TRANSLANGUAGING AS AN INNOVATED STRATEGY FOR INSTRUCTION IN ENGLISH LANGUAGE IN COMPARISON TO LANGUAGE IMMERSION STRATEGY IN SUBCOUNTY SECONDARY SCHOOLS IN BUNGOMA COUNTY, KENYA

BY

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DECLARATION

Declaration by Candidate

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DEDICATION

I dedicate this work to my family members: my loving father Edward Wamalwa Wanunda who has always wished the best for his children and especially for me, that I may achieve my dreams, my mother the late Esther Namarome whose strong personality runs in the veins of her progeny, all my supportive brothers and sisters, and especially my children Esther Debora Namarome, Ezra Asaph and Ebeneza Benjamin and the little Esthergift Namarome, all these for whose passion I find it inevitable to work hard. My wife, Rahel Juma whose conspicuous role too, in my many struggles to achieve this personal dream shall never be forgotten.

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ABSTRACT

Translanguaging is a novel teaching strategy involving the use of one language to teach another language. The role of Translanguaging to create understanding, communicate, disseminate, store and solve linguistic problems and share meaning hence enhance the learning of English has attracted the interest of researchers in the recent past, hence the quest of this research. There are substantial gaps in the knowledge and understanding in terms of the function and extend to which Translanguaging can influence English language instruction. The purpose of this study was to investigate the use and effects Translanguaging as a strategy in comparison to the Language Immersion model in teaching and learning English in sub-county secondary schools in Bungoma County. The objectives of this study were: to establish the languages used by teachers for instruction in English language; to investigate teachers' use of Translanguaging strategy for instruction in English language; to investigate teachers' use of Language Immersion strategy for instruction in English language and to compare the effects of Translanguaging strategy with Language Immersion strategy for learners' achievement in English language in the sub-county Secondary Schools. The study was anchored on the theory of Translanguaging. The philosophical paradigm for this study was positivism. The mixed methods convergence research design was employed. This design combined qualitative and quantitative techniques by use of questionnaires and a quasi-experimental test. The target population was teachers of English and their students. This target population was 16 teachers and 160 students in 16 purposively selected sub-county secondary schools. The study respondents comprised one purposively selected teacher in each selected school, 10 students initially selected through stratified and simple random sampling from 8 schools for questionnaires. Due to the interest that the research elicited among some students, 16 extra students participated in filling questionnaires bringing their total to 96 students for questionnaires. 80 students from another 8 schools were selected for the quasi-experimental test. The total sample size therefore, was 192. The research tools used were questionnaires, and a quasi-experimental test. Descriptive and inferential statistics were used to analyse the quantitative data. The qualitative data was categorized under different themes and analysed using both narrative and discourse techniques. The findings revealed that teachers were using Kiswahili as another language to teach English, and that over 75% of the teachers were using Translanguaging as a teaching strategy as compared to those who use Immersion. The research also established that below 25% of the teachers use Immersion to teach English. The quasi-experimental test revealed that Translanguaging enhances Second Language achievement by 15.3125% more than Language Immersion does. The study concluded that the teachers of English commonly use Translanguaging as a teaching strategy despite the current policy guidelines. This study therefore recommends that the Ministry of Education should consider revising the policy on recommended strategies of instruction for English language as a paradigm shift in Language teaching to include Translanguaging.

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ABBREVIATION AND ACRONYMS

EAL: English as an Alternative Language

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FLT: Foreign Language Teaching

IM: Immersion model

KCPE: Kenya Certificate of Primary Education

KICD: Kenya Institute of Curriculum Development

KNEC: Kenya National Examination Council

L1:   First language

L2:   Second (and third or subsequent) Language

LWC: Language of Wider Communication

MDG: Millennium Development Goal

MOE: Ministry of Education

MOEST: Ministry of Education Science and Technology

MOI: Medium of Instruction

MT-based MLE: Mother tongue-based multilingual education

SDG: Sustainable Development Goals

SL: Second Language

TESOL: Teaching English to Speakers of Other Languages

TL: Translanguaging

TTCs: Teacher Training Colleges

ZPD: Zone of Proximal Development

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

In English Language Teaching (ELT) of learners in class, Translanguaging (TL), as opposed to immersion, is the concept of adopting the use of a learner's First Language (L1) as an innovative teaching strategy to teach the learner the English language. 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.

English is an international language (Philominraj et. al 2023) which has acquired a prominent place in the Kenyan language curriculum. English as an official language and Medium of Instruction has become a mandatory subject in Kenyan schools beginning from the very elementary classes following the plans of the Ministry of Education. Despite being a mandatory subject, the gap between what is taught and what is acquired has led to several questions. Therefore, it is necessary to know what teachers are doing to close this gap and identify other strategies that can be used to teach English as a foreign language in this context as Translanguaging can serve.

Translanguaging is a new and flexible approach to language teaching and learning and has become a popular topic among teachers of language in recent year (Seals, 2021). The concept of translanguaging originated in Wales in the UK and it was first used in describing the discursive practices of bilinguals, like the use of English and Kiswahili in the same context would be in Kenya, for clarity in the communication 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 (Baker, 2001) of their students in the classroom settings.

Language Immersion on the other hand has its most fundamental aim of a language immersion program to immerse students in a target language to the biggest extent possible in order to facilitate the target language acquisition (Nascimento, 2017) so here, students have little opportunity to use that language outside of the language classroom. There could be various reasons for this approach in teaching language but the key reason is that the language may be a foreign language. For example, English can be defined as a foreign language in countries where it is not the most dominantly used and spoken language for generative conversation in society, even though it has made inroads into society in many ways, or it could be spoken in that society, but not by the communities to which students belong for example, non-Francophone students in Canada or the non-Hispanic students in a dual Spanish-English immersion program in the United States of America.

English language teaching has witnessed sustained professional and methodological debates amongst theorists, researchers and teachers with the assumption that English is best taught and learnt by use of the immersion model without necessarily referring to the learners' First Language. The terms, methodology, didactic and strategies in the process of teaching learning are meant to introduce curricular aspects, which favour educational practice and content organization. According to Ginting (2017), the interaction between teacher and student has been considered as a key factor in enhancing learning outcomes, which forms the base of any method. It is precisely the

method, which brings the dynamics to the process. To be consistent with the teaching didactic idea that is used, according to Philominraj et al. (2021), the methods must be characterized by: being essentially productive performed with expository methods; guaranteeing active and interactive participation of students in their search for knowledge; questioning; approach and solution to problems; application and assessment of solutions; to enhance their impact on activities based on cognitive, practical, and values and encouraging collaborative work. The Translanguaging concept which has existed in informal language situations but discouraged in policy may deal with innovation in methodologies as concerns the designing, invention, and improving language teaching and learning processes.

Translanguaging in the Kenyan classroom can constitute the deployment of innovative TL strategies: skills, resources and ideas as classroom instructional resources in the Kiswahili language. This may promote the students' enhanced acquisition of the English language skills and hence enhance knowledge attainment in Second Language achievement.

In Kenya, the government's 100% transition policy from primary to secondary school levels of education has created tremendous pressure on need to innovate and use every possible strategy to promote learning (Otieno & Ochieng, 2020). The government's change or revision of policy to embrace Translanguaging as a teaching strategy and Teachers' training to encompass Translanguaging as a teacher's innovative strategy in class may offer an opportunity to address this challenge and offer solutions for meaningful teaching and learning for all students in class.

For Kenya to achieve her development goals, there is need to enhance the quality and access to education. Sub-county secondary schools however, have been grappling with

admission of students with low entry behaviour and low entry marks not only in English but in all the other subjects. Even as the Competence Based Curriculum takes root in Kenya, the current sub-county schools may still find themselves having to take in this type of students. This low entry behaviour makes it difficult for teachers to depend purely on English as a Medium of Instruction (MOI) in an immersive model as per the language policy. This is a situation which was addressed by this study and can therefore be alleviated by the findings and recommendations of this study on the role of incorporating innovative Translanguaging strategies in teaching and learning to enhance their learning of the English language.

This research study therefore, sought to explore and establish the languages used by teachers while teaching the English language, investigate the effects of the use of Translanguaging as a strategy and the Language Immersion model in teaching and learning English in sub-county secondary schools in Kenya. The researcher had not come across any adequate information on the teachers' use of Translanguaging as a novel teaching strategy in Kenya. This is evident from the few studies conducted in Kenya on the use of Translanguaging in sub-county secondary schools.

1.2 The Background Of The Study

1.2.1 The Global Status of Translanguaging and Immersion

In order to enhance the teaching and learning of the English language, researchers globally have identified the need to employ unlimited language teaching strategies for learners other than just the use of the Immersion model. Studies on Translanguaging have been conducted mostly in Western countries such as the United States, Canada and Germany among other countries.

Research studies on Translanguaging have been conducted in a product-oriented manner (Wei, 2011) in terms of how well a learner should speak the target language like the native. Pennycook (2010) in his research presented the ways in which subjects his research mixed codes to demonstrate new subjectivities of what knowledge of the English language they had. Pennycook's study here did not show how his research participants interpreted and responded to these Translanguaging activities.

Blommaert (2005) advises that teachers of language should not just focus on the end product of the discourse but also consider the dialogical and, interactional benefits for learning in any Translanguaging activity. The interactional benefits or rather enhanced learning that result from the innovated Translanguaging strategies is what this study sought to establish because Translanguaging dialogical practice in a language learning class may be as consequential as the Translanguaging act itself. In this research study, while studying the biographical texts of two Congolese subjects with a view to interpret their ability in writing, Blommaert gave complexity to their multilingual and multimodal writing which he had labelled *heterography*- a study that looked at spelling in which the same letters represented different sounds in different words or syllables as in current English orthography. However, since he studied only the product, he ended up with a deficient view of the benefits of Translanguaging to learning. His analysis suggested that the Congolese subjects adopt Translanguaging as they don't have access to elite literacy. Blommaert also assumed that the authors were not adopting any proactive strategies to communicate to their intended recipients, thereby failing to gain uptake and being silenced. To overcome such deficient reading, this study went beyond merely documenting instances of Translanguaging and analysing their linguistic and textual realizations like in Blommaert's (2008) research study and looked at whether teachers of the English language innovate to use Translanguaging as a strategy to

enhance the teaching and learning of the English language in the Kenyan subcounty secondary schools.

Current research has also limited Translanguaging to multilingual interlocutors (Wei, 2011) where in some instances, researchers leave out the native speaker respondents in order to preserve the validity of their data. This study however, looked at how teachers could use Translanguaging as an innovative strategy in sub-county school contexts where there is a mixed ability of the English language learners. It was indeed established that Translanguaging had an effect that enhances the learning the English language when it was eventually compared to the Immersion model.

Language immersion is an approach to teaching a second language in which the target language is used as both curriculum content and medium of instruction (Baker, 2006). Language immersion, or simply immersion, is a language teaching technique used in bilingual language education in which two languages are used for instruction. The languages used for instruction are referred to as the L1 and the L2 for each student, with L1 being the student's native language and L2 being the second language to be acquired through immersion programs and techniques in the classroom. There are different types of language immersion that depend on the age of the students, the class time spent in L2, the subjects that are taught, and the level of participation by the speakers of L1 organised in programs.

Although programs differ by country and context, most language immersion programs have the overall goal of promoting bilingualism between the two different sets of language-speakers. In many cases, biculturalism is also a goal for speakers of the majority language (the language spoken by the majority of the surrounding population) and the minority language (the language that is not the majority language). Research

has shown that such forms of bilingual education provide students with overall greater language comprehension and production of the L2 in a native-like manner, especially greater exposure to other cultures and the preservation of languages, particularly heritage languages.

According to Fred Genesee et al. (1986) immersion programs are developed in elementary schools where the language of instruction is different from the students' native language. These authors emphasize various positive aspects of immersion programs such as the improvement in language skills, cognitive development, better academic level and love for the other culture. Authors such as Dianne Burke Moneypenny y Rosalie S. Aldrich (2024) argue that "much of the merit of studying abroad rests in its classification as a high impact practice" (641). The previous points demonstrate that the benefits of an immersion program are many and overwhelmingly positive.

1.2.2 Status of English and other languages, Immersion and Translanguaging in Kenya

In Kenya, English and Kiswahili are the official languages (Constitution of Kenya, 2010). This constitution however, also provides for the promotion and the use of indigenous languages. This constitutional provision aims to protect the diversity of languages spoken in the country with the particular aim of eliminating discrimination based on language. The implementation of this constitutional provision constitution can only begin and effectively be implemented through education in schools through a curriculum that provides for this promotion and the use of languages in the school system other than the official English and Kiswahili only.

With English as the primary language of instruction, (MOI) in institutions of learning, i.e. in schools, colleges and universities (KIE, 2002) as provided by government policy, Kiswahili is also offered as a subject in the curriculum. While English has been widely used to teach academic content in all subjects, Kiswahili as a subject is taught in an immersion approach in schools.

The teaching of English has traditionally been associated with a monolingual bias and the exclusive use of English which is an Immersion Model approach in the classroom as highly recommended in different countries (Cenoz & Gorter, 2015; Kubota, 2018). This strict separation of languages however, can be prohibitive to the enhanced learning of the English language as a subject because it prevents the mixed ability learners predominantly found in subcounty secondary schools from utilizing the linguistic resources that they have previously acquired in their L1. This prohibition to enhanced learning can be eradicated through embracing the integration of the Translanguaging as a strategy with the use of English and other languages as a teaching model.

1.2.3 Translanguaging as a new idea as opposed to Immersion in the teaching and learning of the English language

Many governments, policy makers and teachers of the English language have always had the idea that immersing students in a pure environment of a target language through the immersion model helps learners to acquire the target language well. Theorists however, have come up with new ideas in the teaching of language which have led teachers of the English language from as far as the 1980s to embrace the Communicative Language Teaching approaches (CLT) ideology about language teaching, such as what innovated Translanguaging strategies can provide, viewing this

as a more effective way at improving students' English language communicative proficiency (Li, 1998).

CLT's global popularity has spurred governments to stress emphasis on students' oral communicative skills (Rabbidge, 2019) leading to changes at the national levels on how students are assessed. These changes global should also be embraced by linguist, teachers and policy makers in the Kenya situation. The implementation of CLT however raised concerns about the incompatibility between the principal ideologies, language teaching policies and pedagogical practices of CLT, and those of the EFL (Hu & McKay, 2012). These incompatibilities can be eradicated by policies that identify what happens in the pedagogical practices and provide for them in policy as this study established, in practice against policy, teachers of the English language indeed use Translanguaging strategies in teaching the English language.

Researchers such as Cook (2001) call for the inclusion of the principled use of L1 in L2 classes for example, in the form of Translanguaging strategies as this this research study recommends. According to Cook (2001), the use of L1 should be based on the following criteria: efficiency, or the possibility of communicating certain content more effectively in L1; learning, as a result of combining both languages; naturalness, or capitalizing on the fact that learners feel more comfortable discussing some topics in their native language or the common local language that they all share; and, finally, external relevance, or the acquisition of skills that will be useful outside the classroom. This research therefore, sought to fill the gap between the principled use of L1 in L2 classes and the learning that occurs when innovated Translanguaging strategies are used and adopted in teaching and learning of the English language in the Kenyan sub-county secondary schools' situation.

1.2.4 English language teaching and learning predicament in Kenya

In Kenya, after the introduction of the 100% transition policy for students from primary school to secondary school, the resultant population explosion of students created tremendous pressure on enrolment in secondary school education (Mutai, 2021). Consequently, quality education was only threatened but also compromised. The 100% primary school to secondary school transition policy has had learners with as low as 100 marks at KCPE joining secondary schools. These learners, who may find it a challenge to learn advanced content and concepts, have been enrolled in sub-county secondary schools. This transition has consequently compromised and posed a great challenge to the teachers of the English language subject who are then tasked and expected to be innovative in their preparation and in their actual teaching to look for how best to meet the learning needs of these students due to their low entry behaviour.

The teacher-student ratio also, which calls for reconsideration in the teaching delivery methods, should ensure quality learning takes place such as through the innovation to use Translanguaging as a teaching strategy to ease the burden on the teacher in order to benefit all learners. The new shift of the curriculum to Competence Based Curriculum (CBC) also seeks to offer Indigenous Language as a subject in its curriculum with may heavily rely on Translanguaging activities in classroom teaching and learning processes.

Furthermore, for Kenya to achieve her Agenda as envisioned in Vision 2030 and Sustainable Development Goals (SDG) there is need to enhance quality education in all institutions of learning. Sub-county schools which are still grappling with low entry behaviour enrolments, inadequate teachers and lack of enough instructional materials present a situation which can be alleviated by innovating and integrating

Translanguaging strategies in the teaching and learning of the English subject in order to enhance learning as this research study established.

1.2.5 Innovating Translanguaging strategies for teaching the English language in schools

Innovated Translanguaging strategies are those language teaching activities that teachers of English can integrate into an English language learning situation in the classroom. In Kenya, Translanguaging teaching strategies can include the use of English together with Kiswahili, students' mother tongue, local language or even *Sheng'* to facilitate learning (Wabwoba, C. et al 2020). These innovated language teaching strategies can be used by the teachers of the English language subject as a means of inter-ethnic communication for teaching English because the languages bridge the linguistic difference between learners of the English language as a Second language. The innovated strategies can be systematic, pedagogic and scaffolding activities of using two or more languages in alternation to strategically boost competence and performance in all of the languages (Lewis et al. 2012).

Translanguaging strategies can be used by the teachers of English spontaneously or for pedagogical purposes (García 2009) without prior planning by the teachers or, the activities can be objectively planned by teachers of the English language beforehand during the lesson scheming and lesson preparation. This process of teaching can involve, for example, the scaffolding of comprehension in an educational setting. This is also called pedagogical translanguaging, intentional translanguaging or classroom translanguaging (Cenoz & Gorter 2017). The innovation, integration and use of TL strategies in a language teaching and learning situation in the classroom offers space to the voices of those who may have been silenced through the use of English only if they

considered themselves as being inadequately competent in the English language. It is therefore important for a teacher of English to build on students' voices and their lived experiences by using the students' repertoires and especially their L1 as a cognitive tool (Kiramba, 2016). This study sought to analyse teachers' use of innovated Translanguaging as a strategy for teaching English as a second language in sub-county secondary schools and found that students indeed benefit a lot from the use of Translanguaging activities in their English language learning lessons in class.

1.2.6 Innovating and integrating Translanguaging strategies in English language lessons

Over the past decade, Translanguaging in the language learning classroom has become one of the most influential concepts in the field of applied linguistics and sociolinguistics with the growing number of academics, researchers, and teachers of language engaging with its pedagogy, theory, and, or associated practice (García & Li, 2014; Li, 2018) alongside other pedagogical approaches to enhance the teaching and learning of language.

This study proposed and then sought to establish the languages used by teachers of English while teaching English in sub-county Secondary Schools in Bungoma County. This study also established the other languages that the students speak and the teachers' own use of the English language in class and as well, analysed the teachers' use of Translanguaging as an innovated strategy for teaching second language in schools. The study thus explored the nature of teaching approaches that were employed by teachers of the English language in sub-county secondary schools. Because the researcher found only scanty information on what effect innovated Translanguaging as a language

teaching strategy has on the learning of English, this research study found out that indeed, Translanguaging enhances learning.

This study therefore, was about establishing and evaluating the languages used in school to teach the English language subject and comparing the effect of TL and IM on SL achievement in sub-county secondary schools in Kenya. This study therefore also, compared the effect of innovated Translanguaging strategies to the Immersion model in English language and found that Translanguaging strategies have a more positive effect on the learning of the English language than what Language immersion has in second language achievement.

The research study used questionnaires on teachers and some students in 8 schools who were purposively sampled in the purposively selected sub-county secondary schools in Bungoma County. These cases were sampled by purposive sampling on the teachers of English and the students of English of Forms Two and Three classes first selected by stratified sampling, and lastly the individual student respondents by simple random sampling. Furthermore, a quasi-experimental test was administered to students in the purposively selected Forms Two and Three classes in 8 other purposively selected schools. These student participants in the quasi-test experiment were individually selected by simple random sampling. The data for this research study was collected from a total of 16 secondary schools.

1.3 Statement of the Problem

The Kenya Constitution (2010) 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 other languages, in this case Kiswahili to teach English, can influence the teaching and learning of English.

The need to fill this gap is not a recently emerging need. 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 by use of the Immersion Model without necessarily referring to the learners' First Language.

The Language Immersion model which has it that, learners learn a Second Language (SL) as naturally as they would learn their first language (L1) i.e. without any pressure or vocabulary stress on learners. Language Immersion has had its shortcomings because in this model, the language learners can understand what is being said from the context of the speech. The Immersion model moreover places emphasis on the use of only the target language, in the Kenyan case, the English language. This method has therefore, not explored nor attempted to explore, the role that a learner's other language can play in the learning of the English language.

Alternative attempts to explore other possible approaches to enhance learning have been made by researchers in TL and even teachers of language in practice through innovated TL approaches and strategies.

The teaching and learning of English as a global language, may call for more reforms relating to language policy in schools, design, curriculum development and other novel pedagogical approaches (Fang et al, 2022) as innovated Translanguaging strategies may provide. The Constitution of Kenya now provides pre-eminence over ministerial policy for the promotion of indigenous languages and this can only be made practical when schools embrace Translanguaging strategies in English language teaching and learning.

There too, are substantial gaps in the knowledge and understanding of the function and extent to which the use of another language like Kiswahili and in Kenya, and how its resources can influence the outcome of the teaching and learning of the English language. In reviewing literature specific for ELT within the Kenyan context, it became apparent that there is clear absence of adequate research studies hitherto done on innovative Translanguaging strategies in the teaching of the English language in the subcounty classroom similar to studies that have been conducted in other parts of the world in relation to the use of one language to teach another language possibly due to policy constraints against the teachers' general practice in the classroom.

Due to the dynamics that have existed in the teaching and learning of a language over the years, there have been unending debates with regard to what should be the most appropriate approach or methodology for language teaching, (Richards & Rogers, 1986; Phillips & Sankey, 1993). Language teaching policy makers and methodologists have at times made quite dogmatic assertions about the rights and wrongs of particular language teaching methods. Applied linguists and teachers concerned with SL and FL learning however, have been confronted with the task of trying to overcome the pendulum effect in language teaching (Phillips & Sankey, 1993). The use of Translanguaging as an innovated strategy in teaching English for effective acquisition of English has not been extensively documented in the case of the Kenyan sub-county secondary schools hence, is significantly lacking. Through this research, the researcher attempted to establish how best English can be taught and learnt without the dogmatic assertions by those who favour the Language Immersion model and indeed established that innovated Translanguaging strategies play a big role in the teaching and learning of the English language.

A research study by Norman (2012) yielded results of an attitudinal survey which demonstrated that learners tended to find translanguaging strategies to be a very comforting and motivating factor in learning. This research study attempted to present a further conceptual rethinking of the translanguaging practice in class. As Norman's (2012) research study attempted to demonstrate, translanguaging strategies are perhaps not as undesirable as typically conceived by educational policy makers, and ought to be reconsidered strongly both in future research and program design, hence the quest of this study.

Another research study by Li and Beryl, (2019) showed that the research participants made four positive assumptions about translanguaging practices: the first, was enhancement of the specificity of communication; the second was the elevation of the English as an Additional Language (EAL) to the Higher Degree Research (HDR) student as an expert; the third, was the positive outcome of translanguaging practices which provided resources for two-way learning that resulted in value-adds to the learner's knowledge base; and the fourth positive outcome of translanguaging practices found in Li's research was new knowledge generation practices. We in this study sought to verify some of these findings from Li's research that were related to our research objectives in the subcounty secondary schools in Bungoma County.

This study therefore, initiated further research in Kenyan subcounty secondary schools on the innovation, integration and the use of Translanguaging activities as a strategy, keeping in mind the government's Medium of Instruction policy on the teaching and learning of English to investigate and establish its effects on the learning outcomes on learners in comparison to what language immersion does.

1.4 Purpose of the Study

The purpose of this study was to establish the use of other languages and the use of Translanguaging as an innovated strategy for instruction in English language in comparison to Language Immersion model in Subcounty Secondary Schools in Bungoma County, Kenya.

1.5 Objectives of the Study

The objectives of the study were:

1. To establish the languages used by teachers for instruction in English language in sub-county Secondary Schools in Bungoma County.

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

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

4. To compare the effects of Translanguaging strategy with Language Immersion strategy for learners' achievement in English language in sub-county Secondary Schools in Bungoma County.

1.6 Research Questions

The Research questions for this study were:

1. What languages are used by teachers for instruction in English language in sub-county Secondary Schools in Bungoma County?

2. To what extent do teachers' use Translanguaging strategy for instruction in English language in sub-county Secondary Schools in Bungoma County?

3. How do teachers use Language Immersion strategy for instruction in English language in sub-county Secondary Schools in Bungoma County?

4. What is the comparison between teachers' use of Translanguaging strategy and Language Immersion strategy for learners' achievement in English language in sub-county Secondary Schools in Bungoma County?

1.7 Justification of the Study

When teaching language traditionally as is the case in language immersion, and as viewed from a policy perspective, languages in a dual language bilingual program are strictly separated, whether it is by subject area, or by teacher. The standard practice in schools is to allocate only one language to a specific time period, space or teacher (Garcia, 2009) and with a specific medium of instruction (MOI) which in the Kenyan case is the English language. From this official standpoint in government policy, students in the English language classroom are rarely invited to bring their entire linguistic repertoire. This repertoire is as may exist in the other language that these students had acquired earlier which can contribute to the construction of meaning in the different learning events that take place in their classrooms when learning the English language. This study sought to bring not just the teachers on board but also their learners of the English language to challenge this traditional language teaching notion in order to enhance the teaching and learning of the English language subject in classrooms.

There is a growing need for teachers to engage their learners' linguistic diversity additively and equitably in the English language classroom in a way that empowers multilingual learners and the knowledge that they may bring (Donley, 2022) to the language lesson. This study therefore went out to seek to establish how the integration of Translanguaging as an innovated strategy in teaching and learning the English language could be significant in providing broad based linguistic resources for teachers of the English language and their learners as compared to what language immersion

could do. The research study also looked at how the effects of this mode of teaching English by using innovated Translanguaging strategies could provide opportunities for diversity in learners' creative thinking, the English language knowledge construction, the learning environment, language-problem solving skills and understanding concepts using various innovated Translanguaging tools as opposed to what language immersion does.

Research studies have suggested that teachers' translanguaging practices may improve students' ability to participate in class by improving student understanding of teacher talk (Rabbidge, 2004) as this study confirmed it. Multiple benefits have been associated with the Translanguaging approach. These advantages are displayed in the academic, cognitive, and social realms of the emergent bilingual as is the case in the Kenyan situation. Research has also indicated that Translanguaging has been directly connected to positive identity formation, lesson completion, increased participation, expanded vocabulary, and learning gains in math and reading (Breton-Guillen, 2020) as this research study also confirmed it.

This research was informed by the pronouncement of the Constitution of Kenya 2010 on; the use of English and Kiswahili as official languages and promotion of indigenous languages to eliminate discrimination, the Government policy for 100% transition at all levels from primary school to all level in secondary school education regardless of their performance, the new Competence Based Curriculum (CBC) provision to offer Indigenous Language as a learning area (subject) and the general outcry by a section of stakeholders that schools should admit students without any discrimination that is based on their marks at KCPE.

Many sub-county secondary schools have been found admitting students with as low as 100 marks at the Kenya Certificate of Primary Education (KCPE) as the CBC curriculum does not allow the repetition of low achievement learners because they are gifted differently. This 100% transition is also posing a great challenge to effective curriculum implementation with regard to second language achievement due to the policy on the medium of instruction which recommends the exclusive use of English as the Language of Instruction (LOI) apart from when teaching Kiswahili. This exclusive use of English as the MOI or LOI, which is in the favour of the principle of immersion, may not favour the calibre of learners in this cadre of subcounty schools and therefore, calls for revision of policy to allow teachers of the English language subject to employ every strategy as innovated at their disposal to ensure effective learning of the English language subject takes place among the learners.

The English language teachers' use of Translanguaging in the English language lessons in the classroom may come in as a handy innovated strategy. Several scholars have offered Translanguaging (TL) as a possible solution to educational challenges facing linguistically and culturally diverse students (Busch, 2014; Canagarajah, 2013; García, 2009) in other countries and Kenya cannot lag behind in these developments. Busch (2014) advocated for opening up spaces for learners by acknowledging the different languages they speak as a language teaching and learning resource, to bring into dialogue their individual repertoires to engage in metalinguistic discussions and negotiation with the goal of transforming the learners' enforced monolingual habitus into a multilingual habitus. This teaching and learning strategy may require a teachers' implementation plan for its objective use in the classroom to facilitate actual, effective and enhanced learning. This paradigm shift therefore, may require that the government

revises policy on language teaching as the teacher of the English language does elaborate lesson planning.

1.8 Significance of the Study

Globally, many countries have developed national curriculum frameworks geared towards competency-based education to meet the local needs of their citizens (Mugambi & Chepkonga, 2022) and in this quest, Kenya uses English as a Medium of instruction and Kiswahili as subject but without recognising the role another language can play on enhancing language teaching and learning. Kenya however, has also adopted the CBC curriculum which has included indigenous Languages as an area of study in primary schools. Kenya therefore, needs to be pragmatic about its policy on the medium of instruction in institutions of learning and the role that its indigenous languages, through translanguaging, can play in the country's schools (Ogechi, 2009) and hence reconsider the choice to maintain the Language immersion model teaching tendencies as witnessed in reinforced schools' language policies which demand that students speak no other language in school other than English. The findings of this research have provided essential data required by any stake holder in this research quest. The study also sought to create awareness on the part of the English language teacher on the importance of effective use of Translanguaging as an innovated strategy in teaching the English language subject as well as providing a comparison of Translanguaging effects to those of the Immersion Model.

This study findings should, hopefully, help the government, the Ministry of Education, curriculum planners, policy makers and teachers of the English language who will use its findings on the integration of Translanguaging strategies in teaching English as a basis for reviewing the current policies on the medium of instruction (MOI) and

language policy in schools. These policies currently only give preference to the immersive use of English as a MOI but in practice, as this study found out, teachers inevitably engage in the use of Translanguaging activities in class while teaching the English subject. The change in policy will, hopefully, help the English language teachers and learners to overcome the illegalities in the language teaching and learning practices and the challenges hindering good performance in the English language subject in the sub-county secondary schools in Kenya.

Globally, Translanguaging as a strategy in the teaching and learning of the English subject is increasingly attracting a lot of research studies not just in English language teaching but also in general education. This research study findings add to the global body of knowledge on language teaching methodologies with respect Translanguaging in the Kenyan context and perspective.

Studies on Translanguaging have been conducted mostly in Western countries such as America, Canada and France among others; in Asiatic countries like Tamil in Southern India; as well as in Africa in Nigeria, Ghana and South Africa among other countries. The researcher has come across fewer studies done in the East Africa countries, and Kenya in particular. The study will contribute to existing literature on use of innovated Translanguaging strategies in sub-county secondary schools in the Kenyan situation.

This research study went out to: collect, process and analyse data and formulate evidence-based themes to help the government, the Ministry of Education, education policymakers, planners, curriculum and instructional designers, educationists, and experts to set apart a framework for the appropriate and effective use of Translanguaging in their educational systems.

The results of this study hopefully, can now assist decision makers in making informed decisions and conclusions on Translanguaging in language teaching and learning. This research study therefore, is of interest to all key stakeholders involved in curriculum development like the Ministry of Education, the Kenya Institute of Curriculum Development (KICD), Teacher Training Colleges (TTCs) and secondary school teachers because it will provide a theoretical framework and suggest a practical paradigm shift on the perspectives of Translanguaging and its use in teaching the English language as compared to Language Immersion. The findings from this study as realized through cause effect of the research variables and as interpreted from the specific variables; will help in establishing the strength of teachers of the English subject in terms of knowledge, skills and attitudes, and the approach to Translanguaging for enhancing the learning of the English language in the classroom.

The findings and recommendations of this research study are expected to provide a process or framework to assist senior administrators at the Ministry of Education and universities when making decisions on how to adopt and use Translanguaging strategies in training teachers of the English language subject.

1.9 Scope of the Study

Translanguaging is a broad term which may come with varied meanings. This term has been defined by Baker (2011, p. 288, as quoted in Lewis et al., 2012, p. 655) as "the process of making meaning, shaping experiences, and gaining understanding and knowledge through the use of two languages", although it can involve more than two languages as well like the use of Kiswahili or vernacular along English in the Kenyan situation. In education, Translanguaging can be described as "the planned and systematic use of two languages inside the same lesson" (Baker, 2011, p. 288, as quoted

in MacSwan, 2017, p. 170). The term Translanguaging in this particular research study however, referred to the use of another language (in this study's case, Kiswahili) to teach another language (in this case, English). The use of Translanguaging strategies to teach the English language subject in the language class goes beyond just speaking another other language to give instructions to learners in class because it may call for objective planning and lesson preparation on what structures will be used in the lesson while using Translanguaging as a teaching strategy to enhance learning of the English language.

This research study sought to and established the situation on the use of Translanguaging strategies among teachers of English and their learners in sub-county secondary schools. The teachers' and learners' responses with the findings can now provide the understanding necessary for the interpretation of the now available data by trainers on the Translanguaging strategy of teaching the English language.

The research study respondents were teachers of the English language subject in sub-county secondary schools and their students in the subject. The study focused on 16 purposively sampled sub-county secondary schools in Bungoma County. Data on students in 8 schools was collected by use of questionnaires and another 8 schools by the quasi-experimental test. Data on teachers of English was collected by questionnaires from all the 16 schools. The study sought to: establish the languages used by teachers for instruction in English language; investigate teachers' use of Translanguaging strategy for instruction in English language; investigate teachers' use of Language Immersion strategy for instruction; and compare the effects of Translanguaging strategy with Language Immersion strategy for learners' achievement in English language in sub-county Secondary Schools in Bungoma County.

This research study, for data collection, was carried out in late February and early March 2025 during the First Term in the Kenyan Schools Calenda when all schools were in session. Data collection was concluded before the end of term examinations commenced in the schools. The study used the mixed methods research approach which integrated the use of quantitative and qualitative research by use of questionnaires and a quasi-experimental test to collect data.

