The Use of Translanguaging as a Strategy for Teaching English as a Second Language in Sub-County Secondary Schools in Bungoma County, Kenya

Erastus Juma Wamalwa[1] & Anne Syomwene[2]

[1,2]Department of Curriculum, Instruction and Education Media, Moi University
jumera72.jwg@gmail.com; syomwene234@gmail.com

Abstract

Language teaching in multilingual contexts has increasingly emphasized strategies that leverage learners' linguistic repertoires to enhance comprehension and participation. This study sought to investigate teachers' use of Translanguaging (TL) as a strategy for teaching English as a second language (L2). The study was undertaken in sub-county Secondary Schools in Bungoma County in Kenya and was guided by Ofelia Garcia's theory of Translanguaging. In this research, the mixed methods convergence research design, which combined qualitative and quantitative techniques, was used. The study population was teachers of the English language and their students. This population comprised 16 purposively selected teachers of English from 16 purposively selected schools and 96 students from 8 purposively sampled schools. Individual student participants in the study were then selected by simple random sampling. Questionnaires for both teachers and the students were used in data collection. Descriptive and inferential statistics were used to analyse the quantitative and qualitative data collected in the research. The findings from the quantitative data obtained revealed that over 75% of the teachers of English were using Translanguaging as a teaching strategy. Students indicated that their teachers of the English language used other languages at 73.95% as 87.5% felt that Translanguaging enhances Second Language achievement. Findings from qualitative data indicated that teachers use TL to emphasise and explain concepts; explain vocabularies and terminologies; and elaborate to those who do not understand English. The study concluded that the teachers of the English language subject use TL as a teaching strategy contrary to policy. This study therefore recommends that the Ministry of Education in Kenya should consider revising the policy on the Medium of Instruction in sub-county secondary schools as a paradigm shift in the teaching of language to include Translanguaging for enhanced learner achievement in English as a second language in these schools.

Keywords: *Translanguaging, Pedagogy, Multilingual, English Language, Instruction*

1.0 Introduction

From the 20th Century English language teaching has witnessed sustained professional and methodological debates amongst theorists, researchers and teachers of language with the assumption that English is best taught and learnt without necessarily referring to the learners' First Language (L1). However, the English language teachers' practice and shift from monolingual to multilingual ideologies in language education has interestingly directed researchers' attention to a relatively new teaching approach called translanguaging (Cenoz & Gorter, 2020).

Translanguaging is a new and flexible approach to language teaching and learning in multilingual situations and has become a popular topic among teachers of language in recent years (Seals, 2021). The concept of Translanguaging originated in Wales in the UK and it was first used in describing the discursive practices of bilinguals. This is like the use of English and Kiswahili when used in the same context in Kenya, which is a multilingual country, for clarity in the communication of the speakers. The term translanguaging was adapted from the Welsh word '*trawsieithu*' and was first translated as '*translinguifying*' originally coined to describe the pedagogic practice of alternating between Welsh and English by teachers of language in order to enrich the processes of meaning-making and to deepen understanding of content (Baker, 2001). Translanguaging as a pedagogy, is anchored on the language learners' multilingual behaviour and as a pedagogy, it is suggested as a practice in bilingual and multilingual contexts (Conteh, 2018). This kind of research on Translanguaging Pedagogies (TP) is focussed by researchers more on learners and schools in bilingual and multilingual contexts of immigrant and minority communities (García & Wei, 2014).

Studies on translanguaging as a language teaching strategy have been conducted mostly in Western countries such as Canada, the United States, New Zealand, and in Asian countries as well as in South Africa among other countries in Africa. These studies have reported positive effects of Translanguaging on the learning of the English language. In Canada for example, a research study done by Rajendram, et al., (2022) at the University of Toronto found that the use of Translanguaging supported multilingual learners' writing skills while in the US, black immigrant students using Translanguaging performed significantly higher than their Black American peers in academic pursuits according to Ogbu and Simmons (1998).

African scholars have however termed the use of other languages in teaching English as the *stupification* of children (Brock-Utne, 2001; Kiramba, 2014). This situation in Africa can simply be termed as the official refusal to accept any paradigm shift and transformation in educational policies despite the TL classroom practice evidently seen in classrooms. This study made an attempt to investigate at the current status of the use of Translanguaging and practice in teaching English in sub-county secondary schools in Kenya.

1.1 Statement of the problem

The Kenyan Constitution (2010) currently calls for the promotion of not just the English language as an official language but of the native languages. The promotion of these languages can only be effectively implemented through the school system. There are substantial gaps in the knowledge and understanding in terms of the function and extent to which the use of another language can influence the teaching and learning of English especially in schools with students with average to low entry behaviour as it is in sub-county schools. In attempt on the need to fill this gap, with the use of Kiswahili and other languages to teach English, this research study attempted to address this gap.

