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Department of Linguistics and Literature

Doctor of Philosophy in Linguistics

**TRANSLANGUAGING INSIDE AND OUTSIDE THE REFUGEES' SCHOOL IN
KAKUMA REFUGEE CAMP IN TURKANA COUNTY, KENYA**

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Maputo, 2024

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KAKUMA REFUGEE CAMP IN TURKANA COUNTY, KENYA**

**A thesis submitted to the Department of Linguistic and Literature of the Faculty of
Arts and Social Science in partial fulfilment of the requirement for the degree of
Doctor of Philosophy of the University of Eduardo Mondlane**

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Declaration

This thesis is my original work and has not been presented for award of a degree at any other university.

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This thesis has been written under my supervision and submitted for examination with my approval.

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Prof. Feliciano Chimbutane

Dedication

I dedicate this thesis to my beloved parents, James Lokidor and Selina Akuam, in gratitude for all that they have done for me.

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Resumo

O presente estudo examina as práticas de translinguagem dentro e fora da escola no campo de refugiados de Kakuma, situado na região de Turkana, no noroeste do Quênia. O estudo investiga de que forma os professores exploram a totalidade dos repertórios linguísticos dos alunos no ensino do Inglês, que é a língua de ensino e aprendizagem (LEA), e do Swahili, que é a língua de comunicação (LC). Analisa também as motivações e atitudes de professores, alunos e autoridades de educação em relação à translinguagem nas escolas do campo de refugiados de Kakuma. Outrossim, o estudo avalia a implementação da política linguística na educação no Quênia e a sua aplicação no campo de refugiados de Kakuma.

O estudo baseou-se na teoria da translinguagem. Como estudo de caso, foram realizadas entrevistas semiestruturadas, entrevistas não estruturadas, grupos focais, e observações. Os dados foram submetidos à análise temática. Os resultados mostram que, embora os professores façam uso da translinguagem no ensino de Inglês e Swahili, essa prática não é aplicada de forma eficaz como metodologia pedagógica. Os resultados também indicam que as motivações para o uso da translinguagem incluem facilitar a compreensão dos alunos, melhorar a construção de significado nas aulas, incentivar a participação dos alunos nas aulas e aprimorar a comunicação. Adicionalmente, os resultados revelam que tanto professores quanto alunos e autoridades de educação demonstram atitudes positivas em relação à translinguagem, apesar de professores e autoridades não apoiarem o seu uso na escrita.

Além disso, os resultados evidenciam um desencontro entre a política linguística na educação no Quênia e a prática no campo de refugiados de Kakuma, mostrando que os alunos enfrentam dificuldades com o Inglês, o que justifica o uso da translinguagem. Os resultados deste estudo são consistentes com outras pesquisas em campos de refugiados, indicando que a translinguagem facilita o ensino e a aprendizagem de novas línguas usadas como LEA nos países de acolhimento.

Este estudo sugere que a translinguagem deve ser reconhecida como uma prática pedagógica legítima na política linguística educativa no Quênia e nas escolas do campo de refugiados de Kakuma. Recomenda-se também a inclusão da translinguagem na formação de professores, tanto nos cursos de formação inicial de professores como nas capacitações em serviço para educadores que actuam na educação de refugiados no Quênia.

Abstract

This study discusses translanguaging practices inside and outside Kakuma refugee camp school in Turkana County North Western part of Kenya. The study explored how teachers draw on their students' entire linguistic repertoires in the teaching and learning of English which is language of teaching and learning (LoTL) and Kiswahili which is language of communication (LoC). It also investigated the motivation and teachers', students' and education officers' attitudes towards translanguaging in Kakuma refugee camp school. Further, the study examined the implementation of language-in-education policy in Kenya and practice in Kakuma refugee camp school.

This study was guided by translanguaging theory. Through a case study approach, semi-structured interviews, unstructured interviews, focus group interviews, and observation method. Data were analysed using thematic analysis. The findings of the study show that although teachers use translanguaging in the teaching and learning of English and Kiswahili in Kakuma refugee camp school, they do not utilise it effectively as a teaching pedagogy. The findings also indicate that the reasons for using translanguaging were: facilitating students' understanding of subject matter, enhancing meaning making in the lesson, activating classroom participation and fostering communication. Along the same line, the findings reveal that teachers, students and education officers have positive attitudes towards translanguaging, even though teachers and education officers do not support use of translanguaging in writing. Moreover, the findings demonstrate mismatch between language-in-education policy in Kenya and practice in Kakuma refugee and also show that students have a challenge in English which is LoTL thereby informing use of translanguaging in the camp school. The findings of this study are consistent with other studies carried in refugee camps that have indicated that translanguaging facilitates the teaching and learning of new languages used as LoTL in the host countries.

The findings of this study may inform the need to recognise translanguaging as a legitimate teaching pedagogy in the language-in-education policy in Kenya and in Kakuma refugee camp schools in Kenya. The study also recommends translanguaging to be incorporated in teacher education, in teacher training colleges and in in-service training of teachers employed by agencies dealing with the education for refugees in Kenya.

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Abbreviations

ASS	-	All students
CBC-		Competency Based Curriculum
EC	-	Education coordinator
HT	-	Headteacher
L1	-	First language
L2	-	Second language
LoC	-	Language of communication
LoTL	-	Language of Teaching and Learning
LWF-		Lutheran World Federation
MoE-		Ministry of Education
S	-	Student
SQAS0-		Sub-county quality assurance standard officer
SS	-	Students
T	-	Teacher

Definition of key terms

Refugee: A person who has fled his or her own country because of war, hunger, human right violation or political persecution to seek safety in another country.

Translanguaging: A discursive practice deployed by bi/multilingual individuals to draw linguistic features strategically from their full linguistic repertoire to negotiate meaning and communicate effectively by transcending boundaries of named languages. Translanguaging strategies include codeswitching, use of student L1 and translation.

Bilingualism: The ability of a person to use two languages for communication.

Multilingualism: The ability of a person to use more than two languages for communication.

First language (L1): A language an individual learns first, identifies with and mostly used to identify a person as a native speaker. It is commonly referred as mother tongue.

Second language (L2): A language that is learned after acquiring the first language. In most cases an individual learns the second language in a particular environment for specific purpose. For instance, one can learn English for education purpose or communicative need.

Language-in-education policy: A set of principles that directs the language use in the teaching and learning activities at various levels of education in a country.

CHAPTER 1: INTRODUCTION

1.1 Background to the Study

Many refugee students in the refugee camps across the world face the challenge of studying the second or foreign language used as the language of teaching and learning (LoTL) in the refugee camp schools. As a result, the refugee students resort to translanguaging to overcome language barrier. Translanguaging is a discursive practice deployed by bi/multilingual individuals to draw linguistic features strategically from their full linguistic repertoire to negotiate meaning and communicate effectively by transcending boundaries of named languages. Translanguaging strategies include codeswitching, use of student L1 and translation (García, 2009; Otheguy, García & Reid, 2015; Pacheco, 2016, MacSwan, 2020).

Language plays an important role in providing a means to access education but at the same time a barrier if the students find difficulty to infer meaning or concepts disseminated through it because they do not know that language. Dixon (2018) says that language proficiency is a key issue for social integration and social inclusion. However, language barrier is a common experience of refugees across the world. Dryden-Peterson (2015) points out that most young refugee people who settled in the United States have had previous educational experiences in their home countries, their first countries of asylum or in both, hence they are faced with continual learning of new LoTL that often prevent content mastery and their active participation in the teaching and learning activities in the school. She also gives examples of successful schools which use translanguaging practices to engage refugees and immigrants who are newcomers in content mastery and social belonging. It is for this reason that this study investigated translanguaging inside and outside Kakuma refugee camp schools in Turkana county in the North Western part of Kenya. Kakuma refugee camp hosts refugees from South Sudan, Somalia, Ethiopia, Burundi and DR Congo. However, this study was carried in Lutheran World Federation (LWF) schools that have students from South Sudan and Somalia.

The refugees in this camp speak different languages from the host community, who speak Turkana, English and Kiswahili. English and Kiswahili are the LoTL and also language of communication (LoC) in the refugee camp schools like LWF. However, English is used in teaching and learning all the other subjects except Kiswahili, which is used for teaching and learning Kiswahili grammar and Kiswahili composition (*Insha*).

This study intended to find out if teachers in the refugee camp schools use translanguaging strategies in the teaching and learning of English and Kiswahili. The study also wanted to study the teachers' reflections and attitudes on translanguaging as a strategy in their teaching of English and Kiswahili.

As mentioned earlier, I carried out this research in Kakuma refugee camp, applying a translanguaging lens to analyse the complex multilingual practices that refugees and hosts bring to the English and Kiswahili lessons, which are compulsory subjects in Kenya.

1.2 Kenya Education System

During the time of this study, education sector in Kenya was undergoing curriculum reform from 8-4-4 system of education to Competency Based Curriculum (CBC), which was introduced in 2017. In this regard, there are two systems of education in Kenya. However, this study focused on those grades that were under the CBC in the refugee camp school.

The 8-4-4 system of education, which was introduced in 1985, was being replaced by CBC. The guiding philosophy of 8-4-4 education system was education for self-reliance. However, some educationalist claimed that 8-4-4 system of education is not effective because it does not provide flexible education pathways for identifying and nurturing the talents and interests of the students early enough to prepare them for world of work, career and sustainable development. As a result, CBC was introduced because of its flexibility and friendliness to students and inclusive to both fast learners and slow learners (Amutabi, 2020). Importantly, CBC focuses on the acquisition of core competences like communication and collaboration, which involve usage of language.

The CBC system of education comprises of 2 years of pre-primary, 6 years of primary education, 6 years of secondary education and 3 years of university education. In CBC, English is the LoTL from grade 4 up to university, whereas L1 or Kiswahili is the LoTL in grade 1 to grade 3. English and Kiswahili are also taught as subjects in the CBC. The target grades in this study were grades 1, 2, 3, 4 and 5 under CBC and their teachers were still undergoing the induction course. The continuous assessment tests were administered by teachers under the guidance of the Kenya National Examination Council (KNEC).

1.3 Language-in-Education Policy in Kenya

Language-in-education policy in Kenya has been shaped by the recommendations of various education commissions reforms formed before and after Kenya got her independence from

British in 1963 (Kiramba, 2016; Mbithi, 2014). For instance, Ominde Commission of 1964 recommended English as LoTL, and Kiswahili to be compulsory subject in primary school. Gachathi commission of 1976 recommended Kiswahili to be examined at primary school level and indigenous languages to be used as LoTL in the first three grades in lower primary school. Gachathi's commission also recommended the preparation of teaching and learning materials for Kiswahili and other African languages. Additionally, Mackey report of 1981 made Kiswahili compulsory at primary and secondary school level and to be examined at all levels of education. Other education commissions that followed like Koech report of 1999 and Nikiema of 2011 recommended the use of the language of the catchment area or Kiswahili in lower primary school. It is worth to note that all the education commissions maintained that English is the LoTL from grade 4 to university. Therefore, language-in-education policy in Kenya directs English as LoTL for all subjects except Kiswahili, mother or students' first language (L1) as LoTL in lower primary, that is, grades 1, 2 and 3. And in urban or metropolitan areas Kiswahili is used as language of the catchment area in lower primary school level.

Several studies have examined the link between language-in-education policy in Kenya and practice in schools. Lisanza (2011) investigated oral and written language in a first grade classroom in Kenya and found out that students' L1, which was Kamba, was not allowed in the classroom yet language-in-education in Kenya directs use of students' L1 as LoTL in the first three grades in lower primary school level. Lisanza' findings support the argument put forward by Mose (2017) that educators have different understandings of the content of language-in-education policy which impact negatively the actual implementation, especially on side of students' L1 as LoTL in primary school.

Lack of teaching and learning materials in students' L1 is one of the problems hindering effective implementation of language-in-education policy in Kenya. For instance, Awour (2019) carried a study in 10 schools in Uriri and Awendo constituencies in Migori county and found out that teachers faced challenges in using students' L1 as LoTL or in teaching L1 as a subject due to lack of teaching and learning materials. In addition, they also found that teachers were not trained to teach L1 hence they could not teach using it as per the directive of language-in-education policy in Kenya. Similar findings by Ngasike (2019) in Turkana county, indicate lack of textbooks written in students' L1 and lack of trained teachers in using students' L1 as LoTL in early childhood education centres and lower primary schools in Turkana county. Further, Mandillah (2019) echoes others studies that

have cited lack of trained teachers in L1 teaching methodologies and lack of teaching and learning materials as some of the challenges that hinder implementation of students' L1 as LoTL in lower primary.

