



TRANSLANGUAGING: ITS EFFECTIVENESS IN CONTENT AND TASK-BASED MONITORING AND FEEDBACK IN MODULAR DISTANCE LEARNING

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Translanguaging: Its Effectiveness in Content and Task-based Monitoring and Feedback in Modular Distance Learning

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Abstract

This study determined to look into the level of effectiveness of the use of translanguaging in feedback and monitoring in the Modular Distance Learning Modality. This study used a descriptive-quantitative research design. 46 teachers were the respondents of the study. This study found that teachers HIGHLY UTILIZE translanguaging as a means of delivering feedback and monitoring learners. Also, it found that teachers regard translanguaging as HIGHLY EFFECTIVE in terms of giving feedback and monitoring learners' understanding of given topics found in the modules. When the data were analyzed for differences, it revealed a significant difference in the perceptions of the effectiveness of translanguaging based on the year level that teachers were assigned to teach. This study also revealed that teachers use translanguaging because it encourages learners to participate, communicate, and interact with their teachers more. Similarly, this study also revealed that with the use of translanguaging, teachers have seen learners improve their understanding of the concepts and ideas discussed, making them autonomous in their learning. This comes with the conclusion that learning may be difficult for learners, especially when using a "restricting" language, such as English, where conventions are not fully mastered by the learners, most especially at a time of distance learning. With the results, this study recommends exploring the use of translanguaging as an effective strategy in feedback and monitoring. Also, it recommends examining the perceptions of students in line with the use of translanguaging and how they view its relevance and effectiveness as direct receivers of feedback from teachers.

Keywords: *Distance Learning; Feedback; Monitoring; Translanguaging*

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Introduction

The sudden shift and change in the department brought about by the pandemic has altered the schemes and mechanisms on how education is delivered to students remotely. Due to this, specific mechanisms in learning, such as monitoring of learning and providing feedback, have taken a different turn. Because of this change, the department has encouraged teachers to tap into their skills and proficiencies to further develop students' comprehension of the content through monitoring and feedback in the new normal.

Feedback and monitoring have become an integral part of learning in the Learning Delivery Modality of the Department of Education, as stated in DepEd Order No. 12, s.2020 or the Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in the light of the COVID-19 Public Health Emergency. This study investigates the perceived effectiveness of translanguaging as a means of providing content and task-based feedback during the monitoring of teachers to students during this time of the pandemic through the Modular Distance Learning Modality.

In the Division of Zamboanga City, teachers have been tasked to be motivated to check on their students' learning remotely through phone calls and messages online and other available schemes in communicating with their students to provide relevant and timely feedback and monitoring. In this context, teachers use their own strategies to allow this flow of relevant and important feedback and monitoring of the content through “translanguaging.”

Translanguaging is the process of gaining access to many linguistic characteristics or a variety of linguistic modes in what are described to as independent languages in order to improve communication.” (Garcia 2009, 117). It allows for the free flow of “communication’ and not looking into the medium of language alone. It investigates the premise that when learning new languages, a student's native language may serve as a scaffold while acquiring academic material in the new language.

Recent studies in sociolinguistics have shown how translanguaging helps in learning and ushers new ways of understanding among learners. Anchored on the Language Ecology Theory, which focuses on the interaction between languages to produce a more comprehensive and effective learning environment, translanguaging is a strategy used to support learners in understanding contents spanning across the different subjects in the curriculum. It is a holistic view of how people who speak two languages in a community. While learners certainly require additional, thorough, and prolonged training in English in order to master it, they can learn concepts taught in a new language faster by making wise and strategic use of their native tongue.

The present study is designed to shed light on the effectiveness of using translanguaging in content and task-based monitoring and feedback to learners in the Modular Distance Learning Modality and to be able to frame interventions and policies which will strengthen the delivery of significant, accurate, and timely feedback, especially during the pandemic, and the years ahead it.

Literature Review

Translanguaging as a Concept. The term “translanguaging” describes the language habits of bilingual individuals. that is, in the context of this study, Filipino learners who can speak, use, and understand two languages at the same time. In the Philippines, this is generally evident as seen in the many language practices used in

homes, and schools. It is the flexible use of one's own sophisticated language tools to make sense of their life and complex environments.

The word translanguageing was coined in Welsh by Williams (2002). Before the coining of this word, the field of education does not have a universal term to refer to this practice. Taking this into consideration and knowing that there may be changes that could happen as terminologies vary, it is a daunting task to distinguish which practice fits each specific term. It is often called by many names: code-switching, code-meshing, and translanguageing.

However, Adamson and Fujimoto-Adamson distinguished between translanguageing and codeswitching. They identified and described code-switching as a tool for translanguageing, a pedagogical strategy that employs multilingual language students to negotiate meaning in a learning environment.

Over time, the term translanguageing has surpassed the term codeswitching in popularity and encompasses the former's usage outside of educational contexts, considering language switching to be the standard in multilingual cultures (Creese and Blackledge 2010, 103).

According to Garcia (2009, 117), due to the hybrid, concurrent, and simultaneous usage of multiple languages, language use and related behaviors have become more dynamic in the twenty-first century. He also posited that this dynamic use of language should be addressed by teachers to effect learning among learners.

It challenges the idea that languages are unchanging, independent beings. Rather, it is seen as two separate systems of grammatical and pragmatic rules (Caranajah 2013; Creese and Blackledge 2018, 103).

As a "means to mediate cognition," the phrase is also used to explain how language learning involves the cognitive process of negotiating and producing meaningful, understandable output (Swain 2006, 95).

