable for answering descriptive and exploratory research questions (Ponelis, 2015). Since the researcher aimed to provide detailed descriptions of each participant's experiences, the case study design was well-suited to the study's exploratory nature.

Purposive sampling was used because the researcher had limited resources, including time and financial constraints, and therefore needed to select participants who could provide rich, relevant information (Nikolopoulou, 2022). This sampling method was appropriate for focusing on a particular group that could best address the research questions. Only English teachers were included in the study because English was taught as a First Additional Language in secondary schools in the O.R. Tambo Inland District, Eastern Cape. Teachers who taught other subjects were excluded because they were not directly involved in English language instruction and therefore could not meaningfully contribute to the study's focus on translinguaging practices. The study included eight participants selected from two secondary schools.

Data collection techniques

Semi-structured interviews were employed in this study because they enabled the researcher to follow emerging themes, probe for clarification, and adjust questions as the conversation unfolded. Magaldi and Berler (2020) described the semi-structured interview as an exploratory method of inquiry that allows researchers to examine participants' perspectives in depth while maintaining flexibility. Data were also collected through observations, which is a common method in qualitative research that involves watching and documenting participants' behaviors and interactions in their natural settings (Alam, 2021). Observations provided the researcher with direct insight into how participants acted, communicated, and engaged in classroom practices without relying solely on their self-reported experiences.

Data analysis

The data were analyzed using Braun and Clarke's (2022) six-phase thematic analysis. Phase 1 involved familiarisation with the data, in which the researcher immersed themselves by reading and re-reading the textual material and listening to audio recordings. Phase 2 focused on generating initial codes, during which the data were systematically coded to identify meaningful features. Phase 3 entailed searching for themes, where the analysis shifted from individual codes to broader patterns of meaning. Phase 4 involved reviewing potential themes, during which the themes were

checked against the coded data and the entire dataset. Phase 5 focused on defining and naming themes, enabling the researcher to clearly describe the unique and specific aspects of each theme. Phase 6 involved producing the final report, in which the analyzed data were presented and interpreted in relation to the research questions.

Thematic analysis was regarded as a flexible and effective method for analyzing qualitative data, as it allowed for the identification, analysis, and reporting of patterns within a dataset (Braun & Clarke, 2006; Liebenberg, 2020; Xu & Zammit, 2020). This method enabled the researcher to interpret participants' experiences in a meaningful and systematic way, while remaining sensitive to the context in which the data were generated. Applying Braun and Clarke's six-phase thematic analysis helped the researcher identify significant patterns and insights rooted in the participants' lived experiences. This approach ensured a thorough and rigorous interpretation of the data and strengthened the credibility of the findings.

The process of obtaining informed consent began with the researcher presenting the full research proposal to the relevant departmental and faculty research committees. The researcher obtained their informed consent, ensuring they were fully informed about the study's goals, methods, risks, and benefits before consenting to participate. Afterward, the study was submitted to the iYunivesithi Walter Sisulu Research Ethics Committee for ethical review and approval, after the researcher applied for another ethical clearance from the Department of Education, which took the researcher a couple of months to obtain. Only once ethical clearance was granted did the researcher approach the school principals and potential participants.

Participants were provided with a comprehensive Information Sheet outlining the purpose of the study, the procedures involved, potential risks and benefits, confidentiality measures, and their rights, including the voluntary nature of participation and the freedom to withdraw at any time. Those who agreed signed an Informed Consent Form to confirm their voluntary participation. Trustworthiness, credibility, and transferability were well demonstrated through the quality assurance measures.

PRESENTATION OF FINDINGS

To answer the main research question of the study, the following discussion was made by the researcher to discuss all the questions that were asked in the study in chapter four, together with an important insight into the dynamics of English language learning in a multilingual situation gained from the observations made in the three classrooms (Teacher A, Teacher B, and Teacher C). This section discusses the challenges teachers encounter when implementing translanguaging, as perceived by teachers, in relation to the objectives of this study.

Theme One: Challenges Encountered By Teachers In Implementing Translanguaging in Secondary Schools

The findings of this study revealed several challenges that teachers encountered when implementing translanguaging in classrooms, which may hinder learning and lead to teaching difficulties.