Email of Corresponding Author:
jumera72.jwg@gmail.com
https://journals.mu.ac.ke/index.php/edj/

1.2 Research Objectives

The research objective of this study was:

To investigate teachers' use of Translanguaging strategy for instruction in English language in sub-county Secondary Schools in Bungoma County.

2.0 Literature review

2.1 Languages used by teachers for instruction in English language

Various research studies have been carried out on English language instruction which suggest that learning another language becomes less difficult in the areas of speech, listening, reading, and writing when the first language resources are used by teachers of the English language to help students learn the English language like one done by Derakhshan and Karimi (2015). The use of other languages to teach English is a novel language teaching methodology for teaching language in order to improve or enhance Second Language (L2) acquisition. The use of other languages, or hereafter Translanguaging, is a meaning-making process through functionally grounded hybrid and fluid language practices (García, 2009).

Studies on the use of other languages to teach English have been conducted mostly in Western countries such as Canada, the United States, New Zealand, and in Asia as well as South Africa among other countries. For purposes of this study, we will review selected literature from some cases in the Canadian situation, US and as well as the African situation in Mali and Ethiopia.

In Canada, translingual drama was implemented in two English language programmes with adult learners in Canada (Galante, 2020). While these courses focused on improving English language skills, this drama was implemented to activate learners' *perezhivanie* while using their repertoire, which not only facilitated communication in the English language but also pushed for urgency in using non-linguistic resources. A research study done by Rajendram, et al., (2022) at the University of Toronto examined pre-service teacher candidates' (TCs) stances and the use of translanguaging to support multilingual learners' writing skills. The findings of this research study yielded evidence of TCs' developing their knowledge base on supporting multilingual learners in their writing through the use of other languages employed to teach English. This research's results further demonstrated that TCs who used profiles of real multilingual learners broadened their perspective from a deficit focus of what multilingual learners lack in English to encompass a fuller whole-person perspective. The finding of this research study in Canada therefore indicated that using another language or translanguaging has a role in enhancing language learning for language learners in the Canadian context. The current study however, sought to find out the languages used in the Kenyan context in the subcounty secondary schools.

In the US, the growth of the Black immigrant student population was primarily accompanied by research studies that were focused on the students' academic achievement in school. Over time, these studies had pertained to the students' acculturation and educational experiences where a majority of the studies focussed on the Black immigrant students' achievement (Freeman, 2016). The studies carried out on these students in the US seemed to suggest that the black immigrant

Email of Corresponding Author:
jumera72.jwg@gmail.com
https://journals.mu.ac.ke/index.php/edj/

students performed significantly higher than their Black American peers in academic pursuits. Ogbu and Simmons (1998) attributed the difference to the Black immigrants' minority status and ability to project a cultural frame of reference and identity which allowed these immigrant students to navigate academic dominant-group norms in school while maintaining their own different norms and identities outside of school.

As the black immigrant students navigated the challenges that they faced in the novel or new context of the U.S., the students were found in another research study to be adopting learning approaches that would enhance their academic success (Smith et al., 2019). For instance, they were drawing learning resources from the racio-linguistic perspectives as reported in another study by Rosa and Flores (2017). Smith (2019) describes how the Black immigrant youth, relied on a 'trans-racio-linguistic' approaches to make sense of their experiences as they then navigated their high school learning environments to be academically successful in class in their new environment. These approaches made their learning easier and with an enhanced achievability.

In Africa, many states have maintained education policies where students in learning institutions are socialized unrealistically in language use in respect to the language of their former colonial masters like the British and French among others. African scholars have termed this language use as the *stupification* of children (Brock-Utne, 2001; Kiramba, 2014) or simply the official refusal by the governments of these states to accept any paradigm shift and transformation in their educational policies. Makalela (2015) has argued that languages are not packaged in boxes, and that multilingual children in their natural communication may use one language in their language output and another in input. Multi-linguals have expanded language codes from which they pick the linguistic resources they require as their language situation and their communicative needs demand to make sense of their world. Governments in their education policies, School systems and their teachers of language as stakeholders have failed to acknowledge the natural ways in which multilingual learners use languages. This points to the fact that these stakeholders have also failed to help children affirm their multiple identities and connect their knowledge to the requirements of the school curriculum for academic success (Kiramba, 2016) by sticking on untenable language policies in school which they still violate in practice.

Research studies done by scholars in Africa however, have also shown several advantages related with education in African languages (mother tongues). A research study report by the World Bank (2005) in Mali, on the use of first language instruction showed that the use of the First language (L1) yielded many benefits to learners in class. Such benefits were such as; increased access to education and equity to learners, their improved learning outcomes, reduced repetition and drop-out rates among students in schools and communities. This research report revealed that between 1994 and 2000, the pass rates for the students' end of primary level examinations for children under convergent pedagogy (gradual transition from a local language to French) were found to have performed better than those children in the French only language immersion programs. The report further indicated that school children who participated in the convergent pedagogy were 5 times less likely to repeat their classes for failing to attain the pass mark for promotion and 3 times less likely to drop out of school because of poor performance.

