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Emotional and Pedagogical Dilemmas of English Teachers in Translanguaging: Basis for a Context-Sensitive Support Framework

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ABSTRACT

This study explored the emotional and pedagogical dilemmas experienced by English teachers implementing translanguaging in multilingual tertiary classrooms and developed a context-sensitive instructional support framework. A qualitative descriptive phenomenological design was employed involving ten purposively selected English teachers from St. Cecilia's College–Cebu, Inc., Minglanilla, Cebu, during Academic Year 2025–2026. Data were collected through validated semi-structured interviews and analyzed using Colaizzi's phenomenological method, generating five major themes and seventeen subthemes. Findings revealed three prevalent instructional practices: the Sandwich Strategy, Stage-Gated Language Usage, and Collaborative L2 Reconstruction. Teachers experienced professional guilt, fear of evaluative judgment, concerns about students' language dependence, instructional time constraints, and difficulties maintaining language boundaries. These challenges were addressed through strategic wait-time, differentiated attention to content and language form, peer mentoring, and reflective practice. The study concluded that translanguaging required context-sensitive pedagogical judgment to balance learners' comprehension with English-language development and institutional expectations. Institutional adoption and evaluation of the developed Context-Sensitive Translanguaging Instructional Guide, supported by professional development, mentoring, and multilingual instructional resources, were recommended. The study was limited to ten teachers from one institution, and the guide's effectiveness remained unevaluated. The findings provided an empirical foundation for responsive multilingual instruction, supporting educational and institutional sustainability through inclusive teaching practices aligned with Sustainable Development Goal 4 (Quality Education) and Sustainable Development Goal 10 (Reduced Inequalities).

Keywords: *English Language Teachers, Instructional Practices, Multilingual Education, Pedagogical Dilemmas, Teacher Emotions, Translanguaging*

1. INTRODUCTION

Multilingualism has become an important consideration in English language education, requiring teachers to accommodate learners' diverse linguistic resources while maintaining target-language learning objectives. Pedagogical translanguaging offers a planned instructional approach that draws on students' linguistic repertoires to facilitate comprehension, communication, and classroom participation (Cenoz & Gorter, 2022). Rather than treating languages as entirely separate systems, translanguaging recognizes multilingual resources as interconnected means of constructing knowledge and supporting learning (Li & García, 2022). Although translanguaging can promote inclusive instruction, its implementation presents pedagogical and emotional challenges. Teachers must balance students' comprehension with English-language exposure, institutional expectations, and professional responsibilities. Research has documented the emotional tensions associated with multilingual instruction, particularly anxiety, guilt, uncertainty, and professional judgment (Hopkyns & Dovchin, 2024; Nazari & Karimpour, 2025). These considerations emphasize the need to examine translanguaging not only as an instructional practice but also as a process involving pedagogical decisions and emotional experiences. In response, this study examined the emotional and pedagogical dilemmas experienced by tertiary English teachers implementing translanguaging at St. Cecilia's College–Cebu, Inc., during Academic Year 2025–2026. The investigation provided the basis for developing a context-sensitive instructional support framework.

Research Problem

Translanguaging provides opportunities for improving learner comprehension, participation, and language development. However, teachers frequently encounter challenges in determining when and how multilingual resources should be incorporated without compromising English-language learning objectives. Cenoz and Gorter (2022) emphasized that pedagogical translanguaging requires intentional instructional planning, while Jiang et al. (2024) demonstrated the importance of teachers' engagement with multilingual and multimodal classroom practices. In Philippine tertiary education, Miranda and Gervacio (2023) found that English teachers generally expressed positive beliefs about translanguaging while continuing to encourage target-language use. In Cebuano-speaking contexts, Olitres (2023) also identified both beneficial and adverse influences of code-switching on English oral communication, although code-switching and translanguaging are not identical pedagogical concepts. Beyond instructional considerations, teachers experience emotional tensions associated with language choices. Hopkyns and Dovchin (2024) documented complex emotions among ESL teachers, while Biri et al. (2026) identified professional dilemmas involving institutional expectations, English-language exposure, and learners' comprehension. These findings highlight how language policies and instructional decisions intersect with teachers' emotional experiences. Despite these developments, further context-specific investigation was needed into how emotional dilemmas, pedagogical challenges, and navigation strategies interact in Philippine tertiary English classrooms, particularly in Cebuano-speaking environments. This study addressed that concern by examining teachers' lived experiences and using the findings to develop a Context-Sensitive Support Framework.