Expounding on the matter, translanguageing is also viewed as an inclusion of a wide range of language expressions for a wide range of objectives. This view looks at the term "languageing" as linked to the production of meaning and sense by coordinating a variety of material, biological, semiotic, and cognitive aspects in real-time and over a range of timescales (Wei 2010, 9).

In addition, Wei (2018) further explained that translanguageing is characterized by multilingual, mutisemiotic, and multisensory performance that integrates and uses diverse languageing, where learners are exposed to situations where they negotiate for meaning and sense based on what is taught to them using a language, they are familiar with.

Canagarajah, on the other hand, favored the term "codemeshing" to describe this process, asserting that it captures the fluidity between the languages by showing how they are intertwined or meshed together "as part of a single integrated system" (Cenoz and Gorter 2011, 2).

In order to support this, translanguageing was defined as the "cultivation of languages through their use" as opposed to only approving of or tolerating the learner's native tongue (Creese and Blackledge 2010, 103).

Because each language is required in specific capacity to bridge the gaps left by the other language, the authors claimed that this phenomenon is driven by the combined usage of the two languages. Although the terminology varies, all of the names above allude to a method that encourages the use of both the native language(s) of language students and the target language.

Translanguageing as a Pedagogical Strategy. Both a conversation strategy employed by bilinguals and a pedagogical technique used to teach material and foster

language use for academic purposes are known as translanguaging. It is a pedagogy that denotes that a teacher is cognizant that the learner's linguistic repertoire transcends the language skills used in the classroom, that there is a need for the teacher to tap into the repertoire flexibly and actively to educate, and that the teacher should always take into consideration this dynamic incorporation of language collection in order to teach learners effectively.

Any situation that makes use of the students' native languages to enhance learning is referred to as translanguaging as pedagogy. That is, teachers take into consideration that a more familiar language, like those used by learners in their homes, can be used to teach learners concepts and ideas that are too difficult for them to understand using a language such as English.

Translanguaging as pedagogy is always employed purposefully and never at random, regardless of whether it is used as an active teaching method or as a student learning process. It is used strategically to target one specific purpose---to teach concepts and ideas that are difficult for them to comprehend using a medium of language they are not confident in using and conversing with.

Through translanguaging, as a scaffolding strategy, students are allowed and helped in the meaning-making process (Lin and He 2017, 228). This inclusive learning process helped learners, specifically High School learners, to understand concepts in science through the use of a language similar to theirs at home, leading to the exploration of the meaning of key concepts and topics.

Advantages of Translanguaging. Translanguaging offers a myriad of benefits when used in the teaching and learning sphere. It is regarded in education as it provides several advantages that help teachers and learners in the pursuit of learning.

For learners, it helps students develop relevant and appropriate strategies for navigating with their understanding of a subject or topic. Through translanguaging, students are able to grasp a concept and are given the responsibility to comprehend this new concept by employing their own language. Similarly, translanguaging alters power dynamics as it concentrates teaching and learning on developing meaning, enriching capabilities, and forging identities (García 2009; Creese and Blackledge 2015, 20).

It allows learners to bridge their identities as a speaker and users of the language to the content that they are supposed to take and learn. This then puts prime on the concept that for learning to happen effectively, a student's identity, in this case, mirrored in his language, should be considered by the teacher.

Also, translanguaging likely lowers the affective barriers of learners who are insecure in using a second language, such as English. The use of translanguaging is seen to lower levels of anxiety, alienation, and tension (Ortega 2020, 251).

Translanguaging has the added benefit of enhancing students' agency and serving an identity-affirming purpose by enabling them to completely express themselves in their own "voices," also referred to as the native language they speak at home (Arthur and Martin 2006, 177).

Another of these advantages is that through translanguaging, students are given an opportunity to dig deeper into their own understanding, which has the capacity to foster higher-order thinking among themselves (Lewis, Jones and Baker 2012, 655).

According to Infante and Licona (2021), On the same note, through translanguaging, students are given full access to engage in the curriculum in a language they fully understand.

Through translanguaging, better engagement amongst poorer and stronger language users improves communication inside the classroom or any learning

environment, which benefits teacher-student relationships. (Palmer, Martinez, and Mateus 2014, 757).

In the same manner, using "base" knowledge that students could only comprehend higher-order their own native and home languages allows teachers to develop and solidify their students' knowledge using translanguaging. This could be using a language he is familiar with to activate any prior knowledge.

Similarly, translanguaging provides an inclusive and safe environment where their cultures and identities are valued using their own native languages, which helps students come up with an understanding that they can call their own (Martin 2005).

Through translanguaging, the choice of language assists students and learners in becoming independent, thus helping them become autonomous in their own learning through the help and facilitation of the teacher (White, Hailemariam and Ogbay 2013, 638).

Language and its Influence to Learning. Language is one factor that contributes to whether a learner learns effectively or not. Using a language familiar to a learner, such as his home language, can provide an avenue for more learning.

It was also found that people are a combination of their culture and language, and these are what makes them who they are (Sayer 2010, 143). He revealed that students use translanguaging to understand content. Similarly, when teachers use translanguaging, they promote a better understanding of the content.

In a similar manner, translanguaging is a technique that utilizes all of a learner's linguistic resources. According to Worthy et al. (2013), an educator employs translanguaging to build learning environments for her learners in order to jointly negotiate the meaning of a complex text with the intention of assisting pupils in understanding the material they were learning. Translanguaging is another strategy Canagarajah (2011) use to help students with their writing. Translanguaging gave rise to a conversation on writing and, in the end, permitted the student to speak both English and her home tongue. Writing that is meaningful and more developed can be done with this kind of flexibility.