Although English enjoys the prestige status in Kenya as LoTL, some studies have pointed out several challenges that hinder effective teaching and learning of/in language in schools. For instance, Ntabo and Obiero (2017) in their study found out that school language practice in 9 schools in Kisii South Sub-county affects students' performance in English. They claimed that students preferred to use Kiswahili and their L1 than English hence their participation in English lessons was low. On the contrary, studies have demonstrated that the use of students' L1 in the L2 classroom activates students' participation in the classroom (Chimbutane, 2013; Kiramba, 2016). In fact, research on language learning shows that L1 facilitates the learning of L2 (Baker, 2000; Cummins, 2005).

Language-in-education policy plays a key role in the education system of any country because it stipulates the language to be used as LoTL in the education curriculum. But language policy reviews have not attempted to address the language problem in the refugee education in Kenya. Despite the identification of language learning as a major problem facing refugee students in Kenya, existing studies on policies in refugee education have called for explicit language planning and the language-in-education policies in the refugee education (Le, 2021). It is for this reason that this study proposes the inclusion of translanguaging in language-in-education policy of Kenya to hasten the learning of English and Kiswahili in the refugee camp schools.

1.4 Refugee Education in Kenya

The schools in the refugee camps have been in place in Kenya for over two decades since the establishment of Daadad and Kakuma refugee camps. These schools were established to enable the refugees to access education. The refugee camps schools are funded by United Nations High Commission for Refugees (UNHCR) and Non-Governmental Organizations (NGOs) dealing with refugee education, commonly known as implementing partners. In order to integrate the refugees into the education system of Kenya, the refugee camp schools follow the education curriculum of Kenya and the language used as LoTL in education system in this country (Mendenhall, 2015; Telewa, 2007). In this regard, refugee schools in Kenya conform with new UNCHR Education Strategy that promotes the integration of refugee students into the education system of the host country (Mendenhall, 2015).

However, the integration of refugee students into the education system of Kenya is hindered by difficulties encountered by them in learning English, which is LoTL, and Kiswahili, which is LoC

The education programme in Kakuma refugee camp has 21 primary schools run by UNCHR through the LWF which is the implementing partner mandated to run primary education in Kakuma refugee camp. Most of the teachers teaching in the refugee camp schools in Kakuma are Kenyans who have trained as primary teachers (P1) and registered by Teachers Service Commission. In the same vein these teachers are vetted to ensure they do not have any professional misconduct. Even though the implementing partners employ trained teachers only, they also engage refugees who have just completed secondary school as untrained teachers to assist the trained teachers. But again, the Ministry of Education (MoE) has insisted that only teachers with Teachers Service Commission (TSC) numbers are allowed to teach in any public or private primary school in Kenya.

Despite, the UNCHR and implementing partners putting all the necessary measures to ensure quality education is offered in the refugee camp schools, the issue of language used as LoTL and LoC in the education system remains a major challenge faced in refugee education (Le, 2012; Telewa, 2007). It is important to note that when refugee students are enrolled in Kakuma refugee camp school, they are required to learn English as LoTL and a subject, Kiswahili as LoC and as a subject in the curriculum. Ultimately, the refugee students find it too hard to learn English and Kiswahili which are not their L1 or L2. As result, language barrier hinders understanding of the subject matter and communication inside and outside classroom.

1.5 Statement of the Problem and Research Questions

Many refugee students across the world face the challenge of studying the second or foreign language used as LoTL in the refugee camp schools. Students in Kakuma refugee camp primary camp schools run by LWF are faced with similar problem of learning English and Kiswahili which are LoTL in the Kenya's education curriculum both in primary and secondary education curriculum. This study analysed translanguaging in Kakuma refugee camp schools, focusing on refugee students' efforts when learning English and Kiswahili languages, which are compulsory subjects and the languages they use to communicate with other students from the host community (Turkana). The study also explored teachers',

students' and education officers' reflections and attitudes towards translanguage in the teaching and learning of/through Kiswahili and English in the refugee camp schools.

Translanguage has become a common term in the field of language education and sociolinguistics in the recent time. Many language teachers have recognized that translanguage can be used in the classroom to foster learning of /in second or foreign language (Lewis et al., 2012; Adamson & Coulson, 2015; Makalela). There are several benefits that make teachers and learners resort to translanguage. Translanguage allows learners to improve knowledge of second or foreign language, hence helps them develop language proficiency and improve overall learning (Baker, 2003, 2011; García et al., 2012). When teachers use translanguage as a teaching pedagogy, it enables learners to perform better in global tests (García, 2014). Aptly, Baker (2003, 2011) notes that translanguage has the potential of enabling students to develop a deeper understanding of the subject matter taught because for one to discuss in one language what has been learnt in another, must have understood the meaning of that topic or concept at a deep detailed level. It encourages school-home interaction, by enabling parents to help their children with school work at home in their native languages.

However, translanguage is not without controversy in some circles. For instance, fear of using a certain national language due to discrimination hinder translanguage. Charalambous et al. (2016) point to the impact that different overlapping histories of ethnonationalist conflict have on the translanguage in education. They cited an example of Turkish-speaking students of Pontian and Turkish-Bulgarian in a highly diverse primary school, who declined to speak Turkish for fear of victimization. These students kept low profile even when their teacher encouraged them to translanguage. However, in my case the students from South Sudan and Somalia have no grudge or hatred which may affect the use of their first languages. In the same way, Block (2018) argues that translanguage research is not likely to alter in any way the underlying current capitalist order that is causing deep and profound damage to the social fabric of societies world-wide and surely is the most likely cause of the poverty in which many translanguage live. The stand of this study is that translanguage enables students to access education, which may contribute to empower them economically and socially. Another controversial issue on translanguage has to do with the approaches adopted. According to MacSwan (2020), the deconstructivist perspective on language ontology in one of the approaches adopted, which contradicts a civil right orientation, understood as the backbone of language education policy in the United States.

English is the official language in Kenya and the LoTL in education from early childhood to university while Kiswahili is the LoTL for Kiswahili grammar and *insha* (Kiswahili composition) only, despite the fact that it is the national and official language of this country. On the same note, the teachers in the refugee camp schools like LWF face the challenge of creating unitary linguistics to support language development of the refugee students so that they can do better in English and Kiswahili examinations.

In the recent discussion of translanguaging scholarship, the premises of translanguaging have attempted to challenge the previous models of bilingualism and multilingualism and in that regard, elevate the status of people and their language practice. Based on the study of Vogel and García (2017), translanguaging theory is undergirded by three core premises:

- i) It posits that individuals select and deploy linguistic features from a unitary linguistic repertoire that comprises features drawn from named languages without differentiation in order to communicate effectively (Wei, 2018a; Otheguy et al., 2015; Vogel & García, 2017). This resonates with MacSwan (2017), who argues that bilinguals like monolinguals have one linguistic repertoire but a richly diverse mental grammar.
- ii) It takes a perspective of bilingualism and multilingualism that favours speakers own dynamic linguistic and semiotic practice above named languages of nations and states.

This means that students in a multilingual setting can use linguistics features from their multilingual languages to negotiate meaning depending on who they speak with or activity they engage in that particular multilingual context. As Gracia and Sylvan (2011) assert, translanguaging must be understood as historically and socially constructed language practices, whereby speakers negotiate for meaning amongst themselves in a particular context.

- iii) It still recognizes the material effects of socially constructed named language categories and structuralists language ideologies, especially for minoritized language speakers (Vogel & García, 2017). Similarly, MacSwan (2017) argue that people generally associate language with nation and states - for instance, Japanese with Japan, French with France and Urdu with Pakistan. He further claims that language is often used to consolidate political power and at the same marginalize minority

speakers of a language or language varieties different from the language used in power.

The study intended to find out if teachers in the refugee camp schools put into practice the principles of translanguaging in the teaching and learning of Kiswahili and English languages. Similarly, this study examined motivation and attitudes towards translanguaging. In addition, the study investigated if teachers allow the refugees students to use their full linguistics repertoire to learn and to communicate in the classroom and in the school compound in the camp. Further, I explored multilingual practices refugee students use to learn English which is the LoTL, key to their success, and Kiswahili, which is LoTL for Kiswahili grammar and *insha* (Kiswahili composition) and the language of local communication. Lastly, I verified/investigated Perez's (2004) assertion that, when students learn to read, write and think in their home language, those skills not only transfer to the new language but also reinforce a better understanding of the purpose, function and the processes involved in reading, writing and thinking.

Based on this backdrop, the study sought to answer the following research questions:

- i. How do teachers draw on their learners' entire repertoires in the teaching and learning of English and Kiswahili?
- ii. What are the reasons for using translanguaging inside and outside refugee schools in Kakuma?
- iii. What are the teachers', students' and education officers' reflections and attitudes on translanguaging as a teaching pedagogy?
- iv. What multilingual practices do refugees bring to the learning of English which is LoTL, key to their success, and Kiswahili, which is language for communication?
- v. What is the link between language-in-education policy in Kenya and language practice in refugee camps in Kakuma?

1.6 Objectives of the Study

The objectives of the study are:

- i. To explore how teachers draw on the learners' entire repertoires in the teaching and learning of English and Kiswahili;
- ii. To explain the reasons for using translanguaging inside and outside refugee camp schools in Kakuma;

- iii. To describe teachers', students' and education officers' reflections and attitudes on translanguaging as a teaching pedagogy;
- iv. To examine multilingual practices that refugees bring to the learning of English and Kiswahili;
- v. To examine the link between language-in-education policy in Kenya and language practice in refugee camps in Kakuma.

1.7 The Rationale and Contribution of the Study

Several studies that have explored the problems faced by refugee students in learning the LoTL have suggested the use of translanguaging as one of the solutions. Viegen (2020) points out that refugees who are integrated into public education in host countries are faced with the challenge of comprehensive understanding of language used in teaching and learning of subject matter in the education system. Viegen proposes a three-dimension matrix for teachers to use when reflecting on language teaching and learning. These dimensions are (i) teacher-student initiated translanguaging, (ii) planned and spontaneous engagement with translanguaging and (iii) translanguaging as a resource for learning. These three-dimension matrix helped me in seeking answers to the research questions. However, I took into account that this study was carried in Kenya, a different context from Viegen's context of study. Furthermore, refugee students in Kakuma refugee camp schools are faced with the problem of learning two languages – English, which is LoTL, and Kiswahili, which is LoC. As a result, the refugee students face language barrier which makes it hard for them to be integrated into the education system in Kenya. In the same vein, language-in-education policy does not address the language problem in refugee education in Kakuma refugee camp, which is located in a marginalised area that has low literacy level in Kenya (Ngasike, 2019). Moreover, there are no teaching and learning materials written in L1 of refugees, contrary to the context of Kenyan schools that have teaching and learning materials in L1 of Kenyans. Therefore, the findings of this study on the use of translanguaging as a teaching pedagogy will enable refugees, who are the most marginalised group in the world, to access education, which is an essential right that has the potential to empower refugees economically and socially.

Similarly, Yilmaz (2019) examined translanguaging as communicative survival in refugee settings in Greece, exploring the theory and practice of translanguaging in times of emergency and survival. Yilmaz (2019) drew on empirical data collected on the island of Lesvo (Greece), from October 2016 to June 2017, in education settings in refugee camps, a

shelter and a community centre. This case is similar to that in Kakuma refugee camp where refugee students must pass English and Kiswahili for them to go to secondary school and university. Again, Kiswahili is the language used by most students from the host communities hence the refugee students must learn this language both for their communicative survival and interaction in the school.

In addition, Translators without borders (2017) carried out a research study in six refugee camps in Greece to analyse how language affects refugee and migrant children in Greece. The study also explored the communication challenges that humanitarian aid workers and teachers face in their daily interaction with refugee and migrant children. Similarly, Dryden-Peterson and Reddick (2017) claim that most refugee young people who settle in United States from their countries of origin, are faced with the challenge of continual learning of new languages of instruction that often prevent content mastery. In Kakuma refugee camp schools the situation is the same because the humanitarian workers and teachers who work there only understand English and Kiswahili hence classroom interaction environment is not conducive to learning.

Moreover, Dryden–Peterson (2015) gives an example of a Burundian refugee who started learning in a primary school in Tanzania, where Kiswahili and English are the LoTL, and went to secondary school in Burundi, where the LoTL are French and Kirundi. This student eventually completed secondary school in French in Congolese curriculum. This situation is similar to that faced by the refugees in this research. The difference is that the students in this study will have to complete primary or secondary education in Kakuma refugee camp in Kenya.