1.10 Delimitations and Limitations of the Study

The study was carried out with the assumption that all the teacher and student respondents; possessed the same characteristics as the teachers and learners in all sub-county schools nationally and that all the teachers and students would give accurate and truthful information. The mode of teaching was also assumed to be the same in all the sampled sub-county secondary schools. These limitations were dealt with by carrying out purposive sampling on the schools, the teachers of English and their students of the English subject, and then stratified for selecting the Form Two and Three classes and lastly simple random sampling to select the right student respondents who were in the schools for the questionnaires. Purposive sampling was also used to select the schools for the quasi-experimental test and lastly, simple random sampling to select the test participant student respondents.

The study may not claim perfection due to the uniqueness of the schools that were sampled, the intricacies and limitations of the research designs. This research study however, employed the mixed methods and comparative research method to generate data and attempt to find the extrapolated convergence of the study outcome through triangulation techniques.

The researcher confined the study to public sub-county secondary schools in Bungoma County operating under the Directorate of Education in the Ministry of Education (MoE) in Kenya, with the assumption that the institutions were under the same government and education policies.

The research study was uniquely crafted within a specific context – to focus on the investigation of the use of Translanguaging and immersion strategies by teachers of the English language for teaching the English subject in sub-county secondary schools. The study then compared the findings of this (translanguaging) effect to those that were found of the Immersion Model.

The researcher being a teacher of English in a sub-county secondary school and part-time lecturer at a Kenyan University may may have posed a limitation in that there may have been a possibility for discrimination in the qualitative results interpretation, the researcher however made every conscious effort to stay focussed on the research study objectives. Education and language teaching objectives in sub-county secondary schools were assumed to be similar in all sub-county secondary schools in Kenya.

The teachers' educational and professional background, their content masterly, maturity and exposure to the English language amongst other variables may have also posed a limitation in terms of their appropriateness to participate in the study and in generalizing and drawing up of a conclusive statement on the role of Translanguaging strategies in teaching English language.

In reviewing the literature and other research findings for designing this study, every effort was made to trace publications related to Translanguaging in teaching the English language from the global, the regional and as well as the national resources. These publications may have had limitations in terms of their scope and locale of their studies

especially on those with a local perspective. The researcher minimized this limitation by researching into literature reviews from regional and international countries. This allowed the researcher to make suppositions looking upon the relevance of the information to using the Translanguaging strategy in teaching the English language thus limiting the comparative analysis.

1.11 Assumptions of the Study

This research study was based on the following assumptions: first, that English lessons would be interactive in nature where the teachers and the learners of English language innovate and integrate Translanguaging strategies during classroom interaction. Second, that the students would be able to read, understand and interpret the questionnaire and the quasi-test items they had been given to fill on the integration of Translanguaging activities in the classroom during the instruction of English language in secondary schools. Third, that during the research study, both the teachers and the learners of the English language would behave in the most natural and authentic ways to facilitate the investigation of the integration of Translanguaging as a teaching strategy for instruction in English language in class. Finally, the study assumed that the teachers of English and their learners would agree to respond to the questionnaire questions as learners accept to be tested in the quasi-experimental test in order to elicit adequate and appropriate responses to be analysed by the researcher for the study 'Translanguaging as an innovated strategy for instruction in English language in comparison to language immersion strategy in subcounty secondary schools in Kenya'.

1.12 Theoretical Perspective

This research study explored the following theories: the researcher's own theory of learning and the Theory of Translanguaging by Ofelia Garcia (Garcia et. al., 2017).

This study however, adopted the Translanguaging theory because of the relevance this theory had to the research topic, the research objectives as well as the research questions. The Translanguaging theory was also preferred due to the dynamic and creative linguistic resources that the application of this theory would provide to this study.

1.12.1 The Researcher's theory of learning

In my perspective as the key researcher in this study, language instruction can be achieved through many other unlimited approaches and strategies and not just through the immersion model. This idea is based on the assumption that since language is the tool of communication that facilitates teaching and learning, any language can therefore be used to not only teach but also enhance the learning of another language for as long as communication between the teaching and learning party exists in the first place. This means therefore that, teachers of language should objectively employ the use of every possible human language that their learners first find comfortable to be taught in to learn the English language in not just the formative, but also the successive grades or classes in school.

1.12.2 Theory of Translanguaging

The Translanguaging theory whose main proponent is Ofelia Garcia 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) meaning 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 those 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. The translanguaging concept as a language reality also embraces code-switching, L1 use, and further trans-semiotic practices (Li, 2018; 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. Previous researches elsewhere in the western world in Canada, the Us have investigated the substantial use of translanguaging in bilingual classrooms.

For this study, the researcher adopted the Translanguaging theory because of the dynamic and creative linguistic resources that the application of this theory provides in offering practices that involve the flexible use of varied language possibilities and language varieties for pedagogical purposes among the learners of the English language in the classroom setting. This is also because 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 Kenyan schools.

1.13 Conceptual Framework

Conceptually, language instruction in the English language using Translanguaging strategies resonates with the ideas of Cummins (2001) which stress on the positive benefits of transfer of learning as it occurs when employing Translanguaging strategies while instructing in the English language. Translanguaging promotes a deeper understanding of subject matter. Promotion of learning and understanding is made possible by discussing in one language that the students already know and then allowing them to write in the L2 unlike what language Immersion may allow. Language Immersion only allows the use of one language both for teaching and learning without borrowing any linguistic resources from another language outside the language of instruction.

Researchers working in multilingual classroom settings begun to use the term 'translanguaging' to describe multilingual oral interaction (García, 2009; Blackledge & Creese, 2010) between multi-lingual learners and the use of different languages by these learners in written texts (e.g. Canagarajah, 2011; García & Kano, 2014). Other researchers like Conteh (2018) critically review the translanguaging concept as pedagogy, with the key argument that the emphasis of research has only and always been on the researchers' understanding of the processes of interaction rather than its pedagogic potential. Mertin (2018), on the other hand also shows the available potential of opening spaces for teachers' voices in research and academic discourses related to the use of translanguaging in teaching their learners in the classroom.

Learners of the English language as a second language can achieve a certain level of learning when taught in the target language through the Immersion model. Enhanced learning of the English language may be one of the products of the interplay of several factors that involve the teacher, the learner, teaching strategies, the lesson objectives, content and mode of delivery. How the teacher for the English language makes use of Translanguaging for instruction in English aids in the students' easier understanding of what they have learned in the subject area. The inputs in this research process were the teacher, the learner, and the instruction process which involved the Translanguaging strategy. The expected outcome, in this case was enhanced learning. This study sought to analyse the English language teachers' use of innovated Translanguaging strategies for instruction in English and compared the effects of Translanguaging to those of Immersion on Second Language achievement with very interesting results and significant ground-breaking findings.

Enhanced learning in the English language for average learners can be influenced by the extent to which and whether teachers integrate Translanguaging in teaching English. Generally, instruction in English, Translanguaging and enhanced learning are inter-related and inter-dependent. Teaching of language by Immersion may lead to learning. However, the teaching that leads to enhanced learning calls for use of intermediary factors found in Translanguaging.

The moderating variable in this research study was the *teachers* of English. The moderating variable is the one that can strengthen, negate, diminish, or in some other way, change the or withdraw the relationship between independent and dependent variables in the research. The moderating variable typically does that by influencing the

effect of an intervening variable, in this case varying or changing the application of Translanguaging strategies on teaching.

The control variables in the research were the *English language* and the *students*. A control variable is anything that is held constant or limited in a research study. The aim here is to ensure they have no effect on other variables because their aim is to ensure they have no effect on other variables. Control variables may have the potential to affect other variables and influence the outcomes of the study but in this study, they were kept constant to prevent any bias in the experiment and ensure the results were reliable.

The teaching and learning of the English language among average ability learners may require among other things: careful planning, objective preparation and use of translanguaging strategies to enhance the language learning effect. The use of such a strategy in English language teaching is what may lead to enhanced language learning and the interrelationship can be addressed from various perspectives. The relationship among these factors or variables is shown in the Figure 1.1.
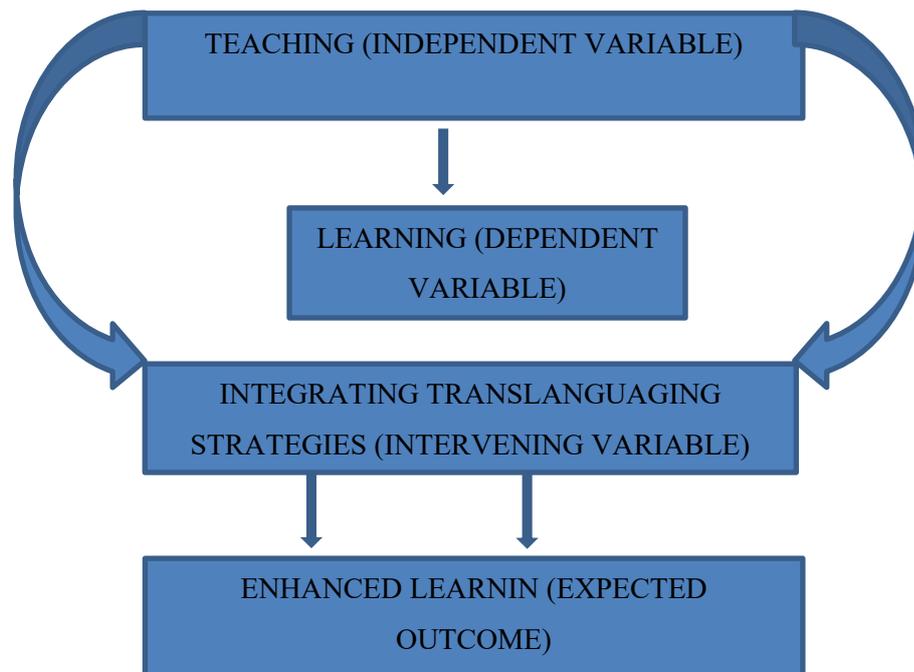
Figure 1.1 Conceptual framework diagram

Source: Conceptualized by the Researcher (2022)

1.14 Operational Definition of Terms

Competence: This refers to related abilities, commitments, knowledge, and skill that enable a learner (or teacher) to skilfully perform an acquired language learning activity

Immersion: This refers to the most natural way to learn a language by the deep involvement of learners in only one language as seen in the English only policies in schools.

English: This refers to a subject in the Kenyan curriculum that involves teaching learners to listen, speak, write, read and solve linguistic problems in the English language to achieve   practical language goals.

Learners' achievement: refers to the measurement of how much a student learns and develops over time. It is evaluated through various methods, including

formative and summative   assessments, which help educators understand not just the knowledge gained but also the   growth and development of the learner as an individual.

Perception: This refers to the attitude/opinion of the teachers about integration of Translanguaging to facilitate teaching and learning.

Perezhivanie: A psychological construct that emphasizes emotional *colouredness* and direct   representation in the consciousness of a subject, and its link with events in the subject's personal life.

Teacher: This term refers to a person whose occupation is to teach learners in school in the given English subject area and prepares them for future lives.

Instruction in English: This refers to the process through which the teacher organizes the curriculum, teaching aids and other variables, organized in a systematic manner to transfer linguistic knowledge and attain pre-determined English language competencies.

Traditional teaching: This refers to the teaching where the learner listens to the teacher face to face, also referred to as "conventional teaching"

Transgressive: That which is against the established norm in language learning.

Translanguaging: It is the planned and systematic use of two languages within the same lesson, by specifying and varying the language of input and output, hence, the use of one language to teach another language.

Trans-racio-linguistic: The use of linguistic resources of one language to reveal the racial   attitudes and realities.

Trans-semiotic: The process or influence that goes beyond specific communication signs or that which is not tied to any specific or particular language of communication.

Triangulation: This term in research means using multiple datasets, methods, theories, and/or investigators to address a research question

1.15 Chapter Summary

The chapter discussed the background of the study with focus on the importance of integrating Translanguaging strategies in the instruction of the English language. The statement of the problem was discussed in view of the situation in sub-county secondary schools in Bungoma County with the backdrop of the constitution of Kenya, the language policy and the 100% transition policy in education in Kenya. The justification of the study was on the basis of the significance of Translanguaging as an innovating strategy for the instruction in the English subject in the classroom. The general purpose of the study was to investigate 'Translanguaging as an innovated strategy for instruction in English language in comparison to language immersion strategy in subcounty secondary schools in Kenya'.

The chapter also deliberated on the scope, justification, the theoretical and the conceptual framework of the study. The study was guided by the Theory of Translanguaging by Ofelia Garcia.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of this study was to establish teachers' and students' language use in sub-county schools, evaluate the teachers' use of Translanguaging (TL) and Language Immersion strategies for instruction in the English language and compare the effect of Translanguaging to those of the Immersion model (IM) for Second Language achievement in the sub-county secondary schools in Kenya. This chapter therefore, will present a discussion of the literature related to integration of innovative Translanguaging strategies for instruction in the English language. The review focuses on the Translanguaging concept and its perspectives as a teaching strategy in the delivery of curriculum content in the English language and briefly on Language Immersion. The chapter also looks at Translanguaging in view of Communicative Language Teaching approaches, the pedagogical considerations, the integration of TL in instruction in English, perceptions on TL from the global perspective to the classroom level. The chapter further looks at English language teachers' knowledge and skills in Translanguaging as well as other studies done on Translanguaging as a modern learning method that is expected to bridge the knowledge gap experienced in the instruction of the English language.

2.1 The Concept and Perspectives of Translanguaging and Language Immersion

2.1.1 Translanguaging and Immersion concepts

The Translanguaging concept refers to the new and flexible approach to language teaching and learning which has become a popular topic in recent year (Seals, 2021). This concept originated in Wales and was initially used in describing the discursive practices of bilinguals. An example of the discursive practice can be like the use of

English and Kiswahili in the same context would be in the Kenya situation for 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.

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 (MacSwan, 2017) to facilitate meaning in communication. The concept of Translanguaging has also been used by linguists to describe multilingual practices which previously may have been labelled code switching (Wei, 2011) by speakers who may have wanted to exclude other hearers from their communicative contexts. The two concepts- translanguaging and code-switching, are clearly distinguishable in several ways. First, translanguaging recognizes named languages (such as Kiswahili or English in Kenya or the East African Region) as social fabrications (Makoni & Pennycook, 2006) 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 bi- or multilingual users (Otheguy et al., 2015) with a historical perspective. Translanguaging describes the single and unified language system within a language user as an idiolect or linguistic repertoire to more accurately portray the unique characteristics of an

individual's language. Code switching relies on the names assigned to languages by society, which are largely generalizations of Michael Rabbidge on language use (Makoni & Pennycook, 2006). These differences in terminology are important to any linguist or teacher of language because the differences influence how interactions between or among speakers are can be analysed and described (Creese & Blackledge, 2015; MacSwan, 2017) by any linguist.

The term Translanguaging can also be distinguished from code switching in that it does not adhere to monolingual biases (García & Wei, 2014) where a speaker would switch codes to exclude a hearer they do not wish to accommodate in the conversation or a section of the conversation. Such linguistic biases are the attempts construed as seeking to exclude other speakers from a linguistic repertoire as seen in the intension of those who engage in code-switching. Generally speaking, therefore, translanguaging can be said to provide to those speakers engaging in it a more inclusive, non-deficit account of language use compared to the traditional literature on code switching (Creese & Blackledge, 2015; García & Wei, 2014) in order to enrich the conversation. This can therefore mean that translanguaging, as a novel concept, can be one of the most appropriate strategies for teachers of the English language in their language teaching and learning classes.

2.1.2 Types of Translanguaging

Two different types of Translanguaging have been identified and defined. The first one is the serendipitous, or unplanned translanguaging (Lewis, et. al., 2012). This type of translanguaging happens spontaneously between speakers in language classrooms where linguistic diversity is valued and seen as a resource for the learning of each student. Serendipitous Translanguaging takes the form of students translating or

explaining concepts to each other as the language teacher does the same to their students. The use of translanguaging can allow for communication between individuals, and many other ways in which children have the opportunity to innovate with the languages they are most comfortable in and have an opportunity to participate fully in their language learning lessons in class as well as during their own socialisation moments.

The second type of Translanguaging is planned translanguaging (Lewis, et. al., 2012). In this situation of translanguaging, the teacher of language makes considered decisions about the language lesson's learning objectives, based on their understanding of the learning needs of their learners in multilingual situation. The teacher then plans for appropriate activities for language use in the classroom accordingly as per the set language learning objectives. Access to content in this type of translanguaging can be made possible by the language teachers for new language learners, and where the teachers can draw on students' families, and their prior knowledge of the given language to promote learning. This type of TL is also a method that teachers can use for purposes of enriching the curriculum in English-language schools which rely on mainly Western resources for learning.

2.1.3 Language Immersion concept

The Language Immersion concept as a language teaching and learning model has its most fundamental aim of putting learners in a language immersion program to immerse the students in a target language to the biggest extent possible in order to facilitate language acquisition (Nascimento, 2017) so in this approach, students have little opportunity to use that language outside of the language classroom because of the demands laid on it in the situation. There could be various reasons for the use of this

approach in teaching language: one is that the language may be a foreign language. For example, English can be defined as a foreign language in countries where it is not the most dominantly used language *for generative conversation* in society, even though the language has made tremendous inroads into society in many ways, or it could be spoken in that society, but not by the communities to which students belong for example, non-Francophone students in Canada; non-Hispanic students in a dual Spanish-English immersion program in the United States).

The types of language immersion (Nascimento, 2017), can be characterized and categorized by the total time that students of language spend in the program and also by the learners' age and linguistic ability. Types that are characterized by learning time as outlined by Nascimento (2017) as given below:

The first type of Language Immersion (Nascimento, 2017) is 'total immersion'. In this type of immersion, the language of instruction is the students' L2. Here, the learners spent 100% of their school day in their L2. This situation may cause some students to find it difficult to understand more abstract and complex concepts that only exist in the target language when they are taught only via the L2 or target language.

The second type of Language Immersion (Nascimento, 2017) is 'partial immersion'. In partial language immersion programs, schools plan the learners' class-time to be shared between their L1 and L2 while in school. In such cases, it is an even split of time between the languages. Some students may prefer this type of language immersion situation with the main reason being that it may provide breaks from any difficult language situations as they shift between the times programed for the different languages.

The third type of Language Immersion (Nascimento, 2017) is 'two-way immersion'. This type of language immersion is also called bilingual immersion. This is an immersion situation where teachers of language make attempts to integrate both the students of the minority language and students of the majority language into the same classroom situation with the main aim of achieving academic excellence and bilingual proficiency for both language student groups. The teachers of language can use instructional languages in this type of immersion that can allow the two languages, but only one of the languages is used at a time. In this situation, students learn languages by way of interaction with their peers and teachers. This method of language immersion is popular language teaching approach in America (Nascimento, 2017) and currently a common practice against policy in Kenyan schools.

2.1.4 Integration of innovative Translanguaging strategies in the teaching and learning of English

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).

2.1.5 The global perspective of Translanguaging

Studies on Translanguaging 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, I will look at a few of these.

In Canada, Translanguaging drama was implemented in two English language programmes with adult learners in Canada (Galante, 2020). While these courses focused on improving English language skills, Translanguaging drama was implemented to activate learners' perezhivanie while using their repertoire, which not only facilitated communication in the English language but pushed for agency 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. The findings of this research study yielded evidence of TCs' developing their knowledge base on supporting multilingual learners in their writing through translanguaging. This research's results also 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. This finding therefore indicated that Translanguaging has a role in enhancing language learning in the Canadian context.

In the US, the growth of the Black immigrant student population was primarily accompanied by research studies that were focused on their academic achievement and over time, studies had pertained to their acculturation and educational experiences by a majorly of the studies focussing on the Black immigrant students' achievement

(Freeman, 2016). Research studies on these students seemed to suggest that the black immigrant students tended to perform 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 context of the U.S., they were found by the research study to be adopting learning approaches that would enhance their academic success (Smith, 2019; Smith et al., 2019) for instance, they were drawing learning resources from the racio-linguistic perspectives (Rosa & 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 Tamil, a South Indian state, the research works of Canagarajah (2001), García (2009, 2014), and García and Wei (2014) in particular, on Tamil-English bilingual learners has shown how the learners of the English language transcended the limitations imposed by the Tamil only and English only ideology through strategic translanguaging in teaching and learning English. Students of language here were found to have heavily employed translanguaging activities to overcome the sociolinguistic obstacles that they would not have surmounted if they were restricted in a monolingual situation in class.

2.1.6 The Translanguaging perspective in Africa

African states have maintained education policies where students are socialized unrealistically on language use. African scholars have termed this language use as the *stupification* of children (Brock-Utne, 2001; Kiramba, 2014) or simply the official refusal to accept the paradigm shift and transformation in their educational policies. Makalela (2015) has argued that languages are not packaged in boxes, and that multilingual children may use one language in their language output and another in input. Multi-linguals have expanded language codes from which they pick the resources they require as their language situation and their communicative needs demand. School systems and their teachers of language have failed to acknowledge the natural ways in which multilingual learners use languages. This points to the fact that they 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 in Africa too, have shown several advantages related with education in African languages (mother tongues). A research study report by the World Bank (2005), on the use of first language instruction in Mali showed that the use of the First language yielded many benefits to learners in class. Such benefits were such as; increased access to education and equity to learners, improved learning outcomes, reduced repetition and drop-out rates among students. 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 programs. The report further indicated that school children who

participated in the convergent pedagogy were 5 times less likely to repeat their classes and 3 times less likely to drop out of school.

Brock-Utne and Alidou (2006) in another study conducted in Botswana indicated a better mastery of scientific concepts among the students when they were taught in Setswana than in English. Yet another research study in Ethiopia by Heugh et al. (2007) revealed that there was a better performance of 7th and 8th grade students in mathematics and science between the years 2000 and 2004, because of the use of the mother tongue.

The use of mother language education can also be seen to be beneficial to teachers who speak the same language with the children as this lets the teachers "to use more active and more effective teaching methods" (World Bank, 2005, p. 4) given the many benefits associated with the use of the mother tongue in education.

The report from the research study that was done in Mali and other countries in Africa, advocated for the revision of current language-in-education policies in Africa which had been found to only favour the use of imported languages and propose policies that take into account the useful and effective contribution of African languages in building human capital not just for Africa but for the rest of the world like the Chinees and Japanese have done in their countries which resulted in great technological advancements.

In South Africa, the language education policy is that schools should use English as medium of instruction. Any issues however, that are related to proficiency in the target language as well as the multilingual context dictate that schools use both English and Xhosa (Madileng, 2017) for teaching and learning. Classroom translanguaging is therefore seen to be the inevitable consequence of the community language practices and the learners' extended linguistic repertoire that finds focus in pedagogical

discourse. Researchers in South Africa agree that students learning English as First Additional Language (EFAL) battle with conceptualisation and the struggle to classify any added information at universities in South Africa. Kepe, (2021) in his research study explored the beliefs of students about their translanguaging practices during pre-writing examinations at the University of Fort Hare, South Africa. This research study revealed that when translanguaging was adopted, it accommodated the cultural and linguistic practices of negotiation thereby enhancing learning on the part of the student. The research study further revealed that Translanguaging discourses provide the means through which language learners consumed and produced cognitively demanding concepts without worrying about conforming to monoglot standard Xhosa or Standard English.

In Nigeria, no known study was found which was using the translanguaging techniques in formal education in the country and the current situation begs for a more effective and well-oriented pedagogical approach that makes a good use of local languages in education (Akinpelu, 2020). Akinpelu (2020) further posits that the country's overall educational system is facing several challenges including the academic performance of the students and that the adoption of the use of translanguaging method in junior secondary school, especially in core subjects would considerably help prepare competent individuals for whichever stream they would choose to pursue after completing their program. Other problems associated with the poor implementation of the language policy in Nigeria include dearth or lack of adequate qualified teachers for the indigenous languages, lack of materials and lack of a proper implementation guide on the policy (Tom-Lawyer et al, 2021; Adegbite, 2018).

2.1.7 The Translanguaging perspective in Kenya

Since independence, Kenyan schools have historically been sites for the English language acquisition and implementation of education language policies that are aimed at promoting unitary language and language homogenization, despite the stable multilingual status of the children (Kiramba, 2016) by use of an immersion language teaching model and approach. The children in these schools can be termed as multilingual (speaking two to three languages) by speaking a mother tongue, Kiswahili and English or emerging multilingual (speaking at least two languages and acquiring one or more additional languages) by speaking a mother tongue, Kiswahili and learning English either due to attending school, their parents' intermarriages or speaking different but mutually intelligible dialects. Children in Kenyan schools however, can draw from their multiple communicative repertoires to communicate among themselves rather than relying on the use of one specific language.

Considering the history of English-only education in Kenyan schools and the lack of initial literacy in a mother tongue, Translanguaging in writing is seen as a transgressive form from a monolingual habitus (Kiramba 2016) because it is seen to be offering a base for discussing what it means to be multilingual and further explore identity and traditional ideological barriers that separate languages. This therefore ends up in overlooking the permeability across languages for multi-linguals, especially in the process of acquiring an additional language.

A research study by Kiramba (2016) was designed to understand and document how emerging bilingual or multilingual speakers in a rural classroom in eastern Kenya deployed their communicative practices and how the deployment of those resources affected their knowledge construction and access to literacy. The findings of this

research study indicated that while safe talk strategies predominate in English language classrooms, students also engaged the unofficial literacies during those lessons, thus revealing an indication of a disconnection caused either by a language barrier or other factors. In the classroom, the teacher used translanguaging approaches, which were officially disallowed by policy. These translanguaging approaches raised student participation in class. Moreover, students were found to use their multilingual resources in both writing and speaking practices even when they were required to use only one language. These literacy practices therefore suggested that students, when engaged in TL activities by their teachers, enact their lived practices in school settings, thereby disclosing a need to consider and put to good purpose those linguistic resources that they bring to school (Kiramba, 2016) from their L1 because the L1 resources bore good intentions for the students in language learning.

According to Otundo, (2021), research in Translanguaging practices in Kenya is relevant for the ongoing debate on Kenya's language-in-education policy regarding new possibilities and approaches in multilingual education which is highly pertinent for disseminating knowledge, even in higher education institutions like teacher training colleges and university classes preparing student language teachers.

2.1.8 National policy standpoint on integration in education

Integration of knowledge is the process of synthesizing multiple knowledge models into a common model (Polak et al, 2014). The past two decades have witnessed an explosion in the number of models for integrating knowledge all over the world, Kenya not excluded. In 1999, the Koech Commission, appointed to focus on Totally Integrated Quality Education and Training (TIQET). This commission was mandated to recommend ways and means of enabling the Kenyan education system to facilitate

national unity, foster mutual social responsibility, promote accelerated industrial and technological redevelopment, life-long learning, and foster adaptation in response to the country's changing needs in a global environment (Koech, 1999). The Commission report concluded that, like most other developing countries, Kenya faced the challenge of providing quality education to all Kenyans against the backdrop of a growing population and dwindling resources. The Koech Commission, after assessing the views of the Kenyan public came up with proposals that called for a new system of totally integrated quality education and training (TIQET). The two most relevant proposals of the Koech Commission to this study are: the increase of opportunities for access to education and, a manageable curriculum content, for example in view of this research study, one that employs translanguaging in the teaching and learning of the English language which would be introduced at all levels of education, one that would not overburden the learner and educators.

Considering this study however, very few scholars in Kenya have identified how the integration of translanguaging affects the learning of English language in Kenyan secondary schools. Therefore, in view of this research gap, this study endeavoured to address the gap to determine what extent the integration of translanguaging in the teaching and learning of the English language influences the learning of the English subject in sub-county secondary schools.

2.2 Integration of Innovative Translanguaging Strategies As a Communicative Language Teaching Approach

2.2.1 Translanguaging and Communicative Language Teaching (CLT)

Communicative language teaching (CLT) is generally regarded as an approach to language teaching (Richards and Rodgers 2001). This approach is basically based on

the theory that communication is the primary function of any human language. CLT can therefore be seen to emphasize notional-functional concepts and communicative competence as can be seen in translanguaging situations, rather than grammatical structures as is common to language teaching in the classroom.

The communicative approach of Communicative language teaching (CLT) is an approach to language teaching. This approach heavily emphasizes interaction of learners among themselves as they do with the teacher just as can be seen in what a translanguaging situation would provide, both as the means and the ultimate goal of learning language. CLT can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom as Translanguaging provides these classroom activities.

CLT enables language learners to communicate in the target language in school. That is, learning among students takes place "through the process of struggling to communicate" (Brown, 2007, p. 49) but translanguaging can be incorporated by the teacher and the learners to mitigate the ''struggling'' on the part of the learner for effective learning to take place. Teaching methods and approaches as employed by teachers of the English language may vary depending on teaching-related aspects and factors; such as the lesson objectives, learner motivation, student classroom interaction, and the classroom setting. These approaches can include grammar translation audio-lingual, and communicative language teaching (CLT) approaches like what Translanguaging can provide.

The teachers of the English language are provided with only one message by CLT: "communicative approach is the way to do it, no matter where you are, no matter what

the context" (Bax, 2003, p. 282) and therefore, some of its realistic characteristics are that the English language teacher's judicious use of the learner's L1 is acceptable where the teacher can use translation of new terms or difficult sentences if students find it necessary in the language that they all comfortably understand and speak. The class activities and strategies as planned and executed by the teacher of English may be varied and adjusted according to the learners' needs and preferences as provided by incorporating Translanguaging activities. The teacher's goal of instruction in CLT is the learners' communicative competence, where emphasis is laid on their fluency and other acceptable language uses and so TL would be a very resourceful tool to achieve this linguistic goal. Accuracy here should not be judged in the possible abstract nature of language but in the context of the learner interaction among themselves and with the teacher.

CLT therefore plays a major role in the development of certain skill sets among learners (Berns 2013), because it is the kind of teaching approach which requires that the learners know something about their social and cultural considerations as the translanguaging activities in class may provide a more homelike linguistic environment for the social and cultural experience in spite of being in a class situation.

The Communicative Language Teaching approach is also a very significant approach in preparing learners to participate in the real world in an effective way (Richards & Schmidt 2014) because it addresses the natural needs of meaning in human communication. In CLT, meaning in communication is of primary importance. Contextualization of communication and meaning of communication is a basic principle and attempts to communicate in L2 should be encouraged from the beginning of instruction. The new language system for meaning will then be learned best by

struggling to first communicate one's own meaning in one's own L1 language through some appropriate translanguaging activity and by negotiation of this meaning through interaction with others. Sequencing of linguistic materials for learning are determined by the intended language lesson content for learning, function and meaning that will maintain the students' interest as translanguaging activities then sustain the learners' interest in the learning activity and experience.

2.2.2 Theoretical viewpoints of Translanguaging

Translanguaging is a practical theory of language (Wei, 2018) teaching and learning. Any practical theory of language must go for holistic descriptions to the observer's best ability. These descriptions should be those on what has been observed, and not just some selected segments of the data obtained. Descriptive adequacy is a matter of degree, richness and depth, therefore, rather than elegance (Chomsky, 1965) on 'descriptive adequacy' but from a formal rules and elegance perspective) are the key measures. A practical theory should have its main objective as having interpretations that can be used to observe, interpret, and understand other teaching and learning practices and phenomena but not just to offer predictions or solutions to language problems because any theory has to provide a principled choice between the competing interpretations that inform and enhance future language teaching and learning practice, and the principles that are related to the consequentiality of alternative interpretations.

Translanguaging as a practice is the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages (Otheguy, et al, 2015: p.283) and so the Translanguaging theory is based upon normalizing translanguaging practices in teaching and learning language, which are commonplace in practice every day in

societies all over the world. It is the practice of bilingual or multilingual speakers shuttling between language varieties (Canagarajah, 2011). Within these linguistic practices, is what those coming from a monolingual viewpoint would normally describe as code-switching.

The idea of translanguaging practices in the classroom emerged in critical, sociocultural, and applied linguistics research to describe the normal, everyday practices of multilingual people (Canagarajah, 2011; Mazzaferro, 2018) and may still be controversial among those with a divergent school of thought or a strong Language Immersion background and viewpoint. Translanguaging at a fundamental level, represents a theory of multilingualism which disrupts a classic, structuralist understanding of language as a purely lexical or grammatical set of language codes or rules (Sherris & Adami, 2019). Translanguaging rather positions any given language, such as Spanish, English, Zulu or Kiswahili as socio-political constructions, primarily in relation to nation-state building and processes of colonization (García, 2009). This should not be construed to mean that named languages could be irrelevant or entirely problematic as sociocultural categories, but this categorisation should be understood only from the external or outsider's perspective as being relevant to the current language situation both in schools and in the general society.

In other words, Translanguaging activities in the language class should be considered primarily by the teachers of language and their students as an interactional, practice-based theory of language and multilingualism. When teachers of the English language embrace Translanguaging in theory and practice in their classrooms, they decentre the named languages as the object of focus with their language learners to strategic, communicative practices. With this comes an emphasis on "fluidity and flexibility

regarding traditional (socio)linguistic boundaries: boundaries among named languages, boundaries among language modes, and boundaries among social and cognitive spaces where certain practices are considered proper" (Prada & Nikula, 2018, p. 2) and should thus be accepted if found to be beneficial to language learning in the language classroom.

The orientation toward the process of communicative practices, rather than the languages themselves as stable structures or standardized grammars, means that teachers of language should embrace flexible multilingualism in their language lessons as inherently dynamic and creative practices of meaning-making (Vogel & García, 2017). The central concern of the teachers and learners translanguaging inquiry and practice, then, should be to disrupt the hegemonic categories of national, academic, or standardized languages as to open new possibilities for "the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named languages" (Otheguy et al., 2015, p. 283). The deployment of learners' full linguistic repertoire as can be demonstrated through Translanguaging activities is what will unlock their inherent abilities that will enhance their learning of a second language.

To describe similar theoretical orientations toward language and multilingualism, Lee and Canagarajah, (2018) draw on translanguaging in relation to concepts like code switching or code-meshing. These are concepts that focus on linguistic features and idiosyncrasies of how multilingual speakers shift between diverse languages, and explore TL's implications for rethinking linguistic competence, especially in writing. Translanguaging therefore, can be seen to also having been influential in other domains and disciplines of language scholarship and practice in teaching and learning.

As a theory of language and multilingualism, Translanguaging can be summarized in three key points as according to Donley (2022). First, languages are not necessarily objective, stable, nor purely lexical objects but rather, "named" languages are power-laden sociopolitical constructions. Secondly, the linguistic borders that separate named languages are not as relevant from the particular language insider's perspective, such as the student, but rather, these languages exist as they are entangled in a unified linguistic repertoire that is constantly active and under negotiation. Finally, translanguaging is inherently an interactional, communicative, and practice-based concept of multilingualism. These points have clear implications for all linguists to consider Translanguaging as a pedagogical framework and practice in the teaching and learning of language.