Sub-theme one: Difficulties in classroom practice

The findings reveal that teachers conceptualize the role of translanguaging in both affirmative and cautionary ways, reflecting a nuanced understanding of its pedagogical implications. Teachers identified several challenges that they encounter when applying translanguaging in classroom practice, particularly classroom management. Teachers explained that:

Teacher A said that:

Translanguaging acknowledges a particular language and a tribe in formal education.

Teacher A also emphasizes recognition of language and cultural identity

In agreement with Teacher B:

It creates a connection with learners and learning, and a sense of belonging.

Teacher B highlights their role in creating “a sense of belonging”.

Teacher C is affirming that:

Home language is very important, but it can disadvantage learners, as they will not be competent in English.

However, Teacher C identified a critical dimension, arguing that excessive reliance on the home language may hinder English proficiency.

Similarly, Teacher D has a foundational idea that:

Home language is important as it serves as the foundation of the child's identity and education.

Teacher E echoed that:

Home language plays a big role. Learners find it hard to understand concepts and translate English into isiXhosa.

These perspectives align with sociocultural theories of learning, which argue that language is not only a medium of instruction but also a carrier of identity and meaning. Translanguaging, therefore, becomes a mechanism for empowering learners in the classroom. Translanguaging supports immediate understanding, but it may inadvertently limit learners' exposure to the language of instruction if not balanced effectively. As all the teachers agree that translanguaging

fosters identity and belonging, some raise concerns about its potential to hinder English language development if overused.

Sub-theme two: Perceptions of colleagues and management

According to the collected data, translanguaging may create a dependency on the home language, potentially affecting language development. Teachers revealed mixed perceptions regarding their colleagues and management; they alluded that:

Teacher A said:

Learners can express themselves and have a better understanding.

Teacher B further highlights that:

It increases participation, improves understanding, and encourages learners to share ideas and ask questions frequently.

Teacher C provides a more

Learners can understand clearly but struggle to translate into English.

Teacher D emphasizes that:

It increases participation, and the results are very positive.

In agreement with Teacher A, Teacher E states that:

It is easy for them to understand new concepts; they understand them faster.

The findings clearly demonstrate that translanguaging leads to improved comprehension, participation, and engagement. Despite this concern, the evidence strongly supports translanguaging as a powerful instructional strategy that enhances both cognitive and social aspects of learning. Teachers agree that translanguaging improves understanding and participation, while another teacher highlights the challenge of transitioning from the home language to English.

Teachers also mentioned that leadership recognizes its benefits but still emphasizes the use of English, as reflected. However, some teachers reported limited support, with policies that discouraged translanguaging. Thus, support for translanguaging is inconsistent, with teachers navigating between pedagogical needs and institutional expectations.

Sub-theme three: Language diversity challenges

Regarding the challenges of linguistic diversity in multilingual classrooms, particularly when teachers are required to engage with languages they may not fully understand. The findings reveal that language diversity presents significant barriers to effective teaching and fair assessment.

Teacher A explicitly stated:

Assessing learners fairly is impossible. This response highlights a critical concern in multilingual classrooms: learners may express their understanding in languages the teacher cannot fully comprehend or consistently evaluate.

Similarly, Teacher B pointed:

Lack of understanding of instructions by learners when translanguaging is not employed creates difficulties in ensuring that all learners grasp the task requirements. This suggests that when translanguaging is not used effectively, learners who are not proficient in the language of instruction are disadvantaged, resulting in unequal learning opportunities.

In addition, Teacher C emphasized that:

Challenges would hinder communication between the English teacher and the learners.

This indicates that language diversity not only affects assessment but also disrupts basic classroom communication, making it difficult for teachers to deliver content effectively.

Furthermore, Teacher E highlighted instructional challenges, stating that:

It is very hard when you give them instructions because some learners do not understand. This reinforces the idea that linguistic diversity can hinder both teaching and learning processes, particularly when there is a mismatch between the teacher's language and learners' home languages.

The data suggest that language diversity introduces systemic and pedagogical challenges in multilingual classrooms. One of the most critical issues is the difficulty in conducting fair and valid assessments, as teachers may not be equipped to evaluate responses expressed in multiple languages. This raises concerns about equity and standardization in assessment practices.

Additionally, language diversity creates communication barriers, which can affect lesson delivery, learner comprehension, and classroom interaction. Teachers are required to navigate multiple linguistic backgrounds, often without sufficient training or support, which increases the complexity of teaching.