Assumptions of the Study

The study was guided by the assumption that English teachers in multilingual tertiary classrooms encountered instructional situations requiring decisions about the appropriate use of English, Filipino, Cebuano, and other available linguistic resources. It further assumed that such decisions could involve emotional experiences and competing pedagogical responsibilities shaped by learners' needs, instructional objectives, and institutional expectations. These assumptions were consistent with contemporary research recognizing the connections among

translanguaging, teacher agency, professional expectations, and emotional labor (Nazari et al., 2024; Hopkyns & Dovchin, 2024). As a qualitative phenomenological investigation, these assumptions served as starting points for exploring participants' experiences rather than predetermined findings or hypotheses.

Objectives of the Study

This study aimed to explore the emotional and pedagogical dilemmas experienced by English language teachers in implementing translanguaging in multilingual tertiary classrooms at St. Cecilia's College–Cebu, Inc., during Academic Year 2025–2026. Specifically, it sought to identify the prevalent translanguaging instructional practices employed by teachers; examine the emotional dilemmas experienced during implementation; determine the pedagogical dilemmas encountered in balancing learners' linguistic needs with English-language learning objectives; explore the strategies teachers employed to navigate these challenges; and develop a Context-Sensitive Support Framework grounded in the findings. Through these objectives, the investigation sought to contribute to more responsive multilingual instruction and professional support for English language teachers.

Conceptual and Theoretical Framework

The study was anchored in three complementary theoretical perspectives: Pedagogical Dilemma Theory, Translanguaging Theory, and Emotional Labor Theory. Together, these perspectives provided an integrated foundation for examining the instructional, linguistic, and emotional dimensions of translanguaging. Pedagogical Dilemma Theory, associated with Magdalene Lampert's foundational scholarship, provided the central perspective for understanding teachers' competing instructional responsibilities. It explained how teachers negotiated decisions involving learner comprehension, English-language proficiency, curriculum expectations, and classroom participation. Contemporary research supports this emphasis on context-dependent professional judgment, demonstrating that multilingual teachers frequently balance instructional beliefs with institutional requirements and classroom realities (Jiang et al., 2024; Zakharova & Lasagabaster, 2026). Translanguaging Theory, developed through the scholarship of Ofelia García and Li Wei, provided the linguistic foundation for understanding the purposeful use of learners' multilingual resources. Recent scholarship explains translanguaging as an approach that recognizes interconnected linguistic repertoires rather than restricting learning to separately defined languages (Li & García, 2022). Cenoz and Gorter (2022) further emphasized the significance of planned multilingual strategies in language instruction. Within the present study, this perspective explained teachers' instructional language choices and their efforts to support comprehension while maintaining English-language development. Emotional Labor Theory, originally associated with Arlie Russell Hochschild, provided the affective perspective for examining how teachers experienced and managed emotions connected with professional expectations. Nazari and Karimpour (2025) demonstrated that translanguaging could involve complex emotional responses shaped by language proficiency, institutional practices, and professional identity. Similarly, Hopkyns and Dovchin (2024) found that multilingual classroom practices could generate both positive and negative emotions among ESL teachers. These studies supported the examination of teachers' emotional experiences as interconnected with instructional decision-making. Collectively, the three perspectives informed the study's examination of translanguaging practices, pedagogical tensions, emotional experiences, and navigation strategies. Their integration provided the conceptual foundation for developing a Context-Sensitive Support Framework responsive to the realities of multilingual tertiary English classrooms.