As there is no work currently on translanguaging in refugee camps in Kenya, this study filled this gap by researching on translanguaging within the Kakuma refugee camp schools' context. Specifically, I investigated (i) how refugee students use translanguaging to communicate and infer meaning in their learning of Kiswahili and English; how teachers incorporate translanguaging in teaching English and Kiswahili in their classes; and what are the motivations and attitudes of teachers, students and education officers towards translanguaging as a teaching pedagogy and communication strategy. I expect to contribute on views on translanguaging as a pedagogical tool for teaching and learning second languages used as LoTL and LoC.

The findings of this study may inform the concrete language policy in education by proposing the consideration of translanguaging as a legitimate communicative and teaching and learning practice in Kenya education system and in refugee camp schools in Kenya. This language policy may be of benefit to the refugee students, teachers and humanitarian workers like social workers who receive and hand refugee students to schools under the LWF. Education officers both in the refugee camp and in the public schools may benefit from the process. Teachers and students may use translanguaging without fear if it is legalised by the education authority. The policy can be incorporated in teacher education, in teacher training colleges and in in-service training of teachers employed by agencies dealing with the education for refugees in Kenya.

1.8 Scope and Limitation

In this study, I limited myself on the analysis of translanguaging in Kakuma refugee camp schools run by LWF. I carried my research on those schools that had students from South Sudan and Somalia. This choice was based on the fact that students from South Sudan and Somalia are the majority in the LWF schools in Kakuma refugee camp and also because their first language is neither English nor Kiswahili. The languages spoken by refugee students in Fanaka primary school in Kakuma refugee camp are: Dinka, Nuer, Somali, Nubi, Toposa, Oromo, Af-Maay and Arabics. Besides teachers in Fanaka primary school speak English, Kiswahili, Arabics, Turkana, Dholuo, Kamba, Kirundi, Dinka, Didinga and Nuer. Taken together, these languages spoken in Fanaka primary school indicate multilingualism in the classroom in Kakuma refugee camp.

I examined the role of translanguaging as a pedagogical tool that hasten the learning and teaching of English and Kiswahili as second languages. Similarly, I also examined how students utilise translanguaging outside class. However, because of limited time, I was not able to cover the entire camp or all the schools in Kakuma refugee camp to investigate translanguaging in the homes of the refugee students.

1.9 Overview of the Thesis

This thesis is divided into eight chapters. Chapter 1 presents the background of the study, statement of the problem, research objectives, research questions, rationale and contribution of the study, the scope and the limitation.

Chapter 2 reviews the literature on translanguaging by first looking at the emergence of the concept of translanguaging in Wales schools and trace its history. Secondly, it explores

the concepts of translanguageing and codeswitching as two distinct concepts which are founded on different philosophies. Then it looks at relevant studies on translanguageing practices in classrooms.

Chapter 3 describes the theoretical framework used in this study. The chapter explains the tenets of translanguageing theory as pedagogical and communicative tool used to underpin this study. The chapter also shows how the theory can contribute to enhancement of teaching and learning of English as LoTL and Kiswahili as LoC thereby fostering implementation of language-in-education policy.

Chapter 4 gives a comprehensive description and justification of the research approach and techniques used for data collection and data analysis. It also describes the research site, relationship between the researcher and the researched, participants, data transcription and the ethical procedures adopted in the study.

Chapter 5 discusses translanguageing practice in the teaching and learning of English and Kiswahili in a typical refugee camp school in Kakuma refugee camp. The chapter reports on the finding of the data collected and analysed under the lens of translanguageing theory, and in relation to the overarching research questions posed in this study.

Chapter 6 explains the motivation and attitudes towards translanguageing in Kakuma refugee camp school. The first section of this chapter, presents the findings from classroom observations and interviews on the motivation for translanguageing in Kakuma refugee camp school. The second section of the chapter, presents the findings on attitudes of teachers, students and education officers towards translanguageing.

Chapter 7 examines the implementation of language-in-education policy in Kenya and practice in Kakuma refugee camp school. The chapter explores the link between language-in-education policy in Kenya and practice in Kakuma refugee camp school. The chapter also describes the challenges in the implementation of language-in-education policy in Kenya in regards to English as LoTL and Kiswahili as LoC in Kakuma refugee camp school.

Chapter 8 summarizes the findings of the study and explores their implications for research, policy and practice of translanguageing in the teaching and learning of English and Kiswahili in Kakuma refugee camp school. First, the major findings are summarized by linking them with theoretical perspectives adopted and research questions set for this study. Second, the potential contributions of the study to language-in-education policy in Kenya

and teacher education programmes in teachers training colleges are discussed. This is followed by some recommendations with regards to inclusion of translanguaging in language-in-education policy in Kenya and preservice training of teachers along with a description of the limitations of the study.

CHAPTER 2: LITERATURE REVIEW

2.1 Overview

In this section, I first look at the emergence of the concept of translanguaging in Wales schools and trace its history. Secondly, I explore the concepts of translanguaging and codeswitching as two distinct concepts which are founded on different philosophies. Then I look at relevant studies on translanguaging practices in classrooms.

2.2 Origin of the Term “Translanguaging”

The term “translanguaging” originated in Wales schools where it was coined as Welsh word *trawsieithu* by Cen Williams (1994), a Welsh educationalist and later translated into English by Colin Baker as “translanguaging”, following a discussion between him and Cen Williams. The term was initially used to designate a pedagogical practice where one language was as an input and another as the output in bilingual classrooms. This implied that students received information through one language, for example English, and produced responses in another language, for instance Welsh (Lewis et al., 2012). Before the students could utilize the information or instructions given in one language successfully, they should have fully understood how to produce the responses required (Williams, 1996). Translanguaging remains an important aspect of Welsh bilingual education and also extended to other parts of the world in bilingual classrooms and communities. García (2009) extended the meaning of translanguaging by stating that it refers to all uses of language by bilinguals in order to infer meaning. This relates to multiple discursive practices in which bilinguals engage so that they can make sense of their bilingual world, “capturing the imagination of those who believe that teachers and particularly students use both languages to maximize learning” (Baker, 2011, p. 288)

Although the term translanguaging was invented by Cen Williams, it is linked to Jacobsons’s (1983, 1990) concept of purposeful uses of two languages in bilingual classrooms and Faltis’ (1990) discussion of 16 cues for switching the language medium of teaching. Williams (2002) describes the process from the child’s perspective by hypothesizing that pupils internalize new ideas they hear, assign their own understanding to the information and at the same time utilize the same information in their other languages thereby hastening the understanding of that information or concept.

Williams (1996) recognizes the underpinning that translanguaging was a cognitive process involving a two language interchange but having important educational impacts. He

suggested that the translanguaging process uses cognitive processing skills in listening, reading, speaking and writing. This, therefore, meant that translanguaging requires a deeper understanding than translating because it moves from finding parallel words to processing and disseminating meaning and understanding of subject matter.

Translanguaging, thus, started as pedagogical theory with the emphasis on the child and not the teacher hence child-centred approach in most Welsh classrooms. Williams (2002) suggested that translanguaging focused more on the students' use of two languages than the teachers' role within the classroom, although it may be initiated by the teacher. On child's development, William (2002) suggested that translanguaging mostly uses the stronger language to develop the weaker language thereby contributing towards the balanced development of two languages of the child.

Translanguaging can work in the classrooms that are less to do with age and nothing to do with specific language but the competency of the child's dual competence. In the same vein, Williams (2002) suggested that translanguaging is more appropriate for children who have reasonably competence of both languages and may not be appropriate in a classroom when children are in the early stages of learning and developing their second language. However, translanguaging has worked well with emergent bilinguals from Spanish children in the United States (García, 2009).

In the Welsh context, translanguaging was viewed as a pedagogical practice intended to foster learning through meaning and understanding. Baker (2011) explored the use and advantages of translanguaging by arguing that this practice has the potential to enhance deep understanding of the subject matter being taught. This is because for students to discuss in one language what has been taught in another language they must have understood the meaning of the given topic properly. Furthermore, translanguaging encourages school-community interaction whereby parents can support their children's work in their native language. Translanguaging also improves children's knowledge of the second language and at the same time develops their overall learning.

From Wales translanguaging has spread as both a theoretical and pedagogical concept used by researchers in sociolinguistics and education to approach linguistic and cultural issues in diverse environments and in the classroom. García, who has been credited for popularizing translanguaging globally and developing it further by viewing it in a holistic manner, argues that language practices being learned by emergent bilinguals are in

functional interrelationship with other language practices and from an integral system (Velasco and García, 2014). On the same vein, translanguaging is considered to be effective with both bilinguals and emergent bilinguals, such as children from Spanish speaking homes living in the United State (US), contrary to Williams' claim mentioned earlier that regarded translanguaging not appropriate with emergent bilinguals. García (2009) also argues that translanguaging is a common everyday practice in multilingual societies of the 21st century and that it not only increases students' competence in their additional language but also makes them more skilled academically. García (2009) develops further the views of Williams and Baker by emphasizing that children can translanguage even when they have minimal knowledge of both languages, although William had stated earlier that translanguaging works well with bilingual students who have competence in both languages not emergent bilinguals.

García (2009) claims that translanguaging is grounded on the idea that individuals can draw on their linguistic repertoires so as to meet their communication demands. García and Wei (2014) state that translanguaging is a process which individuals use for meaning-making signs so that to adopt and participate actively in different societal and linguistics situations critically and creatively. Translanguaging helps bilinguals to develop new understanding of interaction between people and, at the same time, create a free and equal environment where each person is given a voice. Translanguaging, therefore, gives students opportunities to shine and showcase their real knowledge and capabilities. García and Wei (2014, p.126) contend that translanguaging is both a discursive norm of all bilinguals as well as a pedagogical theory of teaching and learning, especially for language minorities in particular settings. It can be said that translanguaging provides the conceptual framework for theorizing on bilingual education as well as a democratic endeavour for social injustice (García, 2013).

2.3 Translanguaging versus Codeswitching

Translanguaging and codeswitching are two distinct concepts which are founded on different philosophies. García and Wei (2014) define translanguaging as an approach to the use of language, bilingualism and the education of bilinguals that considers the language practices of bilinguals not as two autonomous language systems as it has been traditionally the case, but as one linguistic repertoire with the features that have been societally constructed as belonging to two separate languages. In contrast, García and Kleifigen (2018)

argue that codeswitching implies a “switch” from one language code to another and rests on assumptions that bilinguals have two separate, bounded language systems.

Similarly, Nassenstein (2020) argues that the concept of translanguaging focuses on meaning-making processes and speakers’ agency, their ideologies, the multimodality of communication and fluidity of linguistics practices, deconstructing the idea of language as fixed and demarcated system. However, Nassenstein (2020) contends that codeswitching and mixing as means of modification and variation have been among the core elements in the endeavour to describe youth communicative practices in Africa which have now been conceptualized as translanguaging. In the same vein, Chimbutane (2013, p.314) argues that classroom codeswitching is a communicative and pedagogical strategy that can aid learners’ ‘target’ language comprehension, use and learning, as well as assisting them in expressing and affirming multiple identities. Similarly, Poplack (1980) views codeswitching as the alternation of two languages within a single discourse, sentence or constituent. It is also important to acknowledge that codeswitching is also regarded as a highly skilled activity (Cook, 2002), useful communicative resource (Grosjean, 1982) and a valuable asset in communication strategies that language learners may acquire (Macaro, 2005). Therefore, translanguaging is refers to multiple discursive practices which includes codeswitching which is defined as the shift between two languages in context and it also includes translation, however, translanguaging differs from the both of these simple practices in that it refers to the process by which bilingual students and teachers engage in complex discursive practice to make sense and communicate in the multilingual classroom hence perform bilingually in the myriad ways of classrooms like reading, writing, taking notes, discussing, signing and so on (Gracia, 2009; García & Sylvan, 2011: 389).

Creese et al. (2016) argue that translanguaging is the feature of the complex communication repertoire that is drawn upon in interaction in diverse social milieu. According to them, translanguaging is a means of describing the strategic use of multilingual resources by people in the context of linguistic, social and cultural diversity. As suggested by Blackledge and Creese (2010), translanguaging goes beyond codeswitching and, by extension, codemixing, but includes both. Lewis, Jones and Baker (2012) explained that the distinction between codeswitching and translanguaging is ideological because codeswitching has associations with language separation, while translanguaging describes the flexibility of different languages in use. Rather than focusing on the language itself, translanguaging makes it apparent that there are no clear-cut

boundaries between the languages of bilinguals (Blackledge & Creese, 2010). This means that translanguaging is a teaching and learning pedagogy, communicative and social strategy that can be used by students in learning a second language, for instance English and Kiswahili in the case of this study.