Canagarajah outlines how learning from the learner can help in the development of translanguaging as an approach. According to him, it's critical that teachers build their pedagogies from the ground up using the strategies that students employ. It is further mentioned that the pedagogy shows that it is possible to focus on a learner's competence growth while studying them as they occur.

According to another study, employing translanguaging to reinforce students' "plural identities" while using their first language as a resource had favorable outcomes (Makalela 2015, 200). This finding further explains the similarities with other results that validate the helpfulness of utilizing a student's native tongue to foster new learning within them.

To add to these findings, it was found that students tend to give up or decline to attempt to work for their lack of understanding of the language they are not familiar with (Straubhaar 1991, 39). This can be observed in many of the learners who try to learn subjects that are taught in a language medium they are not familiar with. This may always be the case because a learner finds it hard to communicate or express his ideas in the more dominant and used language, such as the English language, which is used in five of all the eight subjects taught in the basic education curriculum of the Junior High School.

Additionally, it was discovered that students can "co-construct meaning in a multilingual space" by translanguaging (Martin-Beltran 2018, 98). This lends support to the idea that translanguaging can help students understand the subject matter being

taught in the prevalent language and give students a way to express themselves using a language they are familiar with freely.

Additionally, rather than concentrating on the language used most frequently at any particular time, there is an implied importance of student participation in the learning process (Garcia and Sylvan 2011, 385). Because the content is being taught in a format the student can understand and use, concentrating on the student rather than the language increases the likelihood that the student will comprehend what is being taught.

Finally, it was determined that translanguaging has good effects on student learning since it crosses linguistic and cultural boundaries and strengthens learners' reasoning skills using multilingual practices that are integrated (Makalela 2015, 200).

Research Questions

This study aimed to answer questions on the perceived effectiveness on the use of translanguaging in content and task-based monitoring and feedback to learners in the Modular Distance Learning.

Primarily, this study will try to uncover answers to the following questions:

1. What is the demographic profile of the respondents in terms of:
 - a. Number of languages/dialects spoken
 - b. Grade level taught
 - c. Subject Taught
2. How do teachers provide feedback and monitor content learning among learners in the context of Modular Distance Learning Modality?
3. To what extent do teachers employ translanguaging in giving feedback and monitoring in the context of Modular Distance Learning Modality?
4. What is the level of perceived effectiveness in the use of translanguaging in the context of content and task-based monitoring and providing feedback to learners in the Modular Distance Learning Modality?
5. Is there a significant difference in terms of the perceived effectiveness in the use of translanguaging in the context of content and task-based monitoring and giving feedback to learners in the Modular Distance Learning Modality based on teachers' demographic profile?

Scope and Limitation

This study focused on the investigation of the effectiveness of the use of translanguaging as a strategy in providing relevant and responsive content and task-based feedback and monitoring to learners in the Modular distance Learning Modality.

This study was delimited to teachers teaching English, Science, Mathematics, Technology and Livelihood Education (TLE), and Music, Arts, Physical Education, and Health (MAPEH) of Ramon Enriquez High School, teaching Grade 7 to Grade 12 learners.

These teachers are specifically chosen because they generally speak a minimum of three languages: English, Filipino, and one native dialect.

Method

Research Design

Since this study intended to determine the effectiveness of translanguaging as a strategy in providing feedback and monitoring to students, it was deemed appropriate to utilize a descriptive-quantitative research design as it seeks to descriptively explain the current situation or context. This research type was used to gain an understanding on the effectiveness of the use of translanguaging as a strategy for giving feedback and monitoring students in Modular Distance learning. This research utilized a structured technique in the gathering of data, that is, using a survey questionnaire.

Research Participants

The participants of the study were secondary school teachers teaching English, Science, Mathematics, Technology and Livelihood Education (TLE), and Music, Arts, Physical Education, and Health (MAPEH) of Ramon Enriquez High School. These teachers come from the school's Junior and Senior High School departments, handling Grade 7 to Grade 12 students. These teachers were purposely chosen because they generally speak at least three languages/dialects: English, Filipino, and one native dialect. This native dialect may include Chavacano, Bisaya, Tausug, Kalibugan, Subanen, or any local dialect. Purposive sampling was used in selecting the respondents of the study. Looking into the needs of this body of work, the samples were teachers who teach English, Mathematics, Science, Technology and Livelihood Education (TLE), and Music, Arts, Physical Education, and Health (MAPEH).

Research Instrument

This study is quantitative research, where the researcher utilized a survey questionnaire. The questionnaire was used to gather information from teacher-respondents. This questionnaire was validated by the Education Program Supervisor, a Master Teacher, and a language expert. It is divided into three parts. It contains questions looking into the number of dialects spoken or used by teachers in giving feedback and monitoring, and the mechanisms they use to provide feedback and monitoring (Part I), a 7-item researcher-made questionnaire on the degree of frequency on the use of translanguaging in giving feedback and monitoring (Part II), and another 7-item researcher-made questionnaire on the effectiveness of translanguaging in giving feedback and monitoring their learners in the context of Distance Delivery Learning (Part III). For part II, a scale 1-5 was the basis of the researcher in determining the survey results. A score of 5 was marked for always, 4 for Usually, 3 for About Half of the Time, 2 for Seldom, and 1 for Never. For Part III, the scale 1-5 was also the basis of the researcher in determining the results of the survey. It is composed of 16 researcher-made statements, which passed validation. A score of 5 was marked for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Strongly Disagree. All questions in the survey questionnaire are closed-ended, that is, it is set to a specific answer based on the participant's view of the statement/question, as cited by Mackey and Gass (2005). Likert scale questions were chosen, as they represent uniform choices to participants, which allowed for comparisons across responses and will show information about the participant, as emphasized by Rea and Parker (2005).