The study was primarily aligned with Sustainable Development Goal 4 (Quality Education) by addressing the need for inclusive, effective, and context-responsive language instruction. Its examination of translanguaging practices and teachers' instructional dilemmas contributed evidence that could inform professional development, pedagogical improvement, and institutional support for multilingual teaching. These priorities were consistent with the importance of inclusive education and teacher support emphasized in the United Nations (2026) assessment of sustainable development progress. The study was also relevant to Sustainable Development Goal 10 (Reduced Inequalities) because it recognized linguistic diversity as an important consideration in equitable classroom participation. By examining how teachers responded to learners' multilingual resources, the research contributed to understanding instructional approaches that could reduce language-related barriers to learning. In terms of sustainability, the study supported educational, institutional, and sociocultural sustainability by providing a basis for strengthening context-sensitive instructional practices, teacher support systems, and respect for linguistic diversity. The proposed framework represented a potential mechanism for sustaining responsive English language teaching, although its long-term effectiveness would require further implementation and evaluation.

2. METHODOLOGY

Research Design

The study employed a qualitative descriptive phenomenological design to explore the lived experiences of English language teachers implementing translanguaging in multilingual tertiary classrooms. This approach enabled an examination of teachers' emotional responses, pedagogical decisions, and experiences in balancing students' linguistic needs with institutional expectations and English-language learning objectives. The study followed an Input–Process–Output model, connecting participants' instructional experiences, systematic data collection and analysis, and the development of a Context-Sensitive Support Framework. The investigation was guided by Pedagogical Dilemma Theory, Translanguaging Theory, and Emotional Labor Theory, providing complementary perspectives for interpreting instructional and emotional experiences.

Research Locale or Study Setting

The study was conducted at St. Cecilia's College–Cebu, Inc., a higher education institution located in Minglanilla, Cebu, Philippines, during Academic Year 2025–2026. The institution provided a multilingual educational environment where English, Filipino, Cebuano, and other linguistic resources were used in classroom interactions. The setting was appropriate because English language teachers encountered instructional situations requiring them to balance English-medium instruction with students' comprehension, participation, and linguistic diversity. The institution's implementation of outcomes-based education also provided a relevant context for examining teachers' instructional decisions and professional responsibilities.

Participants or Data Sources

The participants consisted of ten tertiary English language teachers from St. Cecilia's College–Cebu, Inc., comprising two males and eight females. They were selected through purposive sampling based on their direct experiences in implementing translanguaging in multilingual classrooms. Eligible participants were actively teaching English at the tertiary level, had at least one year of teaching experience in multilingual classrooms, had employed translanguaging strategies, and voluntarily agreed to participate in the interviews. The sample size was determined through data saturation, which was considered achieved when no new significant information or themes emerged from the participants' accounts.

Research Instruments or Materials

The study utilized a researcher-developed semi-structured interview guide designed to explore teachers' translanguaging practices, emotional experiences, pedagogical dilemmas, navigation strategies, and instructional support needs. The instrument contained open-ended questions aligned with the research objectives and allowed probing questions to obtain detailed descriptions of participants' experiences. This approach supported phenomenological inquiry by allowing participants to express their experiences in their own words, which were subsequently examined using the Colaizzi method (Colaizzi, 1978). The interview guide underwent content validation by three experts in English language education and qualitative research, who assessed its relevance, clarity, appropriateness, and alignment with the study objectives. It was subsequently pilot-tested with two English language teachers who were excluded from the actual participants. The pilot testing evaluated the questions' clarity, sequence, comprehensibility, and estimated interview duration, consistent with the recommendations of Merriam and Tisdell (2016). The experts' recommendations and pilot-testing results were considered in refining the instrument before data collection.

Data Gathering Procedure

Data collection was conducted through preliminary, interview, and post-interview procedures. Initially, the researcher secured formal permission from the administration of St. Cecilia's College–Cebu, Inc. through a transmittal letter. Qualified participants were identified using the established inclusion criteria and informed about the study's objectives, procedures, confidentiality measures, and voluntary participation requirements. Informed consent was obtained before conducting the interviews. One-on-one semi-structured interviews were conducted at convenient times and locations for the participants. The validated interview guide was used to gather detailed accounts of teachers' instructional practices, emotional responses, pedagogical challenges, and navigation strategies. Probing and follow-up questions were employed when necessary, while field notes documented relevant observations and contextual information. Interviews were audio-recorded with participants' permission, and written or self-recorded responses were accommodated when necessary. After data collection, the recordings were transcribed verbatim and reviewed for accuracy and completeness. Participant codes were assigned to protect identities, and the transcripts were organized for systematic phenomenological analysis. The resulting interpretations were used to identify common experiences and develop the proposed Context-Sensitive Support Framework.

