



Republic of the Philippines  
**Department of Education**  
REGION IV-A CALABARZON  
CITY SCHOOLS DIVISION OF BIÑAN CITY

---

**PROJECT VOLT: VOCABULARY OPPORTUNITIES AND LITERACY THROUGH  
TRANSLANGUAGING**



**MARY JOY R. SAGOSOY**  
Teacher II



**MELODY M. MORG**  
Teacher I  
English Department  
Biñan Secondary School of Applied Academics



**ESTELA S. PELINO**  
Head Teacher II

**ABSTRACT**

This research study delved into the effectiveness of the translanguaging instructional approach in improving vocabulary development among selected Grade 7 English students at Biñan Secondary School of Applied Academics, within the multilingual landscape of the Philippines. The research was initiated due to the difficulties experienced by these students, as indicated by their Phil-Iri scores, and the varied linguistic backgrounds they brought to the learning environment. The study sought to investigate the potential effects of translanguaging on the acquisition of vocabulary, discern particular challenges related to vocabulary, and evaluate the potential relationship between initial proficiency in vocabulary and subsequent proficiency following instructional intervention. The outcomes demonstrated a notable enhancement in vocabulary subsequent to translanguaging instruction, drawing attention to particular vocabulary difficulties, and unveiled a modest positive association between initial proficiency and post-instruction proficiency. The discoveries highlight the potential of translanguaging as a proficient pedagogical instrument, accentuating its function in fostering linguistic inclusivity and amplifying vocabulary.

**Keywords:** *Translanguaging, Vocabulary Development, Phil-Iri Scores, Grade 7 English Students, Multilingual Education, Instructional Approach, Linguistic Diversity*

## INTRODUCTION

In the Philippines, migrant workers flock where economic opportunities abound. CALABARZON is the second highest destination in the country where manufacturing hubs mushroomed. Workers normally bring their families, especially their children, with them and settle nearer if not nearest to their place of work (Amoguis, M.T., 2020.) As a result, Biñan City where Biñan Secondary School of Applied Academics is geographically located has enrollees coming from different regions in the country. Since the Philippines is a multilingual country, the school has students coming from different regions and are speaking in different regional languages.

The Department of Education in 2012 released Order No. 16 directing all public elementary schools to use Mother-Tongue-Based-Multilingual Education (MTB-MLE) to Kinder, Grades 1, 2, and 3. This mandate is supporting the goal “Every-Child-A-Reader and a-Writer by Grade1.” The policy is implemented in Key stage 1 of Basic Education only and not in Key Stage 3 or Junior high School.

While the country is in the stage of recovering from the covid-19 pandemic, learning loss and gaps really necessitate intervention. As the Philippine Informal Reading Inventory (Phil-IRI) result shows that Grade 7 learners of English struggle in comprehending reading texts, the teachers and proponents of this study intended to utilize translanguaging in teaching vocabulary to selected learners who were under the Frustration Reading level.

Translanguaging as asserted by Duarte (2018) is another way to carry out instruction where several languages that learners speak were utilized in the discussion and learning. Having learners with diverse languages, the proponents investigated the impact of

translanguaging in broadening learners’ vocabulary and literacy development.

## METHODOLOGY

The selected Grade 7 research participants represented a diverse linguistic background, as evidenced by their mother tongues. With students speaking languages ranging from Masbatenyo and Ilocano to Ibanag, Hiligaynon, Panggalatok, Batangan, and a significant number identifying with Bisaya, the group showcased the rich tapestry of dialects present in the student population.

**Table 1. Research Participants**

	Phil-Iri Group Screening Test (GST) Result	Mother Tongue (Dialect)	Number of Participants
7 – Navajo	5	<u>Masbatenyo</u>	1
7 – Fuchsia	7	<u>Ilocano</u>	1
7 – Navajo	8	<u>Ibanag</u>	1
7 – Indigo	10	<u>Bisaya</u>	1
7 – Fuchsia	11	<u>Hiligaynon</u>	1
7 – Indigo	13	<u>Panggalatok</u>	1
7 – Cherry	4	<u>Batangan</u>	1
	8	Bisaya	4
	9		
	13		
	8		
TOTAL			11

Table 1 presents the linguistic profiles of the selected Grade 7 research participants, detailing their Phil-Iri Group Screening Test results and mother tongues. The table underscores the linguistic diversity of the cohort, with varied ranging dialects.

The researchers utilized a mixed-method explanatory research design for Project VOLT to explore the effects of translanguaging on vocabulary development. The first step entailed the administration of the Phil-IRI (Philippine Informal Reading Inventory) Group Screening Test (GST) to the designated Grade 7 students. The test was conducted silently and was offered in English language. It consisted of a standardized comprehension test with 20 items, focusing on passages that were meticulously selected to match specific grade levels. The selection of

these passages was done by the Department of Education with great attention to various factors, including the amount of information conveyed, the level of vocabulary used, the complexity of sentences, the thematic content, and the overall coherence.