2.2.3 Translanguaging as a bilingual model

In a situation where a bilingual model has been adopted, the Translanguaging pedagogical strategy fosters the dynamic and integrative use of bilingual students' languages in order to create a space in which the incorporation of both languages is seen as natural and the teachers of language accept it as a legitimate pedagogical practice (Lasagabaster D., and O. García 2014). In such a situation therefore, the use translanguaging activities in class by the teachers of language becomes the process through which the teachers assist the bilingual students to create meaning to their linguistic world as they shape their learning experiences and increase their knowledge by using their linguistic and semiotic repertoire without arbitrary separation.

2.2.4 Translanguaging pedagogical content knowledge framework

The Translanguaging concept now exists in the language learning classroom as pedagogy (Seals, 2021). When the Translanguaging theory lays the foundation, the

translanguaging practice by teachers and their learners becomes the goal in the language teaching and learning space, then a translanguaging pedagogy is created for teaching language.

The first example of Translanguaging as a pedagogical concept came from Williams Cen in 1994. Cen's research in the context of Welsh bilingual education argued for designing and using both languages of instruction, English and Welsh, simultaneously thereby coining the term translanguaging (Donley, 2021). A translanguaging pedagogy is one that embraces and builds upon "the ways in which [multi]lingual students and teachers engage in complex and fluid discursive practices that include, at times, the languages that learners speak at home and the practices of these students in school in order to 'make sense' of teaching and learning, to communicate and appropriate subject knowledge, and to develop academic language practices," (García, 2014: p.112). The Translanguaging pedagogy therefore, is about empowering language students, allowing and encouraging these students to make use of all linguistic resources at their disposal to transform the learning space into a pedagogy of possibility in all their language learning experiences.

2.3 Translanguaging Pedagogical Considerations in Teaching and Learning
2.3.1 Pedagogical (Instructional) practices using Translanguaging activities
2.3.1.1 Translanguaging for creativity and innovation in the language learning classroom
While English language teaching is increasingly being embraced as an important aspect of educational reforms in developing countries, local challenges like lack of resources, and pedagogical practices are often overlooked (Coleman, 2011) by teachers of language like the role that the first language or local language can play in these

educational reforms. Studies have also begun to pay attention to creative and innovative teaching ideas in difficult teaching or learning circumstances and large class contexts (Kuchah & Smith 2011) as this researchers' interest is in the new pedagogic ideas existing other countries is discussed in this literature review. However, what is still lacking in the literature is the exploration of what factors, other than large classes or unavailability of material resources, which create 'difficult circumstances for teachers and learners and how these teachers deal with the difficult circumstances using locally available linguistic resources as this study explored in its research and established that indeed Translanguaging has a very significant creative and innovative role in the teaching and learning of the English language.

2.3.1.2 Translanguaging for developing positive identities in the classroom

In most bilingual education classrooms, academic instruction is segregated by language and language learners are encouraged to engage in only one language at a time in an immersion model approach. Few studies have explored how the Translanguaging pedagogy supports the development of positive identities when learning through two languages (García-Mateus & Palmerb 2017). This study however, looked at whether teachers integrate innovative Translanguaging activities while teaching and the effects of these Translanguaging activities on learning of the English language. This research study's findings showed that in practice, a very significant use of Translanguaging activities is employed in class by teachers of the English language in their language classrooms.

Scholars examining the practice of translanguaging have become increasingly convinced that students are more likely to experience academic success in school when presented with the opportunity to engage in this form of flexible bilingualism (Bartlett

& García, 2011; Durán & Palmer, 2014; Gort & Sembiante, 2015) as this study also confirmed the practice in the secondary schools that were studied. Translanguaging activities in the English language lessons appeared to serve as a means to open up spaces to co-construct and negotiate meaning as was seen during the quasi-experimental test when students were asked to discuss the items in Kiswahili, a local language common to all. The student respondents naturally drew on all their language resources and practices as they developed in their linguistic interactions with others in class and as they made sense of the questions and content in the quasi-experimental test.

2.3.1.3 Translanguaging for the growth of cross-linguistic abilities in students

Translanguaging practices by the language students and their teachers go a long way in supporting the growth of cross-linguistic abilities among these students, to potentially contribute to building and establishing language abilities for students and to potentially address language-related issues within the critical multicultural context of conversations, stories and interactions in the real classroom situations (García-Mateus & Palmer, 2017). This is because when language learners speak to one another or to the teacher, they are achieving several meaningful linguistic and personal knowledge goals. On the surface these learners are exchanging the information in their second language with their listeners in the target language. With these purposeful translanguaging strategies, the language learners' critical metalinguistic awareness is promoted in all students taking part in the translanguaging activity.

2.3.1.4 Translanguaging activities for student participation in the classroom

Teachers of language can use innovative translanguaging strategies to break students' silence in the classroom (Phyak, 2018), especially those students who feel uncomfortable or inadequate in the target language. In contrast to the teacher's

monolingual approach, teachers of the English language can use and allow their language students to use their home languages, alongside English as they explore the concepts that they find difficult to understand of express if only the English language is used in the classroom by the teacher of language.

Low student participation in classroom activities and interactions was discovered to be one of the major challenges in teaching English through the English language in Nepal, particularly in the lower grades (Ahmad 2021). When students are not fully competent in the English language, they may not fully participate in performing classroom activities that require conversing among themselves or with the teacher in the English language. If students' participation in classroom activities is very minimal because of lack of English language proficiency, it will affect these students further by hindering their final performances and competencies in the language.

The Translanguaging pedagogy can therefore provide significant space for students' full participation in class in such circumstances during the classroom activities and help them build confidence in the learning process, regardless of their low English language proficiency (Baker 2011; Ramanathan 2013). In secondary schools, translanguaging can help students to engage in peer interactions, and achieve more language learning.

2.3.1.5 The Translanguaging environment as a safe space for students in the classroom

Translanguaging has also been an important resource for teaching academic content for English language learners (García & Li 2014; Mazak & Herbas-Donoso 2014). Teachers should use translanguaging to help language learners to recognize their world views about the topic of discussion in the language lesson because when students do not find appropriate words to describe what words mean in English, asking them to say

it in their own language makes it easier then, the teacher engages the students to write what they learned in complete sentences in the English language.

The Translanguaging pedagogy creates a safe space for students to use their total linguistic repertoire to acquire both content knowledge and English language proficiency (Phyak, 2018). Students' existing linguistic knowledge in their First Language can provide them with a significant space for negotiating meaning and interrogating the other issues surrounding the content of teaching and learning in the language class. This existing knowledge provides a significant basis for scaffolding students towards learning new concepts in English so that they are cognitively engaged in exploring and acquiring academic content knowledge. As the students keep transferring the knowledge they acquired in their home language, they feel more confident in learning new English words and concepts in other content area subjects. It is therefore important for teachers to acknowledge their students' total linguistic repertoire and use them as a resource to strategically and purposefully support them in learning the English language and content knowledge through English. This study found that Translanguaging enhances learner achievement in Second Language learning.

2.4 The Integration of Translanguaging in Teaching and Learning of the English Language in the Classroom

2.4.1 The integration of innovative Translanguaging activities

The integration of translanguaging activities in teaching and learning range from academic reading and writing (Lu 2009), internet communication (Williams 2009), youth performative conversational interactions (Rampton 2008), children's interactions (Jorgenson 2008), and indigenous literacy (Hornberger 2003), just to mention a few for

purposes of this research study. While school organizations continue to reinforce language separation in literacy practices such as writing, research is showing that students draw a lot from the multiple available semiotic resources at their disposal (Kiramba 2016) moreover, both teachers of language and their students, in practice continue to integrate and use their home language resources as a strategy to learn despite the constraints placed on them by the government and institutional policies as this research study found out.

2.4.2 Contexts and forms of Translanguaging

One of the most common manifestations of translanguaging is the uninhibited switching between languages, i.e. code-switching, which is considered to be a linguistic norm (Canagarajah 2011). Code-switching according to Canagarajah also refers to the "ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (Canagarajah 2011). There do exist more different terms for code-switching: the terms may include "loanword" or "borrowing", "codemixing", "transversion" and "convergence". Code-switching may cause language change (Thomason et.al. 1988).

Gumperz et.al. (1986) distinguish between situational switching and discourse-related switching. Gardner-Chloros (2010) refers to code-switching, language mixing and "fused lects" which can lead to language change when particular linguistic items are used habitually over time on a larger scale.

As the concept of translanguaging in language teaching and learning continues to receive increasing attention, language scholars are documenting translanguaging in diverse social and educational contexts as the theorization of this practice goes on in different disciplines under different labels (Canagarajah, 2011). The following are some

of the terms used for translanguaging in different fields and contexts as identified according to the scholars who use them:

i.   In Composition, translanguaging is a terminology that is generally referred to as codemeshing, transcultural literacy (Lu 2009) or translingual writing according to Horner et al. (2011).

ii. In New Literacy Studies, translanguaging is referred to as multiliteracies (Cope and Kalantzis 2000), continua of biliteracy (Hornberger 2003), or pluriliteracy (Garcia 2009).

iii. In Applied Linguistics, translanguaging is a term that is referred as plurilingualism (Council of Europe 2000), third spaces (Guttierez 2008) or metrolingualism (Pennycook 2010).

iv. While in Sociolinguistics studies, translanguaging it is also a term that is referred to as fluid-lects according to Auer (1999), hetero-graphy according to Blommaert (2008) or poly-lingual languaging as according to Jorgenson (2008).

2.5 The Perceptions on Integration Translanguaging in Teaching and Learning of English

2.5.1 Teachers' perceptions on the concept of Translanguaging

Studies have found a diversity of language teachers' perceptions on the concept of Translanguaging. For example, Creese and Blackledge (2011) who studied the concept in the United Kingdom's complementary schools which was also known as 'heritage language', 'community language' in supplementary schools found that while some teachers adopted the flexible bilingual pedagogy, other language teachers insisted on separate bilingualism. Wang (2019) also established in his research that while some

teachers of the English language supported the use of translanguaging strategies in the classroom, other teachers saw no utility of it or they felt guilty about using the translanguaging strategies and thus, they stuck to a monolingual or the language immersion model approach while teaching their language learners.

The constraints experienced by the English language teachers regarding the adoption of a translanguaging stance in the Wang (2019) study included: First, an institutional language policy that was leaning toward language immersion, secondly, a lack of policy guidance on implementation of a translanguaging approach, thirdly, the personal linguistic purism ideology among teachers of language and lastly, assumptions and perceived dangers by the teachers of language, such as overuse of L1 by students or loss of community language and identity (Wang and Kirkpatrick, 2012).

There is a growing need for teachers of the English language to engage linguistic diversity additively and equitably in the classroom in a way that empowers multilingual learners and the knowledge they bring (Donley, 2022) to the learning experience. Teachers of the English language in multi-lingual settings today, are faced with the challenge of how to navigate linguistic diversity in their English language classrooms in a way that embraces their learners' multiplicity of perspectives, knowledge, and meaning making practices that multilingual learners bring into the language classroom.

The teachers' use of Translanguaging strategies in class while teaching offers a potentially transformative approach to language teaching that centres the agency of multilingual learners to critically and creatively disrupt the language borders of their classrooms. There is an ever-growing need for teachers to not only navigate linguistic diversity in their classrooms, but also, to do so additively, in a way that empowers multilingual learners and the learning resources that these learners bring in the

transitional and subtractive program models that prioritize academic English acquisition above all else (Baker & Wright, 2017). This kind of instruction stems from ideological orientations toward monolingualism that define proper academic practices in the language classrooms as those that promote English hegemony and linguistic purism, thus deeming hybrid or flexible multilingual practices as undesirable and inappropriate (Flores & Schissel, 2014).

The Wellington Translanguaging Project data, a research study by Seals (2020) crucially found that translanguaging practices in the language classroom were already being regularly used by some of the teaching staff in schools, as well as by some of the students. The translanguaging practices that the language teachers and their students were using were allowing them to build natural bridges across semantic and conceptual meaning in their linguistic repertoires as well as cultural norms and expectations. However, the research study also found that many of the teachers were not sure what the effect of their translanguaging practices had on the students' language learning outcomes, and many of these teachers were unsure of how to proceed in a structured pedagogical way.

After creating a translanguaging pedagogy in a further research study in this Wellington Translanguaging Project based on the schools' natural translanguaging practices, and trialling it with the schools, the language teachers reported that, despite their initial worries regarding the "mixing of languages", their students responded very positively on the research questions. The benefits of translanguaging applied to both new speakers and heritage speakers of Samoan and te reo Māori languages.

Teachers of the English language require a policy change from the government, guidelines and a commitment to a translanguaging orientation in the classroom. They

should by the guidelines, create lesson plans that purposefully integrate translanguaging activities into the classroom to shift their pedagogical practices and purposes in relation to the translanguaging process of the whole classroom.

2.5.2 Students' perceptions on Translanguaging

Several other studies have also investigated students' attitudes on Translanguaging. A research study by Carstens (2016) found that most university students in South Africa believed that translanguaging strategies help them scaffold their concept learning, bring better affective experiences, improve confidence and vocabulary and increase cohesion. Other studies however, also reported that translanguaging did not assist them to understand terminologies in their major language due to the complexity of their First Language, and some other students preferred to use English because they assumed that English is the universal language.

Moody, Chowdhury and Eslami (2019) in their research study suggested that graduate students generally regard translanguaging as a natural practice which is beneficial to language learning. Similarly, Wang's (2019) research involving international learners of Chinese in China revealed that students had positive perceptions of the English language use in terms of content understanding, efficiency improvement and anxiety relief.

In another perspective, Wang (2019) found that students' attitudes towards monolingual and multilingual approaches are nearly equally divided either for the monolingual or for the multilingual approaches and did not favour any approach in particular.

Another research study by Ticheloven, Blom, Leseman and McMonagle (2019), reported that that the student respondents had mixed positions on the use of translanguaging, although its utility for emotion expression was widely recognized.

Some challenges reported included linguistic isolation that comes on those that did not find linguistic space in the translanguaging activity, confusion for the isolated students as well as a resultant lower motivation for them to learn the target language.

The teachers' use of translanguaging activities on their English language learners in the classroom has shown to have positive effects on the perception of learners, for capitalizing on the fact that many students will be able to engage with learning content in the classroom after the removal of language barriers that were initially based on lack of proficiency in the language of the classroom or perceived lack of acceptance in the classroom due to one's own identity as a language speaker (Kiramba, 2017; Martínez-Alvarez, 2017; Velasco & García, 2014). If the language of the classroom or the teacher does not reflect the language of students' experiences, then, the students may struggle to participate and fully express themselves in the lesson activities. The students may also feel that their experiences are not accepted by the teacher or that the experiences are not valid in their educational setting (Dorner & Layton, 2014).

Practically, the teachers' lack of use of translanguaging when teaching in a multilingual setting may make students to feel inadequate in the vocabulary necessary to fully describe what they wish to share (Kiramba, 2017; Martínez-Alvarez, 2017; Velasco & García, 2014). When this barrier continues to exist, students will continue to struggle to express themselves in writing, and may obviously fail to fully transfer the writing abilities that come naturally to them in one language into another.

2.6 Teachers Translanguaging Knowledge and Skills

2.6.1 Teachers' Translanguaging competence

In 1965, Chomsky coined the term 'competence' to account for the unconscious knowledge that speakers have of their language. The term does not only refer to the

performance of specific language tasks, but also how the language relates to the grammatical or psychological aspects of itself and the mental representation of the language (Fromkin & Rodman, 1981). Chomsky therefore refers to what other researchers call linguistic competence which discusses a psychological or mental property or function (Lyons, 1996). Other researchers such as Hymes (1972) on the other hand, propose the term "communicative competence" as the sociolinguistic usage of the language. A communicative skill is therefore completed with a linguistic skill that allows students to interact not only in the classroom but also in the daily life activities of the second language as translanguaging may offer.

Therefore, the ESL or EFL classroom teachers are requested not only to provide linguistic tools like grammar rules, vocabulary, phonics and others to their students but also the communicative linguistic tools needed like Translanguaging to improve accuracy in their students' speaking abilities. Teachers of the English language have to look for other ways for their language students to perform tasks in a second language similar to those they would use in their mother tongue because strategies from their home language can support the aspects of these strategies in the learners' second language.

2.6.2 Teachers' Translanguaging pedagogy competence

The pedagogical competence of the teachers of the English language is most importantly both for the quality of the education process and its outcomes and is receiving increasing attention from scientists and experts, as well as the general public (Ljubetic and Kostovic, 2008). A teacher who is pedagogically competent possesses not only specific pedagogical knowledge and skills, but also certain personality and quality traits necessary to establish, develop, and integrate Translanguaging in an

English language lesson to enhance learning on the part of the student. Apart from possessing the required competences in the aspects of translanguaging pedagogical activity, it is only teachers of language who can professionally and critically evaluate themselves and their teaching practices, translanguaging included. It is these teachers who seek to improve their teaching methods, thereby creating a stimulating environment and atmosphere at the same time both in class and outside the classroom. It is teachers who do derive genuine satisfaction and pleasure from their work and it is such motivated teachers who can rightly expect the improved learning outcomes of their work with their students expressed in terms of their pupils' learning achievements and progress at all levels.

2.7 The Benefits of the Translanguaging Strategy for Students in Second Language Teaching and Learning

In a research study by Seals (2021) on the benefits of Translanguaging, the study found that teachers reported that, despite the teachers' initial worries regarding the "mixing of languages", the students responded very positively to the research question on Translanguaging. In this study, teachers reported that students exposed to the translanguaging pedagogy were found to be more likely to make positive attempts with the target linguistic language as they incorporated it into their speech activities where they previously used little to none of it.

In this same study by Seals (2021), the students were found to display more confidence in using the target language when they were encouraged to 'translanguage', and they increased rather than decreased their use of the target linguistic variety.

In another research study in Basque Country (Euskadi), Cenoz and Gorter (2017) found that students in a translanguaging classroom setting were seen to perform equally well

or even better than their single language immersion student peers on standardised assessments. Morales, et al (2020) also found that there was an overall positive trend in students' learning achievement through a translanguaging pedagogy of increasing scores on language assessment after a year of using the translanguaging pedagogy. In this research study by Cenoz and Gorter, three students out of twenty performed equally on Seals 6 translingual and English-only tasks. Four students performed better on English-only tasks, and the majority 13 students performed better on translingual tasks.

In another research study, Tamati (2016) found that when the Māori secondary school students were allowed to translanguage, the students performed equal to English-dominant speakers on standardised English language tests.

In a research study with secondary school students learning English in Vietnam, Seals et al (2020a) established that language students felt more empowered in their learning because they were able to create more meaningful dialogue among themselves in the target language performance.

Galante (2020) also conducted research with 127 international students in a Canadian English for Academic Purposes programme. The research study found statistically significant differences in the end of course academic English vocabulary test scores. Those students in the translanguaging group scored higher. The students' diary entries showed that students in the translanguaging group felt that they were more normalized and included in the classroom community because they were able to access more linguistic meaning making with their full repertoire. These students were found to have built more metacognitive awareness of similarities and differences in vocabulary items across languages. So translanguaging was seen to have increased students' awareness

and noticing during vocabulary learning, thus making the students to feel more agentive in their learning.

These benefits of translanguaging as indicated above are just but a few of the many results reported from other research studies currently on the benefits of the language teachers' use of translanguaging as a language teaching pedagogy and of integrating translanguaging activities in the teaching and learning of the English language for language learners. More research study as this study endeavoured to establish and confirm, will enable teachers of language and stakeholders to understand the pedagogic effects of translanguaging in language teaching and learning.

2.8 Related Studies

Many research studies have shown that students with literacy skills and knowledge in L1 have a more successful time in learning L2 (Celce-Murcia et al., 2013) especially in this case, for the formative classes in secondary school education i.e. Form Two and the continuing Form Three in Kenya. The 8-4-4 system is just being phased out in Kenya and the last class in the system is Form Two this year of 2025.

Schecter and Bayler (2002) say that being able to read and write in L1 is an asset for students developing literacy in Second Language (L2) and that the L2 students surpassed the L1 students because they had literacy resources in the two languages. Most sub-county schools in Kenya double up as day schools and most are in linguistically homogenous settings. Using the linguistic resources from two different languages as is in translanguaging can enhance learning. We hope, through this research study, to assist teachers to access and enhance more of their students' learning achievement through this research findings and recommendations.

In a research study by Galante (2020) conducted with 127 international students in a Canadian English for Academic Purposes programme, Galante found statistically significant differences in the end of course academic English vocabulary test scores, with those in the translanguaging group scoring higher than those in the English-only group. The students' diary entries showed that those students in the translanguaging group felt normalized and included in the classroom community. These students were able to access more linguistic meaning making with their full repertoire as they built more metacognitive awareness of the similarities and differences in vocabulary items across languages. Translanguaging had increased students' awareness and noticing during vocabulary learning, and the students felt more agentive in their learning experiences.

Another research study in Basque Country, Euskadi in Spain by Cenoz and Gorter (2017) found that students in a translanguaging setting performed equal to or better than their single language immersion peers on the standardised assessments done on them.

Morales, Schissel and López-Gopar (2020) in their research on Pre-service English teachers in Oaxaca, Mexico found an overall trend amongst students learning through a translanguaging pedagogy with increasing scores on language assessment after a year. Out of 20 students, three students performed equally on 6 translingual and English-only tasks.

In South Africa, Yafele (2021) investigated how teachers or literacy instructors could enrich reading university English texts in linguistically diverse and higher education settings to push academic performance through a translanguaging stance and pedagogy. The study drew from sociocultural, heteroglossia and translanguaging fluidity theories using mixed methods. The research proposed alternative pluralistic practices that

respect students' identities, open spaces for heteroglot voices, and simultaneously use multiple languages to improve text comprehension and concept knowledge. The research findings indicated that Translanguaging integrates languages into one meaning-making system while deepening readers' awareness of the different languages, including the English of the text.

In Kenya, Kiramba (2017) investigated the writing practices in a multilingual, rural, fourth-grade classroom in Kenya. Analysis of texts indicated that these emergent multi-linguals used multiple semiotic resources to maximize the chances of meeting the communicative goals through translanguaging. The research suggested that translanguaging in writing disrupts unequal voices and language hierarchies by transgressing standard ideologies in academic writing. The researcher recommended that educators should consider multilingual resources as legitimate cognitive tools and resources for communication in school contexts to allow authentic voices and inclusive instruction.

Another research study in Kenya by Otundo (2021) investigated the attitudes that influence the students' decision to either utilise or avoid translanguaging in different levels of interaction; the university classroom, within the community, and at home. Results were expected to exemplify translanguaging practices in multilingual African contexts for learning processes and interaction in learning and social spaces to inform on the prescribed language of instruction (English) versus the practiced language(s) (Kiswahili and other Kenyan ethnic languages). Otundo's research was relevant for the on-going debate on Kenya's language-in-education policy regarding new possibilities and approaches in multilingual education which is highly pertinent for disseminating knowledge, even in higher education institutions. Our study sought to add voice to the

call for policy to allow teachers of the English language in Kenya to explore such possibilities as was established in the research that indeed Translanguaging enhances Second Language achievement for learners of the English language. The study also added statistics to the literature gap that existed in the Kenyan situation.

2.9 Chapter Summary

The literature review of this study highlighted several elements that influence integration of translanguaging in teaching and learning the English language. Most of the literature reviewed revealed that most of the studies were conducted in the developed countries with the evidence of fewer ones done locally. Integrating Translanguaging in the teaching and learning process is a matter of global interest. This chapter discussed the need of integrating Translanguaging in teaching and learning of the English subject leaving more questions about the Kenyan situation. Integration of translanguaging strategies in the teaching of the English language subject faces challenges ranging from: government and ministry policy positions, teachers' attitude and perspectives that the inherited hegemonic views have on the status of the English language and the possible reluctance to accept the strategy despite the benefits it provides in the teaching and learning of English as a subject in school. The study sought to establish the status of integration of translanguaging strategies in teaching and learning the English language subject in selected sub-county secondary schools in Bungoma County in Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The objectives of this research were to: establish the languages used by teachers for instruction in English language in sub-county Secondary Schools in Bungoma County; investigate teachers' use of Translanguaging strategy for instruction in English language in sub-county Secondary Schools in Bungoma County; investigate teachers' use of Language Immersion strategy for instruction in English language in sub-county Secondary Schools in Bungoma County; and compare the effects of Translanguaging strategy with Language Immersion strategy for learners' achievement in English language in sub-county Secondary Schools in Bungoma County.

The chapter also presents the research philosophical paradigm, design and methodology that was used in the research study. The chapter indicates the target population, sampling procedures and sample size, research instruments, data collection procedures, validity and reliability of the instruments, data analysis and ethical considerations. Creswell (2007) describes methodology as the overall approach to research design. It is a strategy or plan of action that links methods to outcomes.

3.1 Philosophical Paradigm

The philosophical paradigm for this study was positivism. Paradigms are not simply methodologies. They are ways of looking at the world, making different assumptions about what the world is like and how we can understand or know about it (Cohen et.al, 2018). Positivism is the school of thought that informs the interpretation of research data (Kivunja, 2017).

Positivism as a paradigm or way of looking at the world around us is used to express the scientific approach to what the worldview observes Mackenzie and Knippe (2006). This school of thought states that science is the only source of facts for legitimate knowledge and the aim of philosophy is to find general principles common to all sciences.

Positivists ascribe to the belief that knowledge comes from what human beings experience in real life situations and the explanation and prediction of the behaviour of a phenomenon is the key principle of positivism research (Creath, 2014) and that the world can only be known through observable entities with demonstrated regularities and general laws verified through their measurement and quantification (Warelow, 2013).

Researchers with the Positivism philosophy school of believe that truth exists and that is independent of human perception and all the occurrence can be reduced to empirical indicators. This paradigm advocates for the use of quantitative research methods as the foundation for accuracy in the description of the factors and measurements in the data that have been collected, analysed and interpreted so as to understand connection entrenched in the data (kivunja, 2017). This paradigm was suitable to this study because the researcher believed in independence from the study and that the study was very objective.

This research study investigated the integration of Translanguaging strategies in English language instruction as it went further to compare the effects of Translanguaging to those of Language Immersion, to establish the understanding of the respondents through in-depth inquiries and a quasi-experimental test because

positivism philosophy research allows mixed method techniques while using the mixed methods design.

The mixed methods design is a procedure for collecting, analysing and mixing both quantitative and qualitative research and methods in a single study to understand a research problem, the method was the most appropriate for this study. The multiple methodologies broaden the span of the study (Burnett, 2012). The positivism research philosophy emphasizes the construction of knowledge as based on facts and information to be collected objectively for its validity and reliability of the outcome. Credible selection of the respondents was employed by this study to use the teachers of English and their students: teachers who were currently teaching in the schools and students who were learning in the secondary schools. Due diligence was observed to arrive at the sampling techniques which were employed to meet this requirement. By adopting the positivism paradigm, the study infused research questions, participants' selection, data collection instruments and collection procedures, as well as data analysis to justify the approach.

3.2 The Research Design

Research design is a systematic organization of data collection and analysis (Creswell 2007). In designing research, researchers need to consider the issues of how to choose a research project, how to plan it, how to conduct a literature search and review, and how to ensure that the project is practicable (Cohen et.al, 2018). In this research, a mixed methods convergence and comparative research design was used. The mixed methods convergence design not only consists of combining the quantitative and qualitative data but also, analysing them separately, and then comparing the results to see if the findings confirm or disconfirm each other. The key assumption of this

approach is that both qualitative and quantitative data provide different types of information; often detailed views of participants qualitatively and scores on instruments quantitatively, and together they yield results that should be the same (Creswell, 2018). The mixed method research techniques were used to collect the data from respondents who attempted and or answered the research questions. The mixed methods techniques, using questionnaires as well as a quasi-experimental involving a test and retest, were used by the researcher to collect data from the samples that were selected to represent the population through the use of standardized procedures whose purpose was to ensure that each respondent is able to answer the questions at a level playing field to avoid any biased opinion that would otherwise influence the outcome of the study (Mutai, 2021).

In this research, both quantitative and qualitative methods were integrated at the research instruments development stage and the selection of the research participants was based on the predictive variables that were identified and addressed during the discussion of the outcomes of the study. The study involved administering questionnaires to teachers and students and a pre-test with retest to students only. The research design can be summarised as illustrated in the figure 3.1.
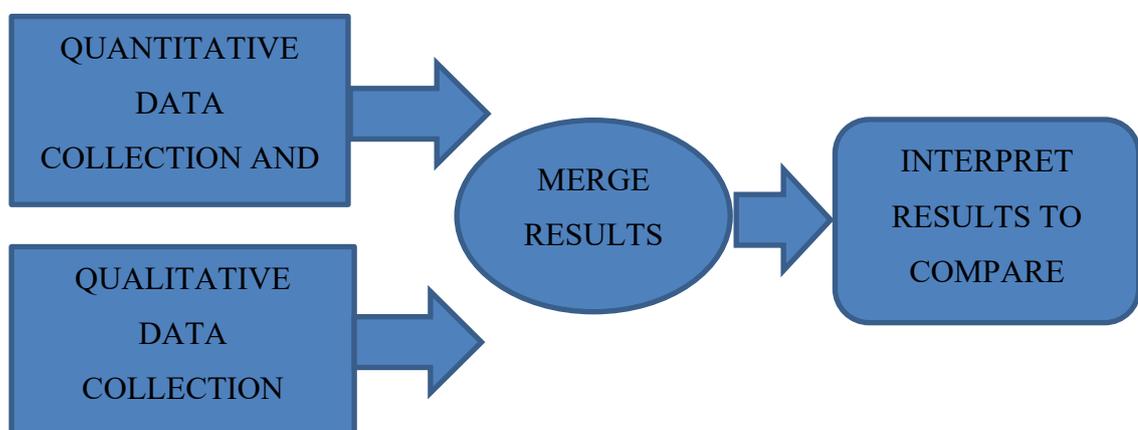
Fig. 3.1 Mixed methods convergence research design

3.3 Research Methodology

This research study used the mixed methods research approach which is an integration of quantitative and qualitative research with a quasi-experimental. Mixed methods approach involves the collection and "mixing" or integration of both quantitative and qualitative data in a study (Creswell, 2018) by use of wider aspects of data collection by use of interviews, and questionnaires. Quasi-experimental research designs examine whether there is a causal relationship between independent and dependent variables (Loewen & Plonsky, 2016). The mixing was done by the researcher through collecting both quantitative data from the experiment that was carried out on a section of the student respondents and the qualitative data from questionnaires issued to teachers and their students, analysing them separately. The researcher then compared the results to see if the findings confirmed or disconfirmed each other with the key assumption that both qualitative and quantitative data would provide different types of information—often detailed views of participants qualitatively and scores on instruments quantitatively—and together they yield results that should be the same (Creswell, 2018).

The mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks, the core assumption being that the integration of qualitative and quantitative data yields additional insight beyond the information provided (Creswell, 2018).

Qualitative research was arrived at the findings after analysing social productions of practices from the students and teachers on translanguaging if non-standardized data was also collected. Quantitative research uses deductive methods and seeks regularities

by separating social world in empirical components; variables which are represented numerically as frequencies will be analysed by statistical techniques (Payne & Payne, 2004). On the other hand, quantitative research constructs knowledge by focusing on social aspects or human behaviour that was: quantified and patterned, objectively analysed and, conclusions deduced from empirical testing.

The mixed method approach provided strengths that offset the weaknesses of both quantitative and qualitative research as it combines the two techniques to ensure that the findings are grounded in the research participants' experience. For this research study, the mixed method research enabled a more comprehensive and complete understanding of phenomena. This is more of what would be obtained than in single methods approaches as it answered complex research questions more meaningfully, combining particularity with generality, 'patterned regularity' with 'contextual complexity as according Cohen et.al, (2018).

The goal of mixed methods research is to draw on the strengths and minimize the weaknesses of either type of research approach (Connelly, 2007). The two approaches were suitable for this research study because their approach to data collection complement each other thereby providing a more comprehensive understanding of the research problem in a single study. The concurrent mixed method data was used to validate one form with the other and to transform data for comparison and address the different types of research questions for the study. The mixed method techniques allowed the employment of several data collection tools i.e. questionnaires and a quasi-experimental to align and allow the two techniques on methodological triangulation, as a technique that facilitate validation data through cross verification from two or more

sources; combining the information or data by way of cross validation as according to Noble and Heale (2019).

Triangulation made the research results bias free, valid by increasing the rate of certainty and neutrality; to authenticate the data and assist in the explanations of the results of the research. Researchers use the process of triangulation to strengthen validity and credibility by checking consistency of the findings from the different techniques (Honorene 2017). Lois & Brown (2010) have argued that structured questionnaires and structured interviews frequently used in mixed method studies are used to generate confirmatory results with tightly aligned and structured instruments. The mixed method approach provided an opportunity for data to be collected concurrently for purposes of achieving triangulation; thus, increasing validity and interpretability and effectively manage the overlapping of the two techniques as according to Rocco, et.al (2003). The quantitative data that was collected measured statistically the entailed variables, for the objective on the effect of TL and IM on SL achievement on learning was extracted by a test and retest. Qualitative data was collected by the questionnaires to analyse teachers' use of Translanguaging as a model for teaching second language in secondary schools.

A quasi-experimental research test was used to examine whether there was a causal relationship between independent and dependent variables. Simply defined, the independent variable is the variable of influence and the dependent variable is the variable that is being influenced (Loewen & Plonsky, 2016). In other words, the independent variable is expected to bring about some variation or change in the dependent variable. For example, in this study examining the integration of TL on enhanced learning or L2 achievement, TL served as the independent variable while

enhanced learning was the dependent variable. Moderating variables are another type of variables that are often of interest in experimental and quasi-experimental research. Moderating variables are defined as variables that modify the relationship between an independent variable and a dependent variable, in this study, integration was the moderating variable.