Data Analysis

The interview data were analyzed using Colaizzi's (1978) seven-step phenomenological method. The researcher initially familiarized herself with the participants' experiences by repeatedly reading the transcripts, which were organized using participant codes P1 to P10. Significant statements addressing the research questions were extracted and examined to formulate meanings while preserving the participants' intended expressions in English, Filipino, and Cebuano. Related meanings were compared and organized into subthemes and broader thematic clusters. The analysis generated five major themes and seventeen subthemes covering translanguaging instructional practices, emotional dilemmas, pedagogical dilemmas and instructional time costs, navigation strategies, and essential elements of a context-sensitive support framework. These themes were integrated into an exhaustive description of the phenomenon, followed by the identification of its fundamental structure. Member checking was undertaken to determine whether the interpretations accurately represented participants' experiences. The researcher also reviewed the original transcripts, significant statements, formulated meanings, and thematic clusters to maintain consistency and establish an audit trail. The findings were interpreted through Pedagogical Dilemma Theory (Lampert, 1985),

Translanguaging Theory (García & Wei, 2014), Emotional Labor Theory (Hochschild, 1983), and relevant literature. The resulting themes provided the empirical foundation for developing the Context-Sensitive Support Framework.

Ethical Consideration

The study observed ethical principles protecting participants' rights, dignity, privacy, autonomy, and welfare. Formal institutional permission and informed consent were obtained before data collection. Participants were informed of the research objectives, procedures, potential risks and benefits, confidentiality measures, and their right to decline questions or withdraw without penalty. Interviews were conducted respectfully and without coercion, particularly when participants discussed emotionally challenging professional experiences. Confidentiality was maintained through participant codes and pseudonyms, with identifying details excluded from transcripts and research reports. Interview recordings, transcripts, consent forms, and related documents were securely stored in password-protected files accessible only to authorized individuals. The researcher maintained reflexive awareness of her professional experiences and assumptions to minimize their influence on data collection and interpretation. Following Lincoln and Guba's (1985) criteria, trustworthiness was addressed through credibility, dependability, confirmability, and transferability. These were supported by validated instruments, consistent research procedures, systematic analysis, participant feedback, reflexive interpretation, and adequate descriptions of the research context. The researcher also maintained integrity in reporting by accurately representing participants' experiences, avoiding fabrication or distortion, and recognizing the context-specific nature of the findings.

3. RESULTS AND DISCUSSION

3.1 Prevalent Translanguaging Instructional Practices

3.1.1 Sandwich Strategy

The findings revealed that teachers employed the Sandwich Strategy by initially explaining lessons in English, briefly shifting to Cebuano or Filipino when students experienced comprehension difficulties, and subsequently returning to English. Participants P2, P6, and P7 described using this strategy to clarify unfamiliar vocabulary, grammar rules, and literary concepts. P1 similarly allowed students to communicate their understanding in their familiar language before expressing their ideas in English. These findings demonstrated how teachers used familiar languages as temporary instructional support while maintaining English-language development as the primary objective. Cenoz and Gorter (2022) emphasized that pedagogical translanguaging involved purposeful multilingual strategies that supported learning. Similarly, Reyes (2024) documented how multilingual classroom practices in the Philippines facilitated comprehension and classroom participation. The findings indicated that the Sandwich Strategy enabled teachers to address immediate comprehension difficulties while restoring opportunities for English-language engagement.

3.1.2 Stage-Gated Language Usage

The findings indicated that teachers permitted students to use familiar languages during brainstorming, idea organization, and initial discussions but required English for final academic outputs. Participants P1, P3, and P6 encouraged Cebuano during idea generation before students developed their written responses in English. P7 likewise allowed multilingual discussions during classroom activities while requiring English during formal reporting and presentations. This practice demonstrated the importance of adjusting language expectations according to instructional purposes and learning stages. Jeon et al. (2025) identified instructional functions and strategies as important dimensions of teachers' translanguaging practices.