The students were allotted a duration of 30 minutes to finalize the multiple-choice examination. Individuals who obtained a score below 14, which suggests a possible challenge in comprehending text at the expected level, underwent a comprehensive personalized evaluation utilizing the PhilIRI Graded Passages which is considered the pre-test of the study. During this phase, the researchers identified particular vocabulary terms that presented difficulties for the participants.

Upon recognizing the areas of challenge, the researchers proceeded to introduce and implement customized translanguaging instructions aimed at effectively bridging the existing vocabulary gaps. Throughout a series of eight separate sessions, the students were fully engaged in vocabulary and literacy lessons that were strategically crafted to leverage the potential of translanguaging. Upon the culmination of said sessions, post-tests were duly administered with the aim of assessing the efficacy of the translanguaging intervention.

The data was analyzed by the researchers using a variety of statistical methods in order to derive meaningful insights. The paired sample T-test was utilized to ascertain potential disparities in vocabulary development prior to and subsequent to the intervention. Thematic analysis was employed to further explore the qualitative dimensions of the vocabulary difficulties encountered by the students. The application of the Pearson Correlation aimed to determine the potential association between the extent of translanguaging instruction and the observed enhancements in the Phil-Iri scores.

## RESULTS

The study focused on determining if there's a significant difference in the vocabulary development of the selected Grade 7 students before and after exposure to the translanguaging instruction. Using the paired sample t-test, below are the yielded results:

Question 1. Is there a significant difference in the vocabulary development of the selected Grade 7 students before and after exposure to the translanguaging instruction?

**Table 2.** *t-Test: Paired Two Sample for Means*

	<i>Pre-Test Result</i>	<i>Post-Test Result</i>
Mean	2.545454545	5.090909091
Variance	1.472727273	2.890909091
Observations	11	11
Pearson Correlation	0.215886265	
Hypothesized Mean Difference	0	
df	10	
t Stat	4.530293612	
P(T<=t) one-tail	0.000545448	
t Critical one-tail	1.812461123	
P(T<=t) two-tail	0.001090895	
t Critical two-tail	2.228138852	

Table 2 presents the results of the paired sample t-test comparing the vocabulary development of Grade 7 students before and after the translanguaging instruction. The computed t-statistic of -4.530293612 significantly exceeds the critical t-value (two-tailed) of 2.228138852, and with a p-value of 0.001090895 (which is less than the typical alpha level of 0.05), it indicates a statistically significant difference in vocabulary development between the pre-test and post-test results.

Question 2. Which vocabulary terms do low-performing English 7 students find particularly challenging, and how can translanguaging instruction be tailored to address these challenges?



**Table 3.** *Thematic Analysis of Challenging Vocabulary Terms and Translanguaging Approaches*

Theme	Description	Challenging Words	Translanguaging Instructional Approach
Action words	Words denoting specific actions or movements.	yelled, honked, swam, said, waddled, laid, asked, slurp, smiled	Bilingual sentence examples; Role-playing or acting out actions.
Descriptive words	Words describing a particular quality or characteristic.	snug, luck, buzzing	Use of visual aids with descriptions in both English and native language.
Nouns with specific context	Nouns uncommon in the students' cultural or environmental context.	lily, rooster, sill, cheer, bus, lunch, duck, bug	Storytelling embedding these nouns in familiar contexts.
Sound-related words	Words denoting specific sounds.	crowed, rang	Onomatopoeic equivalents in native language; Playing actual sounds.

The provided table presents a comprehensive outline of the themes derived from the complex vocabulary words, accompanied by recommended translanguaging instructional strategies to effectively tackle each theme.

Question 3. What is the correlation between the initial vocabulary proficiency as measured by the pre-test scores and the vocabulary proficiency after receiving translanguaging instruction as measured by the post-test scores among selected Grade 7 students with low-GST results?

**Table 4.** *Pearson Correlation Coefficient*

	Pre-Test Result	Post-Test Result
Pre-Test Result	1	
Post-Test Result	0.215886265	1

Table 5 displays the Pearson correlation coefficient ( $r$ ) between the Pre-Test and Post-Test results of the students. The Pearson correlation coefficient ranges from -1 to 1. A value closer to 1 indicates a strong positive relationship, a value closer to -1 indicates a strong negative relationship, and a value closer to 0 indicates a weak relationship. The Pearson correlation coefficient ( $r$ ) between the initial vocabulary proficiency (Pre-Test scores) and the vocabulary proficiency after receiving translanguaging instruction (Post-Test scores) is  $r = 0.215886265$ . This means that there is a slight tendency for students who received more translanguaging instruction (or

showed more improvement from pre-test to post-test) to have higher improvements in their Phil-Iri scores.

## DISCUSSION

Project VOLT: Vocabulary Opportunities and Literacy through Translanguaging assessed the impact of translanguaging instruction on the vocabulary development of selected Grade 7 English students. The study revealed the following findings:

1. Is there a significant difference in the vocabulary development of the selected Grade 7 students before and after exposure to the translanguaging instruction?

The results from the paired sample t-test indicated a significant difference in the vocabulary development of the students before and after the translanguaging instruction. Specifically, the post-test scores were, on average, higher than the pre-test scores, suggesting that the translanguaging instruction had a positive impact on the students' vocabulary development.