The research methodology that was employed in this research study is summarized in the diagram in Figure 3.2 as follows.
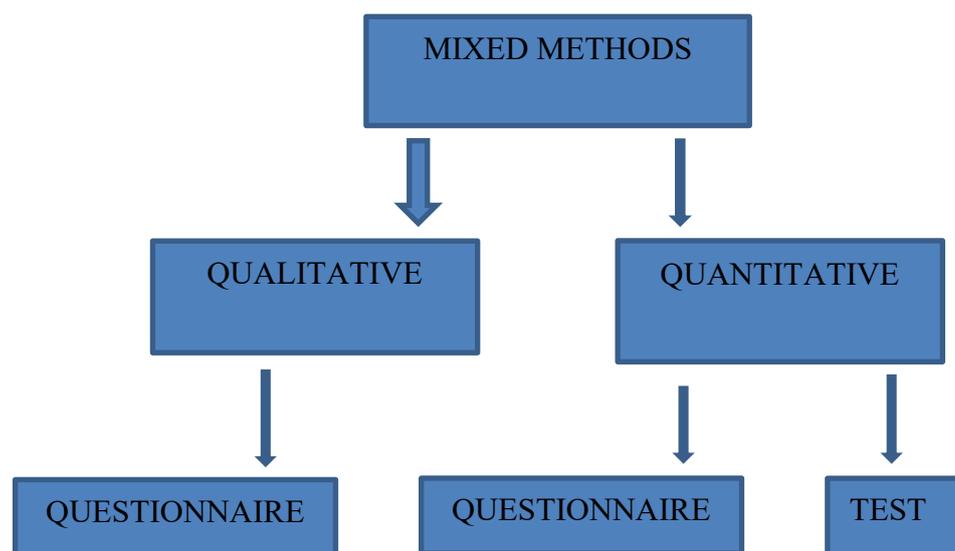
Figure 3.2 Summary of the Research Method

3.4 Research Site

This research study was be carried out in purposively selected Subcounty public secondary schools in Bungoma County, Kenya. These schools, just as all public secondary schools in Kenya, follow same English language curriculum. The teachers of English in these schools were found to be trained in the same national universities in English Language Teacher Education, as the parents of students in this calibre of schools are usually of similar social economic standards. Therefore, the results that

emerged in the schools can therefore be applied to any other sub-county secondary school in Kenya.

There are currently 266 sub-county secondary schools in Bungoma County. The research study however purposively studied 16 subcounty secondary schools. It was important in the quest of this research study to establish whether translanguaging strategies were being integrated by the teachers of English in the teaching of the English language in these institutions for the purpose of enhancing the teaching and learning of English as a subject in these schools as well as seek to establish and compare the effect and role of the integration of translanguaging and language immersion in teaching and learning of English in these subcounty secondary schools.

3.5 Target Population

The total population that a researcher specifies in a study is referred to as the target population (Mugenda 2011), in this research, the teachers of English in sub-county secondary schools and their students of the English subject were purposively selected to constitute the target population. In qualitative studies the researcher will usually focus on relatively fewer respondents who have the ability to describe their experiences and knowledge with respect to the phenomenon observed (Baskarada 2014), whereas quantitative research will demand the participation of a fairly larger population (Creswell, 2013), this research study however focussed on 96 students from 8 subcounty secondary schools.

The population in this study was teachers of English and their students of the English subject who are groups of individuals that had one or more characteristics in common respectively, that was the key interest to the research purpose, research questions and

objectives and therefore relevant to the research study with the required information as according to Amin (2003).

The target population in this study was teachers of the English language in sub-county secondary schools in Bungoma County as well as their students of the English subject. The teachers in these schools were the implementers of the Kenyan secondary schools' English language curriculum, while the students were be the learners of this language curriculum. The targeted population was all the purposively sampled teachers and the quasi-experimental research study subjects. The student questionnaire research study respondents were all the systematically sampled and selected students appropriately selected using specific sampling techniques to ensure the right respondents with relevant experiences were selected to participate in the study, to ensure valid and reliable research outcomes.

3.6 Sample Size and Sampling Procedure

A sample is a section of the total population that has been methodically identified to represent the entire population asserts (Shukla, 2020). This research study's samples were carefully selected samples that ensured representation of the whole research study population with the relevant and significant characteristics. The researcher used a multi-stage sampling procedure that involved purposive and stratified simple random sampling method to select the research study sample units. This procedure of sample selection was done to enhance credibility of the results of the research.

Purposive sampling method is a technique used to select sample cases that have the required information as per the objectives of the study (Amin 2003). The purpose of this study was to select respondents who possess the necessary characteristics and information. Stratified sampling method was used as a technique to identify sub-groups

in the population and their proportions in order to select from each sub-group formed the students' sample. This study therefore used the stratified sampling technique to form student subgroups that were homogenous i.e. the Form Two and Form Three subgroups.

The student respondents for questionnaires were selected from each stratum randomly to allocate sample from strata in equal proportions so as to capture the diversity of translanguaging aspects which would otherwise be undermined if simple random was used to select the students. This study applied purposive sampling to select one teacher of English in every purposively selected sub-county secondary school.

For ethical considerations, the schools that were selected had similar characteristics; being sub-county secondary schools in Bungoma County, offering same English Language curriculum and not having had any restrictions on the entry behaviour during admission of their students at Form One class. The study first purposively selected sub-county secondary schools, and teachers of English, then also purposively selected 16 schools as well as 16 teachers in these schools to respond to the questionnaires. 10 students from 8 of these 16 schools were randomly selected to respond to the questionnaire as another 10 from another 8 schools were also randomly selected to participate in the quasi-experimental test and retest.

The clearer explanation is that two strata of the 16 schools with 8 schools each were made from which to purposively select Form Two and Three Classes to form the pre-test and post-test groups and another 8 schools from the 16 to yield informants from the Form Two and Three classes to fill the student questionnaires. 16 teachers of the English language subject from all the 16 selected secondary schools were purposively selected to respond to the questionnaires.

Simple random sampling was then used to select 5 student respondents each from the Form Two and Three classes for the questionnaires. The targeted population was 16 teachers of the English language in their schools to establish whether they integrate translanguaging in the teaching of English while teaching their learners, students of the English language from the 16 secondary schools. The teacher sample size in this study was 16 teachers from 16 schools of the targeted teacher population to respond to the questionnaire items that concerned the teachers. The student sample size was at the 10% of the standard classroom size of 45 which was at 4.5% but rounded off to 5 students of each class in each school. Therefore, 80 students in 8 schools (for questionnaires) of the 16 the secondary schools were targeted (though 96 ended up participating due to the interest that the research elicited among the students) to give information on the objective on whether teachers use TL in class, which other language the teacher uses in class, whether teachers allow the students to use another language, how often the teacher allows this use of other language and whether TL enhances their learning in comparison to Language Immersion.

For the quasi-experimental test, 8 more schools were be purposively selected. From these 8 schools, 10 students hence, a total of 80 students randomly selected from the 2 purposively selected Form Two and Three classes as the experimental group to receive the pre-test as well as the post-test. After 2 weeks, a post-test was administered to the experimental group again to determine the variance in their performance to determine the causal relationship between two variables, Translanguaging and Immersion.

3.7 Research Instruments

Research tools or instruments are significant for gathering data which later will be analysed to answer research questions in all types of research methods (Cohen et.al

2018)). Tools or instruments in research measure the variables of the study (Mugenda 2011). Research instrumentation forms a critical portion of the research study where the tools will be used to collect data that demonstrates validity, reliability as well as meet with research objectives (Creswell 2013). This research study used the questionnaire for both the teachers and students in 8 subcounty secondary schools, and a quasi-experimental test for students only in another 8 subcounty secondary schools according to the research methodology of this very research study. This was because every researcher should choose the method that best answers their research questions as they take into account that the more accurate the researcher was during data collection and data analysing, the more accurate the findings would be (Alshenqeeti 2014).

The development of these research instruments was guided by the objectives of this research study in order to elicit information from the sampled respondents who responded to the research questions. The questionnaires were developed and subjected to a validation process; with study supervisors' approval. Content Validity of the questions which refers to the extent to which the questions characterize all features of the integration of Translanguaging in the teaching of the English language, was secured by subjecting it to expert judgement and the research study supervisors' views.

Reliability of the questionnaire refers to the extent to which results were consistent over time as assured (Kivunja 2017) by establishing the Cronbach coefficient which measures internal consistency. This coefficient ensured that the items were interrelated in both questionnaires and quasi-experimental test.

3.7.1 Questionnaires

This research study used a questionnaire for teachers and another one for students as one of the research data collection tools. The questionnaire is a research instrument that is used to collect data from individuals about themselves and about social units such as institutions because they are the most common form of conducting research (Young, 2016). Questionnaires can reach a large number of respondents within a short time (Ogula 2005). The questionnaire also gives the research respondents ample and adequate time to respond to the items, thus offering a sense of security and confidentiality to the respondents. The questionnaires tool also it tends to be objective since it minimizes biases resulting from the personal characteristics.

In this research study, the teachers questionnaire was used to elicit qualitative data on the objectives on: the major language used by teachers to teach English, to analyse teachers' use of Translanguaging as a model for teaching second language in sub-county secondary schools, to analyse teachers' use of Immersion as a model for teaching second language in sub-county secondary schools and to compare the effect of Translanguaging and the Immersion model on Second Language achievement. The questionnaire was also used to collect quantitative data on the objective on the effect of TL on learning English from students to seek their views on the integration of Translanguaging and learning in in their English language lessons in terms of the languages they speak, the language allowed in school, the language their teachers of English use while teaching, as well as on whether and the extent the use of another language enhances their learning of English.

The teachers' questionnaire was divided into five sections: the first Section A covered the bio-data information of the teacher respondents. Section B covered the languages

used by teachers of English while teaching English, Section C covered the teachers' use of Translanguaging as a model for teaching second language and section D covered teachers' use of Immersion as a model for teaching second language in sub-county secondary schools and section E covered question items comparing the effect of Translanguaging and the Immersion model on Second Language achievement.

The student questionnaires covered the following objectives: To establish the Languages used by teachers of English while teaching English, to analyse teachers' use of Translanguaging as a strategy for teaching Second Language, to compare the effect of Translanguaging and Language Immersion on Second Language achievement.

The student questionnaire was also presented in four sections: Section A covered the student biodata od gender, age, their current class and any other language they speak other than English. Section B covered questions on the language their teachers use while teaching English as Section C covered questions to analyse their teachers' use of Translanguaging as a strategy for teaching Second Language. Section D had questions to compare the effect of Translanguaging and Language Immersion on Second Language achievement.

3.7.2 Quasi-experimental test

The quasi-experimental research test and post-test was used examine whether there was a causal relationship between the independent and dependent variables. Simply defined, the independent variable is the variable of influence and the dependent variable is the variable that is being influenced (Loewen & Plonsky, 2016). In other words, the independent variable is expected to bring about some variation or change in the dependent variable. For example, in this study independent variable is teaching with

Immersion, the Intervening variable is Translanguaging, while achieved learning is the dependent variable as enhanced learning is the outcome.

Quasi-experiments are a sub-type of non-experiments that attempt to mimic randomized, true experiments in rigor and experimental structure but lack random assignment (Cook & Wong, 2008; Kirk, 2009). Quasi-experimental studies do not require a true control group, but may include a comparison group. A comparison group is an additional experimental group that receives a different experimental treatment. Non-experiments may also take the form of pre-experimental designs. Pre-experimental designs use neither a control nor a comparison group (Nunan, 1992). As such, experimental and quasi-experimental designs allow researchers to draw more unambiguous conclusions as to the causal relationship between two variables (Marsden & Torgerson, 2012).

In this study, learners were allowed to read and discuss the given material the first test in an immersed approach. A pre-test was then be given to the learners after a discussion of the material in solely the English language to test their achievement using the Immersion model without any exposure to any Translanguaging activity. After two weeks, the same learners were then exposed to the same material but with varying the language of input with a Translanguaging approach. The learners were first tasked to discuss the material in Kiswahili language which is a common L1 language to all of the learners. The learners were then taken back to an examination setting given a post-test to obtain their learning achievement in the Second Language using the Translanguaging model. A comparison was then be made to draw conclusions from comparing the achievement from the two treatment tests and the finding was astonishing.

3.8 Validity and Quality Assurance Of Research Tools

Stringent measures were undertaken to ensure the validity and reliability of the questionnaires right from piloting of the instrument. Validity was measured by focusing on internal, external and content validity as reliability was measured by examining the major aspects of equivalence, stability, consistency and reliability coefficient of the research instrument.

3.8.1 Pilot testing of research instruments

The aim of the pilot research in this research was to test the validity of research instruments as well as to check the clarity of the questionnaire and test items, gain feedback on the validity of the items, the operationalization of the constructs and the purposes of the research and to eliminate ambiguities or difficulties in wording. A pilot study asks whether something can be done, should the researchers proceed with it, and if so, how. However, a pilot study also has a specific design feature; it is conducted on a smaller scale than the main or full-scale study (In, 2005).

Pilot testing was carried out in one of the sub-county secondary schools which was later excluded from the schools where data collection was done in the actual research study. Pilot testing was carried out before real full-scale research study to assess the practicality of the proposed method designed to test measures and procedures that were under consideration for use in the subsequent larger study as observes Eldridge et al (2016). Each tool i.e. the questionnaire and quasi-experimental test for this study was subjected to pilot testing to verify that the respondents would yield relevant and expected data. Pilot testing was done by the researcher through administering questionnaires to randomised students and teachers in the selected schools and the test applied in selected schools of an equivalent sub-county schools' status. These schools

were later excluded in the real research study. Participants in the pilot test were chosen according to Mugenda and Mugenda (2003) who advises that a pilot sample of 1% for a large sample and 10% for a small sample would be adequate.

Pilot testing was conducted in order to detect any deficiencies and difficulties that respondents would be likely to face when responding to the items in the research instruments or, establish if any questions would make respondents feel uncomfortable or, identify areas that were confusing as a way of ensuring that all the participants in the sample would understand the questions in the similar way. A few errors were detected during the piloting on the ambiguity that existed in the student questionnaire and rectified for the final research study. The quasi-experimental test was also discovered to have had inadequate question items and this was addressed in the final test that was issued to the student research subjects in the real research pre-test and post-test.

The pilot test from this given school provided an average estimated time each question in the questionnaire and the quasi-experimental test required for an appropriate answer. The pilot enabled the researcher to establish how long it would take to complete the survey hence regulate it. The findings of the pilot study were used to determine the validity of the research instruments.

3.8.2 Validity of research instruments

Validity is a term in research studies that refers to when a test is able to measure what it was supposed to measure according to Kombo and Tromp (2016). The validity of a research instrument measures the degree to which the tool assesses what it is intended to measure by a researcher (Taherdoost 2016). Therefore, validity refers to the extent to which the results of a research study are truthful.

Validity calls for credibility on the part of the researcher as to whether the results would be genuine because of the information given by selected respondents and whether the study can be reproduced (Willis 2007). For this research study, precaution was be taken over internal validity by considering the appropriate strategy of triangulation. Any research study requires research questionnaires to accurately measure the concepts under the investigation (Pallant 2011).

Research study validity also calls for external validity which shows whether the results given by the study could be transferable to other sets of interest (Michael et.al. 2021). A researcher can increase their research's external validity by ensuring full representation of population through diverse selection of respondents. For this study, one set of student respondents were selected through stratified simple random sampling and another set of teacher respondents were selected by purposive sampling. The power of purposive sampling criteria lies in choosing information-rich cases for in-depth analysis related to the central subject being studied according to Kombo and Tromp (2016).

Validity of a research instrument is dependent on how effective the data collected is in answering the question items and how well the instrument covers significant aspects of the purpose of the study. The research instrument should therefore, provide adequate coverage of the research topic in study.

Validity was also established through close consultation and expert judgment by the supervisors of this study who verified the validity of the research instruments used in the study before giving the green light to proceed to the field for data collection. The researcher prepared the data collection instruments i.e. the questionnaire and the quasi-experimental test in consultation with the research supervisors to ensure that the

specific areas or objectives were covered by the research instruments. Instrument validity was established by pre-testing of the data collection tools through a pilot study. Expert judgment helped to identify areas of weakness in the instruments and the researcher made the appropriate corrections in the instrument to increase its validity.

3.8.3 Reliability of the questionnaires, and quasi-experimental test

Reliability refers to the extent to which results are consistent over time (Kivunja 2017). Reliability in this context refers to the consistency or repeatability of an instrument (Creswell & Creswell, 2023). Reliability in a research study also refers to the measure of how consistent the results from a test are or rather how the procedure produces the same results on repeated trials. The research reliability of a measurement instrument is the extent to which it yields consistent results when the characteristic being measured has not changed or been altered (Leedy & Ormrod 2001). Reliability of a questionnaire as a research instrument depends on what is described as equivalence which refers to amount of agreement between two or more instruments that are administered at nearly the same point in time of the research study.

The internal consistency reliability in research which refers to the extent to which items on the test or instrument are measuring the same thing is measured by as reliability index coefficient alpha (Cronbach, 1951). The Cronbach reliability test was carried out on the teachers' questionnaire, the students' questionnaire and the quasi-experimental test to check the internal consistency of the data collection tools. The Cronbach's alpha reliability statistics was then used to determine the internal consistency or average correlations of items in the survey instrument to gauge its reliability. This research reliability test for the three tools was run through Statistical Package for the Social Sciences (SPSS) and the Cronbach reliability coefficient for teachers' questionnaire

was found to be 0.75 for 44 items, that for students' questionnaire was 0.70 for 28 items, and that for the quasi-experimental test was 0.77 for the 20 items that were used to measure students' response. These results suggested that the tool developed by the researcher was reliable. A scale's internal consistency is quantified by a Cronbach's alpha (α)value that ranges between 0 and 1, with optimal values ranging between 0.7 and 0.9 (Creswell & Creswell, 2018).

The researcher endeavoured to ensure that the questionnaires and quasi-experimental test in this investigation were valid and were filled and completed honestly and sincerely as required to render their maximum reliability. An attempt to ensure frankness in responding to questions was enhanced by not requiring the respondents to indicate their identification by their names for the teachers and students in the questionnaire and the tests.

3.9 Ethical Considerations

In research studies, it is the sole responsibility of every researcher to respect each respondent as a person capable of making any informed decision regarding their participation or refusal to participate in any research study because they have become an essential component of typical worldwide research practice (Wassennar, 2006). This ethical secret code requirement should always be a major consideration in the mind of every researcher in the research field. Ethical questions always arise in current research concerning such issues as personal disclosure, authenticity, and credibility of the research report; the role of researchers in cross-cultural contexts; and issues of personal privacy through forms of Internet data collection (Israel & Hay, 2006 in Creswell, 2018). Ethical research considerations have become an essential component of typical worldwide research practice (Wassennar, 2006) and the search for knowledge and

scientific development should strive to respect and assure human modesty as well as protect participants from human rights infringement.

Before proceeding to the research field to collect data from respondents, the researcher sought to obtain endorsement of the research instruments, i.e. the questionnaire and the quasi-test from the supervisors and experts before proceeding on data collection. 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 as guided by Cohen et al (2007) such as protection from physical and psychological harm or discomfort, confidentiality and anonymity, as well as academic integrity.

For this study to ensure that the safety and rights of the participants were guaranteed, the research participants were first informed about their ethical rights as at when they were issued with questionnaires or before the quasi-experimental test. The researcher also ensured that respondent participation was voluntary and non-coercive in the event of refusal to participate in the research process because the keystone of ethical research is "informed consent" (Denzin & Lincoln 2011).

The questionnaires were serialised for purposes of accounting for those issued and received. The research participants were prevailed upon not to submit or provide their identity by name at all for purposes of assurance of their secrecy and confidentiality. This study was designed to use a mixed methods design which involved questionnaires and a quasi-experimental test on respondents where the anonymity of the respondents was ensured as the findings would solely be for the intended purpose between the researcher and the University and the academic world. The rights and freedom of expression of respondents were guaranteed during the questionnaires and test

administration as the information was accepted to be used for its rightful purpose as per objectives of the research study. In the administration of the questionnaires and quasi-experimental test, a consent letter and a letter of confidentiality was presented to each respondent together with the questionnaire and test, explaining the purpose and the details of the study.

The respondents for this research study were informed before the beginning of data collection on the rationale of the study and were assured that the information they would provide would be set aside as classified, unidentified information and would not be used for any other use other than the intended purpose for the research. The research respondents were protected through unbiased and respectful language being sensitive to labels. The researcher ensured that all participants were acknowledged verbally after their participation. The research findings of this study were objectively and accurately compiled for meeting the purpose and the significance of the study.

3.10 Data Collection and Analysis Procedures

Data collection in a research study is the process of gathering and measuring information on the research variables. In this study the independent variable was teaching by immersion, the dependent variable was teaching and learning, the intervening variable was Translanguaging, while enhanced learning was the expected outcome. Data analysis procedure is a process of systematically applying logical techniques to describe or condense entire data and synthesize it to answer specific research questions. In this study, the researcher ensured that there was accurate and appropriate data collection to maintain the integrity of data, by setting up standardized protocol and communication structure alongside clearly defined instructions.

Appropriate data collection and analysis methods were chosen to complement each other's strengths and weaknesses.

3.10.1 Data collection procedures

This research study required and secured the letter of introduction from the Board of Postgraduate Studies, Moi University for identification during the data collection in schools and obtained a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then visited the sub-county secondary schools to seek consent from the schools' management to conduct the research. The school administrators were briefed on the purpose of the study. The dates for actual data collection were identified and each school was given at least two days, but not more than four days apart, within which to be visited for the data collection exercise. This period of time was for the sole purpose of maintaining consistency in the data collection exercise by making attempt at keeping the study conditions constant.

The teachers of English and their students were sampled on the day of data collection. The sampled and selected respondents were asked to read and sign the informed consent letter as the first step before they were individually requested to respond to the questionnaire items as honestly as they could. The respondents were assured of confidentiality and protection from any repercussions for their participation in the exercise.

The questionnaires were then distributed by the researcher to the teachers of English purposively selected in the English subject and specifically those who teach English in Form Two and Three. Only one teacher was selected per class. The teachers were asked to assist in issuing out the student questionnaires too to the student respondents who had been sampled and selected by simple random selection after their Form Two and

Three classes had been selected purposively. Both the teacher and student respondents were given adequate time of at least a week to complete the questionnaires after which the questionnaires were be picked. The services of a research assistant were then sought to assist in gathering the questionnaires after the given response time. The researcher worked very closely with the research assistant for adequate control of the whole data collection process especially where the research assistant found that the exercise was incomplete. The assistant in coordination with the researcher had to personally be patient to wait or return in a given while especially with some teacher respondents as some asked to complete filling the in the remaining questionnaire items because they had been caught up in other work-related events and lagged back on attending to the questionnaires.

Data collection was done when schools were in session and before the end of Term One exams commenced hence student respondents were available because the quantitative data had to collected at the same time and the test done when students had no other distracting or compelling engagements as per their school programs.

Some qualitative and quantitative data was collected by use of questionnaire. The quasi-experimental test which collected quantitative data which was used to examine whether there was a causal relationship between independent and dependent variables. The independent variable is the variable of influence and the dependent variable is the variable that is being influenced (Loewen & Plonsky, 2016). In other words, the independent variable is expected to bring about some variation or change in the dependent variable.

A pre-test was first given to the student research subjects to first test their learning achievement using the Immersion model without exposure to any TL activity. The

students were then, in two weeks, exposed to Translanguaging material. They were then given the same treatment they had been given in the first test. A conclusion was then made from comparing the achievement from the two tests.

3.10.2 Data analysis procedures

The discrete primary quantitative data i.e. the nominal, ordinal and interval data was collected through questionnaires. The data collected was then checked for oversights, clarity and consistency before being coded for analysis. The nominal and ordinal data collected was then coded and keyed into a statistical package for the social sciences (SPSS). The nominal, ordinal, or interval data generated from the questionnaires was then organized according to the research objectives and then categorized through content scrutiny in themes. The data from quasi-test was also processed and merged with that from the questionnaires.

The data collected through the questionnaires and the quasi-experimental was analysed quantitatively and qualitatively. The quantitative data that was derived from the demographic and Likert scale questions was analysed using descriptive statistics. This descriptive analysis of research data delivers a detailed breath which may have not fully captured the phenomenon and offers a diversity of perspectives and methods that do not falsify data or give room for misinterpretations and which is characteristically acceptable by researchers, practitioners and policy makers because it reflects real globe observations as states Loeb et.al (2017).

Descriptive explorations are used to establish characteristics of a place, the populace, procedures and processes and also for explaining how systems and how its integral mechanisms function (Loeb et al 2017). Descriptive analysis was used to show the frequencies, percentages of different items in the study and diagrammatically presented

using and tables and bar graphs and other appropriate figures. Graphical representation of data is the evolvement of the mind in structuring the fragments of information to generate the order that forms reality, hence, giving meaning to cognition (Kelly 2010). Graphical representation of scientific data is to utilise the power of visual display to preserve, understand and communicate efficiently information while circumventing dishonesty (Marco 2017). This graphical representation helped the researcher to sort and present data in a way that is easy and simple to understand for a larger audience. Graphs helped in studying the 'cause-and-effect' relationship between two variables through both time series and frequency distribution.

The kind of data that was collected by the questionnaire and test were be categorized into topical themes. The results of the two phases of data collected were be integrated in order to confirm or, cross-validate in order to gain in-depth understanding according to Creswell (2003). The findings from the analysis of data from the different tools were triangulated at the discussion phase.

3.11 Unit of Analysis

Unit of analysis is a term that refers to those entities about which we collect data and about which we intend to generalise. In this study the unit of study comprised of the teachers of English and, students of the English language. Mixed method analysis involved QUAN-QUAL, adopted from Creswell et al (2003) who asserted that data analysis using statistical methods as qualitative and quantitative data was integrated at the discussion/interpretation stages. In this study mixed data analysis involved the QUAN analysis of data using statistical technique appropriate to the variables i.e. descriptive statistics. QUAL analysis of data used qualitative analysis approaches that were appropriate for the data and research questions. The two sets of questionnaires on

the basis of the mixed methods provided two phases of analysis which employed descriptive frequencies and narrative analysis to generate themes. The investigation was about the integration of Translanguaging and its use in teaching and learning English in sub-county secondary schools.

The table below shows the research objectives, data generation tools, and analysis techniques that were used for this research study.

Table 3.1: Objectives, research tools and analysis techniques table

Objective	Data Generation Tools	Analysis Technique to be used
Demographic Data	Questionnaire	Descriptive statistics
To establish the languages used by teachers of English while teaching English	Questionnaire	Narrative analysis
To analyse teachers' use of Translanguaging as a model for teaching second language	Questionnaire	Narrative analysis
To analyse teachers' use of the Immersion model in teaching English as a second language	Questionnaire	Narrative analysis
To compare the effect of TL and EM on SL achievement	Questionnaire & Test	Statistical analysis

3.12 The Chapter Summary

This chapter discussed the research designs and methodology for this research study. The chapter entailed the various research instruments i.e. the questionnaire and the quasi-experimental test as well as validity and reliability of the data collected in this research study. The chapter has also discussed the research sample size and methods of sampling used to select the research respondents, data collection and analysis procedures as well as the outlining the research instruments that entailed the questionnaire and the quasi-experimental test. The chapter concludes with a discussion on ethical considerations, research design and methodology. This chapter is therefore the plan, structure, and strategy of the investigation to obtain answers to the research question by controlling the variance under study and thereby increasing the reliability of measures.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND

DISCUSSION

4.1 Introduction

The chapter presents an analysis of the data that was collected in the research study, it discusses the research findings and discusses the results of the research study. The study targeted 16 teachers of English from 16 schools and 80 students from 8 schools for questionnaires as well as another 80 students from 8 other schools for the quasi-experimental test. The study however had a total study sample size of 192 research participants because the student questionnaires received an overwhelming interest among the students of the schools that were selected that it got to a total of 96 students instead of the initially targeted 80 to participate in filling them.

The teachers and their students were considered as the appropriate respondents. The student respondents were those learners who learn English which is a compulsory subject in the Kenyan secondary school curriculum and teachers who teach the English subject. All the sampled learners and purposively selected teachers were issued with questionnaires using the drop and pick approach.

4.2 Response Rate

This research study employed purposive as well as stratified and simple random sampling data collection procedures. The researcher collected data from all the 16 subcounty secondary schools that were purposively selected. The research targeted 16 teachers of the English subject in the respective schools to fill questionnaires. Of the 16 schools, 8 schools were purposively selected to be studied to be administered with students' questionnaires and another 8 schools for the quasi-experimental test. All the

16 teachers of English in the 16 schools enthusiastically agreed to participate in the study and successfully filled the questionnaires that were distributed to them. All the teachers' questionnaires distributed to 16 schools were filled and successfully returned representing 100% return rate for teachers.

Student questionnaires however received overwhelming interest in the purpose of the research and hence the response was overwhelmingly above the researcher's targeted sample size of 80 students. A total of 96 students participated in the filling of questionnaires hence a response rate of 120% of the initial targeted of 80. Another 8 schools involving 80 student research study subjects participated in the quasi test at the 100% rate.

Therefore, the teachers who filled questionnaires, the students who filled the questionnaires and those who participated in the quasi-experimental test brought the total sample size to 192 research respondents. A response rate which is above 70% is termed as expedient for analysis as well as computation of statistical interpretations (Mugenda and Mugenda, 2008).

4.3 Findings and Discussion from Questionnaires

4.3.1 Bio-data information from teachers' questionnaires

The bio-data information which was considered for teachers of English respondents by the study comprised their; gender, age bracket, highest level of education and the period of service.

The figure 4.1 below presents the gender of the teachers that participated in the study.
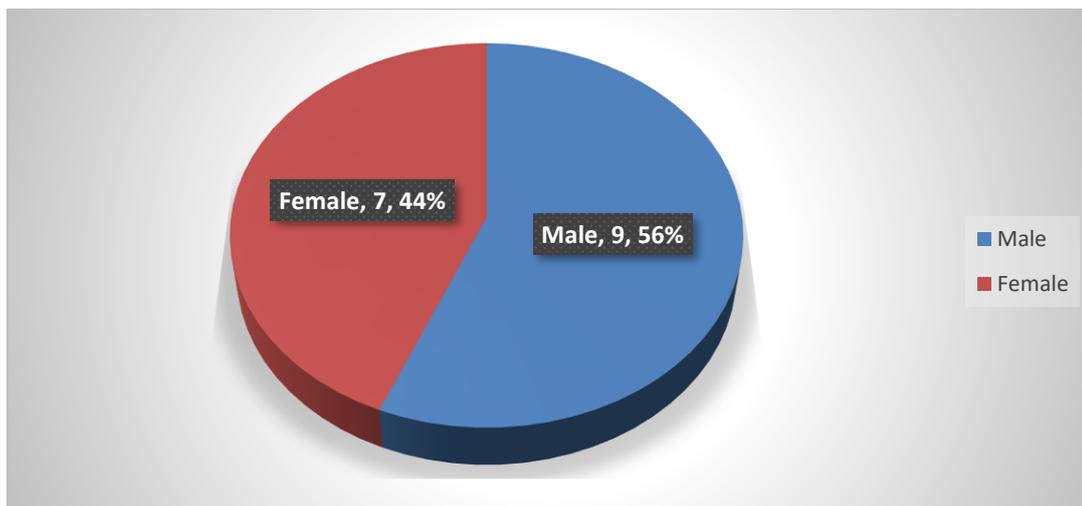
Fig 4.1 Teacher Respondents' Gender

From the figure 4.1, it can be noted that of the 16 teachers of the English subject who participated in the research study, the female teachers were at a frequency of 7 teachers at 44% against the male teachers who were at a frequency of 9 teachers and at 56% of the total 16 teachers.

This distribution therefore, is an indication that in the schools that were studied, there are more male than female teachers of the English subject with a male domination margin of 8% over female teachers.

4.3.1.1 Teacher respondents age bracket

Table 4.1 below presents the findings of this study in terms of the age bracket distribution amongst the teacher respondents with computed frequencies and the percentages.

Table 4.1 Teacher respondents' age bracket

Teacher Respondents' Age bracket	Frequency	Percentage
Less than 20,	0	0
21-30	3	18.8%
31-40	8	50%
41- 50	3	18.8%
51 and above	2	12.5
Total	**16**	**100%**

The table 4.1 above presents the frequencies and percentages of the 16 teachers' age brackets. The table indicates that there were no teachers below 20 years of age of those who participated in the research study. There however were 3 teachers at 18.8% who were between 21 and 30 years of age, 8 teachers at 50% who were between 31 and 40 years of age, 3 teachers at 18.8% who were between 41 and 50 years and 2 teachers at 12.5% of teachers above 51 years of age.

The study therefore indicates that a majority of teachers of English in the schools that were studied were at the age bracket of between 31 and 40 years of age. The least number of teachers were those found in the age bracket above 51 years.

Teachers are the centre of learning and the key to the learning process. Many research studies say that younger teachers are much better in the learning process of their learners than older teachers (Rice 2010) and (Si, 2011) because younger teachers usually cultivate their students' curiosity and interest in learning. Older teachers can be seen with their commitment to their students' welfare. A majority of the schools studied

therefore have younger teachers at onset of the age bracket between 31 and 40 years of age and the fewest at the older age of those above 51 years.

4.3.1.2 Respondents' educational level

The statistics in table 4.2 denotes the highest level of educational attainment by the study participants.

Table 4.2 Teacher respondents' educational level

LEVEL OF EDUCATION	FREQUENCY	PERCENTAGE
Diploma	2	12.5%
Higher Diploma	0	0
First Degree	14	87.5%
Masters and above	0	0
Other (specify)	0	0
TOTAL	16	100%

The Table 4.2 shows that there were only 2 teachers at 12.5% with a Diploma in teaching the English language in the secondary schools that were studied. There was no teacher with a Higher Diploma, but there were 14 teachers at 87.5% with the first degree and no teacher with a Masters' degree and above.

This research therefore established that all teachers of English in the schools that were studied are adequately qualified hence possess the ability and competence to teach the English subject. The success of the learning process, hence effective teaching, is determined by the ability of the teacher in implementing the learning process according to the research finding by Kimani et al (2013).