Data Gathering Procedure

In this research work, data gathering was done through survey questionnaires. The questions on the survey were communicated to the participants through the use of

Google Forms, as face-to-face conduct of certain pursuits is not yet allowed due to the restrictions brought about by the pandemic.

In the survey questionnaire, the respondents were given an informed consent to explain to them the nature and focus of this study, adhering to the ethical standards. It was made explicit that the respondents' involvement was voluntary and that they could withdraw from the study at any time. It was also explained to the respondents that their identities would remain confidential throughout the study.

After the respondents answered the questionnaire, their answers were tallied and recorded for analysis. The raw data was encoded and categorized accordingly in preparation for the data analysis. Finally, the results of this study were communicated to the participants for information and ethical consideration for this study.

Data Analysis

The raw data was tabulated, organized, and analyzed using statistical tools. To answer research questions 1, and 2, frequency distribution and percentage were used. Moreover, to answer research questions 3, and 4, the Mean and Standard Deviation was used to determine the respondents' extent of using translanguaging in giving feedback and monitoring in the context of Modular Distance Learning Modality and the level of perceived effectiveness in using translanguaging in giving feedback and monitoring in the context of Modular Distance Learning Modality. To answer research question 5, the Analysis of Variance was used to determine the significant difference in the respondents as they are grouped according to the number of languages/dialects spoken, the subjects taught by teachers, and the year level they teach.

Results and Discussion

Demographic Profile of the Respondents. The 1, 2, and 3 present the profile of the respondents in terms of the number of languages/dialects spoken, grade level taught, and subject taught.

Table 1: Number of Languages/Dialects Used and Spoken by the Teachers

On the use of languages/dialects	Number of Teachers	%
2 dialects/languages	1	2.2
3 dialects/languages	15	32.6
4 dialects/languages	16	34.8
5 dialects/languages	9	19.6
6 dialects/languages	1	2.2
7 dialects/languages	2	4.3
8 dialects/languages	2	4.3

Table 1 shows the number of languages/ dialects used and spoken by the teacher-respondents in giving feedback to learners. It can be seen from the table that 15 respondents use and understand 3 dialects/languages, making up 32.6% of the total population. Meanwhile, 16 respondents, or 34.8% of the total population, have said that they use and understand 4 languages/dialects, and 9 respondents use and understand 5 languages/dialects, or 19.6% of the total population. Only 1 respondent said that he understands and uses 6 or more languages. Lastly, 4 respondents, 2 for each, said they use and understand 7 and 8 languages/dialects, respectively.

Table 2: Number of Teachers Based on the Year Level They are Assigned to Teach

Grade Level	Number of teachers	%
Grade 7	9	19.6
Grade 8	8	17.4
Grade 9	10	21.7
Grade 10	8	17.4
SHS	11	23.9
Total	46	100%

Table 2 shows the number of teachers based on the grade level they teach. Among the population, 9 teachers or 19.6% of the total number of population, are teachers from Grade 7, while 8 teachers or 17.4% come from the Grade 8 level. Moreover, 10 teachers, or 21.7%, belong to the Grade 9 level. Lastly, 8 teachers come from the Grade 10 level and 11 come from the SHS department, which comprises 17.4 % and 23.9% of the total number of population, respectively.

Table 3: Number of Teachers Based on Subject Taught

Subject Taught	Number of Teachers	%
English	9	19.6
Mathematics	7	15.2
Science	11	23.9
Technology and Livelihood Education (TLE)	13	28.3
Music, Arts, Physical Education and Health (MAPEH)	6	13.0
Total	46	100%

Table 3 shows the number of teachers based on the subject they teach. Among the respondents, teachers handling Technology and Livelihood (TLE) make up the largest number of respondents, with 13, comprising 28.3% of the total population. This is followed by the Science teachers, with 11, making up 23.9% of the population. Moreover, 9 teachers, or 19.6%, teach English, while 7 and 6 teachers are logged to be teaching Mathematics and MAPEH, respectively.

Feedback and Monitoring Mechanisms. Table 4 shows the number of respondents who use the ways provided in delivering feedback and monitoring to their learners in modular distance learning.

Table 4: Ways of Providing Feedback and Monitoring to Learners

Ways of providing feedback to learners	# of Respondents using the mechanism	%
Written Format	23	50 %
Personal Text Messages	34	74 %
Group Chat Messages	46	100 %
Phone Calls	46	100 %
Video Calls	13	28 %

Among the ways mentioned, it can be seen that all 46 respondents, or 100% of the total number of respondents, opt to use the messaging scheme done through group chats (GCs), and through phone calls. This is followed by using personal text messages at 74 %, where 34 respondents have said that they use this scheme to provide feedback and monitor learners. Only 23 respondents, or 50% of the total number of teachers, have used written formats such as letters addressed to learners and parents to deliver feedback to learners. Finally, 13 respondents, or 28% of the teachers, use the video call mechanism to provide feedback and monitor their students in modular distance learning.