Email of Corresponding Author:
jumera72.jwg@gmail.com

A research study in Ethiopia by Heugh et al., (2007) revealed that there was a better performance of the 7th and 8th grade students in mathematics and science between the years 2000 and 2004, because of the use of the mother tongue as another language used to teach mathematical and science concepts which were presented in the English language. This current study sought to investigate teachers' use of Translanguaging strategy or the use of other languages for instruction in English language in sub-county Secondary Schools in Kenya.

2.2 The teachers' use of Translanguaging strategy for instruction in English language

In English Language Teaching (ELT) of learners in the language classroom, Translanguaging (TL) is the concept of adopting the use of a learner's First Language (L1) as an innovative teaching strategy to teach learners the English language. The Translanguaging concept refers to the new and flexible approach to language teaching and learning which has become a popular topic on the global scene in the recent years (Seals, 2021). This concept, translanguaging, originated in Wales and was initially used in describing the discursive practices of bilingual students in class. An example of the discursive practice can be like how the use of English and Kiswahili would be used in the same context in the Kenyan classroom situation. The need for using the two languages in an instruction situation would be for purposes of seeking and fostering clarity in the interactive communication process of the speakers. The term *translanguaging* was adapted from the Welsh word '*trawsieithu*' and was first translated as '*translinguifying*'. This term *translanguaging*, was originally coined to describe the pedagogic practice of alternating between Welsh and English by teachers of language in order to enrich the processes of meaning-making and to deepen understanding of content in language teaching and learning (Baker, 2001) of their students in the classroom settings to achieve better comprehension of concepts and ideas for enhanced learning.

The concept of translanguaging has since evolved to encourage language users to employ their entire linguistic repertoire (García & Wei, 2014) to learn another language whether in a language learning class or in other linguistic settings. Repertoire refers to the myriads of ways that people use language in diverse social contexts rather than a system of grammar to facilitate meaning in communication (MacSwan, 2017).

The concept of Translanguaging has also been used by linguists, language researchers and language teachers to describe multilingual practices which previously may have been labelled code switching by speakers who may have wanted to exclude other hearers from their communicative contexts (Wei, 2011). The two concepts: translanguaging and code-switching, are clearly distinguishable in several ways. First, translanguaging recognizes named languages (Makoni & Pennycook, 2006). Such languages are like Kiswahili and English in Kenya or the East African Region which are social fabrications that do not exist as separate systems or entities amongst language users. Code switching, on the other hand, can be said to be a description of languages as existing separately as discrete items within bilingual or multilingual users (Otheguy et al., 2015) with a historical perspective for exclusive intensions. Translanguaging describes the single and unified language system within a language user uses as an idiolect or linguistic repertoire to more accurately portray the unique characteristics of an individual's language. Code switching also relies on the names assigned to languages by society, which are largely generalizations of Michael Rabbidge on language use as argued by Makoni and Pennycook (2006).

Email of Corresponding Author:
jumera72.jwg@gmail.com
https://journals.mu.ac.ke/index.php/edj/

TL therefore, is the application of an assorted array of L1 language tools and resources to create the understanding of concepts among students, help them to communicate effectively, disseminate knowledge and aid them to store and solve linguistic problems in another language in order to share meaning.

In practical English language learning lessons, innovative Translanguaging strategies can be integrated into an English language learning situation by teachers of the English language. Innovative Translanguaging is a systematic pedagogic, scaffolding strategy of using two or more languages in alternation to boost students' language competence and performance in all of the languages (Lewis et al., 2012). Innovative Translanguaging strategies can be used spontaneously or for pedagogical purposes (García, 2009) or be planned by the teachers of language beforehand during the lesson preparation. This process of lesson preparation involves the scaffolding of comprehension in an educational setting, and is also called pedagogical translanguaging, intentional translanguaging or classroom translanguaging (Cenoz & Gorter, 2017). The integration and use of TL offers space to the voice of those language learners that may have been silenced through the exclusive use of English only. It is therefore important for a teacher of the English language to build on students' voices and lived experiences by using the students' linguistic repertoires and especially their L1 as a cognitive tool (Kiramba, 2016) by the use of another language in which the learners find themselves more confident to express themselves and their thoughts.