4.3.1.3 Teachers' duration in the teaching service

The figure below presents the teacher respondents' period in the teaching service.
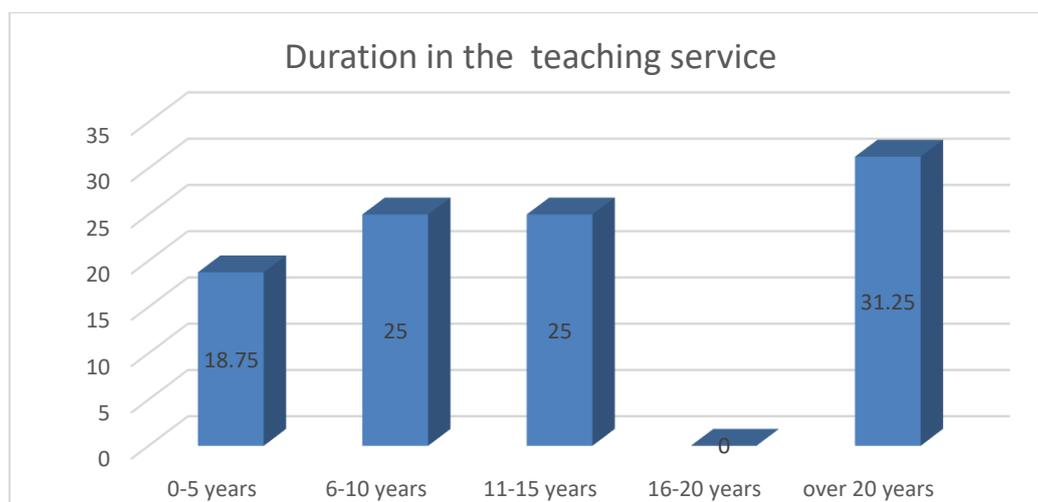
Fig 4.2 Duration in the teaching Service

The Figure 4.2 above shows that teachers of English who had been in the teaching service between 0 and 5 years there were 3 teachers at 18.75% as those who had served for between 6-10 years were 4 teachers at 25% too. Those teachers who had served for between 11 and 15 years were also 4 teachers at 25%, but no teacher was found in the schools who had taught for between 16 and 20 years as only 5 at 31.25% were found who had taught English for over 20 years.

This research study results therefore indicate that in these schools, the majority of the teachers of English were those that had taught for over 20 years. It can further be noted that 81.25% of the teachers of English can be described as being adequately experienced with between 6 and over 20 years in the teaching profession. Due to the length of time in the teaching service, these teachers were the most experienced teachers of the English language in their schools. A study by Bungai and Perdana (2017) found that older

teachers who are more experienced in the teaching field can be seen to demonstrate higher commitment to their students.

4.3.1.4 Teacher respondents' subjects trained in

The figure 4.3 below gives the statistics on the subjects that the teachers of English respondents received training in.
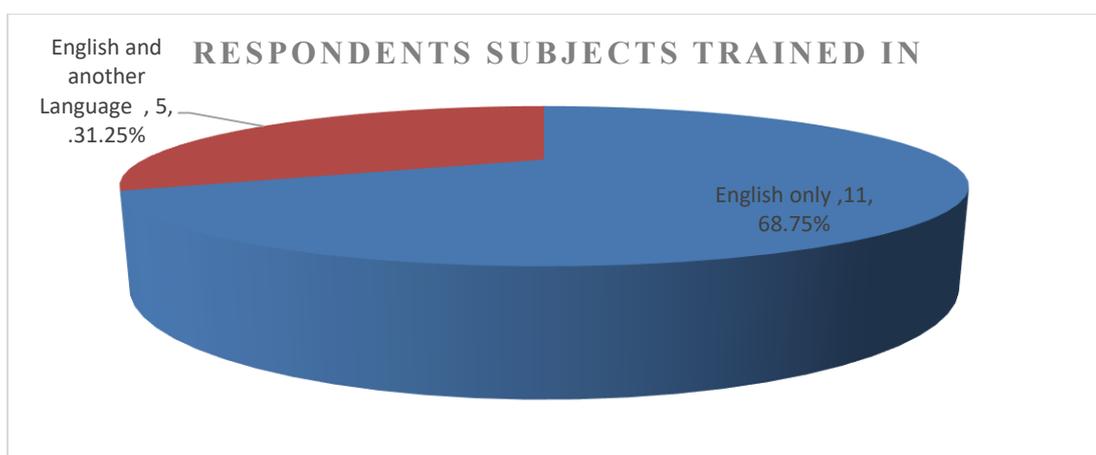
Fig. 4.3 Subjects trained in

The Table 4.3 above provides frequencies and percentages of the subjects that the teachers of English were trained in the schools that were studied in this research. The teachers who were trained to teach English only were at a frequency of 11 and at 68.75% as those who trained in English and another subject were at the frequency of 5 teachers. Most Kenyan teacher training colleges especially universities combine English and Literature as an integrated course at college.

This statistic indicates that the majority of teachers unless overburdened, by other duties which this research did not consider, were more specialised to teach the English subject because they were trained to teach English only. This kind of specialisation allows teachers to deepen their skills by focussing on a specific area according to study findings by Aina (2013) that subject specialization influences students' conceptions and

that teacher trainees who specialize in a given subject during training may lead to higher grades in the learning achievement of their learners.

4.3.1.5 Teacher respondents' teaching subjects

The table below gives the details of the subjects the teacher respondents were trained in.

Table 4.3 Teacher respondents' teaching subjects

Subject combination	Frequency	Percentage
English and literature	11	68.75
English and Geography	1	6.25%
English and History	1	6.25%
English and French	1	6.25%
English and Information Technology (IT)	1	6.25%
English and Business Studies	1	6.25%
TOTAL NUMBER OF TEACHERS	16	100%

From Table 4.3 above, it can be noted that the 11 teachers at 68.75%, who were trained to teach English as an integrated course reported to have indicated that they were trained in English and Literature. Other 5 teachers at the frequency of only 1 teacher each at 6.25% reported to have trained in; English and Geography, English and History, English and French, English and Information Technology and lastly, English with Business Studies.

The findings indicated by this research study statistics in Table 4.3 clearly show that teachers who trained to teach English with a combination of Literature are the majority in these secondary schools. These teachers too may be termed as the most specialized to teach the English language because of the close relationship that language and literature share in terms of communication.

English and Literature are also taught as integrated subjects in secondary school curriculum. According to Kenya's Ministry of Education (2006), integration places emphasis on the teaching of language skills that at the end of the course, the learner should be able to: Listen carefully for understanding and respond as required; Listen and process information from several sources; speak articulately, in a confident way and well in several contexts, use non-verbal cues well while speaking; read fluently and efficiently (KNEC, 2005:6).

According to Shiundu and Omulando (1992), integration emphasizes the horizontal relationships between various curricula areas in an attempt to interrelate content or learning experiences in order to enable the students to perceive a unity of knowledge.

4.3.1.6 Teachers' response on their learners' entry behaviour (language ability) in English

The figure below presents the learner respondents' entry behaviour in terms of their ability to speak English.

Learners entry behaviour in English
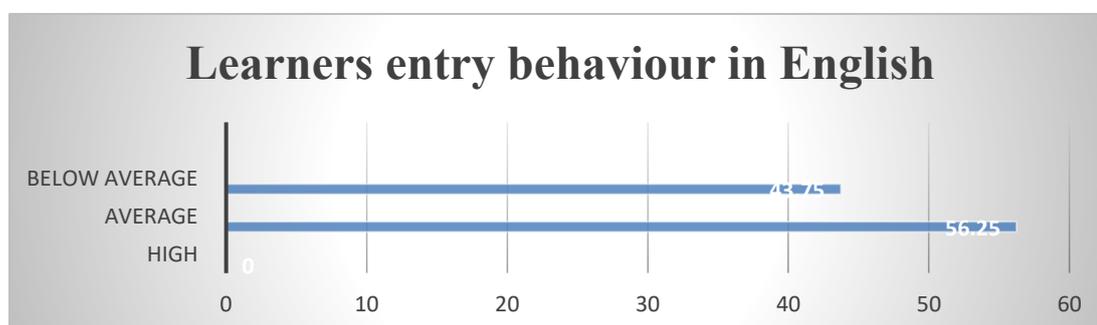
Fig. 4.4 Teachers' response on learners' entry behaviour in English

Figure 4.4 shows a bar chart with a display that represents the learners' ability to speak English. From the figure, it can be noted that 7 teachers at 43.75% of the 16 teachers indicated that their learners are below the average ability in speaking the English

language while 9 teachers at 56.25% stated that their learners had the average ability in speaking the English language. No learner, as clearly indicated by the teachers, was above average in their ability to speak the English language.

From the above responses of the teachers of English, it can be noted that this research study found that all learners in the schools that were studied are either average or below average in their ability to speak the English language. No teacher stated that they had learners whose ability in the language was above average. Students in these schools may most likely be resorting to the use of another language when not proficient in the English language.

The finding of this study agrees with a study done by Siti and Pradita (2022) in Indonesia, where researchers found that when the teacher of English practiced Translanguaging, the students tended to resort to using their L1 (Bahasa Indonesia) and L2 (Arabic) as linguistic resources to learn L3 (English). The findings of this study therefore point to the need to enhance the teaching of English through any possible means as Translanguaging would provide in this study's recommendations.

4.3.2 Bio-data information from students' questionnaires

4.3.2.1 Students' gender

The figure 4.5 gives the statics of the students' gender distribution from the student questionnaires.
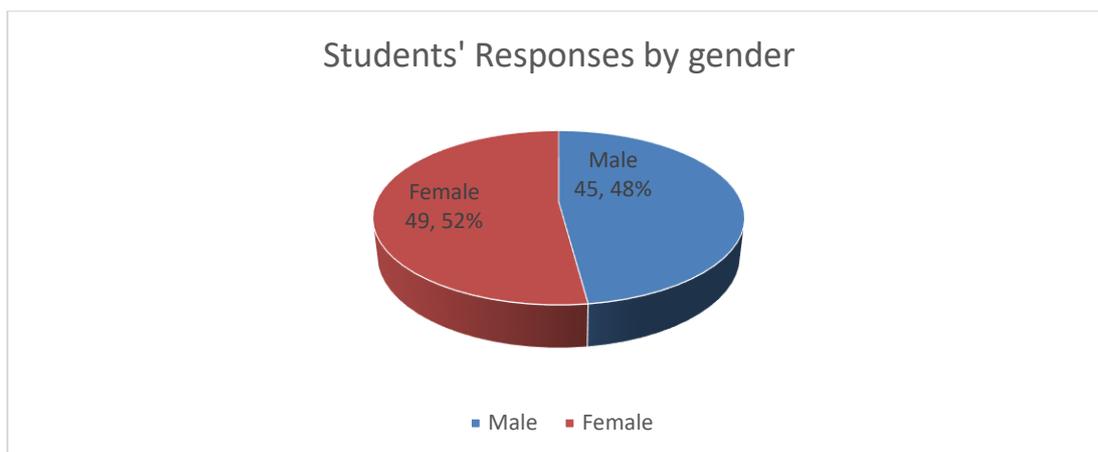
Fig 4.5 Students' gender

From Figure 4.5 as shown, it can be noted that this research study found that the female students who participated in the research study by questionnaires were 49 at 52% as the male student respondents were 45 at 48% of the total 96 students who filled questionnaires.

It is clearly noted therefore that boys were the majority of the student respondents in the study of the schools that were studied in the research study by questionnaire by a male majority difference of only 4%. The gender parity difference is however not significantly different between the student genders in these secondary schools. All learners in Kenya are entitled to an equal opportunity to access and complete their education irrespective of their gender (Ministry of Education, 2020).

4.3.2.2 Student respondents' age bracket (in years)

The Figure 4.6 below shows a column chart of the student respondents' age bracket in years.

Response by age Bracket (years)
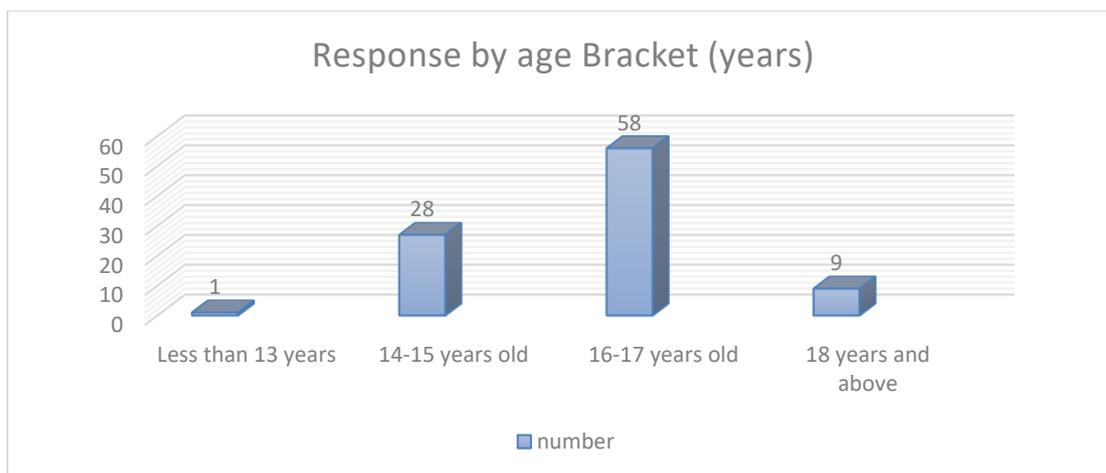
Fig 4.6 Student respondents' age bracket (in years)

The Figure 4.6 above shows the student respondents' age in years. It can be noted that students who were less than 13 years of age was only 1 at 1.041%, those between 14 and 15 years were at a frequency of 28 and at 29.16%, those between 16 and 17 years were at a frequency of 58 and at 60.41% as those who were 18 years and above were at a frequency of 9 and at 9.375%.

The statistics above interestingly show that the one Form Two student who was 13 years old may have joined school at Standard One at 4 years of age. The official age for joining Standard One in Kenya when this class was in Standard One at their time was 6 years of age (Basic Education Act, 2015). Many parents however, for the fear of the new CBC curriculum may have pushed their younger Grade 6 children ahead to Standard 8 into the 8.4.4 curriculum that was just being phased out.

Other factors that may have come in play about this particular student's age were not considered by this research study. A majority of these students however, were those between the age of 16 and 17 years of age. Those students above 18 years who were found still at Form Two or Three may be considered over-aged at this level in the secondary curriculum. Many factors which were not a subject to this study may have

come into play for these particular students, one among them being their low entry behaviour that may have affected their progress in school transition from a class to another or those that may have sought re-entry after they may have dropped out of school at some point.

4.3.2.3 Current class of student respondents

The figure below gives the frequency of students and their current class.
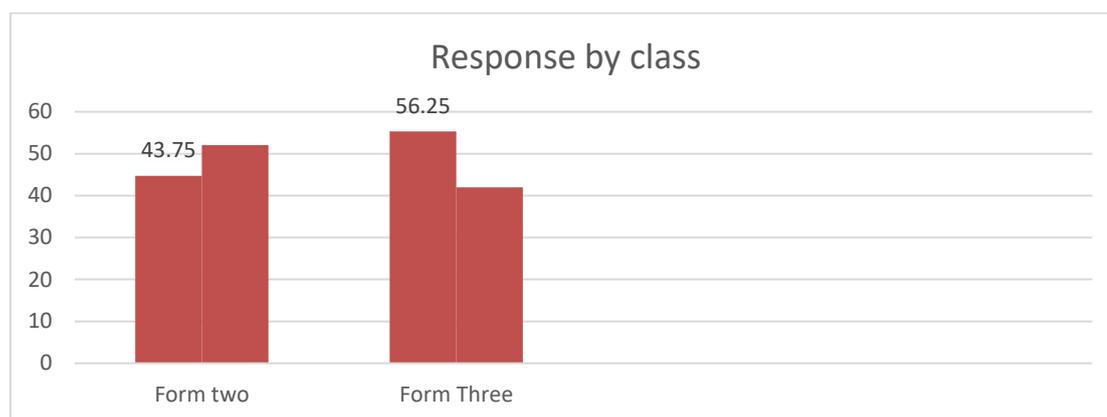
Fig. 4.7 Current class of student respondents

As indicated in the Figure 4.7 above, Form 2 students who participated in the research study by questionnaires were 42 at 43.75% as those from Form 3 were 54 at 56.25%. A simple majority of these student respondents therefore came from the Form 3 class with a variance of 12.5%.

4.3.2.4 Other Language Spoken by Student Respondent

The Table 4.4 on the next page gives information on the other languages spoken by the students.

Table 4.4 Other languages spoken by student respondents

Language	Frequency	Percentage
Kiswahili	96	100 %
Luhya	71	73.95 %
Dholuo	7	7.29 %
Kalenjin	12	12.5 %
Teso	7	7.29 %
Any other	0	0 %

Source: (Researcher 2025)

The Table 4.4 shows that 96 students at 100% reported that they speak Kiswahili, 71 students at 73.95% speak Luhya, 7 students at 7.29% speak Dholuo, 12 students at 12.5% speak Kalenjin and 7 students at 7.29% speak Teso language. No student was found to speak any other language besides those languages given above.

This research study therefore established that all the 96 students in the schools that were studied speak Kiswahili, a national language in Kenya followed by quite a majority who speak Luhya. The schools were predominantly Luhya because Bungoma County, though cosmopolitan, is predominantly inhabited by the Luhya people and the Iteso. However, because of the 5 Bungoma sub-counties that border Mt. Elgon and Trans Nzoia Counites which are significantly inhabited by the Kalenjin, the Kalenjin and Iteso speaking students as well as other students from other counties but not as established by this research study also attend schools in Bungoma County because Translanguaging supports the integration and inclusion of students' all languages while teaching TL in class (Cenoz & Gorter, 2020).

4.3.3 Bio-data information from students' quasi-experimental test and retest

The quasi-experimental test and retest presented as Appendix C involved 80 student respondents whose bio-data information is presented and discussed hereunder.

4.3.3.1 Students' gender

The gender of the 80 students participated in the quasi-experimental test and is presented in the figure hereunder.
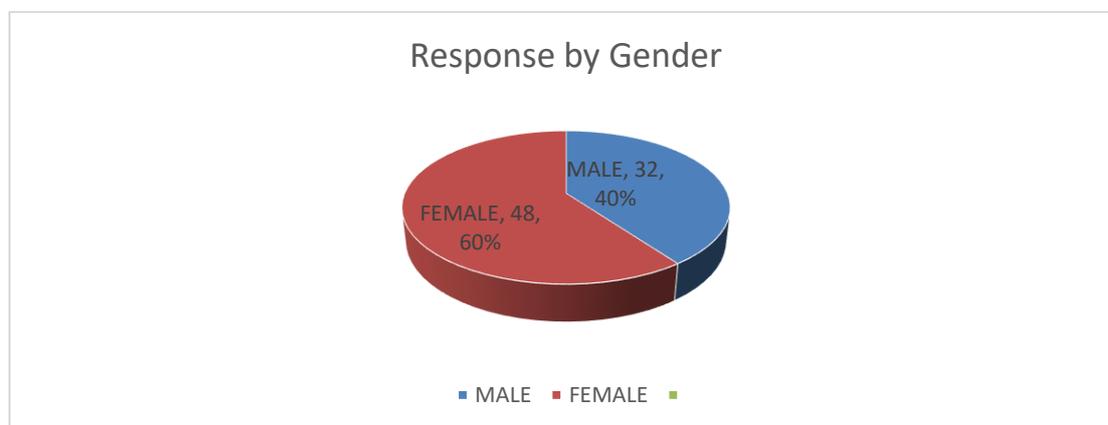
Fig. 4.8 Student respondents' gender

The Figure 4.8 above presents the gender information of the 80 students who participated in the quasi-experimental test and retest. It can be noted that 48 female students at 60% and 32 male students at 40% participated in the quasi-experimental test and retest.

The female students were the majority participants in this research's quasi-experimental test by over a half of the total test sample size as the boys were significantly below a half of the test sample size. This because one of the schools that participated in this quasi-experimental test was purely a girl school.

4.3.3.2 Age bracket (in years)

The quasi-experimental test participants age information in this research study is presented in the table below.

Table 4.5 Quasi-test student participants' age bracket in years

AGE BRACKET	FREQUENCY	PERCENTAGE
Less than 13	2	3%
14-15 years	41	51%
16-17 years	33	41%
18 and above	4	5%
	80	100%

From the Table 4.5, it can be noted that of the 80 students who participated in the quasi-experimental test and retest, there were only 2 students at 3% who were less than 13 years old. Those who were between 14 and 15 years were 41 students at 51%. Between 16 and 17 years of age were 33 students at 41% only 4 students at 5% were above 18 years of age.

The students who were less than thirteen years were Form Two students who were most likely pushed up from the CBC Junior school to the last Standard 8 class when the 8-4-4 system of education was being phased out of primary school as earlier mentioned in this research report.

4.3.3.3 Current class of the quasi-test participants

The current class of the quasi-experimental test and retest participants is presented in the Figure 4.9 on the next page.
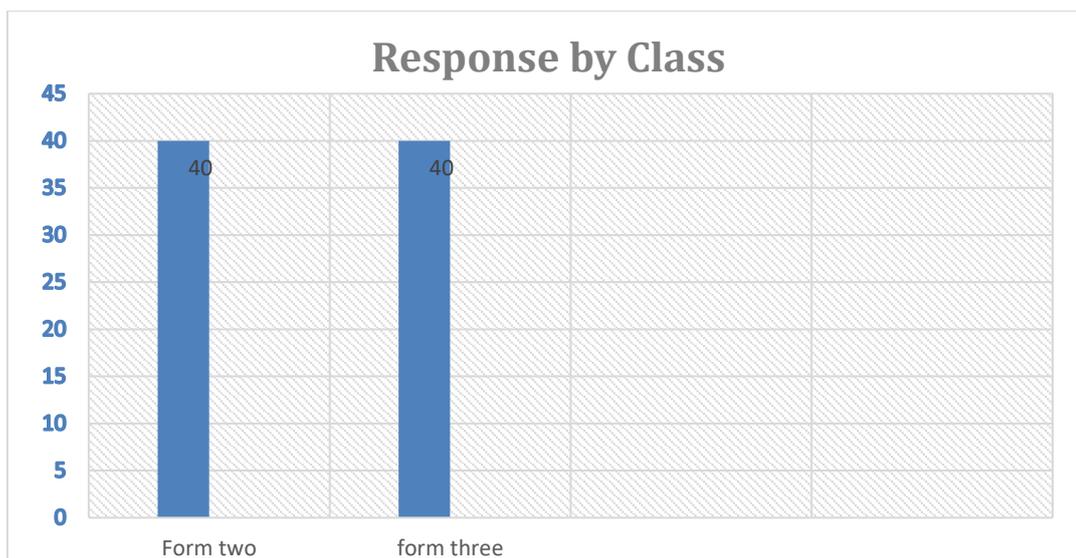
Fig. 4.9 Current class of the quasi-test participants

The Figure 4.9 above presents data on the current class of the 80 quasi-experimental test and retest student participants. The research established that 40 Form 2 students at 50% just as their Form 3 counterparts who were also 40 at 50% of the total 80 who participated in the experiment. Therefore, the students who participated in this research study's experimental test from the Form Two Class were equal to those from the Form Three Class.

4.3.4 Objective One: To establish the languages used by teachers of English while teaching English in sub-county secondary schools in Bungoma County from teachers' questionnaires.

The first objective of this research study was to establish the languages used by teachers of English while teaching English. To collect data for this objective, items were included on both the teachers' questionnaire and the students' questionnaire to elicit information on the objective. The findings and the discussion of this objective will be guided by the teacher respondents' and student respondents' questionnaire items that guided the researcher in the gathering of data under this first objective respectively.

4.3.4.1 Language policy

The first question on the teachers' questionnaire under this first objective was: Does
your school have a language policy? Data elicited by this question is presented in the
table below.

Table 4.6 Whether schools have a language policy

	Frequency	Percentage
Yes	16	100%
No	0	0
Total	16	100%

As it can be noted in the Table 4.6, 16 teachers at 100% stated that their school had a
language policy. This finding therefore implies that all schools have a language policy
guideline to maximise on the time that students spend in school in providing every
opportunity in school to use the English language for communication, interaction,
teaching and hence promote the students' learning of the English language.

This finding therefore emphasizes the importance that schools have put on the use of
the English language to teachers and learners in these schools. The emphasis placed on
the policy for the use of English in these schools is because teachers embrace the fact
that English has multidimensional uses and has significant value in education, language
proficiency, professionalism, cultural development, language repertoire, and personal
empowerment as according to Protacio, (2023).

These findings agree with Gwendolyn, (2018) that Language policies and practices
affect classroom or learning. When policy proves difficult for students to adhere to
especially when their language proficiency is low, the practice of what is practical in
their situation to redeem communication and interaction through the use of another
language as a mediator hence translanguaging, may take pre-eminence. Meador (2017)

also clearly states that, writing policies and procedures for schools is a great part of the administrator's job description. One of the most important factors in this aspect is for teachers to make sure that both the policies and procedures are current and being used by the students and their teachers in the school to facilitate effective learning.

4.3.4.2 Language policy statement

The item that required the teachers of the English language to state whether there was a language policy, also required the teachers to state the policy if indeed there was a language statement. The item elicited the data presented in the Table 4.7.

Table 4.7 Language policy statement

Language policy statement	Frequency	Percentage
Monday to Thursday: Students speak English then, **Friday: S**tudents speak Kiswahili	10	62.5 %
Monday to Thursday: Students speak English then, **Friday to Saturday:** Students speak Kiswahili	4	25 %
Monday to Thursday: Students speak English then, **Friday to Sunday:** Students speak Kiswahili	2	12.5 %
Total	**16**	**100%**

From the Table 4.7 above, it can be noted that 10 teachers at 62.5% stated that their schools' policy provides that students speak English from Monday to Thursday as Kiswahili was only spoken on Friday. Then, 4 teachers at 25% reported that the language policy states that students in their schools speak English from Monday to Thursday as Kiswahili is spoken on Friday and Saturday. Lastly, on policy statement, 2 teachers at 12.5% reported that their students speak English on Monday to Thursday as they use Kiswahili from Friday to Sunday.

It can be noted from the teachers' responses that the use of English in the schools that were studied has been given an edge over the use of Kiswahili. This research study finding confirms that the schools' rationale for having a language policy statement to use English as LOI stems from its position as "the language of education, information, trade, diplomacy, and social networking" (Sheikh et al 2023).

To probe the student respondents further on language policy in their schools by the use of the students' questionnaire addressing the same objective on establishing the language used in schools, students were asked if the speaking of another language other than English allowed in their school. Figure 4.10 shows their responses.

Students' Responses on speaking another language other than English

No , 15, 16%

Yes , 81, 84%

■ Yes ■ No
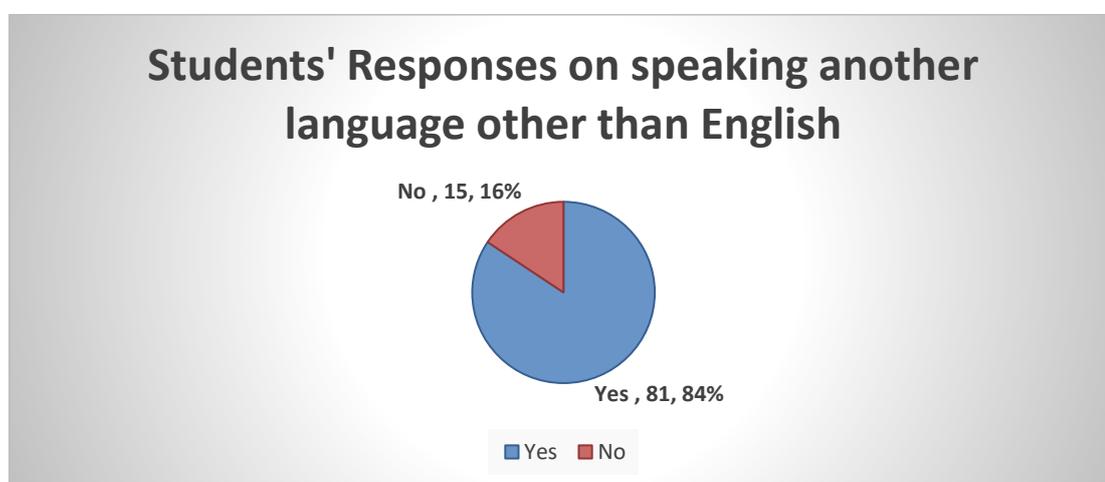
Fig. 4.10 Speaking another language other than English

The figure 4.10 here provides the statistics that students reported about whether they speak another language in school other that Kiswahili. It can therefore be noted that 81 students at 84% stated that they speak another language as 15 students at 16% stated that they do not speak another language in school other than English.

This finding is a clear indicator that despite the presence of language policy guidelines in these schools, students still find themselves in contravention to the school language

policy. Language policies and practices affect classroom or learning (Gwendolyn, 2018). When policy proves difficult for students to adhere to especially when their language proficiency is low, the practice of what is practical in their situation to redeem communication and interaction may take pre-eminence.

When the student respondents were further asked to indicate the other language, if indeed they had that other language spoken in school, their responses are given in the figure below.
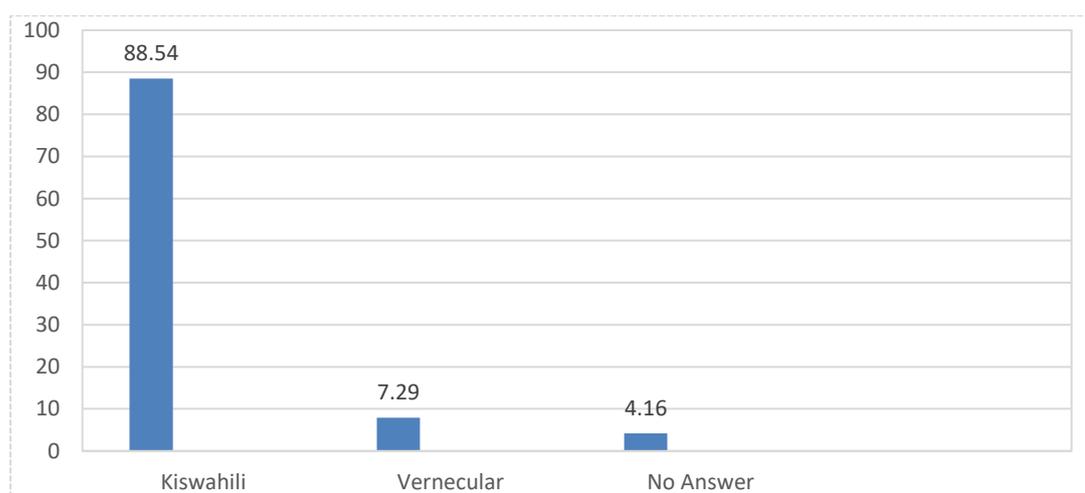
Fig. 4.11 Other language spoken by Students

The Figure 4.11 above shows that a majority of 85 students at 88.54% in the schools that were studied in this research stated that they speak Kiswahili while 7 students at 7.29% speak vernacular. Only 4 students at 4.16% did not mention any other language that they speak in school other than English.

This research study finding indicates that a majority of the students speak Kiswahili in school. However, a paltry 7.29% of these students speak vernacular in school. This is in spite of the fact that there exists a language policy in all these schools. It should be noted however, that Kiswahili is allocated its days.

Meador (2017) clearly states that, writing policies and procedures for schools is a great part of the administrator's job description. One of the most important factors in this aspect is for teachers to make sure that both the policies and procedures are current and being used by the students and their teachers in the school to facilitate effective learning. Those student respondents that gave no response on this item may have found it too sensitive in how their school responds to students' failure to adhere to policy in spite of the respondents having been assured of the research study's confidentiality.

4.3.4.3 Major language used to teach English

The second question on the teachers' questionnaire under this first objective on the language used in school was: What major language does your school use to teach English by school language policy? The table below presents data that addressed this question.

Table 4.8 Major language used to teach English

Language	Frequency	Percentage
English	16	100%
Kiswahili	0	0
A vernacular	0	0
Total	16	100%

Table 4.8 above shows the statistics of the teachers stating what major language they use while teaching English. All the 16 teachers at 100% indicated that they use English as the major language of teaching English because no teacher indicated that they use Kiswahili or vernacular as the major language of teaching English. The teachers clearly indicated that they all use English as the major language of teaching. Schools are crucial sites for the implementation of language policies (Menken, K. & García, O. 2016) and this research finding found teachers in these schools implementing their school's

language policy on the item that sought to find out the major language that they use to teach English from the responses the questionnaire elicited.

4.3.4.4 Any use of another language while teaching English

The third question on the teachers' questionnaire under the first objective was whether the teachers of English ever use another language while teaching the English subject. The table 4.9 gives the teachers' responses to this quest.

Table 4.9 Teachers' use of another language while teaching English

Statement	Frequency	Percentage
Yes	12	75%
No	4	25%
Total	16	100%

The Table 4.9 above gives the teachers responses on their use of another language while teaching the students during their English language lessons. It can be seen from this research finding that 12 teachers at 75% stated that they use another language besides the English language when teaching their learners during the English language lessons as 4 teachers at 25% stated that they do not use another language at all when in these lessons.

This finding therefore is a clear indicator that a majority of teachers of the English language use another language during the English language lessons in these schools hence pointing to a Translanguaging practice by teachers of the English subject in their language teaching and learning classrooms. Translanguaging is a pedagogy (Seals 2021). Translanguaging pedagogy embraces and builds upon "the ways in which students and teachers engage in complex and fluid discursive practices that include, at times, the home language practices of students in order to 'make sense' of teaching and learning, to communicate and appropriate subject knowledge, and to develop academic

language practices," (García, 2014: p.112). A translanguaging pedagogy when engaged by teachers empowers their learners because it allows and encourages them to make use of all linguistic resources at their disposal to transform their learning space into a pedagogy of possibility. This research therefore confirms that teachers of English do engage in Translanguaging activities as they teach the English language subject to their learners in class.

The teachers who responded by stating that they use another language while teaching English gave further reasons for using another language while teaching the English language. Their responses are given in the table 4.10.

Table 4.10 Teachers responses on why they use another language while in the English lesson

Teacher Respondents' Reasons on Why they Use another Language while Teaching English	Frequency	Percentage
For emphasis	4	33.3 %
Explaining a concept that they can't understand easily or that is ambiguous	1	8.3 %
Make learner understand better	2	16.7%
For learners to grasp better	1	8.3 %
Explain new terminologies in lit and vocabularies in grammar	1	8.3 %
To help learners to understand what is being taught	1	8.3 %
For elaboration purposes on aspects incomplete for learners to comprehend	1	8.3 %
Some learners do not fully know English	1	8.3 %
TOTAL	**12**	**100%**

From the Table 4.10, it can be seen that the teachers of the English language gave the following reasons for their use of another language while teaching in the English language lesson. Teachers at a frequency of 4 and at 33.3% stated that they use another language for emphasising certain concepts in the lesson, another 1 teacher at 8.3%,

stated that the use of another language is employed for purposes of explaining a concept that students cannot understand easily or that question which is ambiguous.