Perceived Extent of Utilization Translanguaging. Table 5 shows the extent of the use of translanguaging as perceived by the teachers.

Table 5: Extent on the use of Translanguaging in giving Feedback and Monitoring

Translanguaging in Feedback and monitoring	Mean	Std. Deviation	Extent	Verbal Description
1. Explaining ideas and key concepts	4.4348	.77895	Always	Highly Utilized
2. Giving and explaining instructions and directions	4.6087	.57651	Always	Highly Utilized
3. Eliciting ideas from students	4.4565	.58525	Always	Highly Utilized
4. Developing a deeper understanding on a given topic	4.5652	.65497	Always	Highly Utilized
5. Encouraging student communication, participation, and interaction	4.7174	.50169	Always	Highly Utilized
6. Establishing teacher-student trust in learning	4.7609	.52429	Always	Highly Utilized
7. Aiding low performance students	4.5652	.62011	Always	Highly Utilized
8. Building confidence in a learner	4.7391	.53478	Always	Highly Utilized

Legend:

5.00-4.24-Highly utilized; 4.23- 3.43-Moderately utilized;3.42-2.62-Utilized;2.61-1.81-Slightly utilized; 1.8-1.00-Not utilized

Table 5 shows the extent by which respondents use translanguaging to provide feedback and monitoring to learners in the distance delivery modality. It can be seen that in all instances provided, the respondents **HIGHLY UTILIZED** translanguaging to deliver feedback and monitor learners in the modular distance learning.

Among all listed, it can be seen that teachers use translanguaging to build trust among them and the learners, with a mean score of 4.76. Similarly, teachers use translanguaging to build confidence in a learner, especially in learning. The mean score of 4.73 shows that teachers rely on and opt to do translanguaging when they want to

establish the confidence of a learner. Meanwhile, the mean score of 4.71 signifies that teachers also use translanguaging to encourage learners to communicate, interact, and participate in the learning process.

Also, teachers use translanguaging to give and explain instructions and directions, with a mean score of 4.608. This is expected in the modular learning modality, where less teacher supervision is given by the teacher, as opposed to the pre-pandemic times where the teacher readily explains and gives directions to learners in person. Among the instances given, the lowest mean is tallied for explaining ideas and concepts, with a mean of 4.4348.

This clearly shows that teachers use translanguaging and see it as an effective strategy in the delivery of feedback and monitoring to learners, especially in the context of the modular distance learning modality, which then explains why they highly utilize the strategy.

Lastly, according to Infante and Licona (2021), it is widely used by teachers because students are given full access to engage in the curriculum in a language they fully understand.

Perceived Effectiveness of Translanguaging. Table 6 shows the level of perceived effectiveness in the utilization of translanguaging in the context of content and task-based monitoring and feedback to learners in the Modular Distance Learning Modality.

Table 6: Level of Perceived Effectiveness in the Use of Translanguaging in the Content and Task-based Monitoring and Feedback

Level of effectiveness	N	Mean	Std. Deviation	Verbal Description
	46	4.6060	.47212	Highly Effective

Legend:

5.00-4.24-Highly Effective; 4.23- 3.43-Effective;3.42-2.62-Moderately Effective;2.61-1.81-Less Effective; 1.8-1.00-Not Effective at all

It shows that the level of perceived effectiveness on the use of translanguaging is **HIGHLY EFFECTIVE**, with the mean score of 4.6060. This clearly explains that teachers see the use of translanguaging as an effective strategy in the delivery of feedback and monitoring to learners, especially in the context of the modular distance learning modality.

This may be attributed to the study that translanguaging likely lowers the affective barriers of learners who lack confidence in using a second language, such as English (Ortega 2020, 251).

Also, teachers view the use of translanguaging as highly effective because it improves and serves an identity-affirming purpose by enabling pupils to fully express themselves in their own "voices", voices which are referred to as the familiar language they use at home (Arthur and Martin 2006, 177), and are given an opportunity to dig deeper into their own understanding which has the capacity to promote higher order thinking among themselves (Lewis, Jones and Baker 2012, 655).

Lastly, it is considered very effective because students are given complete access to engage in the content in a language they completely comprehend (Infante and Licona 2021).

Testing the difference in the perceived effectiveness when data are grouped according to profile and sub-components. Table 7 shows the level of perceived effectiveness in using translanguaging in the context of content and task-based monitoring and giving feedback to learners in the Modular Distance Learning Modality according to the number of dialects/languages spoken by the teacher. The F value of 0.607, with the corresponding probability value of 0.723 is not significant at $\alpha=0.05$.

Table 7: Significant Difference in Teachers' Level of Perceived Effectiveness on the Use of Translanguaging according to the Number of Dialects/Languages Spoken

Variable	Spoken/Used languages	Mean	F Value	P Value	Interpretation
Perceived Effectiveness based on the number of languages/dialects used and spoken	1	4.1880	0.607	0.723	Not Significant
	2	4.2919			
	3	4.1135			
	4	3.9934			
	5	4.3750			
	6	4.3130			
	7	4.2190			
	8	4.1687			

(*Significant at $\alpha=0.05$)

This means that there is no enough evidence to say that teachers differ from one another when it comes to their level of perceived effectiveness on the use of translanguaging and the number of dialects/languages they speak.

When analyzed according to the perceived effectiveness on the use of translanguaging among teachers in monitoring and providing feedback in the MDL in the 8 sub-components highlighted in this study, it showed that all subcomponents yielded the same result, showing no significant differences based on the number of languages spoken by teachers.