The findings also highlight that translanguaging, while helpful, does not fully resolve these challenges, particularly when teachers are unfamiliar with all the languages learners speak. This suggests a need for structured support systems, such as multilingual resources or teacher language training.

Language diversity significantly complicates both teaching and assessment processes, creating challenges related to communication, fairness, and instructional effectiveness in multilingual classrooms.

Sub-theme four: Classroom management and discipline issues related to multiple languages

Concerning how the use of multiple languages in the classroom influences discipline, classroom control, and overall management of learners. The findings indicate that translanguaging can increase classroom participation but may also lead to disciplinary challenges.

Teacher A reported that:

Class monitoring becomes difficult, and the class becomes chaotic because it is easy for everyone to express themselves. This suggests that while translanguaging encourages learner engagement, it can also create a less controlled classroom environment if not properly managed.

Similarly, Teacher B emphasized the need for constant regulation, stating that:

I must keep reminding the learner about the school code of conduct and the medium of instruction. It highlights the additional responsibility placed on teachers to maintain order while accommodating linguistic diversity.

Teacher C adopted a more structured approach, explaining that:

I give them the rules that clearly state that in English class, we write and speak English, while also allowing for their native languages. This indicates an attempt to balance flexibility with discipline by setting clear boundaries for language use.

Furthermore, Teacher E took a stricter stance, stating that:

I manage it by sticking to the language that is used at school. This reflects a control-oriented strategy, in which limiting language use serves to maintain discipline.

On the other hand, some teachers incorporated cultural values into their behavior management.

Teacher A also highlighted the use of Ubuntu, stating that:

Promoting the spirit of Ubuntu makes learners disciplined and able to listen to other languages. As this suggests, fostering mutual respect and understanding can be an effective strategy for managing multilingual classrooms.

The findings reveal that classroom management in multilingual settings is complex and multifaceted. While translanguaging promotes participation and inclusivity, it can also lead to increased noise levels, off-task behavior, and difficulty in monitoring learners, particularly when multiple languages are used simultaneously.

Teachers employ different strategies to manage these challenges, ranging from strict language policies to flexible, culturally responsive approaches such as Ubuntu. This variation indicates that there is no single effective method, and teachers often rely on personal judgment and experience.

Translanguaging enhances engagement and participation; it also presents significant classroom management challenges, requiring teachers to adopt structured, flexible, and culturally responsive strategies to maintain discipline.

Data segment two: classroom observations

Theme One: Constraints in the Implementation of Translanguaging

The researcher developed an interest in this area after observing persistent poor academic performance among some learners, particularly in classroom contexts where English was the primary language of instruction.

Sub-theme one: Lack of Multilingual Resources

A significant limitation was the absence of multilingual teaching materials. It was repeatedly noted that “there are no resources to assist with the learning.” This points to systemic challenges within the education system. While teachers are willing to implement translanguaging, they lack the necessary materials. This results in over-reliance on oral translation, which may not be sufficient for deeper learning. The lack of resources reflects a disconnect between policy ideals and classroom realities.

Sub-theme two: Linguistic diversity and complexity

Teachers struggled to accommodate multiple languages within a single classroom. For example, “learners did not understand until isiXhosa was used.” This highlights the complexity of multilingual classrooms, where even translanguaging may not fully address linguistic diversity. Teachers are often required to navigate multiple languages simultaneously, which can lead to partial inclusion. This suggests that translanguaging is not a simple solution but requires careful planning and support.

Sub-theme three: Teachers’ linguistic limitations

Teachers’ lack of fluency in certain languages affected implementation. This limitation exposes a critical gap in teacher preparation. Translanguaging assumes a certain level of linguistic competence, which not all teachers possess. As a result, implementation becomes inconsistent and sometimes ineffective. This underscores the need for professional development that equips teachers with strategies to manage linguistic diversity.

Sub-theme four: Time constraints and reactive use.

Translanguaging was often used, when necessary, for instance, “the teacher translates only when explaining a concept.” This reactive approach suggests that translanguaging is not fully embedded in teaching practice. Instead, it is used as a last resort when learners struggle. While this may address immediate comprehension issues, it limits the broader pedagogical potential of translanguaging as a continuous and integrated approach.