Similarly, Cenoz and Gorter (2022) emphasized planned multilingual instruction that supported language learning. These findings suggested that Stage-Gated Language Usage enabled teachers to accommodate students' linguistic resources while maintaining expectations for English-language performance.

3.1.3 Collaborative L2 Reconstruction

The findings showed that teachers engaged students in collaboratively reconstructing their responses in English after initially expressing ideas in familiar languages. Participants P1, P8, P9, and P10 described helping students reformulate explanations and answers into appropriate English expressions. This practice allowed students to communicate their understanding before receiving linguistic guidance. The findings highlighted the instructional value of guided language reconstruction in supporting participation and English-language development. Li and García (2022) explained that multilingual learners drew from interconnected linguistic repertoires to construct meaning. Jeon et al. (2025) likewise emphasized the interconnected resources, methods, and functions of translanguaging practices. Collaborative L2 Reconstruction therefore illustrated how teachers supported students' existing understanding while facilitating their transition toward English communication.

3.2 Emotional Dilemmas Experienced by English Teachers

3.2.1 Professional Guilt and Role Duality

The findings revealed that teachers experienced professional guilt when balancing their responsibility to promote English proficiency with their concern for students' comprehension. Participants P1 and P4 expressed the need to maintain professional teaching standards while ensuring student understanding. P3 questioned whether allowing familiar languages could affect English learning, while P10 described self-imposed pressure to maintain an English-speaking classroom despite the absence of an explicit prohibition against Cebuano. These experiences suggested that emotional dilemmas emerged when teachers perceived competing professional responsibilities. Hopkyns and Dovchin (2024) documented emotional tensions associated with translanguaging, including guilt and frustration. Similarly, Nazari and Karimpour (2025) demonstrated that teachers' emotional labor was influenced by language expectations and professional identity. The findings indicated that professional guilt reflected teachers' perceptions of their instructional responsibilities rather than evidence that translanguaging undermined English learning.

3.2.2 Fear of Evaluative Observation Judgment

The findings indicated that teachers experienced anxiety and uncertainty regarding how their translanguaging practices might be perceived by colleagues, administrators, or classroom observers. P1 described feeling intimidated when using Cebuano because of possible negative judgments, while P2 worried that other teachers and administrators might misunderstand translanguaging. P8 reported self-doubt, whereas P4 and P7 described becoming more attentive to students' responses and instructional goals when managing emotional challenges. These findings highlighted the influence of perceived professional expectations on teachers' instructional confidence. Biri et al. (2026) reported that English teachers experienced fear of judgment and professional uncertainty when using translanguaging. Neufeld et al. (2026) similarly identified tensions between university language expectations and teachers' classroom practices. These studies supported the interpretation that anticipated evaluation could contribute to emotional pressure, even when explicit institutional restrictions were not established.

3.2.3 Anxiety Over Student Over-Reliance

The findings revealed that teachers worried about students becoming overly dependent on familiar languages during English instruction. P2 expressed concern about maintaining sufficient English exposure, particularly during speaking activities, while P4 feared that excessive first-language use might reduce opportunities to practice English. P3 questioned whether translanguaging could affect English proficiency, and P5 reported anxiety and frustration when instruction was not conducted entirely in English. These concerns illustrated the emotional challenges teachers experienced when determining the appropriate amount of language support. Nazari and Karimpour (2025) explained that translanguaging-related emotional labor could emerge from language proficiency expectations and professional beliefs. Cenoz and Gorter (2022) likewise emphasized the intentional use of multilingual resources according to instructional objectives. The participants' concerns therefore reflected perceived risks of language dependence rather than demonstrated negative effects on students' English proficiency.

3.3 Pedagogical Dilemmas Encountered by English Teachers

3.3.1 Decision-Timing Friction

The findings revealed that teachers experienced difficulty determining the appropriate moment to shift between English and familiar languages. Participants P6, P7, and P8 identified language-switching decisions as instructional challenges. P10 questioned whether translanguaging was introduced too early or too late, while P4 described uncertainty about when students needed clarification and when they should continue attempting to communicate in English. These findings demonstrated that effective translanguaging required continuous assessment of students' comprehension and language-learning needs. Jiang et al. (2024) highlighted the complexity of teachers' engagement with multilingual classroom practices. Similarly, Jeon et al. (2025) identified contextual and instructional considerations influencing teachers' translanguaging decisions. The findings suggested that decision-timing difficulties reflected the need to balance immediate comprehension support with opportunities for independent English communication.