Norman (2012) postulates that translanguaging strategies are perhaps not as undesirable as typically conceived by educational policy makers, and these strategies ought to be reconsidered strongly both in future research and program design, hence the quest of this study. Other research studies have also begun to pay attention to creative and innovative teaching ideas in difficult circumstances and large class contexts like that done by Kuchah and Smith (2011). Such difficult circumstances are like those evident in schools with a majority of students with low entry behaviour as this study sought to look at the situation in Kenyan subcounty secondary schools.

2.3 Theoretical framework

This research study explored the Theory of Translanguaging by Ofelia Garcia which advances the idea that bilingual speakers have one unitary language system that enables them to use all their language features fluidly (García et al., 2017, p. 184). This therefore means that languages do not exist as static entities that rigidly stand on their own but as highly creative, flexible and emerging communicative entities that can weave together in the same context of communication by the speakers interacting in any conversation.

The Translanguaging concept has emerged as a new paradigm to describe the complex multilingual learning and multimodal practices in the communication process. For example, Li (2018: 14) argued that translanguaging is a practical theory of language, particularly for English language classroom contexts. These contexts are where multilingual language learners use 'dynamic and creative linguistic practices that involve flexible use of named languages and language varieties as well as other semiotic resources' in their linguistic performance.

Email of Corresponding Author:
jumera72.jwg@gmail.com
https://journals.mu.ac.ke/index.php/edj/

The translanguaging concept as a language reality also embraces code-switching, L1 use, and further trans-semiotic practices (Lin, 2019) for the key purpose to communicate between speakers of these codes or languages. Translanguaging accentuates bilingual speakers or multilingual users' holistic linguistic repertoire as their linguistic resource and hence echoes other previous notions, such as code-switching or even code mixing. Because Translanguaging entails using native languages as a pedagogical strategy (Li, 2018), teachers of the English language can use their learners' L1 resources to enrich their English language learning experiences and enhance Second Language achievement.

Translanguaging provides unlimited resources for learners' linguistic performance as it embraces code-switching, L1 use, and other trans-semiotic practices. The theory effectively aided in addressing and achieving this research study's purpose and objectives because of the use of the linguistic resources in other languages like Kiswahili and even mother-tongue during the teaching and learning of English in class in Subcounty secondary schools in Bungoma county, Kenya.

3.0 Research Design and Methodology

This study employed the mixed methods convergence design. This design integrates both quantitative and qualitative data to gain a more comprehensive understanding of a research problem (Creswell & Creswell, 2018). To collect data, the study employed use of questionnaires to collect quantitative and qualitative data from both students and teachers.

The study was carried out in Bungoma County, Kenya and targeted 16 secondary schools for the teacher sample and 8 schools for the student sample in the sub-county schools. Purposive sampling was used to select teachers of English. Stratified sampling was used to first select the Form Two and Three classes, then simple random sampling technique employed to select 96 students. The study respondents comprised one teacher of English in each selected school.

Validity of the questionnaires was established through close consultation and expert judgment by the supervisors. The questionnaires were also piloted before they were used. The questionnaires contained both closed ended and open-ended items. Descriptive statistics were used to analyse quantitative data. The research study ensured reliability of the measurement instrument by ensuring that data collection instrument, i.e. the questionnaire was consistent with the results when the characteristic being measured was not changed or been altered as according to Leedy and Ormrod (2001)

Measures were taken by the researcher to ensure that all the sampled and selected research participants were assured of their individual privacy and confidentiality and that their fundamental rights were protected Cohen et al., (2007). The respondents were assured of confidentiality and anonymity, as well as academic integrity. In the administration of the questionnaires, a consent letter and a letter of confidentiality was presented to each respondent together with the questionnaire, explaining the purpose and the details of the study. The research findings of this study were objectively and accurately compiled for achieving the purpose and the significance of the study.

Email of Corresponding Author:
jumera72.jwg@gmail.com
https://journals.mu.ac.ke/index.php/edj/