Then, 2 teachers at 16.7% stated that the use of another language makes learners to understand better as another 1 teacher at 8.3% indicated that it helps learners to grasp concepts better. Another 1 teacher at 8.3% also stated that the use of this other language helps to explain new terminologies in literature and the difficult vocabularies in grammar.

To help learners to understand what is being taught was another reason given by 1 teacher at 8.3 %. For elaboration, purposes on aspects that are incomplete for learners to comprehend, 1 teacher at 8.3 % was another reason given by a teacher as the last 1 teacher at 83% also said that some learners do not fully know English so they need the use of another language that they know to help them understand and learn English.

From the above findings, this research 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".

On this same objective, student respondents were also asked on whether their teachers for English ever use another language during lessons other than English when teaching the English subject. The responses are presented in the figure 4.12 below.
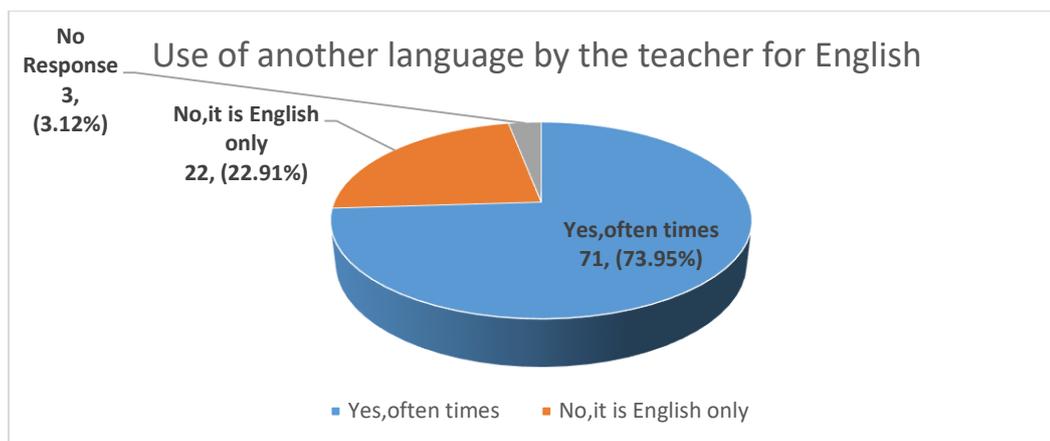
Fig 4.12 Whether teachers for English use another language when teaching English

From Figure 4.12 above, the research study found that 71 student respondents indicated at 73.95% that their teachers often times use another language when teaching the English subject as only 22 students at 22.91% said that their teachers only use English to teach English. 3 students, for unknown reasons, at 3.23% 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 possibly for reasons that the teachers gave as displayed in Table 4.10 as discussed in subsection 4.3.4.4. like for; emphasis, for explaining a concept that they can't understand easily or that is ambiguous, to make learner understand better, for their learners to grasp better among other reasons given.

According to Seals (2021), Translanguaging is a pedagogy which embraces and builds upon "the ways in which students and teachers engage in complex and fluid discursive practices that include, at times, the home language practices of students in order to 'make sense' of teaching and learning, to communicate and appropriate subject knowledge, and to develop academic language practices," (García, 2014: p.112). This

pedagogy, when engaged by the teachers of English, empowers the learners because it allows and encourages them to make use of all linguistic resources at their disposal to transform their learning space into a pedagogy of possibility.

4.3.4.5 Learners' response on other languages that teachers use while teaching English

The 71 learners who responded 'YES' on whether their teachers use another were asked to indicate that other language which their teachers use as was indicated in their questionnaire, while teaching them the English language. Their responses are provided in the chart in the figure 4.13 below.
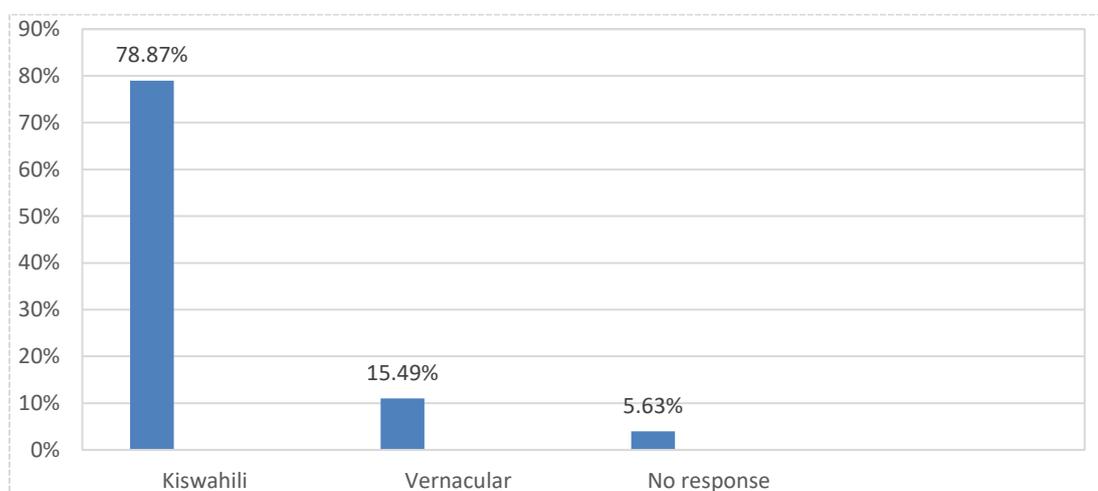
Fig. 4.13 The other languages that teachers use while teaching English

The Figure 4.13 shows the learners' responses on their teachers' use of another language when teaching English. A total of 71 learners had indicated that their teacher uses 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 teacher uses vernacular. 4 learners at 5.63% gave no response on their questionnaires on this item.

This finding astonishingly reveals that teachers of English use another language while teaching the English subject in their classrooms. The majority of these teachers use Kiswahili while a minority use vernacular. Possibly, these teachers use these other languages for reasons they already stated earlier like: to explain new terminologies in lit and vocabularies in grammar, to help learners to understand what is being taught, for elaboration purposes on aspects incomplete for learners to comprehend and for the reason that some learners do not fully know English so the teachers have to get the best language even if it was a vernacular language to teach them also.

These findings are based on multilingual ideologies and dynamic bilingualism, which view the languages of bi/multilingual as is the case in the schools that were studied not as separate but one linguistic system with features that are integrated (Cenoz & Gorter, 2020).

4.3.4.6 Any other Language allowed in Class

The fourth question on the teachers' questionnaire under this first objective was on whether their school allows the use of another language in class apart from English. Their responses are given in the Figure 4.14 as follows on the next page.
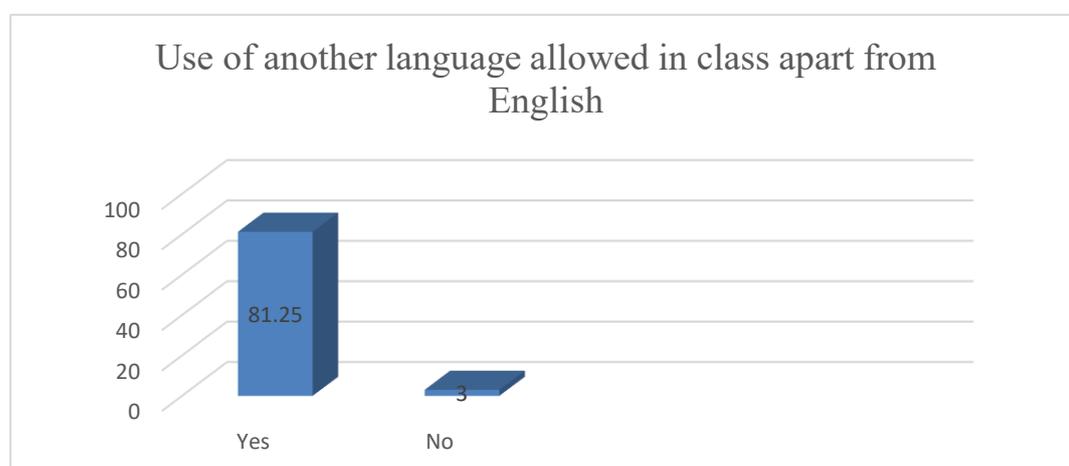
Fig. 4.14 If the use of another Language is allowed in Class

From the Figure 4.14, it can be noted that 13 teachers at 81.25 % responded in affirmative that their school allows the use of another language while teaching English in class while 3 teachers at 18.75% stated that the use of another language was not allowed in class while teaching English.

Those teachers who answered in affirmative that the use of another Language is allowed in Class gave the following languages as indicated in the table below as being those languages that to be used while English language lessons.

Table 4.11 Languages allowed to be used while teaching English

Language	Frequency	Percentage
Kiswahili	10	62.5%
French	1	6.25 %
Not stated	2	12.5%
Total	13	100%

The Table 4.11 shows the teachers' responses on the languages that are allowed to be used in class while teaching the English language in the lessons. It can be clearly noted that 10 teachers at 62.5% stated that Kiswahili is allowed to be used in class while teaching English. A teacher at a frequency of 1 and at 6.25% stated that French is allowed while 2 teachers at 12.5% did not state any other language allowed while teaching English in class.

The research finding here indicates that in spite of the English language being the Language of Instruction in schools by policy, the schools which were studied have allowed the use of other languages but with a restriction to only Kiswahili and French.

4.3.4.7 Teachers' response on how often they break or switch into using another Language while teaching English

The fifth question on the teachers' questionnaire under the first objective on innovated translanguaging strategies was on how often teachers break into using another language while teaching English. Their responses are presented in the next figure.
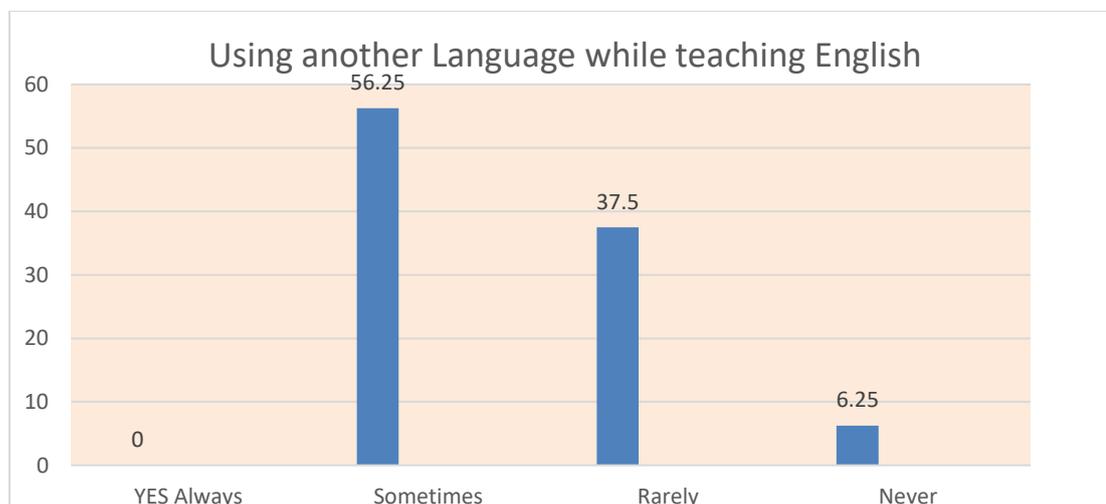
Fig. 4.15 How often teachers switch into using another language while teaching English

The Figure 4.15 shows how often the 16 teachers of English switch into the use of another language when teaching English in class. No teacher responded as Yes, always. Those who responded as "Sometimes" were 9 teachers at 56.25%. Those who responded as "rarely" were 6 teachers at 37.5% while those who responded as "Never" was only 1 teacher at 6.25%

This finding therefore reveals that of all the teachers of English in the schools that were studied, despite government policy (KIE, 2002) above half of the teachers sometimes switch to the use of another language while teaching English. Above a quarter of the teachers in these schools, switch to another language while teaching English but on rare occasions. Only one teacher never switches to another language.

4.3.4.8 Learners' response on how often their teachers Switch into using another language while teaching English

The 96 student respondents were also asked how often their teacher for English uses another language other than English during the English lessons. Their responses are presented in the next Table 4.12.

Table 4.12 How often teachers switch into another language while teaching English

Statement	Frequency	Percentage
Never	18	18.75 %
Rarely	56	58.333%
Often frequently	15	15.625%
Always	5	5.2%
No Response	2	2.083%
Total	96	

Table 4.12 how often Teachers the teachers of English switch into another language while teaching English. Of the 96 student respondents, 18 students at 19 % stated that their teachers "never" switch into another language while teaching English as 56 students at 58.33% said that their teachers "rarely do". 15 students at 15.62% indicated that their teachers of English "often frequently" switch to another language while in class teaching them English as 5 learners at 5.2% as 2 students at 2.08% gave no response on this item in the questionnaire.

This finding clearly shows that apart from the 18 teachers who never switch to another language and the 2 who did not respond to this item on the questionnaire, a majority of the teachers at one time or another switch to another language while teaching English in class against government policy on the Language of Instruction in schools (KIE, 2002). Just over half of the teachers of English in the schools studied do switch to another language as reported by their students but rarely. Way below a quarter but quite

significantly said the often frequently switch to another language in class as very few said they often do it.

This research study therefore clearly reveals that teachers of the English language do switch to the use of another language while teaching in class quite significantly. This a clear indication of the presence and use of Translanguaging activities or strategies in the teaching of English in secondary schools.

4.3.4.9 How often teachers use another language while teaching English

From the students' questionnaire, students were also asked how often their teachers for English use another language other than English during the English lessons and their responses are provided in the Table 4.13.

Table 4.13 How often teachers 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%**

From the table 4.13 above, 18 student respondents at 19.1% stated that their teachers "never" use another language while teaching English while 5 students at 5.3% said that their teachers "rarely" used another language in the English lesson. Another 15 students at 16% stated that their teachers of English "often and frequently" use another language while teaching English as 56 students at 59.6% stated that their teachers always use another language besides English while in the English language lesson. 2 students did not respond to this question.

From these student responses on their teachers' use of another language while teaching, it can be seen that of the 16 teachers, a majority of the teachers of English as reported by their students use another language to teach English either on the always, the often frequently and the rarely basis. Below a quarter of the students reported that their teachers "never" use another language to teach English.

This finding emphasises the inevitable fact that the teachers of the English subject in secondary schools by practice, are using another language or translanguaging strategies to teach their students during the English language lessons. This is because Bi/Multilingual students 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).

4.3.5 Objective Two: To analyse teachers' use of Translanguaging as a model for teaching second language in sub-county secondary schools

The second objective of this research study was to analyse English language teachers' use of Translanguaging strategies for teaching English. This objective was also addressed by the teachers' questionnaire and the students' questionnaire. The objective guided in the investigation of innovated Translanguaging activities as a strategy for teaching English as a second language in schools to establish the integration of Translanguaging in the teaching and learning of English.

4.3.5.1 Integration of Translanguaging in the teaching and learning of English

The following table shows data from the teachers' questionnaires how frequent the teachers use TL as a strategy for teaching and learning English as a SL in school. A

scale of 1 - 4 was used, where 1 = Most Frequently, 2 = Frequently, 3 = Less Frequently, 4 = Never.

Table 4.14 Teachers' frequency of integration of TL in the teaching of English

	Integration of innovated Translanguaging in Teaching & learning of English as a SL	1 Most Frequently f(%)	2 Frequently f(%)	3 Less Frequently f(%)	4 Never f(%)	Average %
1	I use Translanguaging activities to help explain difficult concepts	3 (18.75%)	5 (31.25%)	7 (43.75%)	1(6.25%)	**25%**
2	I use Translanguaging to enhance content delivery and understanding	1(6.25%)	9(56.25%)	6(37.5%)	0	**25%**
3	I use Translanguaging to pave way for educational inclusivity	3(18.75%)	3(18.75%)	9(56.25%)	1(6.25%)	**25%**
4	I use Translanguaging to enhance integrated activities	1(6.25%)	8(50%)	7(43.75%)	0	**25%**
5	I use Translanguaging to promote pedagogical creativity	1(6.25%)	5(31.25%)	9(56.25%)	0	**23.44**
6	I use Translanguaging to make activities exciting and diversify learning and teaching experiences	3(18.75%)	8(50%)	5(31.25%)	**0**	**25%**
7	I use Translanguaging to minimize the supremacy and domination of the teacher in class	2(12.25%)	8(50%)	4(25%)	2(12.5%)	**24.94%**
8	I use Translanguaging to bridge the gap between learner ability differences	1(6.25%)	10(62.5%)	5(31.25%)	0	**25%**
9	I use Translanguaging to enhance and enrich teaching methods	1(6.25%)	5(31.25%)	8(50%)	2(12.25%)	**24.94%**
10	Translanguaging provides greater positive influence to Learning English	3(18.75%)	3(18.75%)	9(56.25%)	1(6.25%)	**25%**
11	Use of Translanguaging in teaching and learning English stimulates individual and group learning	5(31.25%)	7(43.75)	3(18.75%)	1(6.25%)	**25%**

From the Table 4.14, it can be noted that on how frequently the teachers of English integrated innovated use of Translanguaging strategies in the English language lessons. To help explain difficult concepts to their learners, 3 teachers at 18.75% reported that they use Translanguaging 'most frequently', another 5 at 31.25% said they use Translanguaging but only 'frequently'. Other 7 teachers at 43.75% said they use Translanguaging 'less frequently' as only 1 teacher at 6.25% reported 'never' to use Translanguaging while teaching English in class. On this item, it can be noted that the majority of teachers use Translanguaging to help explain difficult concepts to their students.

On how frequently teachers use innovated Translanguaging strategies to enhance content delivery and understanding, 1 teacher at 6.25% reported to use translanguaging to enhance content delivery and understanding 'most frequently'. Another 9 teachers at 56.25% said they enhance the content delivery and understanding of their students by use of Translanguaging 'frequently'. Other 6 teachers at 37.5% do it 'less frequently' as no teacher reported 'never' to use Translanguaging in class. The findings imply that all teachers of English in the schools that were studied use Translanguaging in one way or the other but the majority do it for purposes of enhancing content delivery and understanding of concepts being taught to their students.

The teachers of English also responded to the item on how often they use innovated Translanguaging to pave way for educational inclusivity. 3 teachers at 18.75% indicated that they do it 'most frequently'. Another 3 teachers at 18.75% also indicated that they do it 'frequently' as the majority at a frequency of 9 at 56.25% said they 'less frequently' use TL to pave way for educational inclusivity. Only 1 teacher at 6.25% said that they 'never' use Translanguaging to pave way for educational inclusivity. The

findings here imply that even when a majority of the teachers reported to use Translanguaging less frequently to pave way for educational inclusivity.

For the frequency of when teachers use innovated Translanguaging strategies to enhance integrated activities in class, 1 teacher at 6.25% reported to use TL 'most frequently'. 8 teachers at 50% reported to use TL for this purpose 'frequently' as 7 teachers at 43.75% reported to use TL 'less frequently'. No teacher however reported 'never' to use Translanguaging in class. It therefore can be deduced that all teachers in these schools use Translanguaging to enhance integrated activities in their classes while teaching English.

The teachers' frequency to use innovated Translanguaging strategies to promote pedagogical creativity reported that 1 teacher at 6.25% does it 'most frequently', as 5 teachers at 31.25% do the same promotion of pedagogical creativity 'frequently'. A majority of the teachers of English at a frequency of 9 at 56.25% reported to use it 'less frequently' as no teacher reported 'never' to use innovated Translanguaging strategies to promote pedagogical creativity.

In the teachers' frequency to use the innovated Translanguaging strategies to make activities exciting and diversify learning and teaching experiences, teachers had the following report. 3 teachers at 18.75% reported use the strategy 'most frequently' as 8 teachers at 50% said they use it 'frequently'. Another 5 teachers at 31.25% said that they use the strategy 'less frequently' as no teacher reported 'never' to use the strategy. This finding still indicates that all teachers use the Translanguaging strategy at some frequency to make activities exciting and diversify learning and teaching experiences

The frequency with which the teachers in the schools, that were studied, to use innovated Translanguaging strategies to minimize the supremacy and domination of the

teacher in class had the following reports from the teachers. 2 teachers at 12.25% reported using the Translanguaging strategy to minimize the teacher's supremacy and domination 'most frequently' as those who used it just 'frequently' were 8 teachers at 50%. The teachers who used the strategy 'less frequently' were 4 at 25% as only 2 teachers at 12.5% reported that they 'never' use the strategy to minimize the supremacy and domination of the teacher in class. The majority of teachers here at half their number use TL to minimize their supremacy and domination over their learners in their language lessons in class.

Teachers also provided the frequency at which they use innovated Translanguaging strategies to bridge the gap between learner ability differences with the following responses. 1 teacher at 6.25% reported that they use the strategy 'most frequently'. 10 teachers at 62.5% reported using it 'frequently' as 5 teachers at 31.25% said they use it 'less frequently'. No teacher reported 'never' to use the strategy to bridge the gap between learner ability differences. The majority of those teachers here those who use TL frequently to bridge the gap between learner ability differences.

About the teachers' frequency to use innovated Translanguaging strategies to enhance and enrich teaching methods 1 at 6.25% reported that they use the strategy 'most frequently'. 5 teachers at 31.25% reported that they use the strategy to enhance and enrich teaching methods just 'frequently'. 8 teachers at 50% said that they use it 'less frequently' as only 2 teachers at 12.25% reported that they 'never' use the Translanguaging strategy to enhance and enrich teaching methods. The teachers who use TL frequently to enhance and enrich teaching methods are the majority category here.

For how often teachers of English use innovated Translanguaging strategies to provide greater positive influence to Learning English, 3 teachers at 18.75% reported that they use the strategy 'most frequently' as another 3 still at 18.75% indicated that they use it 'frequently'. Then, a majority of 9 teachers at 56.25% stated that they use Translanguaging 'less frequently' as only 1 teacher at 6.25% reported 'never' using the strategy to provide greater positive influence to Learning English.

The use of innovated Translanguaging strategies in teaching and learning English stimulates individual and group learning   was the last item to be responded to by teachers in this research item. Only 1 teacher at 6.25% reported using innovated Translanguaging strategies in teaching and learning English to stimulate individual and group learning 'most frequently'. 5 teachers at 31.25% reported that they used the strategies but only 'frequently' as a majority of 7 teachers at 43.75% said they use it 'less frequently'. Only 3 teachers at 18.75% stated that they 'never' use innovated Translanguaging strategies in teaching and learning English to stimulate individual and group learning among their learners.

The table 4.15 summarises the teachers' frequency of Integration of Translanguaging in the teaching of the English language. The scale of 1 - 4 was still used to summarise the teachers' activities, purposes and skills taught to the students, where 1 = Most Frequently, 2 = Frequently, 3 = Less Frequently, 4 = Never.

Table 4.15 Summary by table of the teachers' frequency table of integration of TL

	1 (MOST) %	2 (FREQUENTLY) %	3 (LESS) %	4 (NEVER) %
1	18.75%	31.25%	43.75%	6.25%
2	6.25%	56.25%	37.5%	0
3	18.75%	18.75%	56.25%	6.25%
4	6.25%	50%	43.75%	0
5	6.25%	31.25%	56.25%	0
6	18.75%	50%	31.25%	**0**
7	12.25%	50%	25%	12.5%
8	6.25%	62.5%	31.25%	0
9	6.25%	31.25%	50%	12.25%
10	18.75%	18.75%	56.25%	6.25%
11	31.25%	43.75%	18.75%	6.25%
TOTAL AV	**13.6%**	**40.3%**	**40.9%**	**4.5%**

The Table 4.15 summarises the teachers' frequency of integration on Translanguaging in the teaching of English. The analysis of this research study findings clearly reveals that teachers who most frequently integrate TL strategies in their teaching of English were at 13.6% as those who do it just frequently are 40.3%. The teachers who do it less frequently are 40.9% as those who never integrate TL in teaching were 4.5%.

The analysis of this finding therefore reveals that in the frequency of integrating TL in teaching English the various purposes and language skills, it is those teachers who 'frequently' and 'less frequently' integrate the Translanguaging strategies in their teaching of English that are the majority followed by those that 'most frequently' do it. Those teachers that 'never' integrate TL in their teaching are very few.

This frequency of the teachers' use of Translanguaging while teaching English is therefore a clear indicator that quite a significant number of teachers of English have embraced the role that Translanguaging plays in the teaching of the English language. The frequency of integrating Translanguaging in their teaching plays a big role in their impartation of knowledge in the English language to these students because it promotes

a social engagement for students' interaction and collaboration with their teacher and peers, which enhances classroom participation, exchange of knowledge and involvement in learning (Alsowat, 2016).

A more simplified summary of the Teachers frequency of use of translanguaging is shown by the chart in Figure 4.16 below
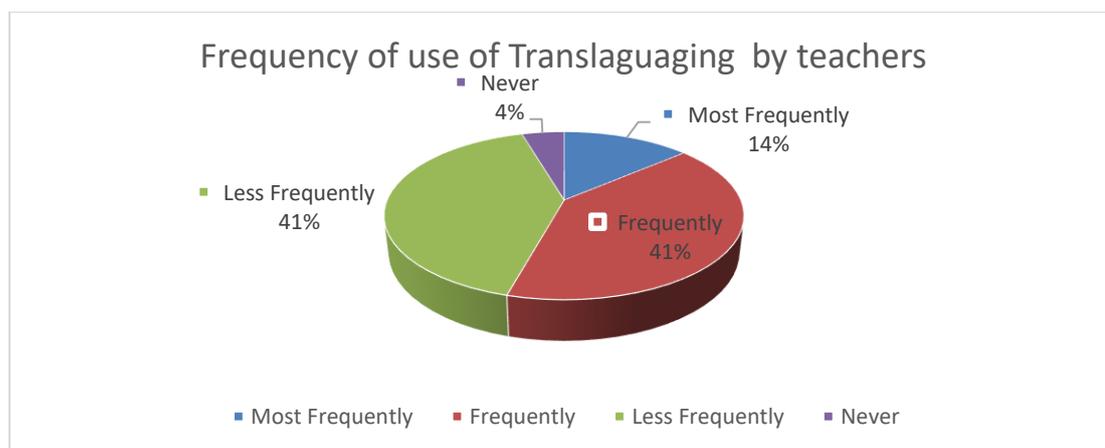
Fig. 4.16 Summary by chart of the teachers' frequency of use of Translanguaging

The figure 4.16 clearly shows that the teachers always use TL while teaching their learners in the English language lessons and their variance to use only depended on whether they most frequently, frequently or less frequently did it. Only a insignificant percentage do never use TL.

4.3.6 Objective Three: To analyse teachers' use of language Immersion for teaching second language in sub-county secondary schools

The teachers' use of language Immersion for teaching English as a second language, in terms of whether or how often, they use immersion as a model for teaching and learning English as a SL in their schools was also analysed. The findings are presented and discussed below.

4.3.6.1 The use of the Immersion model in the teaching and learning of English

The findings in table 4.12 signify the respondents' opinions on the frequency of use of the immersion model in the teaching and learning of the English language. A scale of 1 - 4 was used, where 1 = Most Frequently, 2 = Frequently, 3 = Less Frequently, 4 = Never.

Table 4.16 Teachers' Frequency of use of the Immersion Model in the teaching of English

S/N	Use of language immersion for Teaching & learning English	1 Most Frequently	2 Frequently	3 Less Frequently	4 Never
1	I use only language immersion to teach English	2(12.5%)	7(43.75%)	5(31.25%)	2(12.5%)
2	I use immersion to enhance content delivery and understanding	4(25%)	7(43.75%)	5(31.25%)	0
3	I use immersion to pave way for educational inclusivity	1(6.25%)	7(43.75%)	7(43.75%)	0
4	I use immersion to enhance integrated activities	2(12.5%)	5(31.25%)	8(50%)	1(6.25%)
5	I use immersion to promote pedagogical creativity	3(18.75%)	5(31.25%)	7(43.75%)	1(6.25%)
6	I use immersion to make activities exciting and diversify learning and teaching experiences	5(31.25%)	4(25%)	5(31.25%)	1(6.25%)
7	I use immersion to minimize the supremacy and domination of the teacher in class	1(6.25%)	4(25%)	8(50%)	3(18.75%)
8	I use immersion to bridge the gap between learner ability differences	0	5(31.25%)	9(56.25%)	2(12.5%)
9	I use immersion to enhance and enrich teaching methods	1(6.25%)	8(50%)	6(37.5%)	0
10	Immersion provides greater positive influence to Learning English	4(25%)	6(37.5%)	6(37.5%)	0
11	Use of immersion in teaching and learning English stimulates individual and group learning	3(18.75%)	8(50%)	2(12.5%)	3(18.75%)

Table 4.16 above shows the results of the teachers' responses on how frequently they only use the immersion model in teaching their learners in the English subject. 2 teachers at 12.5% reported that they use the Immersion Model 'most frequently' as 7 who are the majority at 43.75% indicated that they use the immersion model 'frequently' in teaching the English language. Another 5 teachers at 31.25% stated that they only use language immersion 'less frequently' as only 2 teachers at 12.5% were seen 'never' to teach English using this model. Less than half of teachers in these schools frequently use immersion in teaching the English language.

The teachers of English were also asked to show how frequent they use Language Immersion to enhance content delivery and understanding. The results showed 4 teachers at 25% reported using immersion 'most frequently' as 7 teachers who are the majority at 43.75% use immersion just 'frequently'. Moreover, 5 teachers at 31.25% stated that they use it 'less frequently' as no teacher reported that they 'never' use language immersion while teaching their students in the English language lessons. All teachers of English it can be established, use Language immersion at some given frequency, to teach the English language in their schools.

For those teachers who reported that they use immersion to pave way for educational inclusivity, 1 teacher reported using immersion 'most frequently' as 7 teachers at 43.75% only 'frequently'. Another 7 teachers at 43.75% said that they use immersion 'less frequently' as no teacher reported never to use immersion to pave way for educational inclusivity among their learners of the English language. So, for the 'frequent' and 'less frequent' teachers are the majority in the use of immersion for education inclusivity yet all teachers of the English teachers use the Immersion Model for teaching their students in class.

The teachers' reports on the use of the immersion model to enhance integrated activities provided the following findings. 2 teachers at 12.5% said they use immersion 'most frequently' as 5 teachers at 31.25% also said that they use it only 'frequently'. A majority of 8 teachers at 50% reported that they use immersion 'less frequently' as only 1 teacher at 6.25% did it to enhance integrated activities among the learners in the English language class. There was no teacher who responded as 'never' using Language Immersion. All teachers, this research study establishes, use the Immersion model in these schools.

The teachers of the English subject in the schools that were studied also reported on the use of the immersion model to promote pedagogical creativity among their students in class with the following findings. 3 teachers at 18.75% were found to promote pedagogical creativity by use of immersion 'most frequently' as 5 teachers at 31.25% do it just 'frequently'. A majority of 7 teachers at 43.75% used immersion 'less frequently' as only teacher 1 at 6.25% was found who 'never' uses immersion to promote pedagogical creativity among their students in the English language lessons. All teachers of the English language in these schools use the Immersion Model to teach their students in class.

These teachers of English who use language immersion to make activities exciting and to diversify learning and teaching experiences also reported how frequent they do this with their students in the English lesson classes. 5 teachers at 31.25% reported using language immersion to make their class activities exciting to diversify teaching experiences 'most frequently' as 4 teachers at 25% said they do it 'frequently'. Another 5 said they use immersion in class 'less frequently' for making activities exciting as

only 1 teacher stated that they 'never' use language immersion to make the language learning activities an exciting and diversified experience.

On the use of language immersion to minimize the supremacy and domination of the teacher in class, the teachers of the English language had the following responses. 1 teacher at 6.25% stated that they use immersion here 'most frequently' as 4 teachers at 25% stated that they do it just 'frequently'. 8 teachers who were a majority at 50% were found to be using language immersion to minimize their supremacy and domination over students 'less frequently' as 3 at 18.75% were found 'never' to use language immersion to minimize their supremacy and domination in class.

Teachers of English also reported their use of language immersion to bridge the gap between learner ability differences. No teacher was found who used immersion to bridge the gap between learner ability differences 'most frequently' but 5 teachers at 31.25% were found to be bridging their learners' ability differences by use of language immersion 'frequently'. A majority of 9 teachers however at 56.25% were found to be doing this but 'less frequently' as 2 teachers at 12.5% were found 'never' to be using language immersion to bridge the gap between their learners' ability differences.

For teachers who use language immersion to enhance and enrich their teaching methods, the research established the following. 1 teacher at 6.25% used immersion 'most frequently' as a majority of 8 teachers at 50% used it 'frequently'. 6 teachers at 37.5% used immersion to enhance and enrich their teaching methods 'less frequently' as no teacher was found 'never' to using language immersion to enhance and enrich their teaching methods.

This study also found that language Immersion provides greater positive influence to learning English from the following teacher responses. 4 teachers at 25% were found

to be using language immersion to provide greater positive influence to their students'
learning of English 'most frequently' as 6 teachers at 37.5% were found to use
immersion 'frequently'. 6 teachers at 37.5% used immersion 'less frequently' as no
teacher was found 'never' to be using language immersion to provide greater positive
influence to their students' learning of the English language.

Lastly on the teachers' use of language immersion in teaching and learning English to
stimulate individual and group learning, 3 teachers at 18.75% said they do it 'most
frequently' as 8 teachers at 50% use immersion 'frequently'. Only 2 teachers at 12.5%
use immersion 'less frequently' as 3 teachers at 18.75% were found 'never' to use
language immersion to stimulate individual and group learning.

The summary of the teachers' responses on the frequency of when they use the
Language Immersion Model to teach their learners the various objectives, aims,
purposes and language skills is presented in the Table 4.17 as follows. (The scale of 1
- 4 was still used, where 1 = Most Frequently, 2 = Frequently, 3 = Less Frequently, 4 =
Never for each percentage).

Table 4.17 Summary teachers' responses on the frequency of use of the Immersion Model

	1 %	2 %	3 %	4 %
1	12.5%	43.75%	31.25%	12.5%
2	25%	43.75%	31.25%	0
3	6.25%	43.75%	43.75%	0
4	12.5%	31.25%	50%	6.25%
5	18.75%	31.25%	43.75%	6.25%
6	31.25%	25%	31.25%	6.25%
7	6.25%	25%	50%	18.75%
8	0	31.25%	56.25%	12.5%
9	6.25%	50%	37.5%	0
10	25%	37.5%	37.5%	0
11	18.75%	50%	12.5%	18.75%
TOTAL AVERAGE	**14.7%**	**37.5%**	**38.6%**	**7.4%**

The Table 4.17 gives a summary of the teachers' responses on the frequency of use of the Immersion Model to teach their learners during the English language lessons. This finding reveals that all teachers for one reason or another as provided in the detailed discussion in section 4.3.6.1 use the Language Immersion Model while teaching their learners of English. It can however be noted from the summary provided in table 4.17 that majority of the teachers who use the immersion model are those who use it less frequently followed by those who use it frequently. Those who never use the Immersion Model were the least.