2.4 Studies on Translanguaging

Many researchers across the world continue to develop studies on translanguaging. These studies examine translanguaging as a practice in diverse contexts and with different functions, as illustrated in this section.

2.4.1 Translanguaging as communicative practice (societal context)

Translanguaging plays a vital role as communicative practice among bilingual and /or multilingual individuals in the society. Nassentein (2020) explored translanguaging in Yabacrâne on youth's fluid linguistic strategies in Eastern DR Congo, whereby the youth make use of languages such as Lingala, French and English to shape a creative way of speaking based on Kiswahili. Similar view is shared by Mazzaferro (2018), who argues that translanguaging practice is a means to understand how bilingual and multilingual individuals strategically mobilize and make use of linguistic and semiotic resources and modalities to construct meaning and carry out different tasks of everyday life. Hence, translanguaging is processual and interactional communicative practices. Additionally, translanguaging as a communicative practice enables individuals to gain knowledge, express thoughts and communicate (Wei & Zhu, 2013). On the contrary, most schools discourage students to communicate in the first language allegedly as a way of fostering the learning of a second language.

Moreover, Blackledge and Creese (2010) argue that transnational communication practice of translanguaging make it easy for transnational individuals and groups to move across spaces and time thereby fostering change in social change and making an impact on their immediate environment. However, Simpson (2016) proposes that more can be done with regard to translanguaging so as to link cognitive with sociolinguistic understanding of multiple languages but at the same time ensure that multilingual speakers of non-standard, non-privileged languages are given a voice regardless of the extend and range of their individual communicative repertoires. This is relevant to this study since I followed students outside the classroom to explore how they use translanguaging to communicate.

2.4.2 Translanguaging as pedagogic practice (education context)

Translanguaging has been viewed as an effective approach in shaping education endeavour of bilingual and multilingual students who, in most cases, attend classes that use a second language as LoTL.

2.4.2.1 Translanguaging in language arts

Language plays a major role in dissemination of knowledge and skills in the teaching and learning activity in any curriculum content. In an ethnographic case study carried in Khayelitsha township primary school, Krause and Prinsloo (2016) pointed out on the worries between teachers' heteroglossic language practices in the classrooms and the language policy and assessment practices giving preference to English. They argue that teachers employ the multiplicity of linguistic resources available in order to make their learners understand the subject matter. In a similar way, Makoe (2018) asserts that translanguaging enables students in South African black working primary schools to interact in the teaching and learning activity as opposed to using English alone as LoTL. In the same way, Stavrou (2015) argues that learning through translanguaging can be both cognitive, such as understanding pedagogic task, as well as social and cultural, based on the way students share their ideas and reason together.

Translanguaging enhances meaning making in the language classroom hence enabling the students to develop deep comprehension of the content through use of multiple languages in a classroom to overcome communication barriers created by monolingual policies (Makalela, 2019). Along the same lines, in a study conducted in a fourth grade rural primary school in Kenya, Kiramba (2016) found that students struggled with comprehension of English in the classroom when this was the only is used. As a result, students indicated that they wished Kiswahili could be used to enable them comprehend instructions and content in English. This is consistent with the data obtained by Rono et al. (2021) in public primary schools in Kenya that revealed that teachers deploy codeswitching in the English classroom to enable students understand the meaning of words used in the English lesson, grammar and introduction to unfamiliar topics. Taken together, these studies demonstrate that there is need for teachers teaching in the refugee camps in Kenya to use the multiple languages available in the multilingual classroom to enhance meaning making in the English and Kiswahili lessons (Mendenhall et al., 2015).

Kenner (2004) explored ways in which bilingual/biliterate young children in the

UK combine different modes and media from Chinese, Arabic and Spanish in the process of learning how to write in two languages. That study showed how bilingual children always had more than one set of resources available to them when writing. At some point, children drew on both sets at once, whilst at others they switched from using one set of language to another. However, in situations where the language policy stipulates that one language is the LoTL, learning that language without translanguageing may be hard. Again, in the writing of national examination in Kenya, students are required to use English only for other subjects except in Kiswahili subject where Kiswahili should be used. Translanguageing enables the refugee to learn and write well in LoTL before sitting for the national examination in primary school.

Furthermore, translanguageing facilitates learning of the second language used as LoTL. Jakonen et al. (2018) examined multilingual practices in subversive language play in an educational context that is driven by a monolingual norm in Finland. Video-recorded lessons used as data from secondary level Content and Language Integrated Learning (CLIL) showed history is taught in English to Finish students. They examined how one student's translanguageing takes place as a result of teacher's enforcement of the L2-only norm. This shows clearly that translanguageing can enhance the learning of the second language which is used as LoTL. Lastly, the attitudes of teachers towards translanguageing have an impact in the learning and teaching of the second language. Torpsten (2018) claims that translanguageing accords opportunity to multilinguals to catch up with monolingual students in learning the target language. Our study verified the reflections and attitudes of teachers in LWF schools in Kakuma refugee camp.

Translanguageing practice can also play a central role in special education where a sign language is the LoTL to elicit students understanding of the subject matter. For instance, De Meuder et al. (2019) discussed the practice and politics of translanguageing in the context of deaf signers. In their study, they brought a different perspective on translanguageing by focusing on sensorial accessibility. However, translanguageing in special need education is beyond the scope of this study.

Based on these studies on translanguageing in language arts, it can be concluded that translanguageing plays a vital role as a sensitising tool to language practice in multilingual contexts and can cultivate positive attitudes which may hasten understanding of LoTL and LoC.

2.4.2.2 Translanguaging in science classroom

Translanguaging as teaching pedagogy has registered positive results in reinforcing the teaching and learning of science in the classroom. A study focusing on the language use of immigrant children in science classrooms which was carried in Sweden revealed that learners are able to cope well with learning when they are encouraged to employ all their linguistic repertoire in learning new terminologies in a specific subject matter (Karlsson et al., 2018). Similarly, Karlsson et al. (2018) investigated how translanguaging in a science classroom in primary school could help pupils in learning science in Sweden. Swedish is the LoTL in science classrooms in Sweden, where, with the exception of international English schools, many students have other mother tongues aside from Swedish (Karlsson et al., 2018).

Along the same lines, translanguaging as a teaching strategy enhances meaning making in the science classroom. For instance, in a study investigating heteroglossic practices in a fourth grade science classroom in rural Kenya, Kiramba (2016) found that translanguaging is used to hasten meaning in the science lesson where English is the LoTL. As a result, students participate actively in the teaching and learning activity in the classroom. This is consistent with the findings obtained by Njoroge (2016), that indicated that the use of students' L1 was an effective strategy that improved students' performance in mathematics and science in Kenyan primary schools.

Furthermore, translanguaging is viewed as teaching strategy that elicits students' interaction and participation in science lesson. For instance, Chambo (2018) proposes the use of discursive practice of translanguaging in the teaching and learning of scientific content in order to elicit students' high participation and building knowledge of natural science. Chambo carried action research in Mozambique in grade 4 bilingual classes where Portuguese is LoTL and noted that there were low levels of students' participation and interaction. However, in the lower grades, where first language or indigenous languages were used as LoTL, students' participation and interaction was high. This shows that translanguaging can elicit high level participation and interaction in the teaching and learning of science in the classroom.

On the other hand, Infante and Licona (2018) investigated translanguaging in an English/Spanish dual language middle school science classroom as a teacher and students engaged in scientific argumentation about biodiversity. They used ethnographically-

informed data collection together with discourse analysis. They examined teacher translanguaging in framing and supporting students' access to the practice of scientific argumentation. They found that translanguaging enabled the emergent bilinguals to understand the science. However, if teachers don't use translanguaging in teaching bilingual students who are not competent in LoTL, those students will be disadvantaged in that lesson (Höst, 2019). Based on these studies, it is clear that translanguaging as teaching strategy can aid the teaching and learning of science in a classroom situation where one language, usually the students' second language, is used as LoTL.

2.3.2.3 Translanguaging in Kenyan classroom

A number of studies on translanguaging in Kenyan classroom have explored the use of this strategy in the teaching and learning of English as a subject and in other subjects where English is the LoTL. These studies have illustrated the role of translanguaging as a teaching pedagogy and communicative strategy.

Mwaniki (2016) examined learning of mother tongue (L1) using another mother tongue (L1) at a primary school in Mbeere county in Eastern Kenya. The teachers in that primary school used teaching and learning materials from Kikuyu to teach Mbeere (L1), which was the L1 of the majority of students in that primary school. Teachers were able to help students to negotiate meaning and overcome language barrier in learning Mbeere using teaching and learning materials from Kikuyu language. This shows how translanguaging help students learn their L1 using teaching and learning materials in another L1. However, lack of teaching and learning materials in L1 is a major challenge that has faced teaching of L1 as a language of catchment area or LoTL in lower primary in Kenya since independence (Mbaabu, 1996). Therefore, the lack of teaching and learning materials in Mbeere is not a unique case. This resonates with studies that indicate lack of teaching and learning materials in L1 even though language-in-education policy in Kenya directs use of L1 as LoTL in lower grades in primary schools (Mnayonyi et al., 2016; Mandila, 2019).

In the same vein, Mwaniki (2016) gives another account of his experience of teaching English and Literature in English using Kiswahili in a secondary school in a multi-ethnic school in Nandi county in Kenya. Mwaniki illustrated how he used Kiswahili to explain novel concepts in the English language and literature. He also encouraged students to use Kiswahili in group discussions as a way of enabling them to explore concepts that were being taught and learnt in the English and literature in English lesson. The use of

Kiswahili in the teaching and learning of English is in line with the suggestion by Kiramba (2016) that teachers of multilingual students need to identify students' languages and develop translanguaging strategies to support content learning and acquisition of English. This line of reasoning is supported by a study carried by Mutai et al (2021) in Kenya, that suggests teachers use of translanguaging to make students understand new words in English, explain unfamiliar grammar and when introducing new topics which are unfamiliar to students. It is argued that this approach contributes to promote overall academic performance of the students.

In a fourth grade classroom in rural Kenya, Kiramba (2016) demonstrates how the science teacher elicit students' knowledge of Kiswahili and Kimeru to negotiate meaning making in the science lesson where English is LoTL. The use of translanguaging enables the students to participate actively in the lesson. This finding indicates that the flexible use of languages enables students understand the content of the lesson. This study resonates with the argument put forward by Bunyi (1999), that the use of English as LoTL disadvantage the majority of students who do not have competence in this language hence causing inequality in the access to education. Therefore, translanguaging gives a voice to students to engage actively in the teaching and learning activity in the classroom.

In a study investigating translanguaging in the writing of emergent multilinguals in a fourth grade classroom, Kiramba (2016) found that students used translanguaging in writing essays that were supposed to be written in only one language. Although the teacher tried to enforce the language policy in the curriculum that required the use of one language only, students deployed their multiple languages to communicate effectively in writing composition which is supposed to be written in only one language as per language policy. In another Kenyan context, Milu (2013) argues that writing and performing in Sheng (which is a mixture of Kiswahili and English) in early years had its own challenges since its users and speakers have been highly stigmatized for using the language in public or official places. This argument is in line with Githiora (2006) analysis, which highlights three terms that indicate the negative attitude of Kenyans toward Sheng which are: "a ganster language", "a dirty language" and "a secret language". These negative terms towards Sheng emanated from scholars and political leaders who blamed Sheng for poor language and literacy performance in Kenyan primary and secondary schools. In this regard, writing hip hop music or any creative work using Sheng will receive negative criticism. This resonates with the findings of this study that shows that teachers in Kakuma refugee camp school have negative

attitudes towards the use of non-standard Kiswahili which is Sheng, even though it helps students to learn English and Kiswahili.

2.4.3 Attitudes towards translanguaging

A considerable amount of literature has been published on attitudes towards translanguaging, especially in teaching of second language.

In a study investigating the impacts of translanguaging in the teaching and learning activity in the classroom, Daryai-Hansen et al. (2017) found that teachers and students had positive attitudes towards translanguaging since it enabled students to participate in the teaching and learning activity. Similarly, Pinto (2020) explored Chinese teachers' attitudes towards translanguaging in Portuguese foreign language classroom. He found out that the majority of the teachers had positive attitudes towards translanguaging because it improves Portuguese learning in the first levels. Further, Karlberg and Eriksson (2022) investigated teachers' perceptions of their students' L1 in the teaching of English as foreign language in Swedish primary schools and found out that teachers support the use of students' L1 since it facilitates teaching of English. Along the same lines, Nambisan (2014) examined teachers' use and attitudes towards translanguaging in English language classrooms in Iowa and found out that teachers have positive towards translanguaging as long as it does not interfere with the practice of the target language. These studies enabled me to understand the attitudes of teachers, students and education officers towards translanguaging in the refugee camp school. However, different from my study, these ones were carried outside Kenya.