4.0 Results and Discussion

4.1 Whether and how often teachers of English use other Languages as a Translanguaging strategy while Teaching English

The first question of this research study was to establish whether and how often teachers of English use other languages as a Translanguaging strategy while teaching English in sub-county Secondary Schools in Bungoma County and results are shown in the next figure.
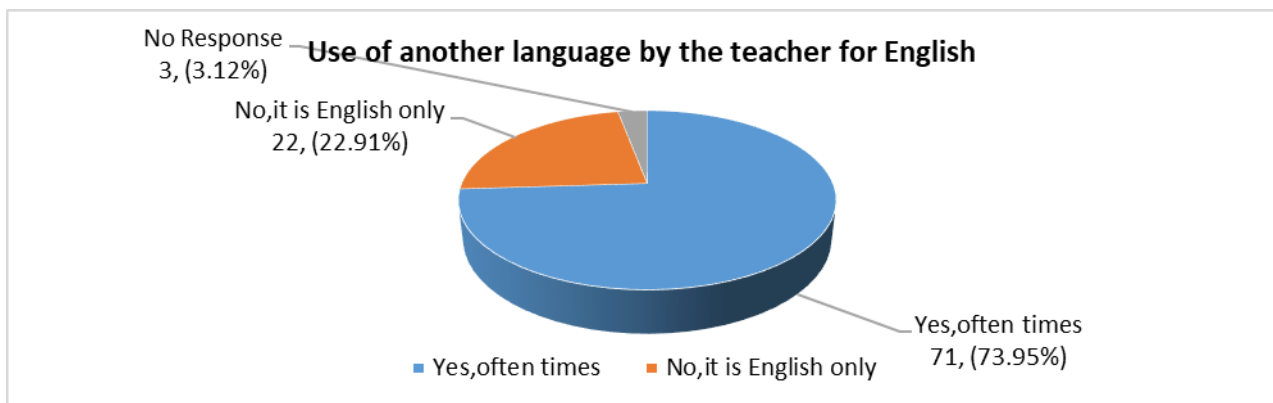

Figure 1. Students' response on whether Teachers use another Language while Teaching English

The figure above indicates that the students indicated that teachers of English often times use another language at a frequency of 71 at 73.95% when teaching the English subject as only a fair number of them at a frequency of 22 at 22.91% said that their teachers only use English to teach English. Very few students, at a frequency of 3 or at 3.12% for unknown reasons, however gave no response to this item in the questionnaire. This finding further confirms the English language teachers' practice of using another language while teaching their students during the English language lessons in the schools that participated in this research study.

Email of Corresponding Author:
jumera72.jwg@gmail.com
https://journals.mu.ac.ke/index.php/edj/

4.2 Other languages used by Teachers of English for Translanguaging while Teaching English in sub-county Secondary Schools in Bungoma County.

This research study sought to establish the different types of languages that the teachers of the English language use for Translanguaging when teaching English. Results are given in the figure 2.
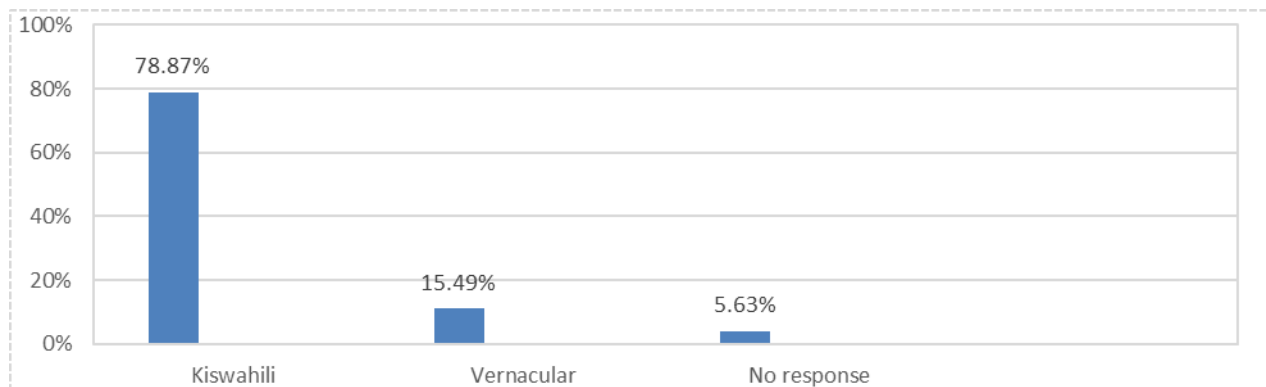

Figure 2. Languages used by teachers of English for translanguaging

The figure above gives the statistics from the students' responses on the questionnaires on the languages used by their teachers while teaching English and the findings are discussed as follows. It was established from students in this research study that most teachers of the English language use Kiswahili as another language used in the English language lesson for language instruction.

A total of 71 learners had indicated that their teachers use another language. Of these 71 student respondents, 56 learners at 78.87% that their teachers use Kiswahili, while 11 learners at 15.49% said that their teachers use vernacular which is Luhya. 4 learners at 5.63% gave no response on their questionnaires on this item.

These findings astonishingly reveal that teachers of the English language use other languages while teaching the English subject in their classrooms. A majority of these teachers use Kiswahili while a minority use vernacular. These findings are based on multilingual ideologies and dynamic bilingualism, which view the languages of bi/multilingual as is the case in the schools not as separate but one linguistic system with features that are integrated (Cenoz & Gorter, 2020).

4.3 Reasons why Teachers of English use other Languages while teaching in the English language Lesson

This study established that of the 16 teachers of the English language, only 12 use other languages for different reasons outlined in Table 1.