A more simplified view of the frequency by which teachers use the Immersion model in teaching their learners is presented in the chart of Figure 4.17 as follows on the next page.
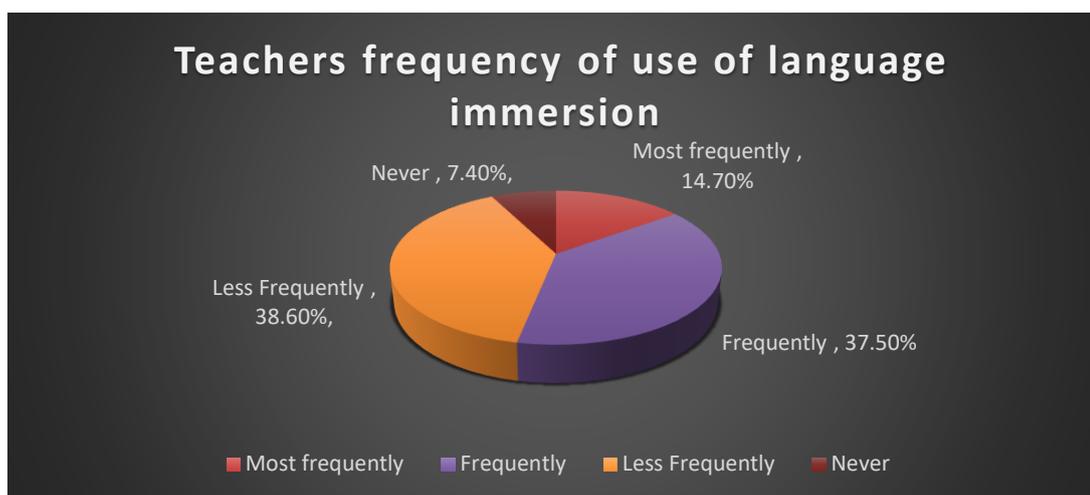
Fig. 4.17 Summary by Chart of the Teachers frequency of use of language immersion

The Figure 4.17 shows that the majority of teachers of English who most frequently and frequently use Language Immersion to teach their learners are more than those who less frequently or never use immersion to teach their learners who seem to agree with Kang (2013) who reported that research studies draw the conclusion that the effect of immersion experience decreases the degree of the L1 transfer for early children as well as adult learners.

4.3.7 Objective Four: To compare the effects of Translanguaging to those of Language Immersion on Second Language achievement

The fourth objective of this research study was to compare the effect of Translanguaging to those of Language Immersion on Second Language achievement. For this objective, two research tools were employed to gather data from the teachers of English and their students. Questionnaires were used to collect data from 16 teachers in 16 schools and 96 students from 8 schools. A quasi-experimental test was used to gather quantitative data from 80 students from another 8 secondary schools.

From the teachers and students in those secondary schools that were issued with questionnaires, the following responses were obtained.

4.3.7.1 Teachers' opinion on whether the use of Translanguaging enhances the teaching and learning of the English more than Language Immersion does

To establish whether Translanguaging enhances learning, teachers gave responses provided in the Figure 4.18 here under.
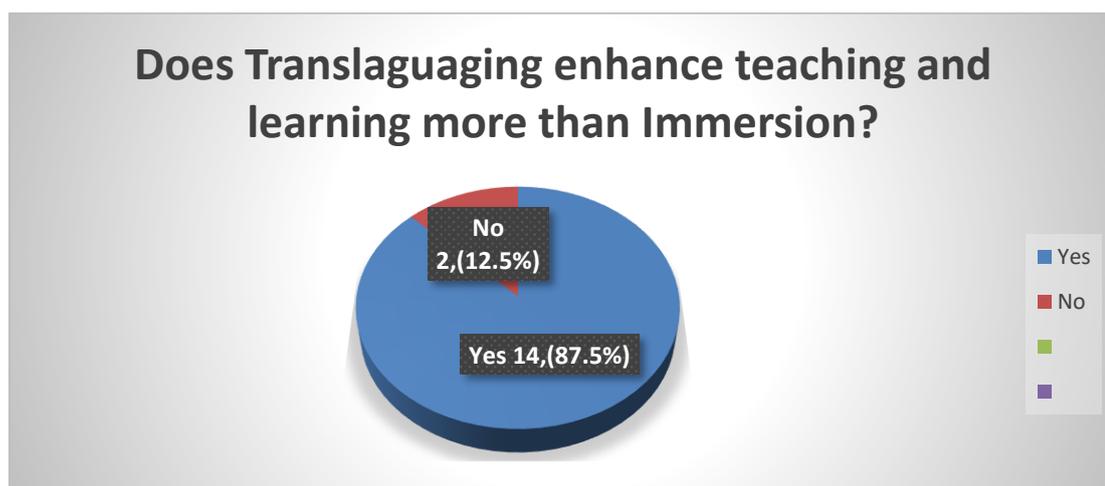
Fig. 4.18 Teachers' responses on whether TL enhances the teaching and learning of English more than Language Immersion

The Figure 4.18 presents the teachers opinions on whether Translanguaging enhances Second Language achievement more than Language Immersion. It can be noted that the research established that 14 teachers at 87.5% stated that Translanguaging enhances Second Language achievement among learners as 2 teachers at 12.5% said it does not. This research study therefore establishes that teachers of English in the schools that were studied felt that TL enhances the Second Language achievement by 87.5%. The function of Translanguaging over Immersion in language learning is to activate all languages in students' repertoire, stimulate positive transfer and to contribute to

improved learning by engaging students emotionally, cognitively and socially (Kucukali, and Koçbaş, 2021).

4.3.7.2 Extent to which Translanguaging enhances Second Language Achievement more than Language Immersion

Those teachers who responded that Translanguaging enhances Second Language achievement were asked to state the extent to which TL enhances Second language learning or achievement. Their responses are provided in the table 4.18 here under.

Table 4.18 Extent to which Translanguaging enhances Second Language Achievement more

Extent	Frequency	Percentage
Great extent	5	31.25%
Considerable extent	9	56.25%
Less extent	0	0
Very little extent	0	0
	14	100%

Table 4.18 above shows the 14 teachers' (those who had indicated that Translanguaging enhances the Second Language teaching and learning or achievement) responses on the extents to which Translanguaging enhances the learners' Second Language Achievement. It was found that 5 teachers at 31.25% indicated that Translanguaging enhances Second Language achievement of learning to a 'great extent'. A majority of 9 of these teachers at 56.25% said it enhances learning to a 'considerable extent'. No teacher said Translanguaging enhances learning to a less or very little extent.

This research study therefore establishes that Translanguaging enhances Second Language achievement to a considerably great extent as found out by the research study done by Kucukali, and Koçbaş, (2021) which revealed that Translanguaging practices were beneficial for the affective, cognitive and social engagement of students in class.

4.3.7.3 Whether Immersion enhances the learning of the English language more than Translanguaging does

The 2 teachers who responded as 'No' on whether Translanguaging enhances learning were also further asked whether Language Immersion enhances the learning of the English language for their learners more than Translanguaging does. Their opinions are presented in the table 4.19.

Table 4.19 Whether Immersion enhances learning of English more than Translanguaging

Response/Frequency	Frequency	Percentage
Yes	1	33.33%
No	1	66.66%
Total	2	99.99%

From the Table 4.19 above, it can be noted that of the 2 teachers that had responded that Translanguaging does not enhance learning, 1 teacher of the 2 teachers said that indeed Immersion enhances language learning or achievement by 33.33% as according to Kang (2023) whose research analysis indicated that immersion experience has significant influences on determining the patterns of L2 intelligible speech as a native-like manner. Another 1 teacher at 66.66% said Immersion does not necessarily enhance language achievement more than Translanguaging does.

4.3.7.4 Extent to which Language Immersion enhances learning more than Translanguaging

Furthermore, the 2 teachers who responded as 'No' to whether Translanguaging enhances Second Language achievement were also asked to state to what extent that Language immersion enhances achievement od Second Language achievement. Their opinions are presented in the table 4.20.

Table 4.20 Extent to which Language Immersion enhances learning more than Translanguaging

Extent	Frequency	Percentage
Great extend	0	0
Considerable extent	1	100
Less extent	0	0
Least little extent	0	0
Total	1	100

From the table 4.20, it can be noted that no other response was given on the other extents of the use of Language Immersion on language learning. However, only 1 teacher of the English language at 100% felt that language immersion enhances learning to a considerable extent.

4.3.7.5 Comparison between Translanguaging and Immersion in helping learners in Second Language achievement

The teachers of English were also asked, in the questionnaires, to state which of the two (Translanguaging or Language immersion) helps their learners achieve more in Second Language learning and why. Their responses are presented in the table 4.21 below.

Table 4.21 Comparison of Translanguaging to Immersion

Language Methodology	Frequency	Percentage
Translanguaging	14	87.5%
Language immersion	2	12.5%
Total	**16**	**100%**

The Table 4.21 shows the frequencies and percentages of the teachers' responses in their comparison of Translanguaging to Immersion and these aspects' effect on learner achievement enhancement in the English language. 14 teachers at 87.5% indicated that Translanguaging helps learners achieve more in language learning than the 2 teachers at 12.5% who said that Language Immersion does more. This research study therefore establishes that Translanguaging helps learners in Second Language achievement

enhancement more than Language Immersion does as according to Li and Exley (2019) who found that Translanguaging enhances the specificity of communication, encourages two-way learning and also promotes new knowledge generating practices.

4.3.7.6 Teachers' opinion on why Translanguaging or Immersion helps learners in Second Language achievement

On how the teachers thought that Translanguaging or Immersion help learners achieve more, the teachers who said Translanguaging helps more gave the following responses; first on the 14 teachers who said TL helps their learners to achieve more in Second Language as tabulated in Table 4.22.

Table 4.22 Teachers' opinions on why Translanguaging helps learners to achieve more in learning

Why Translanguaging helps learners more in second language acquisition	
Helps learners understand more	2
Helps students achieve more as it provides inclusivity	1
Helps learners acquire new language, starting from what they know to what they do not know knowledge	2
Simplifies concepts for students, enhances understanding	1
Helps learners understand more due to mother tongue or the local language influence	2
Certain concepts are better understood	1
It is more effective in sub county schools, caters for individual differences	3
helps learners achieve more in 2nd language, inclusivity complex aspects, high level of comprehension	1
caters for all categories of learners basing on their abilities	1
TOTAL	14

The Table 4.22 shows the 14 teachers' reasons why they felt that Translanguaging helps their learners to achieve more in learning English than Language Immersion does. 2 teachers of the 14 at 14.29% stated that Translanguaging helps learners to understand the lesson content more as 1 teacher at 7.14% said that it helps students to achieve more

because it provides inclusivity in class. Another 2 teachers at 14.29% indicated that Translanguaging helps learners acquire new language, starting from what they know to what they do not know knowledge more that Immersion can do. 1 teacher at 7.14% said that Translanguaging simplifies concepts for students and enhances their understanding of concepts being taught by the teacher as 2 teachers at 14.29% said that it helps learners to understand more due to mother tongue or the local language influence.

Also, another 1 teacher at 7.14% stated that Translanguaging makes certain concepts to be better understood by the students as 3 teachers, the highest frequency on this item at 21.42% indicated that Translanguaging is more effective in sub county schools because it caters for individual differences among students more than Language immersion does. 1 teacher at 7.14% said that it helps learners achieve more in Second Language achievement, with inclusivity complex aspects with a high level of comprehension. 1 teacher at 7.14% put it that Translanguaging caters for all categories of learners basing on their learning abilities.

These findings agree with Li and Exley (2019) that when translanguaging practices are permitted into the English lesson, learners have the potential to bring with them their own "transformative power" as also found out by Li, (2011) that translanguaging benefits both the student and the teacher because these practices specify communication, position the student as the upcoming expert, provide for two-way learning and produce new knowledge generating practices that create space for creativity more than Immersion would have provided.

Furthermore, on why the 2 teachers of the English language who said that Language Immersion helps students more than Translanguaging in helping learners achieve more in Second Language learning gave the following responses as tabulated in Table 4.23.

Table 4.23 Teachers' opinions on why Language Immersion helps learners achieve more

Why Language immersion helps learners in second language acquisition	
it prevents learners from carrying other language vocabulary to English language	1
helps learners to have confidence in learning and speaking it	1
TOTAL	2

Table 4.23 gives shows that only 2 teachers indicated that Language Immersion helps learners to achieve more in Second Language learning more than TL does. Of these two teachers, 1 teacher felt that Language Immersion prevents learners from carrying other language vocabulary into the English language as the other 1 teacher said that Immersion helps learners to have confidence in speaking the target language, in this case, the English language.

4.3.7.7 The Students' response on whether Translanguaging enhances the learning of English more than Immersion does

The 96 student respondents in this research were also asked through the questionnaires to indicate whether the use of another language by the teacher enhances or improves their learning of the English subject more than the use of English only. Their responses are presented in Figure 4.19.
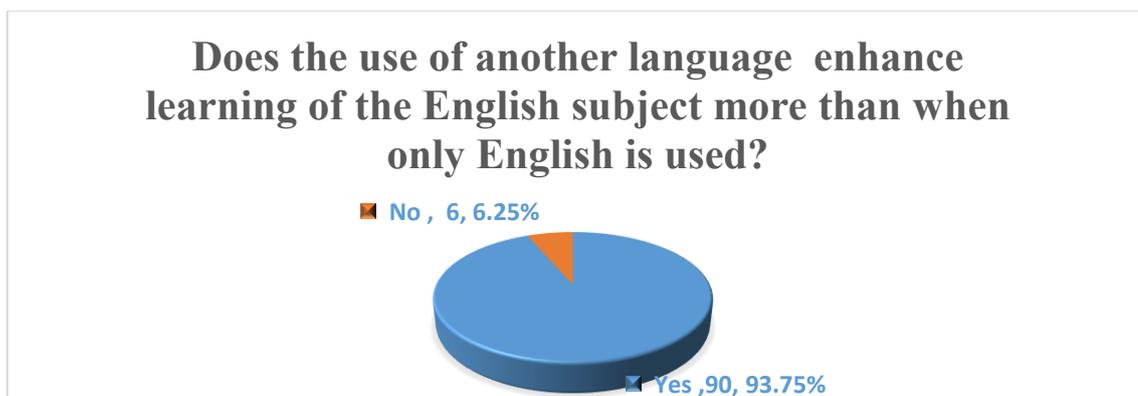
Fig. 4.19 Students' response on whether Translanguaging enhances Learning more than Immersion does

The Figure 4.19 shows the responses that the research established from the learners on whether the use of another language enhances the learning of the English subject more than when only English is used. 90 students at 93.75% said another language or translanguaging enhances their learning as 6 students at 6.25% said that this does not enhance their learning of English. This finding therefore shows that Translanguaging enhances learning of English more than language Immersion does.

When the 90 learners who said YES were asked to describe how the use of another language or translanguaging by the teacher makes a difference to their learning of the English language as compared to the use of English only, their responses are provided in the table 4.24.

Table 4.24 How another Language/TL makes a difference to learning more than English does

Ways in which TL makes a difference	Frequency	Percentage
Helps learners to understand difficult vocabularies in grammar better (enhances the understanding of English concepts being taught)	29	32.22%
Helps students to develop more interest in learning English language	13	14.44%
Helps in improving the use of English	4	4.44%
Helps in simplifying what the teacher is talking about	5	5.55%
Helps in learning more vocabularies	13	14.44%
Makes learning effective for slow learners	6	6.66%
Helps in interpreting some difficult terminologies	7	7.77%
Helps in identifying weaknesses in English language	3	3.33%
Helps students to remember some concepts in English which seem difficult	3	3.33%
Helps learners to concentrate	2	2.22%
Makes the lesson interesting	3	3.33%
Helps students in expressing themselves during the lesson while answering question	2	2.22%
Total	90	

Table 4.24 shows the 90 students' responses on how the use of another Language or Translanguaging makes a difference to their learning of English more than when only English is used. The 90 students at an astonishing 93.75% indicated that Translanguaging has a very positive effect on the learning of English with the following differences as to what Language Immersion could not do.

Moreover, 29 student respondents at 32.22% showed that another language or Translanguaging helps them to understand difficult vocabularies in the English grammar better thereby enhancing the understanding of English concepts being taught by the teacher as 13 at 14.44% stated that Translanguaging helps them to develop more interest in learning the English language. Other 4 students at 4.44% indicated that Translanguaging helps them in improving the use of English as a language of

communication in school and generally elsewhere. So, this research reveals that for understanding difficult concepts, TL can help the learning by the highest degree.

Of these 90 student respondents, 5 students at 5.55% said that Translanguaging helps them in simplifying what the teacher is talking about in class during the lesson as another 13 students at 14.44% showed that it helps them in learning more vocabularies. Other 6 students at 6.66% indicated that Translanguaging makes learning effective for slow learners among them as another 7 student respondents at 7.77% stated that it helps them in interpreting some difficult terminologies they come across in lessons or in their reading.

Among the student respondents, 3 students at 3.33% showed that Translanguaging helps them in identifying their weaknesses in the English language as another 3 at 3.33% gave it that it helps students to remember some concepts in English which seem difficult. 2 learners at 2.22% said that Translanguaging helps them to concentrate in class.

Here again, 3 students at 3.33% further indicated that Translanguaging makes their English Language lessons in class interesting as only 2 more at 2.22% indicated that Translanguaging helps students in expressing themselves during the lesson while answering questions because they are not limited by the use of only one language.

This research finding proves that translanguaging practices serve to sustain existing language practices among learners from which they learners benefit more to, develop new language practices and facilitate the communication of appropriate knowledge, thus giving voice to new knowledge realities (García & Kano, 2014) beyond what Language immersion can offer to learners.

4.3.7.8 Quasi-experimental test comparison of Immersion to Translanguaging

For the quasi-experimental test, 80 students were involved in both the pretest and the post test. The pre-test (Test 1) was first given to the student research subjects to first test their learning achievement using the Immersion model without exposure to any TL activity. These 80 students were again, in two weeks, exposed to Translanguaging material and then, they were given the same treatment they had been given in the first test.

The pretest was also referred to as Test 1 and the post-test as Test 2 as presented and discussed as follows guided with corresponding tables and figures.

Table 4.25 Test One (Pretest): Quasi-experimental score analysis for Language Immersion

School	Average of item 1	Average of item 2	Average of item 3	Average of item 4	Average of item 5	Average of item 6	Average of item 7	Total Average
1.	5	3.5	4.6	4.4	7	6	5.5	**36%**
2.	2.5	4	4.6	4.2	5.7	7	6.5	**34.5%**
3.	5.5	3.5	4.6	3	5.3	8	2.5	**32.4%**
4.	3	3	4.4	3.5	5	5	2	**25.9%**
5.	3	3	4.4	2.4	3.7	4	3.5	**24%**
6.	4	4	5.2	5	6.7	8	2	**34.9%**
7.	6	5	3.4	2.8	2.6	4	3	**26.8%**
8.	3	4	2.4	5	7	7	2	**30.4%**
AVE	**4**	**3.75**	**3.625**	**3.7875**	**5.375**	**6.125**	**3.375**	**30.6**

Table 4.25 gives the average scores for the 80 students in the pretest which was a test of the Immersion model. It can be noted that in the pretest, the research established that School 1 had 36% as the average score, School 2 had 34.5%, School 3 had 32.4%, School 4 had 25.9%, School 5 had 24%, School 6 had 34.9%, School 7 had 26.8% and lastly, School 8 had 30.4% as its average score. The highest school was School 1 which had 36% as the lowest was School 5 which had 24%. The total average mean score in the pretest for all the 8 schools was 4.3732

The research also established that the average scores per item in the quasi test was 4% for Item 1, 3.75% for Item 2, 4.2% in Item 3, 3.7875% in Item 4, 5.375% in Item 5, 6.125% in Item 6 and lastly, 3.375% in Item 7. The total average percentage was still 30.6125%. The best performed item in this test approach was Item 6 with 6.125% as the worst performed was Item 7 at 3.375%.

The average scores in the pre-test quasi test per each school for all tested items on Language Immersion are presented in Figure 4.20.
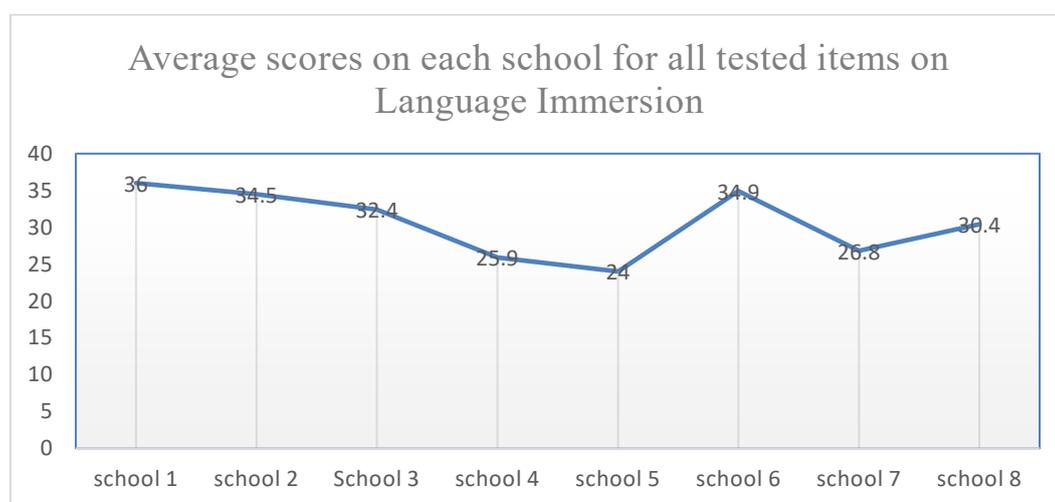
Fig. 4.20 Schools Quasi-experimental average scores in Language Immersion

From Figure 4.20, it can be noted that the highest score was 36% in the pretest attained by School 6 as the lowest was 24% attained by School 5. The mean for all the schools in the pretest was 4.3732

The same 80 students were subjected to a post-test after a two weeks period. During the test, the students with the help of their teachers for English, were first got engaged in a Translanguaging exercise with the material in English but discussed in Kiswahili after which the post-test was administered to them in order to compare their scores in this test against their other scores in the previous immersion pretest. The scores are presented in Table 4.26 and Figure 4.21 as follows.

Table 4.26 Test Two (Post-test): Quasi-experimental Scores analysis for Translanguaging

School	Average of item 1	Average of item 2	Average of item 3	Average of item 4	Average of item 5	Average of item 6	Average of item 7	Total
1.	7.5	7.5	8.8	6	7.7	8	7	**52.5%**
2.	5	5	8.8	6.6	8.3	9	7.5	**50.2%**
3.	9.5	7	5.2	7	8.7	8	3.5	**48.9%**
4.	6.5	3	7.5	6	6.7	6	4.5	**40.2%**
5.	7.5	5.5	7.4	6.6	7.3	5	6	**45.3%**
6.	5	6	8.4	6.8	4.6	7	6.7	**44.5%**
7.	6.5	5.5	4.2	3.2	5.3	6	4.5	**35.2%**
8.	9.5	8.5	8	8.8	6.6	9	0	**50.4%**
AVE	**7.125**	**6**	**7.2875**	**6.375**	**6.9**	**7.25**	**4.9625**	**45.9**

From the Table 4.26, it can be noted that School 1 performed better with a score of 52.5%. school 2 had 50.2% as School 3 had 48.9%. School 4 obtained 40.2 while School 5 had 45.3%. the students in School 6 got 44%, those in School 7 obtained 35.2% as School 8 had 50.4%. The total average score in the Post-test was 45.9%. The highest score was 52.5% as attained by School 1 as the lowest was 35.2% as attained by School 7.

The students' performance per each test item is still presented in the Table 4.26 as follows: 7.125% in Item 1, 6% in Item 2, 7.2875% in Item 3, 6.375 in Item 4, 6.9% in Item 5, 7.25% in Item 6 and lastly 4.9625 in Item 7. The best performed item was Item 3 at 7.2875% as the worst performed item was Item 7 at 4.9625%.

The Figure 4.21 gives a glimpse of the test scores of how the schools performed in the post test in percentages in a graph presentation.
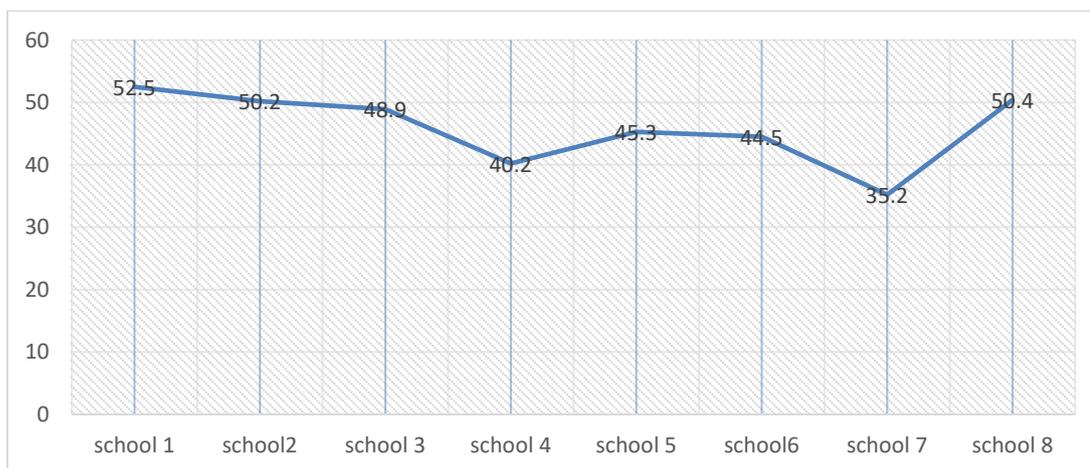
Fig. 4.21 Schools Post-test: Quasi-experimental average scores in Translanguaging

From the Figure 4.21 above, it can be noted that the research established that the best school scored 52.5% as the worst performed at 35.2% in the post-test.

The Figure 4.22 bar graph demonstrates the comparison between Language Immersion and Translanguaging per each school for Second Language achievement among students.
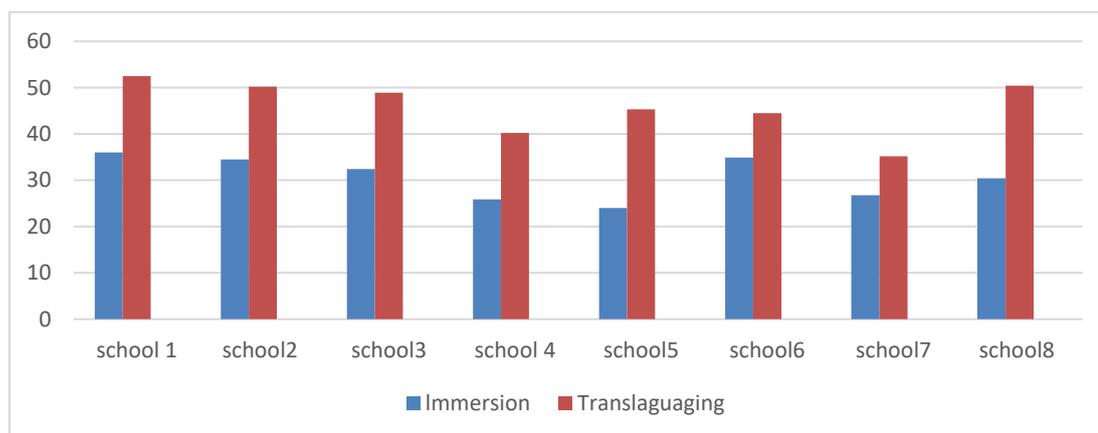
Fig. 4.22 Comparison of Immersion to Translanguaging per School

From the Figure 4.22, it can be noted that students in each school performed better by recording improved scores in the second test when Translanguaging was used to teach them.

A more detailed comparison of the scores per each school when translanguaging was used to teach English after Immersion had been used is better elaborated in the line graph in Figure 4.23 as follows.
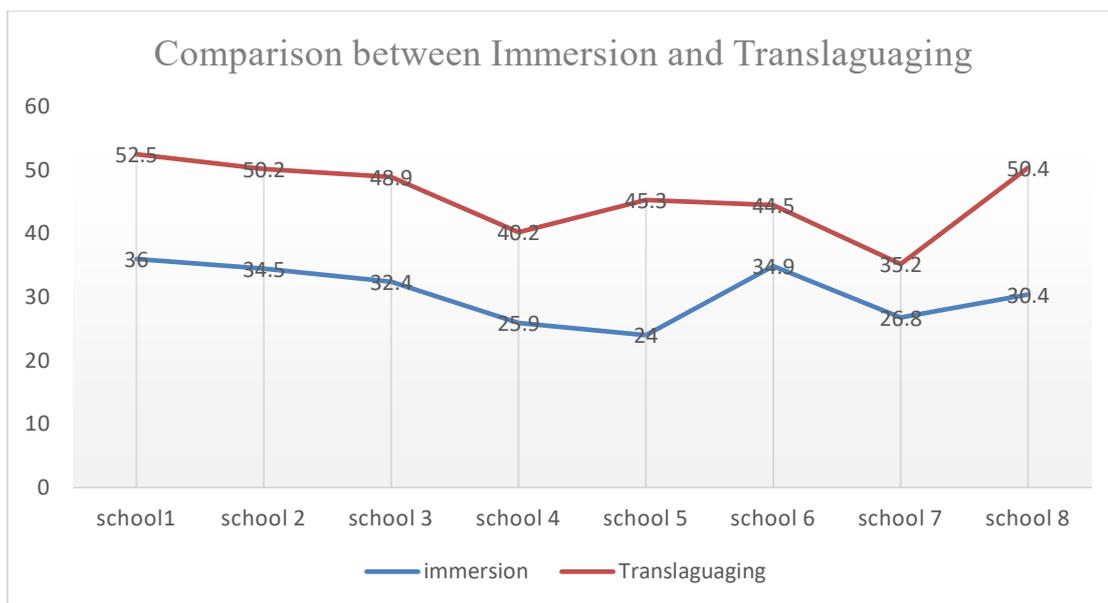
Fig 4.23 Overall comparison between Immersion and Translanguaging in Second Language achievement

From the comparative graph as shown in Figure 4.23 above, the research established that School 1 obtained 36% when Immersion was used but obtained 52.5% when Translanguaging was used to teach them the English language. Translanguaging improved their score by 16.5%.

When School 2 obtained 34.5% with the English language teacher's use of Language Immersion, it improved to 50.2% when Translanguaging was used. The use of Translanguaging improved their score by 15.7%.

The students in School 3 obtained 32.4% when Language Immersion was used to teach them and improved to 48.9% when Translanguaging was employed. Translanguaging improved their score by 16.5%.

Those students in School 4 who sat the test scored 25.9% when Immersion was used to teach them. The students improved their scores to 40.2% when Translanguaging was employed. This strategy improved their scores by 14.3%.

School 5 had the highest improvement in their scores when Translanguaging was used. The students scored 24% when Immersion was used to teach them but improved to 45.3% when Translanguaging was used. The use of Translanguaging improved their scores by 21.5%.

When Language Immersion was used in teaching the students in School 6, students scored 34.9%. but when Translanguaging was used, these students scored 44.5% in the English language quasi-experimental test. Using Translanguaging improved these students' scores by 9.6%.

In School 7, students scored 26.8% when they were treated with Language Immersion. When they were treated with Translanguaging, they scored 35.2%. The post test revealed an improvement in their score by 8.4%. This was the lowest effect of Translanguaging in teaching English in the schools that were studied.

The last school, School 8 students scored 30.4% when they were treated to the Language Immersion test. When subjected to the Translanguaging test, these students scored 50.4% with an improvement of 20%, being the second highest effect of Translanguaging on language teaching and learning.

The overall improvement index when Translanguaging was used in comparison to Language Immersion was 15.3125%. The above obtained scores in the quasi-experimental test where Language Immersion was used and when Translanguaging was used therefore indicate that this research found that students perform better when Translanguaging strategies are used while teaching English than when Language Immersion is used.

The mean of Pretest was 4.3732 as that of the Post-test was 5.375 with the Standard deviation of the Pretest (Test 1) being 0.9794 as that of the Post-test (Test 2) was 0.9276. On comparing the two tests, their mean is 4.8741. The standard deviation of the Pretest and Post-test is 0.8190.

4.3.8 Triangulation of data analysis on the use of Translanguaging for teaching English

With the triangulation of this research's data analysis, the finding of the study was that the English language teachers' use of Translanguaging strategies as a teaching methodology was quite dominant the subcounty secondary schools in Bungoma county. It was established that teachers use Kiswahili to enhance the learning achievement in English as a Second Language. Learners also use Kiswahili to communicate in school even in the face of a language policy that stipulated the need to use English on specific days as the quasi-experimental test revealed a very positive effect on the use of Kiswahili to teach English. The positive perception of teachers of English and their students on the use of Translanguaging was noted as the reason why they resort to the integration of Translanguaging in teaching and learning of English. The application of the Immersion Language policy for teaching and learning English has not been embraced by the teachers of English though the traditional methodology was still significant as there was no noticeable evidence that the schools have recognised the effectiveness of immersion in teaching and learning. The success of integration of Translanguaging in teaching and learning of the English language is dependence on revision of government policy on the Language of Instruction, teachers' competencies and the perception of teacher trainers on the usefulness of the Translanguaging strategy in teaching English.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter details this research study's findings and the conclusions that findings correspond to. These findings are also discussed on the basis of this research study's objectives which focused on: the languages used by teachers of English while teaching English in sub-county Secondary Schools in Bungoma County, teachers' use of innovated Translanguaging activities as a strategy for teaching English as a second language in schools, teachers' use of language immersion in teaching English as a second language in sub-county schools and comparing the effects of Translanguaging to those Immersion on Second Language achievement. The chapter also outlines the various recommendations made by this research study based on the evidence on the investigation of the integration of Translanguaging in the teaching and learning of the English language in the Kenyan secondary schools.

5.2 Summary of the Findings

Objective 1: Findings on the objective to establish the languages used by teachers of English while teaching English in sub-county secondary schools in Bungoma County.