Table 8: Significant Difference in Teachers' Level of Perceived Effectiveness on the Use of Translanguaging According to Grade Level Taught

Variable	Grade Level Taught	Mean	F Value	P Value	Interpretation
Perceived Effectiveness according to the grade level taught	7	4.0210	2.800	0.038	Significant
	8	4.0706			
	9	4.5190			
	10	4.1253			
	SHS	4.0742			

(*Significant at $\alpha=0.05$)

Table 8 shows the level of effectiveness in the use of translanguaging in the context of content and task-based monitoring and providing feedback to students in the Modular Distance Learning Modality according to the grade level teachers are assigned to teach. The F value of 2.800, with the corresponding probability value of 0.035 is significant at $\alpha=0.05$.

The data shows that there is enough evidence to say that teachers differ from one another when it comes to their perceptions of the use of translanguaging in content monitoring and providing feedback in accordance with the grade level they teach,

The result clearly explains that teachers use translanguaging in providing feedback and monitoring among their learners and adjust the usage of the medium of instruction, English, to the language a learner fully understands. This is primarily done because topics taught in the different year levels have a certain “degree of difficulty” to them. With this in mind, translanguaging comes in as teachers use the strategy to make learners understand topics taught in specific year levels, which may be difficult for learners to understand, especially if taught in English. With modular distance learning being a new “mode” of learning for learners, the use of strategies such as translanguaging may be of help.

This also extends the explanation that all learners across different grade levels have to be monitored and provided feedback in a language familiar to them and that since the primary role of a teacher is to effect learning, specific strategies such as translanguaging in this context, should be employed to meet the demands needed for student learning.

Through the use of a learner’s home language, teachers are able to provide better monitoring and feedback because it puts a premium on the fact that if learners understand their teachers, learning surely takes place.

Table 9: Significant Differences in the Effectiveness of Translanguaging According to Grade Level Taught Across Sub-components

Translanguaging in feedback and monitoring	F value	P value	Interpretation
Explaining ideas and key concepts	0.936	0.453	Not Significant
Giving and explaining instructions and directions	0.829	0.515	Not Significant
Eliciting ideas from students	1.127	0.357	Not Significant
Developing a deeper understanding on a given topic	3.278	*0.020	<i>Significant</i>
Encouraging student communication, participation, and interaction	0.551	0.699	Not Significant
Establishing teacher-student trust in learning	1.264	0.300	Not Significant
Aiding low-performing students	1.095	0.372	Not Significant
Building confidence in a learner	1.893	0.130	Not Significant

(*Significant at alpha =0.05)

When seen based on the sub-components on what constitutes to be effective in the use of translanguaging, it is seen that among the 8 subcomponents, the component which looks into allowing learners to develop a deeper understanding on given topics through the use of their home language, is seen to have a significant result. The F value of 3.278, with the corresponding probability value of 0.020 is significant at alpha = 0.05.

Based on the findings, it can be clearly interpreted that teachers can truly allow a space for better understanding of concepts and ideas among learners, especially when they converse in a language they are comfortable with. In this light, a learner is able to express himself using his own dialect, which then contributes to building an autonomous understanding of the lesson or topic discussed.

This supports the study of Hailemariam & Ogbay (2013), which states that through translanguaging, students and learners become autonomous in their own learning and understanding, thus helping them become independent and confident in their own learning, through the help and facilitation of the teacher.

Furthermore, as students are given an opportunity to dig deeper into their own understanding which has the potential of promoting higher-order thinking among themselves through the use of a language they fully know and understand, they are able to respond and facilitate their own learning, thus boosting confidence within themselves (Lewis, Jones and Baker 2012, 655). Lastly, translanguaging has the added benefit of enhancing students' agency and serving an identity-affirming purpose by enabling them to completely express themselves in their own "voices," also referred to as the native language they speak at home (Arthur and Martin 2006, 177).

Table 10: Significant Difference in Teachers Level of Perceived Effectiveness on the Use of Translanguaging According to the Subject Taught

Variable	Grade Level Taught	Mean	F Value	P Value	Interpretation
Perceived Effectiveness according to the subject taught	English	4.3266	1.281	0.293	Not Significant
	Mathematics	4.1699			
	Science	3.9549			
	TLE	4.1782			
	MAPEH	4.3023			

(*Significant at alpha =0.05)

Table 10 shows the level of perceived effectiveness in using translanguaging in the context of content and task-based monitoring and giving feedback to learners in the Modular Distance Learning Modality according to the subject the respondents teach. The F value of 1.281, with the corresponding probability value of 0.293, is not significant at alpha=0.05. This result means that there is no enough evidence that teachers differ from one another when it comes to their level of perceived effectiveness on the use of translanguaging and the subject they teach.

Table 11 : Significant Differences on the Effectiveness of Translanguaging according to subject taught across sub-components

Translanguaging in feedback and monitoring	F value	P value	Interpretation
Explaining ideas and key concepts	1.312	0.282	Not Significant
Giving and explaining instructions and directions	0.412	0.799	Not Significant
Eliciting ideas from students	2.042	0.106	Not Significant
Developing a deeper understanding on a given topic	0.189	0.943	Not Significant
Encouraging student communication, participation, and interaction	2.615	*0.049	<i>Significant</i>
Establishing teacher-student trust in learning	0.557	0.695	Not Significant
Aiding low-performing students	2.081	0.101	Not Significant
Building confidence in a learner	0.210	0.931	Not Significant

(*Significant at alpha =0.05)

However, the interpretations become different when analyzed based on the 8 sub-components on what constitutes to be effective in the use of translanguaging. Among the 8 subcomponents, only the component which looks into encouraging student communication, participation, and interaction yielded a significant difference. The F value of 2.615, with the corresponding probability value of 0.049 is significant at $\alpha = 0.05$.