In an ethnographic study, Al-Bataineh and Gallagher (2021) examined the attitudes of bilingual future teachers towards translanguaging in writing stories for young bilingual learners. Al-Bataineh and Gallagher found that teachers had different attitudes towards translanguaging and that the language ideology played a vital role in determining their attitudes and the extent in which translanguaging in writing was accepted or rejected. This study resonates with the findings of my study that showed that teachers and education officers had negative attitudes towards translanguaging in writing assignments. On the contrary, studies demonstrate that the use of translanguaging in writing improves students' writing skills in the target language (Velasco & García, 2014).

Otundo (2023) conducted a study in a Kenyan university on teacher trainees' perceptions of translanguaging in lecture rooms in Kenya. The study demonstrate that the teacher trainees had positive attitudes towards translanguaging because it helps them to

retain attention when instructors used a mixture of languages, leading to increased engagement and favourable learning experience. Nevertheless, the teacher trainers do not support the use of translanguaging in written assignments and examinations. Similarly, in a study carried in South Africa, Makalela (2015) found out that student teachers had a positive attitude towards translanguaging because it enhances metalinguistic awareness, breaks language and cultural enclaves, fosters mutual comprehensibility, expands the sense of self and multilingual self-efficacy. These two studies demonstrate student teachers' positive attitudes toward translanguaging as a pedagogical strategy that can enhance teaching and learning of second languages.

A number of studies have demonstrated positive attitude towards translanguaging especially in learning because of enhancing understanding and meaning making in the lesson. For instance, Mutai et al (2021) conducted a study in a public school in Eldoret West sub-county in Kenya and found that teachers had a positive attitude towards codeswitching because it enables the students to understand the meaning of words. Along the same lines, positive attitudes towards translanguaging in the English classroom is shaped by the need to enhance learning of English by use of L1 (Robina & Mmbwnga, 2023). Furthermore, teachers have a positive attitude towards the use of L1 since it enhances acquisition of skills and classroom participation and interaction (Mutuku, 2019).

A number of studies have pointed out lack of training and teaching and learning materials in L1 are factors that prompt negative attitude towards the use of translanguaging. For instance, in a study carried by Mnayonyi et al (2016) in Bungoma South sub-county in Kenya, revealed that teachers have negative attitudes towards the use of L1 in teaching lower primary because of lack of instructional materials in L1 and lack of specific training on how to teach in a L1 in lower primary. In the same vein, Onguti et al (2016) found out that both teachers and learners have negative attitudes towards L1 as LoTL due to lack of training and unavailability of teaching and learning materials. This is in line with Mandilla (2019), who noted that lack of teaching materials and training in L1 hinder the dissemination of the content in L1. The lack of teaching and materials in L1 hinders the use of L1 as LoTL in lower primary school and at the same makes it impossible for parents to be involved in homework given to students where parental guidance is needed as stipulated by curriculum (Nyarigoti & Ambiyi, 2014).

In a study investigating the use of codeswitching in classrooms in Tanzania, Mbwire (2023) found that most teachers and students support this practice because it enables learners to understand the subject matter. This study resonates with a study conducted by Wondimu (2019) on instructors and students attitudes towards codeswitching in Governmental University in Ethiopia, that indicated that instructors and students had positive attitudes towards codeswitching where English is the LoTL. In another Ethiopian context, Temesgen and Hailu (2022) found that teachers had a positive towards codeswitching in English as Foreign Language (EFL) classroom in regard to academic, classroom management and socializing purposes. Along the same lines, in the South African context, Carstens (2016) found that the majority of university students in South Africa hold that translanguaging strategies facilitate conceptual learning, foster emotive experiences, activate confidence and vocabulary, and enhance group cohesion.

CHAPTER 3: THEORETICAL FRAMEWORK

3.1 Overview

This chapter introduces the theoretical framework that guides this study. First, the chapter explains the origin of translanguaging theory. Next the chapter outlines and discusses the tenets of translanguaging theory as pedagogical and communicative strategy to explore translanguaging inside and outside Kakuma refugee camp school.

3.2 Translanguaging Theory

As mentioned earlier in this study, translanguaging theory originated in Wales as a classroom pedagogical practice which facilitated teaching and learning of bilinguals where teachers used two languages one as an input and another as output. Translanguaging as a pedagogical and communicative tool was used to underpin this study.

Translanguaging as a pedagogical practice has proven to be effective in a variety of educational contexts where the LoTL is the second language of students (Wei, 2018). It offers several advantages such as empowering both the teacher and learners in the teaching and learning activity through meaning making, experience and identity development (Creese & Blackledge, 2015; García, 2009), encourages school-community interaction, facilitates deep understanding of the subject matter, improves overall learning of other subjects (Baker, 2006). This study verified these merits of translanguaging in Kakuma refugee camp school. For instance, the refugee students are required to study English and Kiswahili at the same time that they learn other subjects like Science, Social studies, Mathematics and Religious education at primary school level in English. Moreover, translanguaging is viewed as both a practice and a process that goes beyond language and linguistics of speakers to a linguistics of participation (Wei, 2018). This implies that translanguaging elicits classroom participation and interaction in teaching and learning activity.

The concept of language has attracted debate in understanding translanguaging. In translanguaging, language is viewed as something fluid instead of hermetic. Wei (2018) argues that language is the fluid practice that transcend socially constructed language systems and structures to engage diverse meaning making systems and subjectivity. Similarly, García (2007) maintains that languages are not hermetically sealed units. Additionally, Makoni and Mashiri (2007) elaborate this more by arguing that languages are not hermetically sealed units but they leak into one another through seamless multiple identity and language performances. The view of language as fluid and not hermitic

underpins the suggestion of this study of recognition of translanguaging in the refugee school language policy.

Li (2018) claims that translanguaging reconceptualizes language as a multilingual, multisensory and multimodal resource for thinking and communicating thought. Translanguaging, therefore, makes an individual aware of the existence of the political entities of named language and empowers him/her to make use of some structural features of named language acquired. The issue of named languages like English, Kiswahili, French, Spanish, Portuguese among others are largely arbitrary hence politically and ideologically charged (Wei, 2018). Similarly, MacSwan (2017) argues that people generally associate language with nation and states - for instance, Japanese with Japan, French with France and Urdu with Pakistan. In the same vein, named languages have often been constructed in the process of standardization that leaves out the language practice of minoritized populations (Otheguy et al., 2015). In addition, translanguaging views language as languaging, an avenue for protecting minoritized communities like the refugees and their languages (Otheguy et al., 2015).

Conservatives in the field of second language acquisition for many years have advocated for schools and teachers to separate languages in the teaching and learning process. For instance, in Kenya, students are not allowed to speak their first language in English or Kiswahili lesson. In addition, there are days allocated for using English only and other for Kiswahili. This approach holds the belief that mixing of two languages tends to confuse students hence hinders their learning progress. Further, conservatives in the second language acquisition believe that strict separation of language use is the only way to avoid language contamination (Jacobson & Faltis, 1990). However, the effectiveness of such approach has been questioned for treating bilingualism as two separate rigid and static languages (Beres, 2015). Again, bilinguals or multilinguals in the everyday social interaction move dynamically between named languages, language varieties, styles, registers and writing systems to fulfil specific strategic and communicative functions (Otheguy et al., 2015; Vogel & García, 2017; Wei, 2018). In the same way, translanguaging leverages the fluid language practice of the bilingual students to learn deeply and also empowering them to identify when to use what feature for what purpose (Makalela, 2015; Otheguy et al., 2015). Translanguaging as practical theory helped me understand the creative and dynamic practices that students engage using multiple languages and semiotic and cognitive resources in learning a second language in contexts where it is LoTL or LoC (Wei, 2018).

Translanguaging as a transformative communicative practice explains how individuals and groups use translanguaging to move across space and time. This aspect facilitated my understanding on how refugees use translanguaging to overcome language barrier in the classroom participation and interaction (Blackledge & Creese, 2010; Wei, 2011).

The above mentioned aspects of translanguaging theory as pedagogical and communicative practice show how, in this study context, the use of this strategy facilitates deep understanding of English, which is LoTL, and Kiswahili, which is only taught as a subject and being the language of communication in the host communities, activate classroom interaction and participation in teaching and learning activities, foster meaning making, enhance communication and contribute to inform language policy.

CHAPTER 4: METHODOLOGY

4.1 Overview

In this chapter, I give a comprehensive description and justification of the research approach and techniques used for data collection and data analysis. I also describe the research site, relationship between the researcher and the researched, participants, data transcription and the ethical procedures adopted in the study.

4.2 Research Approach

In this study, I decided to adopt qualitative research approach with a focus on a case study to develop qualitative understanding related to the research questions. A case study gives a complete description of a phenomenon or intervention within its natural context using multiple sources of evidence (Yin, 2003)

A case study approach was suitable in exploring the phenomenon of my interest, which is translanguaging in a refugee camp school setting. The refugee camp school context enabled me to capture and interpret participants' diverse perspectives and experiences on language choices and use in their natural setting (Denzin & Lincoln, 2005). Also I had no control over the participants and activities taking place inside and outside the classroom in the refugee camp school (Yin, 2003). Similar to previous case studies in language education, this case study provided a holistic descriptive data on language learning and teaching in the refugee camp (Mackey & Gass, 2015).

A case study uses multiple sources of data to allow researchers to corroborate and augment evidence from multiple sources (Yin, 2003). In this respect, I used different data collection techniques such as observation, interviews and documents review to achieve triangulation of data and evidences from multiple sources. Triangulation of data increased the trustworthiness of the study.

Case study is generally exploratory since it enables the researcher to identify themes or categories related to the research questions (Dawson, 2007). The identified themes informed the analysis of data. Using case study, I explored students' deployment of their full linguistic repertoires, how teachers draw on refugee students' linguistics repertoires and how language-in-education policy is approached in Kenyan education curriculum and in the refugee camp school in this study.

Lastly, case study enabled me to relate and test the applicability of translanguaging theory in the data collection and analysis (Mullen, 2006).

4.3 Research Site

As mentioned earlier, this study was carried out in Kakuma refugee camp in North Western part of Kenya. The selected refugee school is Fanaka primary school (pseudonym). Fanaka primary schools is managed by LWF. It is a mixed day primary school with a special needs education section. The Ministry of Education (MoE) monitors the quality and standards of education. Fanaka primary school has students from South Sudan, Somalia, Burundi, Congo, Ethiopia and Uganda. However, the majority of the students are from South Sudan and Somalia. As stated earlier in Chapter 1, the target students were from South Sudan and Somalia since their L2 is not English or Kiswahili.

Fanaka primary school follows the education curriculum of Kenya. During the time of this study, there were two systems of curriculum, that is, the 8-4-4 system and the Competency Based Curriculum (CBC), which was introduced in 2017. Grades 6, 7 and 8 were the last cohort of the 8-4-4, which was being phased off in Kenya. The target grades were under CBC curriculum and their teachers were still undergoing the induction course. The continuous assessment tests were administered by teachers under the guidance of the Kenya National Examination Council (KNEC).

The students in Fanaka primary school are multilingual and multicultural. The students speak different L1, Kiswahili, English and some speak Arabic. English is the LoTL from grade 1 to grade 6 for CBC and from grade 1 to grade 8 for the 8-4-4 curriculum. Kiswahili is LoTL for Kiswahili grammar and *insha* (Kiswahili composition). Kiswahili is used as language of the catchment area for grades 1, 2 and 3 where the students have different L1. The CBC recommends the use of the language of the catchment area as LoTL in lower grades. However, in the case of Fanaka school, Kiswahili is taught as the language of the catchment area instead of Turkana, which is the language of the host community. The choice of Kiswahili as the language of the catchment area is informed by the fact that refugee students have different L1 and they do not speak the language of the host community. Moreover, the multilingual diversity of the students would not allow selection of one of their languages to be taught as the language of the catchment area because the curriculum only recognises languages spoken by native Kenyans as the language of the catchment area in that particular locality.

The school has 23 classrooms, a staffroom, headteacher's office, store and 20 pit latrines (8 for boys and 12 girls) built by UNHCR. Water is available in the school. Despite the developed infrastructure, high population of students is a major challenge. At the time when this study was carried out, the school had a population of 2,706 students. However, LWF was putting more classrooms to contain the large number of students. The school has a playground which the students use during break time and game times. Fanaka primary school is accessible by all means of transport hence was convenient for the researcher.