This research study established that all students in the schools that were studied speak Kiswahili, a national language in Kenya followed by quite a majority who speak Luhya. A few speak Dholuo, Iteso and Kalenjin.

The research study also found that all schools had a language policy guideline to maximise on the time that students spend in school in providing every opportunity in school to use the English language for communication, interaction, teaching and hence

promote the students' learning of the English language. The research results collected from the teachers of the English language however revealed that these teachers also use other languages when teaching English in their lessons.

A majority of teachers of the English language, the study found out, use another language during the English language lessons in these schools hence pointing to a Translanguaging practice by these teachers of the English subject in their language teaching and learning classrooms. This finding therefore reveals that most of all the teachers of English in the schools that were studied, often switch to the use of another language while teaching English. This research study therefore confirms that teachers of English do engage in Translanguaging activities as they teach the English language subject to their learners in class.

The study also established that the main reason why teachers use another language is for: emphasis, for explaining a concept that they can't understand easily or that is ambiguous, to make learners understand better, for learners to grasp better, to help the teacher explain new terminologies in literature and vocabularies in grammar, to help learners to understand what is being taught, for elaboration purposes on aspects incomplete for learners to comprehend, and to help some learners do not fully know English.

Objective 2: The findings on the objective to investigate teachers' use of innovated Translanguaging activities as a strategy for teaching English as a second language in schools.

This research study found that teachers of the English use Translanguaging strategies or activities to: help explain difficult concepts, to enhance content delivery and understanding, to pave way for educational inclusivity, to enhance integrated activities,

to promote pedagogical creativity, to make activities exciting and diversify learning and teaching experiences, to minimize the supremacy and domination of the teacher in class, to bridge the gap between learner ability differences, to enhance and enrich teaching methods, to provide greater positive influence to Learning English and to stimulate individual and group learning.

The findings also clearly show that on the frequency of use of Translanguaging strategies in teaching English, most teachers always use Translanguaging while teaching their learners during the English language lessons. The use translanguaging strategies only varied on whether they most frequently, frequently or less frequently did it. The study found that only an insignificant percentage of teachers at 4% never use TL.

The study found that to help explain difficult concepts to their learners, most teachers at said they use Translanguaging 'less frequently' followed by those use it only frequently to help explain difficult concepts to their students.

On how frequently teachers use innovated Translanguaging strategies to enhance content delivery and understanding, the study found that most teachers use translanguaging strategies to enhance the content delivery and understanding of their students by use of Translanguaging 'frequently' followed by those who use it 'less frequently'. The study did not find any teacher who 'never' used Translanguaging in class. The findings imply that all teachers of English in the schools that were studied use Translanguaging in one way or the other but the majority do it for purposes of enhancing content delivery and understanding of concepts being taught to their students.

The research study further established that most teachers of English innovated Translanguaging to pave way for educational inclusivity but less frequently followed by those who use it most frequently in the same measure with those who use it frequently. The least were those who never use it at all to pave way for educational inclusivity. The research therefore found that even when a majority of the teachers use Translanguaging less frequently to pave way for educational inclusivity all teachers use Translanguaging strategies for educational inclusivity.

This research also found that most teachers use Translanguaging strategies 'frequently' to enhance integrated activities in class followed by those who use it less frequently as the least use TL 'most frequently'. The study found that no teacher reported 'never' to use Translanguaging in class. All teachers therefore use Translanguaging to enhance integrated activities in their classes while teaching English.

On the teachers' frequency to use innovated Translanguaging strategies to promote pedagogical creativity the study found that most teachers use these strategies 'less frequently' followed by those do if frequently and that no teacher was found no to use Translanguaging strategies to promote pedagogical creativity.

The research also found that on the teachers' frequency to use the innovated Translanguaging strategies to make activities exciting and diversify learning and teaching experiences, most teachers use it 'frequently' followed by those who use it 'less frequently' as no teacher was found never to use the strategies to make learning an exciting experience. This finding still indicates that all teachers use the Translanguaging strategy at some frequency to make activities exciting and diversify learning and teaching experiences.

On this same objective, the research also found that most teachers of English 'frequently' integrated innovated Translanguaging strategies to minimize the supremacy and domination of the teacher in class followed by teachers who used the strategy 'less frequently' as very few were found 'never' to use the strategy. The majority of teachers were found at over 5o% to use TL to minimize their supremacy and domination over their learners in their language lessons in class.

Most teachers of English were also found by this research study to be using Translanguaging strategies to bridge the gap between learner ability differences 'frequently' closely followed by those who did it 'less frequently'. The research found no teacher who reported 'never' to use the strategy to bridge the gap between learner ability differences. The majority of those teachers here those who use TL frequently to bridge the gap between learner ability differences.

About the teachers' frequency to use innovated Translanguaging strategies to enhance and enrich teaching methods, this research found that most teachers use integrate Translanguaging 'less frequently' closely followed by those who do it 'frequently' as the least use it 'most frequently. This research found that teachers who use TL frequently to enhance and enrich teaching methods are the majority in the schools.

On how often teachers of English use innovated Translanguaging strategies to provide greater positive influence to Learning English, the research found that most teachers do it less frequently as they were followed by those who use it 'most frequently' and 'frequently' in equal measure. The least reported 'never' using the strategy to provide greater positive influence to Learning English.

The research, lastly on this objective about the integration of innovated Translanguaging strategies to stimulate individual and group learning, found that most

teachers of English use the strategies 'less frequently' followed by those who use the strategies but 'frequently'. The research found very few teachers using the Translanguaging strategies 'most frequently'. The study therefore established that all teachers integrate Translanguaging strategies to stimulate individual and group learning.

Objective 3: Findings on the objective to investigate teachers' use of language immersion in teaching English as a second language in sub-county schools.

This research found that while fewer teachers of English preferred to only use language immersion in teaching English, they use this model for the following purposes: to enhance content delivery and understanding, to pave way for educational inclusivity, enhance integrated activities, promote pedagogical creativity, to make activities exciting and diversify learning and teaching experiences, to minimize the supremacy and domination of the teacher in class, to bridge the gap between learner ability differences, to enhance and enrich teaching methods, to provide greater positive influence to Learning English and to stimulates individual and group learning.

The study also found that the majority of teachers of English who use the immersion model 'most frequently' and 'frequently' use Language Immersion to teach their learners are more than those who 'less frequently' or 'never' use immersion to teach their learners.

Objective 4: Findings on the objective to compare the effect of Translanguaging and Immersion on Second Language achievement.

This research study found out the teachers' opinions on how Translanguaging helps learners more than Language Immersion by: helping the learners to understand more,

helping students to achieve more as it provides inclusivity, aiding learners to acquire new language by starting from what they know to what they do not know knowledge, simplifying concepts for students, enhancing understanding, helping the learners to understand more due to mother tongue or the local language influence, making certain concepts to be better understood, being more effective in sub-county secondary schools to cater for individual differences, helping learners to achieve more in Second Language learning to address complex inclusivity aspects for high level comprehension and helping in catering for all categories of learners basing on their abilities.

The research also found that learners felt that Translanguaging helps them more than Language Immersion by helping them to: understand difficult vocabularies in grammar better hence enhancing the understanding of English concepts being taught by the teacher, develop more interest in learning English language, improving their use of the English language, simplifying what the teacher is talking about in the language lesson, learn more English language vocabularies, making language learning more effective for slow learners, in interpreting some difficult terminologies, in identifying weaknesses in English language, aid students to remember some concepts in English which seem difficult, concentrate and make the lesson interesting, and in expressing themselves during the lesson while answering the teachers' questions.

The study also found out that Translanguaging enhances Second Language achievement. It further noted that a majority of teachers of English and their students believed that Translanguaging enhances Second Language achievement more that Language Immersion does. The research study also established that Translanguaging enhances Second Language achievement to a 'considerably great extent' than Language

Immersion as quite a number said TL enhances Second Language achievement to a learning to a 'great extent'.

On further comparison between the help that Translanguaging gives and that which Language Immersion, the research found that Translanguaging helps learners achieve more in language learning than what Language Immersion does.

The study also found out that the fewer teachers and students who felt that Language immersion helps students more said that teachers indicated that Language Immersion helps learners to achieve more in Second Language learning more than Translanguaging does. These teachers, believed that Language Immersion prevents learners from carrying other languages' vocabulary into the English language and that Immersion helps learners to have confidence in speaking the target language, in this case, the English language.

5.3 Conclusions

The research study's data was triangulated under each objective from the various sources from which data analysis was made and research conclusions drawn. This section of the research report provides the conclusions of the study.

Conclusion of Objective 1: To establish the languages used by teachers of English while teaching English in sub-county Secondary Schools in Bungoma County

In spite of the existence of language policy guidelines in the sub-county schools that were studied, this study concludes that other languages, predominantly Kiswahili is used during the language lessons to teach the English language. This use of another language to teach the English language is attributed to the low entry behaviour among

students as these are schools that receive students with as low as 100 marks in their Kenya Certificate of Secondary Education.

Conclusion of Objective 2: To analyse teachers' use of Translanguaging strategies for teaching second language in sub-county secondary schools

The teachers of English in secondary schools quite often integrate Translanguaging strategies in teaching the English language to help to: explain difficult concepts, enhance content delivery and understanding, pave way for educational inclusivity, enhance integrated activities, promote pedagogical creativity, make activities exciting and diversify learning and teaching experiences, minimize the supremacy and domination of the teacher in class, bridge the gap between learner ability differences, enhance and enrich teaching methods, provide greater positive influence to Learning the English language, and to stimulate individual and group learning.

From these findings, it was deduced that teachers have embraced the use Translanguaging languaging strategies to enhance their students' learning of the English language quite significantly.

Conclusion of Objective 3: To analyse teachers' use of language Immersion for teaching second language in sub-county secondary schools

The analysis of the use of Language Immersion revealed that very few teachers of the English language in sub-county secondary schools embrace this model in teaching the English language.

The study also concludes that even when fewer teachers use Language Immersion to teach English, those who employ it use it for: teaching the English language, enhancing content delivery and understanding, paving way for educational inclusivity, enhancing

integrated activities, promoting pedagogical creativity, making activities exciting and diversify learning and teaching experiences, minimizing the supremacy and domination of the teacher in class, bridging the gap between learner ability differences, enhancing and enriching teaching methods, providing greater positive influence to Learning English, as well as stimulating individual and group learning.

Conclusion of Objective 4: To compare the effect of Translanguaging and Language Immersion on Second Language achievement

This study revealed that Translanguaging strategies help students to achieve more in Second Language achievement more than Language Immersion does. A majority of teachers said it Translanguaging enhances learning of English to a 'considerable extent' as no teacher said Translanguaging enhances learning to a less or very little extent.

This research study therefore establishes that Translanguaging enhances Second Language achievement to a considerably great extent more than Language Immersion does. The quasi-experimental test revealed that Translanguaging enhances Second Language achievement by 15.3125% more than Language Immersion does.

The study revealed that a paradigm shift should be allowed to pave way for the integration of Translanguaging in teaching English a change that all stakeholders in the policy guideline formulation, teaching of English should embrace and propagate. Therefore, the agents of change; the teachers of the English language, need continuous methodological skill development in order to be wake up to the need for responsive and adaptable situation and reality to the ever growing and dynamic language teaching practices.

5.4 Knowledge Contribution

The review of literature on integration of Translanguaging strategies in the teaching of English as a second language in secondary schools brought out an evident gap in the knowledge on the role that a first language can play in enhancing the learning of English as a second language in sub-county secondary schools. The study provided a deeper understanding of the integration of innovative Translanguaging strategies in the teaching and learning of English and added to the limited number of studies carried out in Kenya and the wider world on integration of Translanguaging in the teaching and learning of the English language in sub-county secondary school programmes. The study exposed the benefits of Translanguaging in teaching and learning to involve the use of Kiswahili as a common and local language to all learners of the English language to reduce the complexities in understanding concepts in the English language that would otherwise hinder the much needed enhancement in learning of the English language in sub-county secondary schools and at the same time bridge the gap between the teachers' knowledge of the benefits of Translanguaging and their role in making enhanced second language achievement.

Integration of Translanguaging in the teaching and learning of English would address emerging low entry behaviour and increased enrolment challenges noted in sub-county secondary schools due to the 100% transition policy. The gradual phase out of the 8-4-4 system of education to embrace the Competency Based Curriculum that will offer Native languages as a learning are will find a safe environment in a school system that will borrow a lot from Translanguaging activities in the classroom. Constraints reported teachers and the shortfalls in language teaching resources experienced by those in the education sector may find a novel idea in innovative Translanguaging as a language resource in teaching English in sub-county secondary schools. The integration of

Translanguaging in teaching and learning is expected to enhance English language knowledge and skills acquisition and as well, nurture continuous language learning skills; leading to enhanced learning. The Translanguaging theory provided a suitable insight and outline which guided this research study. The study however, exposed the need for the Kenyan government to fully consider to implement the constitution by revising the language policy for the Language of Instruction in institutions of learning since practice may have taken an over-riding influence against policy. The study thus recommended further research to verify the need to revise the language policy in view of what is currently in practice from the teachers and learners' general perception and the impact of the policy change for possible incorporation official Translanguaging in Language teaching and learning in Kenya.

This research study deduced this recommendation on the fact that Translanguaging is novel and dynamic language teaching method that has attracted the interest of many linguists and language researchers with a global interest and its embrace in the Kenyan situation will be a positive trend and attempt in matching the emerging global changes in language teaching methodologies. The policy in Language of Instruction was developed with the main goal of guiding the language use in education and training. The study however uncovered that the knowledge and skills possessed by the agents of change, the teachers of the English language, were using every other strategy as seen in their use of innovative translanguaging strategies in the teaching and learning of English to enhance their students' learning of English in sub-county secondary schools and that English was not entirely used in the teaching and learning in their sub-county schools. This drawback on the adherence to the government language policy but still enhanced learning. The study deduced that adherence to the government policy on Language of Instruction was ignored or assumed by the teachers of the English

language and that learning English was easily attainable on exposure of their students to the use of Translanguaging to enhance their Second language achievement. The study inferred that the methodology of using Translanguaging as a tool for teaching and learning the English language is crucial in incorporating it at the time of developing the teacher trainers in order to help teacher trainees to embrace objective inclusion of Translanguaging strategies during the preparation and delivery of content in their English language lessons.

5.5 Recommendations

This research study recommended the following considerations that may be significant in enhancing second language achievement among students by use of Translanguaging in sub-county secondary schools in Kenya at the threshold of the incoming Competency Based Education in secondary schools.

1. **Revision of Government policy on the Language of Instruction in Institutions of Learning**

In view of the Constitution of Kenya, the English language teachers' prevailing practice while teaching English and the Kenyan population and student multilingual situation, this study recommends a revision of the government policy on the Language of Instruction to allow the official use of Translanguaging for teaching language in institutions of learning.

2. **Adoption of Translanguaging methodology by teachers of the English language**

The study recommended that there is need for secondary schools to include Translanguaging as a language teaching methodology as a key item in their strategic

plans to boost or enhance second language learning and achievement by the use of Translanguaging strategies teaching and learning. This could be done through the development of comprehensive training manuals, coursebooks and other digital material to realise this need. These interventions will see the enhancement of learning achievement in English as Second Language in sub-county secondary schools.

3. Promote Teachers' Perception on integration of Translanguaging in Teaching and Learning of the English Language

The Ministry of Education should take advantage of the positive perception held by teachers of the English language and formulate an all-inclusive Translanguaging integration policy which should be aligned with existing Constitution of Kenya and the new Competency Based Curriculum in order to enhance harmony with the national goals and objectives of Language education. The policy will serve to guide language teacher trainers and trainees and should provide for the use and sharing of Translanguaging resources, diversification of language learning activities by use of Translanguaging strategies and monitoring the use of Translanguaging resources in the teaching and learning of the English language.

4. Assess English Language Teachers Translanguaging Competency

i) There is also need for the Kenya Institute of Curriculum Development (KICD) in conjunction with Ministry of Education to carry out a Translanguaging needs assessment to establish and guide Translanguaging capacity building among the ministry and KICD staff. This initiative will help to identify knowledge gaps among curriculum formulators, teacher trainers, and teachers to subsequently inform decision making, curriculum formulation and curriculum implementation.

ii) This research study considered the knowledge deduced from the literature and the outcome of this study and made recommendation that further research on Translanguaging be carried out with a view to integrating the adaptability of the teachers who are the agents of change in language teaching in order to accommodate the following facts, key among them is the perpetual evolution of language teaching methodology the need for the adoption of the Translanguaging in the teaching and learning of the English language.

5. Support Utilization of Translanguaging strategies for Teachers' and Trainers' competencies in the Teaching and Learning of English

The study concluded that the prevailing situation of Translanguaging practices in the teaching and learning of the English language, the positive perception of the language teachers on the use of Translanguaging in teaching and learning were not supported by policy. This situation, despite the contravention of current policy required revision in language policy and the need for guidelines at the policy and at the implementation level in line with the constitution. The provision of adequate policy support of Translanguaging in the teaching and learning of the English language will give the teachers a policy framework and official opportunity to practice the use of Translanguaging teaching skills and have a wider range of First Language resources to choose from, for preparation of and integration of Translanguaging strategies and activities during the language teaching and learning lessons as opposed to the situation where teachers flout policy to justify the means. The study concludes that integration of Translanguaging in teaching and learning of the English language in secondary school was highly evident in the teachers' and learners' practice featuring as an alternative teaching and learning methodology though in contravention of policy. The

teachers have been compelled by the learner entry behaviour factors for the need of the application Translanguaging as a significant methodology and strategy with aptitude to enhance the development of knowledge in second language learning which offers great prospects to synchronize with the fast-evolving global language teaching methodologies.

5.5.1 Recommendation deduced from the study

a) The study recommended that in view of the Constitution of Kenya on the promotion of native languages; the English language teachers' prevailing practice while teaching English; the diverse linguistic nature of Kenyan population, the Kenyan student multilingual situation and the global paradigm shift towards Translanguaging, the Government policy on the Language of Instruction in Institutions of Learning should be revised to embrace the novel Translanguaging teaching strategy to embrace practice already seen among teachers of the English language.

b) The study also recommended that there is need for the Ministry of Education in Kenya and curriculum planners to include Translanguaging as a language teaching methodology as a key item in their strategic plans to boost or enhance second language achievement as well as encourage the teachers by recommending strategic practice as they use translanguaging in teaching.

c) The Ministry of Education should take advantage of the positive perception and practice held by teachers of the English language and formulate an all-inclusive Translanguaging integration policy which should be aligned with existing Constitution of Kenya and the new Competency Based Curriculum for Competence Based Education in order to enhance harmony with the national goals and objectives of Language education.

d) Kenya Institute of Curriculum Development (KICD) in conjunction with Ministry of Education should carry out a Translanguaging needs assessment to establish and guide Translanguaging capacity building among the ministry and KICD staff to help identify knowledge gaps among curriculum formulators, teacher trainers, and teachers for purposes of subsequently informing decision making, curriculum formulation and curriculum implementation as well as recommended practice.

5.5.2. Further Research

The study recommended further research in the following areas:

From fusing the knowledge figured out from the literature review and the outcome of this study, the researcher recommends further research with the view to verify the need to review the government policy on integrating Translanguaging in teaching and learning in Kenyan schools as an agent of change in the theory to accommodate the perpetual evolution of the language teaching methodology and the need for progressive language learning.

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APPENDICES

Appendix A: Teachers' Questionnaire

This research study focuses on the status of integration of Translanguaging in teaching of English language subject in Sub-county secondary schools. This questionnaire is directed to teachers of the English subject to seek their views on the integration of innovated translanguaging activities in teaching and learning of English in classrooms. All responses will be treated in the strictest confidence, no individual or school will be identifiable in the published reports.

You are hereby humbly requested to answer the questionnaires by ticking on the boxes provided or filling in the spaces provided for you.

SECTION A: BIO- DATA INFORMATION

1. What is your gender? [ ] Male, [ ] Female

2. What is your age bracket (in years)?

[ ] Less than 20,

[ ] 21-30,

[ ] 31-40,

[ ] 41- 50,

[ ] 51 and above

3. Up to what highest level is your education?

[ ] Diploma

[ ] Higher Diploma

[ ] First Degree

[ ] Masters and above

[ ] Other (specify)…………………………………………………

4. How long have you been in the teaching service? (In years)

[ ] 0-5

[ ] 6-10

[ ] 11-15

[ ] 16- 20

[ ] over 20

5. What subject(s) were you trained to teach?

[ ] English only

[ ] English and another subject

6. Please state your teaching subjects.

Major……………………………………………………………

Minor……………………………………………………………

Any other…………………………………………………………

7. How do you rate your learners' entry behaviour (language ability) in English?

[ ] High

[ ] Average

[ ] Below Average

SECTION B: To establish the languages used by teachers of English while teaching English in sub-county Secondary Schools in Bungoma County.

8. Does your school have a language policy?

     Yes [   ]

     If 'Yes', state it……………….…..………………………………………..

     No [   ]

9. What major language does your school use to teach English by school language policy?

     English   [ ]

     Kiswahili [ ]

     A vernacular [ ]

     Please name it …………..………………………………….

10. Do you ever use another language while teaching English?

     [ ] Yes

     If 'Yes', why?..

     [ ] No

11. Does your school allow use of another language in class apart from English?

     [   ] Yes

     If 'Yes', which?...

     [   ] No

12. Do often you break into using another language while teaching English?

[ ] Yes, always

[ ] Sometimes

[ ] Rarely

[ ] Never

SECTION C: To analyse teachers' use of Translanguaging as a model for teaching second language in sub-county secondary schools

13. Please read through and Tick [√] where in your opinion, it applies on whether or how often you use Translanguaging as a model for teaching and learning English as a SL in schools.

Integration of Translanguaging in the teaching & learning of English

S/N	Integration of innovated Translanguaging in Teaching & learning English	1 Most Frequently	2 Frequently	3 Less Frequently	4 Never
I	I use Translanguaging activities to help explain difficult concepts				
Ii	I use Translanguaging to enhance content delivery and understanding				
Iii	I use Translanguaging to pave way for educational inclusivity				

Iv	I use Translanguaging to enhance integrated activities				
V	I use Translanguaging to promote pedagogical creativity				
Vi	I use Translanguaging to make activities exciting and diversify learning and teaching experiences				
Vii	I use Translanguaging to minimize the supremacy and domination of the teacher in class				
Viii	I use Translanguaging to bridge the gap between learner ability differences				
Ix	I use Translanguaging to enhance and enrich teaching methods				
Xii	Translanguaging provides greater positive influence to Learning English				
Xiii	Use of Translanguaging in teaching and learning English stimulates individual and group learning				

SECTION D: To analyse teachers' use of language immersion for teaching second language in sub-county secondary schools

14. Please read through and Tick [√] where in your opinion, it applies on whether or how often you use immersion as a model for teaching and learning English as a SL in your school.

Use of the Immersion model in the teaching & learning of English

S/N	Use of language immersion for Teaching & learning English	1 Most Frequently	2 Frequently	3 Less Frequently	4 Never
I	I use only language immersion to teach English				
Ii	I use immersion to enhance content delivery and understanding				
Iii	I use immersion to pave way for educational inclusivity				
Iv	I use immersion to enhance integrated activities				
V	I use immersion to promote pedagogical creativity				
Vi	I use immersion to make activities exciting and diversify learning and teaching experiences				

Vii	I use immersion to minimize the supremacy and domination of the teacher in class				
Viii	I use immersion to bridge the gap between learner ability differences				
Ix	I use immersion to enhance and enrich teaching methods				
X	Immersion provides greater positive influence to Learning English				
Xi	Use of immersion in teaching and learning English stimulates individual and group learning				

SECTION E: To compare the effect of Translanguaging and language immersion on Second Language achievement.

15. Does the use of Translanguaging enhance the teaching and learning of the English language for your learners more than immersion?

[ ] Yes

[ ] No

16. If 'Yes' as in Question 1 above, to what extend does Translanguaging enhance achievement? (Tick in the box)

[   ] Great extent

[   ] Considerable extent

[   ] Less extent

[   ] Very little extent

17. If your answer is 'No' in the Question 1, does Language immersion enhance the teaching and learning of the English language for your learners more than Translanguaging?

[ ] Yes

[ ] No

18. If 'No' in Question 1, to what extend does Language immersion enhance achievement?

[   ] Great extend

[   ] Considerable extent

[   ] Less extent

[   ] Least little extent

19. In your own words state which of the two (Translanguaging or Language immersion) help learners achieve more in Second Language learning.

……………………………………………………………………………………………………

……………………………………………………………………………………………………

THE END

Thank you for sparing your time to respond to the questionnaire

Appendix B: Student Questionnaire

The student questionnaire is directed to students of the English language in the sub-county secondary schools to seek their views on the integration of Translanguaging and learning in in their English language lessons.

You are hereby humbly requested to answer the questionnaires by ticking on the boxes provided or filling in the spaces provided for you.

SECTION A: BIO-DATA INFORMATION

1. What is your gender? [ ] Male, [ ] Female

2. Age bracket (in years)

[ ] Less than 13

[ ] 14-15

[ ] 15-17

[ ] 18 and above

What is your current class?

[ ] Form One

[ ] Form Two

Beside English, which other language named below do you speak?

[ ] Kiswahili

[ ] Luhya

[ ] Dholuo

[ ] Kalenjin

[ ] Teso

[ ] Any other (Name it) …………………………………

SECTION B: To establish the Languages used by teachers of English while teaching English

Is the speaking of another language other than English allowed in your school?

[ ] Yes

[ ] No

If 'Yes' in above, which language?

[ ] Kiswahili

[ ] Vernacular

Does your teacher for English use another language during lessons other than English when teaching the English subject?

[ ] Yes, often times

[ ] No, it is English only

If 'YES' in above, which other language indicated below does your teacher use while teaching English?

[ ] Kiswahili

[ ] Vernacular

SECTION C: To analyse teachers' use of Translanguaging as a strategy for teaching Second Language

How often does your teacher for English use another language other than English during the English lessons?

[ ] Never [ ] Rarely

[ ] Often frequently [ ] Always

SECTION D: To compare the effect of Translanguaging and Language Immersion on Second Language achievement.

Would you say that the use of the language by the English language teacher in Section C 1 above enhances/improves your learning of the subject more than when only English is used?

[ ] Yes [ ] No

If your answer for 12 above is YES, in what way does the use of the other language by the teacher make a difference to your learning of the English language subject?

....
..............……………...……………………………………………………………………
………………………

THE END

Appendix C: Quasi-experimental Test

SECTION A: BIO-DATA INFORMATION

1. What is your gender? [ ] Male, [ ] Female

2. Age bracket (in years)

[ ] Less than 13,

[ ] 14-15,

[ ] 15-17,

[ ] 18 and above

3. What is your current class?

[ ] Form One

[ ] Form Two

TEST ONE

Read the paragraph below and then answer the questions that follow using the dictionary.

The **chef** looked outside as he wiped the **sweat** off his **brow**. He was tired but ecstatic. The **aroma** of his baking **wafted** all over the big compound. He was certain the **sweet** cake he had worked on **meticulously** would scoop the first prize at the **pastry** competition. In his thoughts, he could already picture himself receiving the cup from the **chief** guest. What glorious victory it could be!

What is the pronunciation of the words **chef** and **chief** in the dictionary?

……………………………………………………………………

……………………………………………………………………

Now give anther word that has the sound represented by the letters:

ch in chef. …………………………………………………………..

ch in chief. ………………………………………………………….

What is the part of speech of each of the following words?

Sweat ……………………………………………………….

Brow …………………………………………..

Wafted …………………………………………..

Meticulously ……………………………………

What does each of the following words mean?

Aroma ………………………………………………………….

Meticulously …………………………………………………..

Pastry ………………………………………………………….

Give at least three meanings of the word *sweet*.

i.…………………………………………………………………

ii.………………………………………………………………..

iii.…………………………………………………………………

Which meaning (as given above) do you think is used in the paragraph above?

………………………………………………………………………….

Give any two other forms of the word *sweet*.

……………………………………….…

……………………………………..…..

<div align="center">

THE END

Thank you for sparing your time to do the test

</div>

Appendix D: Introductory Letter

MARCH, 3, 2025.

Wamalwa E. Juma,

P. O. Box 33-50212 Ndalu, Bungoma-Kenya.

jumera72.ejw@gmail.com.

Dear Sir/ Madam,

RE: INTRODUCTION TO COLLECT RESEARCH DATA

I am writing to introduce myself and my research study for an award of Doctor of Philosophy in Language Education; Moi University, Kenya.

The title of the research is 'Translanguaging as an Innovated Strategy for Teaching of English to Enhance Learning in Comparison to Language Immersion in Sub-county Secondary Schools in Kenya'

The study has been approved by the research board of examiners of Moi University and authorised by the National Commission for Science, Technology and Innovation.

The information gathered during this study will be treated in confidentiality, and only the researcher will have access to the data and information while on this research. There will not be any identifying of names on the questionnaires and the quasi experimental transcripts. Your names and any other identifying details will never be revealed in any publication of the results of this study. The knowledge obtained from this study will be of great value in guiding professional in effectively integrating ICT in teaching and learning.

You are welcome to ask researcher any question during the survey or interview.

You are highly appreciated for accepting to participate in the research; your responses will be kept anonymous.

Wamalwa Erastus Juma

Cell phone: 0712446573

Email Address: *jumera72.ejw@gmail.com.*

Appendix E: Informed Consent Form

RESEARCH TOPIC: TRANSLANGUAGING AS AN INNOVATED STRATEGY FOR TEACHING OF ENGLISH TO ENHANCE LEARNING IN COMPARISON TO LANGUAGE IMMERSION IN SUB-COUNTY SECONDARY SCHOOLS IN KENYA

PURPOSE:

The purpose of this study is to establish, investigate and evaluate the teachers' use of innovated Translanguaging strategies in teaching English and compare the effect of Translanguaging and Immersion on the teaching and learning of English in the sub-county secondary schools in Kenya

Consent to take part in the research

Please tick the box appropriately if in agreement

1. I the undersigned voluntarily agree to participate in this research study. [ ]

2. I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind. [ ]

3. I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted. [ ]

4. I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study. [ ]

6. I understand that I will not benefit directly from participating in this research. [ ]

7. I agree to my interview being audio-recorded. [ ]

8. I do understand that all information I am providing for this study will be treated confidentially by the researcher. [ ]

9. I understand that in any report on the results of this research my identity will remain anonymous. [ ]

10. I understand that disguised extracts from my interview may be quoted in without my identity after this research. [ ]

11. I understand that if I inform the researcher that myself or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission. [ ]

12. I understand that signed consent forms will be retained until the exam board confirms the results of their dissertation. [ ]

14. I understand that under freedom of information legalization I am entitled to access the information I have provided at any time while it is in storage as specified above. [ ]

15. I understand that I am free to contact any of the people involved in the research to seek further clarification and information. [ ]

16. I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form. [ ]

17. I, along with the researcher, agree to sign and date this informed consent form. [ ]

Participant's informed consent

Signature of research participant   Name of Participant   Date

-------------------------------   ---------------------------------   ---------------

Signature of researcher   Name of Researcher   Date

--------------------------   ---------------------------------   ---------------

I believe the participant is giving informed consent to participate in this study

Signature of researcher----------------------------   Date---------------------

Appendix F: Research Permit

MOI UNIVERSITY
Office of the Dean School of Education

Email deaneducation@gmail.com

P.O. Box 3900
Eldoret, Kenya

REF: DPELE/6032/22

DATE: 3ʳᵈ December, 2024

THE EXECUTIVE SECRETARY
National Council for Science and Technology
Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF WAMALWA ERASTUS JUMA – DPELE/6032/22

The above named is a 2ⁿᵈ year PhD Student at Moi University, School of Education, Department of Educational Management & Policy Studies.

It is required of his PhD studies to conduct a research project and produce a research report. His research topic is entitled:**"Translanguaging in Teaching of English to Enhance Learning in Comparison to Language Immersion in Secondary Schools in Kenya."**

Any assistance given to enable him conduct research successfully will be highly appreciated.

Yours faithfully,
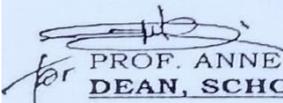
PROF. ANNE S. KISILU
DEAN, SCHOOL OF EDUCATION

MOI UNIVERSITY
SCHOOL OF EDUCATION

1 0 DEC 2024

P.O. Box 3900, 30100, ELDORET

(ISO 9001:2015 Certified Institution)

Appendix G: Nacosti Research Licence

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 931256

Date of Issue: 16/September/2025

RESEARCH LICENSE

This is to Certify that Mr.. ERASTUS JUMA WAMALWA of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Bungoma on the topic: TRANSLANGUAGING AS AN INNOVATED STRATEGY FOR TEACHING OF ENGLISH TO ENHANCE LEARNING IN COMPARISON TO LANGUAGE IMMERSION IN SUBCOUNTY SECONDARY SCHOOLS IN KENYA for the period ending : 16/September/2026.

License No: NACOSTI/P/25/4179903

931256

Applicant Identification Number

Ag. Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.

See overleaf for conditions

Appendix H: The Science, Technology and Innovation Act, 2013 (Rev. 2014)

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was the established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to.
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
    i. Endanger national security
    ii. Adversely affect the lives of Kenyans
    iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
    iv. Result in exploitation of intellectual property rights of communities in Kenya
    v. Adversely affect the environment
    vi. Adversely affect the rights of communities
    vii. Endanger public safety and national cohesion
    viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. Neither the license nor any rights thereunder are transferable.
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
Innovation(NACOSTI),
Off Waiyaki Way, Upper Kabete,
P. O. Box 30623 - 00100 Nairobi, KENYA
Telephone: 020 4007000, 0713788787, 0735404245
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix I: Plagiarism Awareness Certificate

ISO 9001:2019 Certified Institution

THESIS WRITING COURSE

PLAGIARISM AWARENESS CERTIFICATE

This certificate is awarded to

WAMALWA ERASTUS JUMA

DPELE/6032/22

In recognition for passing the University's plagiarism

Awareness test for Thesis **entitled: TRANSLANGUAGING AS AN INNOVATED STRATEGY FOR INSTRUCTION IN ENGLISH LANGUAGE IN COMPARISON TO LANGUAGE IMMERSION STRATEGY IN SUBCOUNTY SECONDARY SCHOOLS IN KENYA** with similarity index of 17% and striving to maintain academic integrity.

Word count:50783
Awarded by

Prof. Anne Syomwene Kisilu
CERM-ESA Project Leader   Date: 18/09/2025