2. Which vocabulary terms do low-performing English 7 students find particularly challenging, and how can translanguaging instruction be tailored to address these challenges?

Thematic analysis revealed that students found specific vocabulary terms challenging, categorized under themes such as "Action Words," "Descriptive Words," "Nouns with Specific Context," and "Sound-related Words." To address these challenges, translanguaging instructional approaches were suggested, such as bilingual sentence examples, role-playing, use of visual aids, and storytelling embedding these nouns in familiar contexts.

3. What is the correlation between the initial vocabulary proficiency as measured by the pre-test scores and the vocabulary proficiency after receiving translanguaging instruction as measured by the post-test

scores among selected Grade 7 students with low-GST results?

The Pearson correlation coefficient between the initial vocabulary proficiency (Pre-Test scores) and the proficiency after receiving translanguaging instruction (Post-Test scores) was  $r=0.215886265$ . This value indicates a weak positive linear relationship between the two sets of scores. While there's a slight positive association, the strength of this relationship is relatively weak, suggesting that other factors might also influence the vocabulary proficiency after the translanguaging instruction.

## ACKNOWLEDGEMENTS

The researchers express their utmost gratitude and sincere appreciation to all those who have played a pivotal role in the successful implementation of this action research. We express our deepest appreciation to our esteemed leadership of the City Schools Division of Biñan City. The individuals who have contributed to the success of this endeavor are the esteemed Schools Division Superintendent, Ma'am Manuela S. Tolentino, CESO V; the diligent OIC Assistant Schools Division Superintendent, Edenia O. Libranda; and the dedicated SGOD Chief, Sir Bayani V. Enriquez. Our profound gratitude is also extended to the esteemed CID Chief, Ma'am Mary Ann L. Tatlongmaria

We express our utmost gratitude to Dr. Leslie V. Denosta, Principal II of Biñan Secondary School of Applied Academics, for kindly granting permission and providing endorsement for our research pursuits. The acknowledgment of your faith in our abilities has served as a significant motivator for our endeavors.

The comprehensive nature of our research necessitated the indispensable contribution and verification provided by esteemed educators. Our sincere gratitude is expressed to Mr. Patrick James R. Pelicano,

Master Teacher I English, Mrs. Nia M. Abas, Head Teacher III and Mrs. Leslie V. Denosta, Principal II. We greatly value the contributions you have made in enhancing our research tools.

In addition, our journey was enhanced by the unwavering assistance and guidance provided by Mr. Edward P. Manuel, Senior Education Program Specialist of Planning and Research Action; Dr. Nerra A. Visperas, PSDS of District 7 and Ms. Diane M. Furio, School Research Coordinator. The contributions, direction, and motivation you have provided have played a crucial role in molding our research and guaranteeing its achievement.

Finally, our hearts are filled with immense gratitude towards the Supreme Being. Throughout the entirety of this research endeavor, we sensed a guiding presence, bestowing upon us the fortitude, wisdom, and tenacity required to progress. During periods of uncertainty and adversity, the presence of His grace served as a guiding light, casting illumination upon our journey and instilling within us a sense of optimism. The acknowledgment of His ever-present guidance is perceived as the supreme source of wisdom and motivation. We express our utmost gratitude to the divine entity for the boundless affection, assistance, and favor bestowed upon us, enabling the realization of this research endeavor.

## REFERENCES

- Amoguis, M. T. (2020, January 30). Business world. Calabarzon preferred destination for Filipino migrants. <https://www.bworldonline.com/top-stories/2020/01/30/275906/calabarzon-preferred-destination-for-filipino-migrants/>
- Champlin, M. (2014). Translanguaging and bilingual learners: A study of how translanguaging promotes literacy skills in bilingual students [MA Thesis]. St. John Fisher University.
- Galante, A. (2020). Translanguaging for Vocabulary Development: A Mixed

Methods Study with International Students in a Canadian English for Academic Purposes Program. Springer EBooks, 293–328

[https://doi.org/10.1007/978-3-030-47031-9\\_14](https://doi.org/10.1007/978-3-030-47031-9_14)

García, O., & Kleifgen, J. A. (2020). Translanguaging and Literacies. Reading Research Quarterly, 55(4), 553–571. <https://doi.org/10.1002/rrq.286>

Philippines Department of Education. (2012, February 17). Guidelines on the Implementation of the Mother-Tongue-Based -Multilingual Education (MTB\_LE). <https://www.deped.gov.ph/2012/02/17/do-16-s-2012-guidelines-on-the-implementation-of-the-mother-tongue-based-multilingual-education-mtb-mle/>



**Address:** P. Burgos St., Brgy. Sto. Domingo, Biñan City, Laguna  
**Contact Nos.:** (049) 547-0105 / (+63) 939-510-8779  
**Email Address:** [deped.binancity@deped.gov.ph](mailto:deped.binancity@deped.gov.ph)  
**Website:** [depedbinan.com](http://depedbinan.com)



Certificate No. PHP QMS  
22 93 0085