Table 1: Demographic data of students' enrolment

Grade	Boys	Girls	Total
1	117	148	265
2	162	187	349
3	193	191	384
4	197	158	355
5	139	123	262
6	139	122	390
7	213	208	421
8	230	179	409
Grand total	1,390	1,316 (48.6%)	2,706
	(51.4%)		

Fanaka primary had 34 trained teachers and 6 untrained teachers. Most of the trained teachers were Kenyans and a few were from the refugee community. All untrained teachers were refugees waiting to join university and colleges. It is worth mentioning that only trained teachers were assigned as class teachers in the school. All trained teachers in Fanaka primary school are registered by the Teachers Service Commission (TSC) and have certificate of good conduct as per the UNCHR policy.

4.4 Access to the Research Site and Relationship between the researcher and the researched

4.4.1 Access to the Research Site

As Eckert (2013) asserts, to access schools, refugee camps and workplace as fieldwork setting, a researcher requires institution permission which is curved by gatekeepers as an ethical requirement. It is for this reason that I sought permission from the relevant education authorities in Kenya to access Fanaka primary school in Kakuma refugee camp.

First, I applied for the research license from National Commission for Science, Technology and Innovation (NACOSTICS). I got the license after one week (see Appendix 4). I then went to see the county commissioner of Turkana county with the license and the letter from Eduardo Mondlane University (see Appendix 3). I briefed him on the aims and objectives of the study. He then wrote a letter to the county director of education to offer me the necessary assistance (see Appendix 6).

The next day, I went to see the county director of education. I explained to him the aims and objectives of the study. He gave me a letter permitting me to carry out the research (see Appendix 5). Having obtained the letter from the county director of education, I went to the camp manager in charge of the Refugee Affairs Secretariat (RAS) in Kakuma refugee camp. I was given the permission letter to carry out the research in the refugee camp schools (see Appendices 7 and 8).

That same day, I went to see the programme manager of LWF to seek permission to carry my research in LFW schools (see Appendix 9). I also explained to him the aims and objectives of the study. He gave me documents that had UNCHR policies on education. He then called the headteacher of Fanaka primary school to brief him about my study in the school.

Lastly, I went to Fanaka primary school to see the headteacher. The headteacher knew me since I had taught in the nearby public secondary school some years back. Also I had attended with him the training on education management course, which used to be hosted in Fanaka primary school during the school holiday. I explained to him the aims and objectives of the study and shared with him my research schedule. He gave me the orientation on the school programme and also introduced me to the teachers and students. That same day I was introduced to the Parents-Teachers Association (PTA), who had a meeting in the school. I was given the opportunity to address them. The PTA chairman was very supportive of my intended fieldwork and even suggested to me to contact him in case of any assistance needed on the side of parents or guardians. After the orientation, I embarked on my fieldwork in the school.

4.4.2 Relationship between the researcher and the researched

As Eckert (2013) argues, the researcher should endeavour to establish a shared set of principles with the community (participants) being researched. In this respect, I had to

prepare from the outset how to foster trust and build rapport with the school community (students, teachers and headteacher) who had various expectations from me.

I endeavoured to cultivate trust between myself and the participants by clarifying my role and their role in the research process without jeopardising their anonymity (Duff, 2008). In fact, the issue of anonymity of participants was captured in the consent forms signed by them. The clarity of the roles in this research process and the surety of anonymity fostered solid trust and rapport with the participants.

It took a short time to gain trust of students and teachers. In the first week of fieldwork, I tried to spend most time with students from target grades. Similarly, some students and teachers knew me as a high teacher in public secondary school within the host community. However, some students thought I was a new teacher recruited by LWF. I had to clarify to them that I was there to learn from them and their teachers.

During this fieldwork, I managed to master the name of the target students, which made them feel good whenever I called them by their names. The students called me *mwalimu*, which means ‘teacher’ in Kiswahili. On the same vein, students used to seek for assistance in Kiswahili and English during observations in and outside classroom. Also there were times I helped some students who had no pens or books. Conversely, the students taught me a few words in their L1 and Arabic.

I was allocated a desk in the staffroom, where I had informal conversation with teachers on their language practices, language choices and challenges in teaching English and/or Kiswahili. Some teachers, especially in grades 8 and 7, requested me to talk to students on composition and *insha* writing. *Insha* means ‘composition’ in Kiswahili. I did it, although it was not part and parcel of the study. Furthermore, the grade 5 and 4 students sought assistance in Kiswahili tutoring.

During the observation and interview sessions, I briefed the teachers that I was there to do research and not to assess them. In fact, I told them the purpose, the procedures and even the period I would take to do the fieldwork in the school. It was important to clarify this to them because LWF and the MoE usually send officers to assess teachers. In such assessment by education officers, the target teachers are not usually comfortable probably because the outcome of the observation may affect their renewal of contract.

Spending most of my free time in the school fostered prolonged engagement with the headteacher, teachers and students in the school. This engagement facilitated solid trust and rapport, which continued even after fieldwork. This was important since it enhanced member checking of the data to enhance its trustworthiness.

4.5 Participants

As stated so far, the participants in this study were refugee students, teachers, headteacher, the sub county quality assurance officer and the education coordinator in charge of LWF schools in Kakuma refugee camp. The headteacher, the sub county quality assurance officer and the education coordinator in charge of LWF schools were grouped as education officials in this study.

4.5.1 Students

Refugee students were sampled from the lower primary classes, which consist of grades 1, 2, 3, and upper primary grades 4 and 5. The lower grades were selected because the students were the new cohort who had not developed mastery of English and Kiswahili while those in upper grades had just moved from lower primary and had developed mastery of English and Kiswahili than those students in lower primary. I had expected that teachers would be using students first languages more in the lower primary classes since they had not developed proficiency in English. Conversely, I had expected that teachers in grades 4 and 5 would use English only as LoTL in the English lesson as per the language-in-education policy in the CBC curriculum. This enabled me to understand how translanguaging fosters students learning of English and Kiswahili.

Also the choice of students in grades 1, 2, 3, 4 and 5 was informed by the fact that those grades were under the Competency Based Curriculum (CBC), which focuses on acquisition of competencies in the subject matter and in this case English and Kiswahili.

The total number of students who participated in this study was 1,595. The total number of students interviewed from the total sample were 36. From the sample of 36, 24 refugee students in grades 1, 2 and 3 as well as 12 students in grades 4 and 5 were interviewed. The students interviewed were from the Somali and South Sudanese communities. The following tables give the summary of the demographic information of the students:

Table 2: Total number of participating students

Grade	Boys	Girls	Total number of students observed	Total number of students interviewed
1	117	148	265	6
2	162	187	349	6
3	193	191	384	6
4	197	138	335	6
5	139	123	262	6
Total	808 (50.7)	787 (49.3%)	1,595	36

Table 3: Demographic data of students interviewed in lower grades

Name	Age	Gender	Grade	Country of origin	L1
Suleka	6	F	1	Somalia	Somali
Deng	6	M	1	South sudan	Dinka
Mosi	6	M	1	South Sudan	Toposa
Hassan	6	M	1	Somalia	Somali
Fatu	6	F	1	Somalia	Oromo
Marek	6	F	1	Sudan	Nuer
Elizabeth	7	F	2	South Sudan	Nubi
Jamal	8	M	2	Somalia	Somali
Chol	8	F	2	South Sudan	Dinka
Omar	8	M	2	Somalia	Somali
Nasipondi	8	F	2	South Sudan	Dinka
Sele	9	F	2	Somalia	Somali
Tila	9	F	3	South Sudan	Dinka
Subira	9	F	3	Somalia	Oromo
Erijok	9	M	3	South Sudan	Dinka
Waketu	9	M	3	Somalia	Somali
Akoi	9	M	3	South Sudan	Toposa
Azizi	9	F	3	Somalia	Somali

Table 4: Demographic of students interviewed in upper grades

Name	Age	Gender	Grade	Country of origin	L1
Tamal	11	F	4	South Sudan	Topasa
Mohamed	12	M	4	Somalia	Somali
Maria	12	F	4	Somalia	Somali
Tamar	13	F	4	South Sudan	Dinka
Imani	14	F	4	South Sudan	Didinga
Aden	14	M	4	Somalia	Somali
Loposi	13	M	5	South Sudan	Topasa
Achol	14	F	5	South Sudan	Dinka
Mariam	14	F	5	Somalia	Af Maay
Samia	14	F	5	Somalia	Somali
Garang	14	M	5	South Sudan	Nuer
Amani	14	M	5	Somalia	Somali

4.5.2 Teachers

Seven teachers teaching English and/or Kiswahili in grades 1, 2, 3, 4 and 5 were selected. They were four female and three male teachers. These teachers were chosen based on the language they taught, professional qualification, teaching experience in the school, and their nationality.

Halima has been teaching English and Kiswahili in grade 1 for five years in Fanaka primary school. She is a refugee from South Sudan. She came to Kenya as a child and she got her primary, secondary and teacher education in this country. Her accounts in the teaching of English and Kiswahili in the school provided rich insights in this study.

Kavindu is a Kenyan. She was trained as a teacher in Burundi. She has 10 years teaching experience. She teaches English and Kiswahili to grade 2 students. She is also the class teacher of grade 2 which I observed. She helped in the identification of the students interviewed. Our informal discussions about her experience teaching refugee students English and Kiswahili provided deep insights into the study.

Emeri is a refugee teacher from South Sudan. He got his secondary and diploma teacher education in Kenya. He has been teaching English and Kiswahili to grade 3 students

for six years. He is the class teacher of grade 3. He speaks English, Kiswahili, Arabic and Toposa. I observed his English and Kiswahili lessons.

Bahati is a Kenyan teacher. He has been teaching Kiswahili in grade 4 in the school for two years. He is also the class teacher for grade 4. I observed her Kiswahili lessons and interviewed him twice. He helped in identifying the students interviewed.

Kipande is a refugee teacher from South Sudan. He has been teaching English and Braille in grade 4 in the school for three years. He received primary, secondary and teacher education in Uganda. Later he got a diploma in special needs education in Kenya school of special education (KISE). I observed his English lessons and also interviewed him. We had many informal discussions on teaching of English in the staff room during tea breaks.

Zubeda is a Sudanese. She teaches grade 5 English. She received her primary, secondary and teacher education in Kenya. I interviewed her twice and also observed his English lessons. Her experience both as a student and teacher of English enriched the data collected.

Zawadi is a Kenyan. She has three years teaching experience in a private school in Kenya. She has taught Kiswahili in grade 5 for one year. She has a P1 certificate from a teacher training college in Kenya. I observed her Kiswahili lessons and also step in for her when she was absent. She was interviewed twice in the semi-structured interviews.

Table 5: Demographic data of teachers

Name	Gender	Nationality	Qualification	Teaching subject	Languages spoken
Halima	F	Sudanese	P1 certificate	English/ Kiswahili	English, Kiswahili, Nuer, Arabic
Kavindu	F	Kenyan	P1 certificate	English/ Kiswahili	English, Kiswahili, Kirundi
Emeri	M	Sudanese	Diploma	English/ Kiswahili	English, Kiswahili, Toposa, Arabic

Bahati	M	Kenyan	P1 certificate	Kiswahili	English, Kiswahili, Kiluhya
Kipande	M	Sudanese	Diploma	English	English, Dinka
Zubeda	F	Sudanese	P1 certificate	English	English, Arabics, Dinka
Zawadi	F	Kenyan	P1 certificate	Kiswahili	English, Kiswahili, Dholuo

4.5.3 Education officials

As mentioned, the education officers selected for this study were the LWF Programme manager in charge of education, a sub county quality assurance officer and the headteacher of Fanaka primary school in Kakuma refugee camp. The education coordinator in charge of education at LWF and the headteacher are all Kenyans. It is worth mentioning that most education officers in LWF are Kenyans because they must be registered teachers with TSC and they must have experience in management of schools in Kenya.

Rai is the education coordinator of LWF schools in Kakuma refugee camp. He has over 10 years teaching experience and 5 years in management. He took part in the semi-structured interviews.

Alim is a sub county quality assurance officer from the MoE. She visits the schools in the refugee camp to ensure the teaching standards are maintained. She has been overseeing the CBC training of the teachers in the zone that the school is located. I interviewed her on the teaching and learning of English and Kiswahili in CBC, the students' L1 or mother tongue and language-in-education policy. She has 15 years teaching experience in public primary schools in Kenya.

Emoru is the headteacher of Fanaka. He had been teaching Mathematics in Fanaka for 12 years. He was from the host community. He had a degree in education and a diploma from Kenya Education Management Institute. He played an important role in this study. He introduced me to the teachers, students and education officers who were visiting the school. He gave me orientation on the school programme and activities of the term. He participated in the semi-structured interviews.