3.3.2 Instructional Time Loss and Curriculum Pressure

The findings indicated that explaining concepts in multiple languages increased instructional time and affected lesson progression. Participants P2, P4, and P6 reported that repeated explanations and language transitions extended classroom discussions. P3 emphasized the limitations of a one-and-a-half-hour class period, while P1 noted difficulties completing lessons within the allotted time when additional explanations were necessary. These experiences demonstrated the practical demands of integrating multilingual support into time-limited instruction. Neufeld et al. (2026) identified contextual and institutional constraints influencing translanguaging implementation in tertiary education. Jeon et al. (2025) likewise emphasized the importance of considering instructional methods and functions when examining teachers' multilingual practices. The findings indicated that teachers needed to determine when additional language clarification was necessary while maintaining curriculum pacing and instructional objectives.

3.3.3 Boundary Friction and Redirection Challenges

The findings showed that teachers encountered difficulty establishing and maintaining expectations for language use across classroom activities. P2 experienced challenges redirecting students toward English after allowing Cebuano, while P9 reported that students sometimes questioned changes in language expectations. P3 and P7 emphasized English-language requirements during composition tasks, reporting, and summative assessments. P8

also expressed uncertainty about balancing instructional effectiveness with expectations for English use. These findings indicated that unclear language boundaries could complicate classroom management and instructional consistency. Cenoz and Gorter (2022) emphasized the importance of planned multilingual strategies, while Neufeld et al. (2026) identified the relationship between language policies and classroom practices. The findings suggested that teachers benefited from clearly communicating when familiar languages could support learning and when English remained necessary for achieving intended language-learning outcomes.

3.4 Strategies for Navigating Emotional and Pedagogical Dilemmas

3.4.1 Decoupling Content Knowledge from Language Form

The findings revealed that teachers distinguished students' understanding of lesson content from their ability to express that understanding in English. P10 described separating content knowledge from language performance when providing feedback. P1 allowed students to explain concepts in Cebuano before expressing them in English, while P3 permitted familiar-language questions and clarification during classroom discussions. This strategy demonstrated that limited English expression did not necessarily indicate inadequate understanding of academic content. Li and García (2022) emphasized the importance of recognizing multilingual learners' interconnected linguistic resources. Similarly, Reyes (2024) found that translanguaging enabled learners to utilize available languages to support understanding. The findings suggested that distinguishing conceptual knowledge from English-language performance helped teachers respond to students' learning needs while continuing to develop their communication skills.

3.4.2 Strategic Wait-Time

The findings indicated that teachers provided students with additional thinking time before introducing familiar-language clarification. P8 encouraged students to formulate responses independently before switching languages, while P9 avoided allowing immediate language shifts. P10 described waiting longer before answering classroom questions, and P2 encouraged students to identify alternative English expressions before resorting to Cebuano. These practices reflected teachers' attempts to balance linguistic assistance with opportunities for independent communication. Cenoz and Gorter (2022) emphasized purposeful decisions in multilingual instruction, while Jeon et al. (2025) identified instructional methods and contextual considerations as important components of translanguaging practices. Strategic Wait-Time allowed teachers to maintain familiar-language support when necessary while encouraging students to attempt English responses independently.

3.4.3 Informal Peer Debriefing and Mentorship

The findings revealed that teachers sought professional guidance through informal discussions with colleagues and experienced educators. P8 consulted senior teachers about difficult classroom situations, while P2 and P4 exchanged instructional strategies with fellow English teachers. P1 described receiving practical suggestions and reassurance through collegial discussions, and P3 also identified fellow educators as potential sources of support. These findings highlighted the role of professional collaboration in addressing instructional uncertainty and emotional concerns. Dikilitaş and Öztüfekçi (2024) demonstrated that collaborative translanguaging practices supported professional learning and shared instructional expertise. Similarly, Hamman-Ortiz and Romero (2025) emphasized the importance of context-sensitive professional support in developing teachers' translanguaging practices. The findings suggested that collegial interactions provided opportunities for instructional guidance, shared reflection, and emotional reassurance.