Based on the findings, it can be clearly interpreted that teachers, using learners' home language, a language familiar to them, learners are given the opportunity to participate and interact with their teachers. This is expected as some learners find it challenging to communicate with their teachers in English, so using their home language becomes more convenient for them. Through the use of their languages also, learners are able to express themselves in a manner which they cannot when using a second language like English.

It can also be elicited from this result that teachers, despite having different subjects to teach, still resort to the use of translanguaging because it encourages student maximum communication, participation, and interaction.

This supports the study of Infante and Licona (2021), who noted that through translanguaging, students are given full access to engage themselves in the curriculum, in a language they fully understand.

Furthermore, as students are given an opportunity to dig deeper into their own understanding which has the potential of promoting higher-order thinking among themselves through the use of a language they fully know and understand, they are able to respond and facilitate their own learning, thus boosting confidence within themselves (Lewis, Jones and Baker 2012, 655).

Conclusion and Recommendations

This study determined to look into the level of effectiveness of the use of translanguaging in feedback and monitoring in the Modular Distance Learning Modality. In light of the findings, it can be concluded that teachers are able to do translanguaging, based on the number of dialects they speak, regardless of the subject they teach and the year level they are assigned. Teachers provide feedback and monitor learners' content learning in several ways. These ways include written format (letters), personal text messages, group chat messages, phone calls, and video calls. Teachers ALWAYS employed translanguaging to deliver feedback and monitor learners in modular distance learning. This means there is a high usage of the strategy of translanguaging in providing feedback to learners. Moreover, teachers find the use of translanguaging as a highly effective strategy in providing feedback and monitoring to learners in the modular distance learning modality. When analysed for differences, it showed that there is no significant difference in the teachers' perception of the level of effectiveness on the use of translanguaging based on the number of languages/dialects used by the teacher, the grade level he is assigned to, and the subject he teaches. It means that there is not enough evidence that teachers differ from one another when it comes to their perception of the effectiveness in the use of translanguaging in feedback and monitoring of learners, however, when analyzed using the sub-components linked to why teachers use translanguaging and its effectiveness in situations when it is employed by the teacher, it revealed that teachers find it highly effective to use translanguaging in building the confidence among learners when data is analyzed based on the number of languages spoken by the teacher and to encourage communication, participation, and interaction

between learners and teachers when data was analyzed based on the year level the teacher is assigned to teach. Based on the findings, it can be recommended that there should be thorough consideration in employing the use of translanguaging in providing feedback to learners, especially during modular distance learning.

This body of work provides a clear explanation on the power of language in the learning process of learners. It clearly stresses the significance of using the dialect/ language of learners as it plays a significant role in education. The intervention can be used and introduced to better the delivery of feedback and monitoring to learners through the use of the strategy of translanguaging. Most of the teachers use this strategy without them knowing it.

So, through the learning Action Cell (LAC), the strategy of translanguaging and its benefits in the teaching and learning process can be introduced to teachers. A proposal to conduct sessions on translanguaging will be submitted and done once a month. Through these sessions, teachers will have a clear grasp of the idea that language is a powerful tool that teachers can tap into to better their roles, specifically in providing feedback and monitoring to learners.

The following recommendations are also made for the Master Teachers to focus on guiding teachers to look for strategies that will make learning more accessible for learners, they may initiate LAC sessions and craft their session plans based on the findings of this research. Lastly, Future researchers to explore how learners, who receive feedback from their teachers, perceive the effectiveness of translanguaging. Separate research with students as respondents will provide a different perspective on the effectiveness of using translanguaging in feedback and monitoring.

Dissemination and Advocacy

The result and data produced in this basic research hope to help teachers of the Division of Zamboanga City arrive and craft better, relevant, and responsive feedback and monitoring mechanisms to be used by teachers in today's learning set-up and education modality. As means for dissemination, these are some of the advocacy activities that may be done after the conduct of this study and describes each step, the material and human resources needed, and the corresponding implementation schedule and implications.

1. Conduct relevant seminars and training for teachers in terms of giving better, relevant, and responsive feedback to students in the light of the Distance Modular Learning modality, which may explore the use of more strategies other than translanguaging.
2. Create institutionalized programs and interventions on feedbacking and monitoring for teachers and students in the division, using relevant strategies such as translanguaging.

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Financial Report

PARTICULARS/DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL COST
A4 Bond Paper Substance 20	4	ream	300.00	1200.00
Ink (black) Epson L3110	2	bottle	245.00	490.00
Ink (cyan) Epson L3110	2	bottle	245.00	490.00
Ink (magenta) Epson L3110	2	bottle	245.00	490.00
Ink (yellow) Epson L3110	2	bottle	245.00	490.00
Ballpen (Dong A MY-GEL 0.3)	4	box	266.00	1064.00
Staple Wire (No.35)	1	box	60.00	60.00
TOTAL				4,284.00

The table shows the different cost for different items and particulars used in the entire duration and conduct of the basic research.

Appendix A

Survey Questionnaire

Translanguaging: Its Effectiveness in Content and Task-based Monitoring and Feedback in Modular Distance Learning

DIRECTIONS: Please answer each question as accurately as possible by marking a check sign of the appropriate response. Please answer all questions honestly; you will not be “judged” based on your responses.