Table 1. Qualitative and quantitative data of reasons and frequencies why teachers use other languages while teaching the English language

Teachers' Reasons on Why they Use another Language while Teaching English	Frequency	Percentage
For emphasis of concepts	4	25
Explaining a concept that students cannot understand easily or that is ambiguous	1	6.25
Make learners understand new vocabularies better	2	12.5
For learners to grasp better	1	6.25
Explain new terminologies in literature and vocabularies in grammar	1	6.25
To help learners to understand concepts being taught	1	6.25
For elaboration purposes on aspects incomplete for learners to comprehend	1	6.25
Some learners do not fully know English	1	6.25
I do not use another language to teach English	4	25
Total	**16**	**100**

As given in Table 1, teachers gave the following qualitative data which is followed and merged with the quantitative data provided in frequencies and percentages of the reasons they gave on why they use other languages to teach English.

The teachers explained that they use Translanguaging (TL) to emphasise certain concepts in the lesson at a frequency of 4 teachers at a percentage of 25%. Other teachers explained that they use the TL strategy for explaining a concept that students cannot understand easily or that question which is ambiguous but at a frequency of 1 teacher at a percentage of 6.25% as others stated that they use TL to make learners to understand better at a frequency of 2 teachers who were at percentage of 12.5%. There were also those teachers of English who felt that TL is used to help learners to grasp concepts better and this was at a frequency of 1 teacher who was at a percentage of 6.25% as another one also stated that TL to help to explain new terminologies in literature and the difficult vocabularies in grammar at the same frequency and percentage.

More teachers explained that they use Translanguaging to help learners to understand concepts being taught, to provide elaboration on aspects that are incomplete for learners to comprehend, and for helping some learners who do not fully know English so they need the use of another language that they know to help them understand and learn English at a frequency of 1 teacher for each of these reasons who at a percentage of 6.25% for each of these reasons.

Lastly, other teachers in their explanations, said that they that they do not use another language to teach English. These teachers were at a frequency of 4 teachers at 25%. This strategy was hence used by teachers to of English enhance learner achievement in Second Language learning. From these findings, this research study agrees with Coates (2005, p. 26) who states that Translanguaging helps students to "the extent that students are actively involved in a variety of educational activities that are likely to lead to high quality learning".

4.4 Frequency of use of another language while teaching English
Students were asked how often teachers of English use another language other than English during the English lessons and their responses are provided in the Table 2.

Table 2. Frequency of use another language while Teaching English

Statement	Frequency	Percentage
Never	18	19.1
Rarely	5	5.3
Often frequently	15	16
Always	56	59.6
No response	2	2.08
Total	**96**	**100**

The research established that 18 teachers at 19.1% "never" use another language while teaching English while 5 at 5.3% "rarely" used another language in the English lesson. Another 15 teachers at 16% "often and frequently" use another language while teaching English as 56 teachers at 59.6% "always" use another language besides English while in the English language lesson. 2 teachers at 2.08% gave no response for unknown reasons.

It can therefore be concluded from these findings that a majority of the teachers of English use another language to teach English. These finding therefore emphasize the inevitable fact that the teachers of the English subject in subcounty secondary schools in Bungoma County in Kenya by practice, use another language or to be specific, Kiswahili as a translanguaging strategy to teach their students during the English language lessons. This is because Bi/Multilingual students do the following: they interrelate, compare their languages, build strong multilingual mental networks, transfer linguistic and cognitive elements from previous language learning and, therefore learn new languages faster than their monolingual counterparts (Herdina & Jessner, 2002).

Email of Corresponding Author:
jumera72.jwg@gmail.com
https://journals.mu.ac.ke/index.php/edj/

5.0 Conclusions and recommendations

Based on the findings on languages used in respect to translanguaging strategies in the teaching of English in sub-county secondary schools, this study made two conclusions; firstly, teachers of the English language always and significantly use other languages or rather translanguaging strategies in teaching their students. The use of Kiswahili to teach English was the most outstanding. Secondly, the use of the other languages or the translanguaging strategy in teaching strategy enhances learner achievement in Second Language learning.

The study recommends that:

i.   Teachers of the English language, teacher trainers, language scholars, the Ministry of Education and the Government of Kenya should consider revising policy to allow use of other languages or translanguaging to enhance learner achievement in L2
ii. Teachers should adopt TL as a beneficial pedagogical practice while teaching English; and that further research should be initiated on the need to explore the benefits of the revision of the Language Policy in Secondary schools in Kenya in view of the prevailing practice in the language classroom in Kenya.
iii. Further research should be done on the promotion of native languages with the key purpose being, to include translanguaging as a methodology in language teaching.