DISCUSSION OF FINDINGS

The findings of the study on the challenges encountered by teachers when implementing translanguaging in classrooms at Secondary Schools in the O.R. Tambo Inland District, Eastern Cape, as perceived by teachers. The interviews and observations highlighted some challenges, such as a lack of multilingual resources and linguistic diversity. Also, in addressing class sizes, learner confidence, and time constraints in making meaning while building English proficiency in such contexts. The findings were also summarised into themes derived from the data and validated through a literature review.

Challenges Encountered by Teachers in Implementing Translanguaging

The interview findings reveal that teachers face challenges, particularly in classroom management. They conceptualize the role of translanguaging in both affirmative and cautionary ways, reflecting a nuanced understanding of its pedagogical implications (Wei, 2022). Resource limitations constitute another significant barrier. According to Pappamihiel (2026), the absence of multilingual teaching materials led to an over-reliance on oral translation, which may be insufficient for deeper conceptual engagement. This finding reflects systemic inequities within the education system, where innovative pedagogical approaches are expected to be implemented without adequate support.

The findings from the observations reveal the complexity of linguistic diversity in classrooms, further complicating implementation. These findings align with Festman (2021), who used translanguaging to simplify the concepts. The findings reported difficulty in accommodating multiple languages simultaneously, a challenge confirmed by observations in which comprehension depended on the language used. This highlights the limitations of translanguaging in contexts characterized by superdiversity, where linguistic repertoires are highly varied. Additionally, another finding indicated that 'limited proficiency in certain languages undermines effective implementation (Ortega, 2022). Translanguaging presupposes a degree of linguistic competence that many teachers lack, highlighting gaps in teacher preparation and professional development.

Classroom management also emerged as a concern. The use of multiple languages was associated with increased noise levels and challenges in monitoring learner behavior, suggesting that translanguaging requires intentional management strategies to maintain instructional focus (Tai, 2023). Finally, institutional and policy constraints create further tension. While translanguaging is recognized as beneficial, the continued emphasis on English as the primary language of instruction and assessment restricts its formal integration (Wang, 2024). This reflects a misalignment between pedagogical practices and policy frameworks, limiting the sustainability of translanguaging. These perspectives align with sociocultural theories of learning, which argue that language is not only a medium of instruction but also a carrier of identity and meaning, and they align with translanguaging theory (Lin, 2019).

Translanguaging supports immediate understanding, but it may inadvertently limit learners' exposure to the language of instruction if not balanced effectively. As all the teachers agree that translanguaging fosters identity and belonging, some raise concerns about its potential to hinder English language development if overused. Another study by Sahan and Rose (2020) demonstrated that teachers who accepted translanguaging learned to use it as a method to help multilingual learners acquire complex academic content. The authors maintain that translanguaging helps learners develop comprehensive knowledge through native-language processing, which prepares them for target-language acquisition.

CONCLUSION

The purpose of this paper was to highlight the challenges encountered by teachers in implementing translanguaging in secondary schools in the O.R. Tambo Inland District, Eastern Cape. Choosing English teachers was imperative, as they are highly affected by poor performance in English across general education, training, and the senior phase. Although there are more schools in the OR Tambo Inland District in the Eastern Cape, two secondary schools and three English teachers from each were selected for the study. The study encountered no difficulties with listening, speaking, or other aspects of language learning and teaching. As a result, the researcher recommends that future studies on translanguaging issues be conducted as action research. The research study uncovered professors' opinions on translanguaging. It is evident from the researcher's data gathering from the teachers and their remarks that the study achieved its main goals. Discussions of the research's findings revealed that the language used by teachers and learners during the teaching and learning process was characterized.

RECOMMENDATIONS

- **Create and Provide Multilingual Teaching Resources**

Schools and education authorities need to make investments in the development and provision of multilingual teaching materials (such as glossaries, bilingual readers, and digital resources). This would enable deeper conceptual engagement and more egalitarian access to knowledge by reducing teachers' over-reliance on improvisation and oral translation.

- **Establish Clear Institutional and Policy Guidelines**

It is necessary to address the discrepancy between policy frameworks and educational practices. Formal guidelines validating translanguaging as a supplementary pedagogy alongside English as the medium of instruction should be issued by the Department of Education and curriculum developers. These recommendations should specify when and how translanguaging can be employed without interfering with assessment rules.

- **Implement Targeted Professional Development Programs**

Structured professional development is essential, as most teachers learn to translate through experience rather than instruction. Programs should emphasize inclusive, linguistically

sensitive course design, classroom management in multilingual environments, and strategic language alternation.

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