3.4.4 Post-Lesson Reflective Practice

The findings showed that teachers regularly evaluated their language-related instructional decisions after classroom activities. Participants P1, P2, and P6 reflected on whether translanguaging supported students' understanding and achievement of learning objectives. P8 reviewed classroom experiences after lessons, while P4 considered student feedback, professional development activities, and instructional resources when improving teaching practices. These findings suggested that reflection enabled teachers to reconsider instructional decisions according to classroom experiences and learners' needs. Dikilitaş and Öztüfekçi (2024) highlighted the importance of reflection and collaboration in adapting translanguaging practices. Hamman-Ortiz and Romero (2025) likewise demonstrated that teachers' understanding and implementation of translanguaging were shaped by individual experiences and contextual factors. Reflective practice therefore provided a means of identifying necessary instructional adjustments while maintaining English-language learning objectives.

3.5 Essential Elements of a Context-Sensitive Support Framework

3.5.1 Explicit Institutional Policy Parameters

The findings revealed that teachers considered clear institutional guidance necessary for implementing translanguaging appropriately. P2 emphasized the need for institutional language policies, while P4 recommended a framework specifying when and how translanguaging could support instruction without compromising English-language development. P8 and P10 preferred flexible, practical guidelines that clarified language expectations according to classroom activities and learning objectives. These findings indicated that teachers needed institutional guidance that recognized multilingual classroom realities while maintaining academic standards. Neufeld et al. (2026) identified inconsistencies between institutional language policies and actual translanguaging practices in tertiary education. Similarly, Biri et al. (2026) highlighted the professional tensions associated with English-only expectations. The findings supported the inclusion of practical institutional guidelines that clarified appropriate language use without imposing unnecessarily restrictive instructional practices.

3.5.2 Scenario-Based Professional Development

The findings indicated that teachers preferred professional development activities addressing actual classroom situations. P1 recommended training on the appropriate integration of translanguaging, while P6 proposed workshops demonstrating transitions between English and Cebuano. P9 noted limited discussion of multilingual classroom situations in general teaching seminars, and P10 emphasized practical workshops rather than purely theoretical discussions.
These findings demonstrated the need for professional development that connected translanguaging principles with classroom applications. Hamman-Ortiz and Romero (2025) found that teachers' translanguaging practices developed through professional learning shaped by individual and contextual considerations. Dikilitaş and Öztüfekçi (2024) similarly emphasized collaboration and professional development in multilingual instruction. Scenario-based training could therefore address teachers' identified need for practical guidance in managing language transitions and responding to classroom challenges.

3.5.3 Structured Early-Career Mentorship

The findings revealed that teachers considered mentoring and constructive feedback important forms of instructional support. P1 emphasized regular mentoring and feedback from administrators following classroom observations. P8 identified senior colleagues as valuable sources of professional guidance and recommended mentorship for beginning teachers. P9 likewise recognized the need for structured professional assistance during the early stages of teaching. These findings highlighted the importance of professional guidance in developing

teachers' confidence and instructional judgment. Dikilitaş and Öztüfekçi (2024) demonstrated how collaborative teaching experiences contributed to professional learning and instructional development. Hamman-Ortiz and Romero (2025) further emphasized that teachers' adoption of translanguaging was influenced by contextual support and professional learning opportunities. Structured mentorship was consequently identified as a potentially useful component of the proposed framework for addressing instructional uncertainty among beginning English teachers.

3.5.4 Ready-to-Use Multilingual Instructional Materials

The findings indicated that teachers needed accessible instructional resources demonstrating appropriate translanguaging practices. P2 emphasized the importance of teaching materials, while P4 recommended sample lesson plans, practical instructional strategies, and assessment methods. P6 identified lesson plans and assessment guides as resources that could strengthen teachers' confidence, and P7 highlighted the value of practical materials and opportunities to share effective teaching practices. These findings suggested that instructional resources could provide practical guidance for planning multilingual activities and maintaining English-language expectations. Cenoz and Gorter (2022) emphasized the importance of planned translanguaging strategies, while Jeon et al. (2025) identified instructional resources and methods as essential dimensions of multilingual teaching practices. Ready-to-use materials were therefore considered useful for translating pedagogical principles into adaptable classroom strategies aligned with students' needs and intended learning outcomes.