References

Baker C. (2001). *Foundations of Bilingual Education and Bilingualism (3rd Ed).* Clevedon: Multilingual Matters. Google Scholar.
Brock-Utne, B. (2001). *Education for all — in whose language?* Oxford Review of Education. DOI:10.1080/3054980020030637.
Burnett, D. (2012). *Inscribing knowledge writing research in social sciences work*. In W Green & B. L.eds, The Columbi Guide to social work writing. NY Columbia university press.
Cenoz, J., & D. Gorter. (2017). *Minority languages and sustainable translanguaging: Threat or opportunity*? Journal of Multilingual and Multicultural Development 38 (10). Available:<https://researchgate.net/publication/313594739...>
Cenoz, J., & Gorter, D. (2020). *Teaching English through pedagogical translanguaging*. World Englishes, 39(2), 300–311. https://doi.org/10.1111/weng.12462.
Coates, H. (2005). *The value of student engagement for higher education quality assurance* Quality in Higher Education, 11(1), 25–36.   Available: https://doi.org/10.108013538320500074915.
Cohen, L., L. Manion., & K. Morrison (2007). *Research Methods in Education* (6th ed). Routledge 2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN.

Conteh, J. (2018). *Translanguaging as a pedagogy- a critical view*. The Routeledge Handbook of Language and Superdiversity. Routeledge. London. <Routeledge.com>.
Creswell, J. (2003). *Research Design: Qualitative, Quantitative and Mixed Method Approaches* (2nded). Thousand oaks, CA: Sage publishers.
Creswell, J.W & Creswell, J. D. (2018). *Research design: qualitative, quantitative, and mixed methods Approaches.* Thousand Oaks, California 91320. SAGE Publications Ltd.
Creswell W. & Creswell J. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (6th ed). Los Angeles. Sage.
Derakhshan, A., & Karimi, E. (2015). *The Interference of First Language and Second Language Acquisition and*

Email of Corresponding Author:
jumera72.jwg@gmail.com
https://journals.mu.ac.ke/index.php/edj/

Practice. https://doi.org/10.17507/tpls.0510.19.

Freeman, S. V. (2016). *Counter-narratives of African American academic persistence: Identity   maps   and   funds   of knowledge* [Doctoral dissertation, Arizona State University]. ASU Electronic Theses and Dissertations.
      http://hdl.handle.net/2286/R.I.38453

Galante, A. (2020). *Translanguaging for Vocabulary Development: A Mixed Methods Study with*
      International Students in a Canadian English for Academic Purposes Program. In: Z.   Tian,   L.   Aghai,   P. Sayer & J.L. Schissel, eds., Envisioning TESOL through a   Translanguaging Lens. New York: Springer.

García, O. (2009). *Bilingual education in the 21st century*: A global perspective. Malden/ Oxford: John Wiley &
      Sons.

García O. & W. Li. (2014). *Translanguaging: Language, Bilingualism and Education*. London: Palgrave Macmillan.
      Google Scholar

García-Mateus S, & Palmer, D. (2017) *Translanguaging pedagogies for positive identities in two-way dual*
      language bilingual education. Journal of Language, Identity and Education.
      https://doi.org/10.1080/15348458.2017.1329016>.

Herdina, P., & Jessner, U. (2002). *A dynamic model of multilingualism*: Perspectives of change in psycholinguistics
      (Vol. 121). Multilingual Matters.

Heugh, K. (2007). *Language and Literacy Issues in South Africa*. In Rassool, N (ed). Global Issues in Language,
      Education and Development. Linguistic Diversity and Language Rights [Series], 187-217.
      Clevedon: Multilingual Matters.

NCL (2008). The Constitution of Kenya. National Council for Law Reporting with the Authority of the Attorney
      General. Nairobi.

Kiramba, L. (2014). *Classroom discourse in bilingual and multilingual Kenyan primary schools*. In E. C. Zsiga, B
      . O. Tlale, & R. Kramer (Eds.), Languages in Africa: Multilingualism, language policy, and education (pp.
      17–33). Washington, DC: Georgetown University Press.

Kiramba, L. K. (2016). *Translanguaging in the Writing of Emergent Multilingual* Faculty Publications: Department of
      Teaching, Learning and Teacher Education. 248. (http://digitalcommons.unl.edu/teachlearnfacpub/248).

Kombo, D.K & Tromp, L.A., (2006) *Proposal and Thesis writing: an introduction*. Nairobi, Pauline's Publication of
      Africa.

Kuchah, K., & Smith, R. (2011). *Pedagogy of autonomy for difficult circumstances*: From practice to principles.
      Innovation in Language Learning and Teaching, 5(2), 119–140.

Leedy, P. & J. Ormrod. (2001) *Practical Research: Planning and Design*. 7th Edition, Merrill Prentice Hall and SAGE
      Publications, Upper Saddle River, NJ and Thousand Oaks, CA.