Table 6: Demographic data of education officers

Name	Gender	Nationality	Designation	Experience	Languages spoken
Rabi	M	Kenyan	Education coordinator	15	English, Kiswahili, Luhya
Alim	F	Kenyan	Quality assurance	15	English, Kiswahili, Turkana
Emoru	M	Kenyan	Headteacher	12	English, Kiswahili, Turkana

4.6 Data Collection Techniques

In line with our research approach, the following qualitative data collection techniques were used: observation, interviews and document analysis. The use of multiple data collection techniques enabled me to triangulate data and evidences from multiple sources (Yin, 2003). Data collection techniques used in this study were determined by the research questions. Each of the data collection technique almost elicited the responses for the research questions.

4.6.1 Observation

Observation as a data collection technique accorded me the opportunity to immerse myself inside and outside classroom settings, and observe the interaction, actions and events within the refugee camp school setting (Mason, 1996). I carried observation from September 2021 to December 2021. The classes observed were grades 1, 2, 3, 4 and 5. As stated in Section 4.4, the choice of these grades was informed by the target students in those grades. Students in grades 1, 2 and 3 have not developed competency in English and those in grades 4 and 5 had just moved from the lower primary to upper primary where English is used as LoTL for all subjects except for Kiswahili lesson. Also the target grades were under the CBC that was still new in Kenya. The observation was conducted in the mornings from 8 am to 11 am since language lessons were allocated morning hours in the school master timetable. The lessons observed were English and Kiswahili only.

At the outset of the activity, I told the teachers the purpose of the classroom observation. This was important because the teachers in LWF were assessed by education officers from the MoE and LWF. My explanation removed the anxiety and tension felt by teachers during assessments. However, when I began observation in the lower grades, the

young students kept asking each other what was my name. As the fieldwork went on, they became used to me. They even started consulting me on questions they did not understand.

During observation, I sat at the back of the class where I could see the whole classroom. I focused my observation on language choices, teachers' and students' language practices, teaching pedagogy, students' participation and interaction in the lessons. I prepared observation guides (see Appendix 16) so as to collect data in an organised manner and maintain focus on language practice to be observed inside and outside classroom. I used observation guides to generate themes and look for supporting data in the classroom. The observation guides had themes like students' L1, codeswitching, translation and teaching and learning activity (for more details, see Appendix 16). However, I was open to observe any happening in the classroom since I had no control over the events and participants in the classroom. For instance, I had no control about the questions the teacher would ask and who the teacher would select to answer those questions.

As an observer in the classroom, I took field notes and also audio recorded the events in the classroom. The field notes helped me to capture interesting events in the classroom. For instance, the total silence when Ms. Zubeda insisted on the use of English only in the English and the punishment of students who spoke Kiswahili or their L1 in English lessons. Although I played the role of the observer most of the time, there were times I played the role of participant observer. This happened when I was requested to step in for the Kiswahili teachers in grades 3 and 5 who had gone for CBC training. Similarly, I participated in extracurricular activities which facilitated my insight on the students' language choices outside class. This hastened the relationship between me and the students and those teachers. As a result of this, a teacher in grade 8 requested me to give a talk to his students on Kiswahili.

Towards the end of the study, I managed to observe 3 teachers in lower grades teaching English and Kiswahili, 2 teachers of English and 2 teachers of Kiswahili respectively in upper grades. The table below gives the summary of the observation activity. Lastly, I compiled the field notes and audio recording that facilitated transcription.

Table 7: Summary of observation activity

Teacher	Grade	Lesson	Number of lessons observed
Halima	Grade 1	English	60
		Kiswahili	60
Kavindu	Grade 2	English	60
		Kiswahili	60
Emeri	Grade 3	English	60
		Kiswahili	60
Bahati	Grade 4	Kiswahili	60
Kipande	Grade 4	English	60
Zubeda	Grade 5	English	60
Zawadi	Grade 5	Kiswahili	60
Total lessons			600

4.6.2 Interviews

Interviews are research techniques used for collecting oral data from respondents in a research study. Gass and Mackey (2005) have suggested that the main advantages of interview as a data collection technique lies in its strength as strategy to investigate phenomena that are not directly observable such as learners self-reported perceptions or attitudes, additional data if initial responses were vague, incomplete, off-topic or not specific enough and to elicit data from learners who may not be comfortable in other modes. In this study, unstructured and semi-structured interviews and focus group interviews were used to collect data from the participants.

4.6.2.1 Unstructured interviews with 4th and 5th graders

Unstructured interviews are sometimes referred to as ethnographic interviews (Dörney, 2007, p. 137). Unstructured interviews have a flexible format that is premised on a question guide that helps the interviewer to move in any direction so as to gain insights of interviewees' attitudes, perceptions, views and reflections and has no close format questions (Walliam, 2011). It is for this reason that I chose unstructured interviews so as to have holistic understanding of the participants' point of views on teaching and learning of English and Kiswahili in the refugee camp school. I conducted two sets of unstructured interviews with students in grades 4 and 5. Before commencing the interviews, I briefed the participants

on the purpose of the interview and their voluntary participation. Note taking and audio recording was to capture students' responses. I managed to interview 6 students from South Sudan and Somalia. Each interview took about 35 minutes. I carried these interviews during break times so as not to interfere with lessons. The interviews were carried in a relaxed atmosphere, so that students could talk freely with little direction from me.

During these interviews with the students, I asked them questions that aimed to elicit their views on the language of communication, languages used by their teachers in class, the use of their L1, codeswitching and/or codemixing and languages used by their parents or guardians to help in doing homework. Some of the questions in the interview guide (see Appendix 13) were used to reinforce more responds hence utilising the interview session well. Furthermore, I asked them questions that I derived from observation in classroom that needed clarification. Kiswahili was used since the students felt comfortable in communicating in Kiswahili than in English.

The unstructured interviews were effective in eliciting data on students' perspectives on translanguaging in the refugee camp school. These accorded me the opportunity to seek clarification on what I observed in the classroom and outside on language use. This prompted eliciting of more data and also provision of member checking that facilitated trustworthiness of the data.

4.6.2.2 Semi-structured interviews

Semi-structured interviews are types of interviews which are less rigid in that the interviewer uses a written list of questions as guide but still has the freedom to digress and probe for more information (Mackey & Gass, 2016). I conducted two sets of semi-structured interviews with seven teachers of English and Kiswahili of grades 1, 2, 3, 4 and 5. I also interviewed 3 education officers.

Semi- structured interviews with teachers

I carried two sets of interviews with teachers. In the first set, I asked them questions about their attitudes and perceptions on translanguaging, their teaching pedagogy, use of students' L1 in the English or Kiswahili lessons, codeswitching and codemixing and challenges faced by their students in learning English and/or Kiswahili. These questions were derived from the interview guide (see Appendix 14). English was used in the interviews but sometimes switching to Kiswahili, depending on the teacher being interviewed. On my side, I was comfortable in using English or Kiswahili in these interviews with the teachers.

The second set of semi-structured interviews was used as member checking on my reflections on what I observed in the classroom and outside classrooms of issue. For instance, in grade 4, there were special needs students using sign language and braille. I had to get clarification and more insights about this matter from Mr. Kipande during the interviews.

Semi-structured interview with education officers

Two interviews with the headteacher were conducted in his office. The first interview aimed at getting data on language-in-education policy in the school, teaching of English and Kiswahili, issues of multilingualism and students' performance in English and Kiswahili. The second interview was conducted to find out his views on what was observed inside and outside the classroom.

The education officer in charge of LWF was interviewed on issues of language-in-education policy, mother tongue and translanguaging in the refugee camp school. This interview enabled me to gain deep understanding about the language-in-education policy and translanguaging in the refugee camp school. English was used in this interview.

The interview with the education officer from the MoE aimed to elicit data on language-in-education policy in Kenya, use of students' L1 and language teaching and learning in the CBC.

Note taking and audio recording were used to capture participants' responses in this semi-structured interviews.

4.6.2.3 Focus group interviews

I conducted two sessions of focus group interviews with students in grades 1, 2 and 3. The students in these grade were target participants of focus groups because as young children they felt comfortable being interviewed together. In the first session of focus group interview, I explained the main purpose of the discussion and the rules that guided the interview. Kiswahili was used in these interviews because the students were comfortable with this language and not with English. I gave them time to brainstorm over questions in the focus group discussion guide (see Appendix 15). The topics discussed were language of communication, use of students' L1, codeswitching and /or code mixing, LoTL and teachers' language choices in the teaching and learning of English and/or Kiswahili. The aim of these topics was to get holistic understanding of translanguaging in the refugee camp school, students' linguistics repertoires and language of communication.

The second session of focus group interviews were used to elicit responses for questions that came from other interviews and observation. For instance, silence when teachers use English only during the lesson. These interviews were also used as a form of member checking for clarifying my interpretations of data from other interviews and observation in class and outside class. This member checking reinforced trustworthiness of the data collected.

Each session of the focus group interview took about one hour. These interviews were recorded using audio recording and note taking.

4.6.3 Document analysis

Document analysis is a data collection technique that uses a systematic procedure to review and analyse print and electronic documents (Bowen, 2009). Similar to other analytical methods in qualitative research, document analysis requires critical review, examination and interpretation of data so as to elicit meaning, gain understanding and develop empirical knowledge of the study (Corbin & Strauss, 2008). To get insight on language-in-education policy in the refugee school, I reviewed LWF education policy documents, CBC syllabus, Kenya Institute of Curriculum Development syllabus, Kenya National Examination Council syllabus for primary schools and the 2010 Constitution of Kenya.

The table below shows the summary of data collection techniques, research questions and focus on data collected.

Table 8: Data collection as from September 2021 to December 2021

Data collection technique	Research question	Focus on data collected
Observation Unstructured interviews Focus group interviews Semi-structured interviews	Do teachers draw on their learner's entire linguistic repertoires?	Use of L1 Codeswitching Translation Multilingual pedagogies
Observation Unstructured interviews Focus group interviews Semi-structured interviews	What are reasons for translanguaging? What are the attitudes of teachers, students and education officers toward translanguaging	Foster learning Classroom participation Attitudes of teachers, students and education officers toward translanguaging

Document analysis Semi-structured interviews with education officers and teachers	Do refugee camp schools have institution language in education policy?	Language-in-education policy LoTL Language of communication
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4.6.4 Data Preparation

Data collection took three months: from September to December 2021. During the study I spent four days a week in the school during the morning lessons only. The Muslim students in the school go to Mosque on Fridays in the morning, that is way I had four days in the school. In the afternoons, I used to review the notes and listen to the recording as I prepared for follow up questions that needed clarification. However, there were some afternoons that I had to step in for some teachers who had gone for CBC training. It is important to note that I returned to the school after fieldwork to seek some clarification from key participants. That was between 5th January 2022 and 28th February 2022.

4.6.5 Transcription of data

Transcription is an integral and important initial phase in data analysis since it enables the researcher to capture recurring patterns or other observations in the process of transcribing (Duff, 2008). The transcription process in this study was planned based on how much data to transcribe and what level of details to be included, and the choice of transcription conventions (Mackey & Gass, 2008).

In this study, the transcription process was based on the research questions and objectives. I transcribed the audio recording from observation and interviews using the standard orthographies of the languages used by the research participants. The transcription of data was carried out between September 2021 and March 2022.

I listened to the audio recording carefully and selected segments that were relevant to the study, and which could be used as evidentiary data. I also reviewed the field notes from observation to elicit themes and supporting data. Next, I checked transcripts that had segments of Dinka, Toposa, Nuer, Nubi, Oromo, Didinga and Somali utterances and those that needed clarification with the key participants. After checking the transcripts with participants, I prepared the English translation of segments that had refugee students' L1.

The transcription of oral data was time consuming since I had to listen to the participants' utterances carefully so as to get careful and detailed transcripts. The transcripts from audio recording were enriched by the field notes. This very act of transcription of data by myself helped me to find and understand the patterns of the emerging themes in the data. The emerging themes hastened the construction of the thematic framework that facilitated classification of identified themes.

I used transcription conventions because the transcription machine was beyond my budget. The transcription convention adopted facilitated the coding of themes and provision of examples of evidentiary data that was used in the writing of the findings of this study.

4.6.6 Transcription conventions symbols

The following symbols that match the inquiry of the study were used:

Table 9: Transcription conventions used in the study

Convention	Meaning
S	Student
SS	Students
ASS	All students
T	Teacher
HT	Headteacher
EC	Education coordinator
SQASO	Sub county quality assurance standard officer
<i>Italics</i>	Used to cite words not in English.
[]	Used to enclose actual words of participants.
()	Indicate the explanation by me.
...	A sequence of dots indicates a pause.
Boldface:	Indicate words said in English in Kiswahili text or other language.
“ ”	Quotation marks indicate the participants are reading from the text.