NAME: (Optional) _____

PART I- Teacher’s Basic Information

1. Which of the following languages/dialects do you use and understand (other than English)? *(You can choose more than one option)*

- | | |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> Visaya | <input type="checkbox"/> Kalibugan |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Subanon |
| <input type="checkbox"/> Tausug | <input type="checkbox"/> Others |
| <input type="checkbox"/> Chavacano | |

2. Which of the following languages/dialects do you use in giving feedback and monitoring to your learners (Other than English)? *(You can choose more than one option)*

- | | |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> Visaya | <input type="checkbox"/> Kalibugan |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Subanon |
| <input type="checkbox"/> Tausug | <input type="checkbox"/> Others |
| <input type="checkbox"/> Chavacano | |

3. Year Level Taught

- | | |
|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Grade 10 |
| <input type="checkbox"/> Grade 8 | <input type="checkbox"/> SHS |
| <input type="checkbox"/> Grade 9 | |

4. Which of the following methods or mechanisms do you use to provide feedback to students?

- ☐ Written Format
- ☐ Personal Texts Messages
- ☐ Group Chat Messages
- ☐ Phone calls
- ☐ Video Calls

PART II- Frequency on the use of Translanguaging in giving feedback and monitoring

How frequent do you use translanguaging (use multiple languages/dialects) in giving the following to your students?

Translanguaging in feedback and monitoring	Always	Usually	About Half the Time	Seldom	Never
1. Explaining ideas and key concepts					

2. Explaining instructions and directions					
3. Eliciting ideas from students					
4. Developing a deeper understanding on a given topic					
5. Encouraging student communication, participation, and interaction					
6. Establishing teacher-student trust in learning					
7. Aiding low-performing students					
8. Building confidence in a learner					

PART III- On the Effectiveness on the use of Translanguaging in Providing Feedback and Monitoring

Read each statement and tick on the box for your answers.

On the Use of Translanguaging in Providing Feedback and Monitoring	SA (5)	A (4)	N (3)	D (2)	SD (1)
Explaining ideas and key concepts					
1. Translanguaging helps teachers explain difficult concepts and key ideas to learners.					
2. Translanguaging allows teachers to clarify topics which may be incomprehensible to learners in the MDL.					
Explaining instructions and directions					
3. Teachers can provide clearer instructions and directions to learners because it is done in their home language.					
4. Translanguaging enables teachers to simplify directions found in modules and how they should be followed by learners.					
Eliciting ideas from students					
5. Translanguaging allows teachers to elicit more ideas from learners with the use of their home language.					
6. Through translanguaging, monitoring and feedback becomes efficient as ideas come in a “free-flow” manner, both from teachers and learners.					
Developing a deeper understanding on a given topic					
7. Translanguaging is effective because it allows learners to understand a given topic more because it uses a language he is familiar with.					
8. Through translanguaging, the deepening of a lesson becomes easier to do as it is done in a language a learner fully understands.					

On the Use of Translanguaging in Providing Feedback and Monitoring	SA (5)	A (4)	N (3)	D (2)	SD (1)
Encouraging student communication, participation, and interaction					
9. Through translanguaging, students become more encouraged to communicate, participate, and interact with their teachers.					
10. Through translanguaging, learners are motivated to interact and respond to questions given by the teacher.					
Establishing teacher-student trust in learning					
11. Through translanguaging, a stronger sense of trust between the teacher and learner is established as they use similar languages.					
12. Through translanguaging, teachers are able to establish better connections with their learners because they use a learner's home language.					
Aiding low-performing students					
13. Through translanguaging, low performing learners are given the chance to cope with a topic/lesson they may find difficult to understand.					
14. Teachers are able to help students who lag behind through the use of translanguaging.					
Building confidence in a learner					
15. Through translanguaging, learners' confidence is boosted because they easily interrelate with their teachers.					
16. Through translanguaging, learners become more inspired to participate in learning because they use a language they are familiar with.					

Appendix B

Informed Consent Form

Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
Division of Zamboanga City
Zamboanga City

Date: _____

Dear Respondents,

Greetings of Peace!

I am a Secondary School Teacher of Ramon Enriquez High School, Labuan District, Division of Zamboanga City, and currently working on a research with a title **“Translanguaging: It’s Perceived Effectiveness in Content and Task-based Monitoring and Feedbacking in Modular Distance Learning”**.

I am writing to invite you to participate in a research study. The purpose of the study is to gain a deeper understanding on the mechanisms and ways teachers provide feedback, and monitor their students in the context of the Modular Distance Learning. Also, this will look into the perceived effectiveness on the use of translanguaging as a strategy in providing feedback to learners.

If you agree to participate, you will be asked to answer a survey questionnaire.

To help protect your confidentiality, you are given the right to conceal and not use your real names and other identifiers in the survey questionnaire you will be answering.

Taking part in this research study is completely voluntary. You are also free to opt out from this study at any time you want.

After you answer the survey questionnaire, your answers will be consolidated, and after analysed for the results.

If at any time you have any questions, or if you need any more information about this study, please contact me, Ralph Brian D. Rodriguez, **0966-344-1448** or email at ralphbrian.rodriquez01@deped.gov.ph.

Thank you very much for your consideration of this research study.

Sincerely,

RALPH BRIAN D. RODRIGUEZ
Researcher

Respondent’s Consent

Name and Signature