Lewis, G., Jones, B., & Baker, C. (2012). *Translanguaging: Origins and development from school to street and*
      beyond. Educational Research and Evaluation, 18(7), 641–654.

Li, W. (2018). *Translanguaging as a practical theory of language*. Applied Linguistics 39(1): 9– 30.

Lin, A. (2019). *Theories of translanguaging and trans-semiotizing: implications for content-based education*
      classrooms. International Journal of Bilingual Education and Bilingualism 22(1):5–
      16.https://doi.org/10.1080/13670050/2018.1515175

MacSwan, J. (2017). *A multilingual perspective on translanguaging*. American Educational Research Journal, 54(1),
167-201. <https://www.researchgate.net/profile/Jeff-Macswan-
      2/publication/316629496...>

Makalela, L. (2015). *Moving out of linguistic boxes: The effects of translanguaging strategies for*
      multilingual classrooms. Language and Education, 29(3), 200–217.   doi:10.1080/09500782.2014.994

Makoni, S. B., & Pennycook, A. (2006). *Disinventing and reconstituting languages*. Clevedon,   UK: Multilingual
      Matters.

Norman N. (2012). *An Examination of the Benefits and Drawbacks of Translanguaging in CLIL Science*
      Classrooms: An Examination into Spanish Primary Contexts (pdf).   https://www.academia.edu/4048451

Ogbu, J. U., & Simons, H. D. (1998). *Voluntary and involuntary minorities:* A   culturalecological theory of school
      performance with some implications for education. Anthropology & Education Quarterly, 29(2), 155–
      188. https://faculty.washington.edu/rsoder/EDUC310...

Otheguy, R., García, O., & Reid, W. (2015). *Clarifying translanguaging and deconstructing named languages: A*
      perspective from linguistics. Applied Linguistics Review, 6, 281-307. doi:http://dx.
      doi.org/10.1515/applirev-2015-0014

Otundo, B. (2021). Multilingual African Learning Spaces: Translanguaging Practices in Kenyan

Email of Corresponding Author:
jumera72.jwg@gmail.com
https://journals.mu.ac.ke/index.php/edj/

Schools. Bayreuth Academy of Advanced African Studies. https://www.bayreuth-academy.uni-bayreuth.de/en/News_Activities/Fellows_-lectures/SoSe- 2021/Otundo/index.html.

Rajendram, S., Burton, J., Wong W. & Bale J. (2022). *Examining Teacher Candidates' Pedagogical Practices and Stances towards Translanguaging and Multimodality in Writing.* Canadian Journal of Applied Linguistics, Special Issue, 25, 3 (2022): 33-65. DOI:10.37213/cjal.2022.32597.

Rosa, J., & Flores, N. (2017). *Unsettling race and language: Toward a raciolinguistic perspective.* Language in Society, 46(5), 621–647. https://doi.org/10.1017/s0047404517000562.

Seals C. A. (2021). *Benefits of Translanguaging Pedagogy and Practice*. Victoria University of Wellington. Scottish Languages Review Issue 36, Autumn 2021, 1-8. https://scilt.org.uk/Article/tabid/1092....

Smith, P. (2019). *(Re)Positioning in the Englishes and (English) literacies of a Black immigrant youth: Towards a transraciolinguistic approach*. Theory Into Practice, 58(3), 292– 303. https://doi.org/10.1080/00405841.2019.1599227.

Smith, P., Kumi-Yeboah, A., Chang, R., Lee, J., & Frazier, P. (2019). *Rethinking "(under) performance" for Black English speakers: Beyond achievement to opportunity*. Journal of Black Studies, 50(6), 528–554. https://doi.org/10.1177/0021934719851870.

Wei, L. (2011). *Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain*. Journal of Pragmatics, 43, 1222-1235. doi:10.1016/ j.pragma.

World Bank, (2005). *LOUD AND CLEAR*: Impact of Educational Outcomes: Beyond Academic achievement. https://openknowledge.worldbank.org.

Young T.J. (2016). *Questionnaires and Surveys*. In Zhu Hua, Ed. Research Methods in Intercultural Communication: A Practical Guide. Oxford: Wiley.

Conflict of interest

This research paper is for academic purposes and public consumption. The authors declare no conflict of interest.

About the authors.

Wamalwa Erastus Juma is a PhD finalist student at Moi University, Kenya. He is a teacher of English, researcher and part-time lecturer of Language Education, Communication and Media Studies. He has conducted research on Utilization of Instructional Media and Translanguaging in multilingual subcounty secondary schools.

Ann Syomwene is an Associate Professor of Curriculum Studies, Moi University and researcher. Her research works have been in Curriculum development and implementation in the Kenyan context, Language education and Competency-based Education, Training and reform in higher education.

Email of Corresponding Author:
jumera72.jwg@gmail.com
https://journals.mu.ac.ke/index.php/edj/