3.6 Synthesis of Findings and Development of the Context-Sensitive Support Framework

The findings established that translanguaging involved interconnected instructional practices, emotional experiences, pedagogical decisions, and navigation strategies. The three prevalent instructional practices supported comprehension and English-language development, while the emotional and pedagogical dilemmas revealed challenges involving professional expectations, instructional timing, lesson pacing, and language boundaries. Teachers addressed these challenges through strategic language support, thinking time, collegial discussions, and reflective practice. The four identified institutional support needs provided the foundation for the proposed Context-Sensitive Translanguaging Instructional Guide, which comprised four interconnected phases: Plan/Design, Implement, Monitor, and Adjust/Reflect. These phases emphasized identifying lesson objectives and learners' language needs, applying appropriate translanguaging practices, monitoring students' responses, and reflecting on necessary instructional adjustments. Overall, the findings aligned with contemporary research emphasizing purposeful multilingual instruction, context-sensitive teacher judgment, professional collaboration, and institutional support (Cenoz & Gorter, 2022; Hamman-Ortiz & Romero, 2025; Neufeld et al., 2026). The proposed guide represented a research-based instructional support output rather than an evaluated intervention. Its practical effectiveness remained subject to future implementation and assessment.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that translanguaging among tertiary English teachers at St. Cecilia's College–Cebu, Inc. was a context-dependent instructional practice requiring continuous negotiation between students' comprehension needs and English-language learning objectives. Teachers employed the Sandwich Strategy, Stage-Gated Language Usage, and Collaborative L2 Reconstruction to support understanding and participation while encouraging English communication. However, these practices involved interconnected emotional and pedagogical dilemmas, including professional guilt, fear of evaluative judgment, concerns about student dependence, uncertainty in language-switching decisions, instructional time constraints, and difficulties maintaining appropriate language boundaries. Teachers addressed these challenges

through strategic wait-time, differentiated attention to content and language form, peer mentoring, and reflective practice. Collectively, the findings indicated that effective translanguaging required informed pedagogical judgment, instructional flexibility, and institutional support. The study contributed a Context-Sensitive Translanguaging Instructional Guide grounded in teachers' lived experiences to support purposeful language decisions while maintaining English-language learning objectives.

It is recommended that St. Cecilia's College–Cebu, Inc. adopt and evaluate the developed Context-Sensitive Translanguaging Instructional Guide as a practical reference for English language teachers. The guide should establish flexible criteria for determining when familiar-language support is appropriate, when English should be prioritized, and how students may be gradually encouraged toward independent English communication. Teachers should integrate these considerations into lesson planning, monitor students' comprehension and participation, manage instructional time, and evaluate language-related decisions through post-lesson reflection. School administrators should strengthen institutional support by organizing scenario-based professional development, structured mentoring for beginning teachers, constructive classroom observation feedback, and opportunities for peer consultation. Accessible multilingual instructional materials, sample lesson plans, and assessment guides should also be provided to support consistent implementation. Future researchers may examine the guide's practicality and effectiveness in other multilingual tertiary classrooms to determine its applicability and potential contributions to English language instruction.

The study was limited to ten purposively selected tertiary English language teachers from one higher education institution in Minglanilla, Cebu, during Academic Year 2025–2026. Its qualitative descriptive phenomenological design focused on participants' lived experiences rather than statistical generalization or causal relationships. Findings were primarily based on self-reported interview narratives reflecting teachers' perceptions, instructional decisions, and emotional experiences. Students' English-language outcomes were not independently measured, and the developed instructional guide had not undergone implementation-based effectiveness evaluation. Consequently, the findings should be interpreted within their institutional and linguistic context. Further studies involving other educational settings and framework evaluation may strengthen their applicability.

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