4.6.7 Data analysis

In this study, I employed thematic analysis approach in the analysis of data. Thematic analysis is a qualitative analytic approach for identifying, analysing and reporting patterns (themes) emerging from the data (Braun & Clarke, 2006). In this respect, thematic analysis helped me identify, organise and describe emerging themes within the data sets.

Six analysis phases proposed by Braun and Clarke (2006) were followed to identify themes and subthemes from the observation, interviews and document analysis data. The six phases used were:

i) Familiarising with data

I read and reread carefully the observation transcripts, field notes, interviews transcripts and document analysis to become familiar with the data. Next, I read the themes generated from interviews guides and observation guides so that to identify interesting topics from the data set that were relevant to the research questions and objectives. I then wrote down the interesting topics which helped in generating preliminary coding list. In the same vein, I decided on which themes to code from the data set by looking at its relevance to the research questions.

As mentioned earlier, during the transcription stage, I transcribed and provided the translation of utterances from Kiswahili, Dinka and Somali. Lastly, I came up with provisional codes.

ii) Searching initial codes

I did coding of emerging themes across all the data set to find common themes that could be designed.

iii) Searching for themes

The data from the interviews, observation and document analysis generated themes which were assigned open codes. Then, I merged the open codes into several potential themes that were relevant to the research questions of this study.

iv) Reviewing themes

All themes were double checked for accuracy and a thematic map was generated. The thematic map was then used to arrange the themes and subthemes identified inductively from literature and deductively from data. Themes and subthemes were then categorised in hierarchical order. These themes were deployment of linguistic repertoires, reasons for using translation, teachers' language choices in the teaching of English and/or Kiswahili, teachers' attitudes towards translanguaging, students' L1, multilingual practices and language-in-education policy. Subsequently, the evidentiary data to support the mentioned themes were extracted from the observation and interviews transcripts, field notes and document analysis.

v) *Defining and naming themes*

Each theme was divided into subthemes based on the thematic map mentioned in phase (iv) as follows:

Student full linguistic repertoire as a theme was divided into use of L1, codeswitching and/or code mixing and translation; Under motivation for translanguaging, the subthemes were: teachers, students and education officers' attitudes towards translanguaging; and Under language-in-education policy subthemes were: LoTL, language of communication and student L. The table below gives the summary:

Table 10: Summary of themes and subthemes

Theme	Subtheme
Translanguaging practice	Use of L1 Codeswitching and code mixing Translation /interpretation
Motivation and attitudes towards translanguaging	Teachers' attitudes towards translanguaging Students' attitudes towards translanguaging Education officers' attitudes towards translanguaging Multilingual practices
Mismatch between language-in-education policy in Kenya and practice in the refugee camp school	LoTL Language of communication Student L1

vi) *Production of the report*

Vivid and compelling excerpts were selected from the transcripts relating them to the analysis of research questions, literature on translanguaging and the interpretation of the evidentiary data. Lastly, I wrote the research report from the final identified themes.

4.7 Trustworthiness and Credibility

In qualitative research, trustworthiness and credibility of the study are vital. Trustworthiness is shaped by rigours, systematic data collection and data analysis so that to give a holistic description of the phenomena (Patton, 2002). Trustworthiness is a measure for evaluating the validity, reliability and worth of naturalistic inquiry (Lincoln & Guba, 1985).

In this study, trustworthiness was maintained as follows:

Firstly, trustworthiness was established by triangulation of data from multiple sources of data collection such as observation, interviews and document analysis (Stake, 1998; Denzin, 1978). The triangulation of data from multiple sources of data collection yielded multiple sources of evidence which were also triangulated. The triangulated evidence was reviewed and analysed hence getting findings that represented the real responses of the participants.

Secondly, trustworthiness was maintained through checking the accuracy of the data and my initial interpretation with the key participants of this study through member checking (Corbin & Strauss, 2008). I checked with the teachers the selected extracts of the lessons observed and interview transcripts, especially those which had issues that needed clarification. Moreover, teachers and some students helped me in translating and writing correctly the utterances in Dinka and Somali. Along the same line, I used the students, teachers and headteacher as member checkers to check for clarity in data interpretation from interviews and observations in class and outside class.

Similarly, prolonged engagement with the participants in the research setting enabled me to gain solid participants' trust and rapport. It also provided insights to the informal reality that enhanced a better view of the teaching and learning of English and Kiswahili in the refugee camp than a visiting education officer or school inspector could get (Gillham, 2000).

Also the creation of audit trail enhanced trustworthiness since it documented details of raw data, substantial collection of documents analysed, transcripts, field notes and my reflections facilitated transparent cross-checking (Lincoln & Guba, 1985).

Furthermore, the use of the rich description of the participants, setting and themes facilitated holistic understanding of the context of under which this study was conducted.

4.8 Researcher's Role

In qualitative case study, researchers bring their own perspective and interpretation in the study, based on their own experience which leads them to understand, and recognise good sources of data and test the robustness of their interpretation (Stake, 1995; Yin, 2009). In this respect, my experience as a language teacher shaped the formulation of research questions and the interpretation of the data.

I am aware of my own history, biases and experiences that may have influenced the study. For instance, the interaction with the participants during observation and interviews where I expressed disbelief on certain responses or practice (Denzin & Lincoln, 2005). For instance, students being punished for using their L1 in English lesson since some teachers think that L1 is a barrier to learning English.

I grew and went to school in the North Western part of Kenya that hosts Kakuma refugee camp. Therefore, I had an advantage of gaining participants' trust because of coming from the host community. Similarly, as a trained Kiswahili and History teacher for secondary school, I had interacted with refugee students from primary school in the refugee camp, most of them had challenges in English, which is the LoTL, and Kiswahili, which is the language of communication and LoTL for Kiswahili subject. This affected their overall grades. This experience motivated me to undertake this study.

As mentioned earlier, I acted both as an observer and participant in the classroom activity. This may have influenced the interaction and the teaching and learning activity during the classroom observation. However, the briefing of participants at the outset of the fieldwork and the checking of the extracts with some of them stated earlier helped in maintaining trustworthiness.

4.9 Research Ethics

Ethical aspects that this study put into consideration were informed consent, institutional permission which was mentioned earlier in Section 4.2.1, anonymity and data protection.

4.9.1 Informed consent

Eckert (2013) contends that consent is the cornerstone of ethical research practice. I ensured the participants were informed about the purpose and procedures of the study and that their participation was voluntary. Furthermore, I endeavoured to make them understand what I asked them and left them to make informed decisions. However, I sought consent of the authority, education officers, teachers and parents of the refugee children on behalf of them.

The consent forms were written in English. A translation of the consent forms in Kiswahili (see the Appendix 10) was provided to parents of the refugee children who do not understand English (Mackey & Gass, 2016). Interpretation was also used to help those parents who could not read English or Kiswahili to understand the meaning of the content of the consent form.

4.9.2 Anonymity of the participants

The real names of participants were not used in this study. The anonymity of the research participants was protected by coding of participant to allow the use of pseudonyms instead of their real names, in particular considering the vulnerable nature of the refugee condition. In the same vein, the names of students, teachers and education officers used in this study are pseudonym.

4.9.3 Data protection

The information from the research participants is protected by file encryption stored in the computer.

4.10 Summary

This chapter presented the methodology that was used to explore and analyse the evidences from the data. Data collection techniques employed in this study were: observation, interviews and document analysis. The data obtained from these data collection techniques were triangulated hence increasing the validity and the reliability of the findings. Thematic analysis was used to analyse the data. The following chapters discuss the findings of the study.

CHAPTER 5: TRANSLANGUAGING PRACTICE IN THE TEACHING AND LEARNING OF ENGLISH AND KISWAHILI

5.1 Overview

This chapter discusses translanguaging practice in the teaching and learning of English and Kiswahili in a typical refugee camp school in Kakuma refugee camp. The chapter reports on the finding of the data collected and analysed under the lens of translanguaging theory, and in relation to the overarching questions posed in this study: (i) *Do teachers draw on their learners' entire repertoires in the teaching and learning of English and Kiswahili?* (ii) *What multilingual practices do refugees bring to the learning of English which is LoTL, key to their success, and Kiswahili, which is language for communication?*

Consistent with these research questions, the argument put forward in this chapter is that, although teachers in the refugee camp school acknowledge the use of translanguaging practice in the teaching and learning of English and Kiswahili, they do not fully explore its potential as a teaching pedagogy. This chapter aims to demonstrate how teachers draw upon and engage their learners' entire linguistic repertoires in the teaching and learning of English and Kiswahili in the refugee camp school, where learners don't know the English, which is LoTL, and Kiswahili, which is LoC.

The chapter comprises five main sections: Section 5.2 - teaching of English and Kiswahili; Section 5.3 - codeswitching; Section 5.4 - use of students' L1; Section 5.5 - translation; and Section 5.6 - pedagogy in multilingual classrooms.

5.2 Teaching of English and Kiswahili

As mentioned in Chapter 1 of this thesis, language-in-education policy in Kenya recognises English as LoTL for grade 4 to grade 6 in the CBC. However, in the 8-4-4 system of education that is being phased out, English is LoTL for all subjects except for Kiswahili from grade 4 to grade 8. There are five lessons in a week for English in lower primary and seven lessons in upper primary. Each lesson is allocated 35 minutes. The teacher is required to prepare the lesson plan for each lesson based on the scheme of work prepared from the syllabus. The teacher is also required to teach the four skills of English which are: listening, speaking, reading and writing.

Teachers in Kakuma refugee camp school face challenges in teaching English as a subject or as LoTL since the refugee students do not understand this language. Therefore,

teachers have to devise teaching strategies or practices that enable students to infer meaning and develop deep understanding of the subject matter addressed in the lesson.

Kiswahili is LoC and language of the catchment area in lower primary school level in metropolitan areas that have multilingual students. Kiswahili has five lessons in a week both for lower primary and upper primary school level. Just like in the English lessons, the refugee students in Kakuma refugee camp school have a challenge in Kiswahili thereby they are unable to infer meaning in this language. It is for this reason that teachers resort to translanguaging in teaching and learning Kiswahili, although its potential as a teaching pedagogy is not fully explored. As illustrated next, the translanguaging practices include the use of codeswitching, the use of the students' L1 and translation.

5.3 Codeswitching

Codeswitching as a form of translanguaging practice fosters students' deep understanding of the subject matter, communication and active classroom participation in the teaching and learning of English, which is LoTL, and Kiswahili, which is LoC. The analysis of the observation data indicates that teachers and students use codeswitching in the teaching and learning of English and Kiswahili.

A typical example of use of codeswitching is illustrated in Excerpt 1 below, taken from a grade 4 English lesson. The topic of the lesson was the use of the article *a* or *an*. The objective was that by the end of the lesson the students were expected to use the article *a* or *an* correctly.

Excerpt # 1: Codeswitching in a grade 4 English lesson

- 1 T: Good morning class.
- 2 SS: Good morning teacher.
- 3 T: *Leo tutasoma* (today we will learn) use of article a or an. Say article a or^...
- 4 SS: an
- 5 T: Article *a* or *an*.
Ukiona (if you see) word *inaanza kwa* (start with) a, e, i, o u, for example, elephant. So answer *itakuwa* (will be) an apple, an egg, an orange, an ice cream.
- 6 S: *Nani atatupa* example *nyingine?* (Who can give us another example?)
- 7 T: An umbrella.
- 8 T: Very good. Clap for him. Now if words start with others like b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y and z, *utatumia* (you will use) article a. Are we together? Class *tuko pamoja* (are we together)?
- 9 T: *Ndio* (yes) teacher.
Leo tumejifunza kuhusu matumizi ya article a or an kwa hivyo usiforget (Today we have learnt about the use of article a or an, do not forget)

As illustrated in this excerpt, the teacher uses codeswitching to introduce the lesson (line 3), to communicate the content of the lesson and also to explain when to use articles *an* (line 5) and *a* (line 7). By using codeswitching, the teacher is able to communicate and enable the students to infer meaning in the lesson (García, 2009; Kiramba, 2016). Similarly, the teacher uses codeswitching to engage students in the lesson by asking them questions (lines 5 and 7), hence eliciting students' participation in the lesson. This analysis supports the findings of other studies that demonstrate that translanguaging fosters classroom participation (e.g. Chambo, 2018). Moreover, the teacher uses codeswitching to summarise the lesson (line 9) with the aim of confirming if the students have understood the content of the lesson. Had the students not understood the lesson, they could have asked for clarification. The figure below illustrates that the use of translanguaging enhances meaning making and understanding in the English lesson.

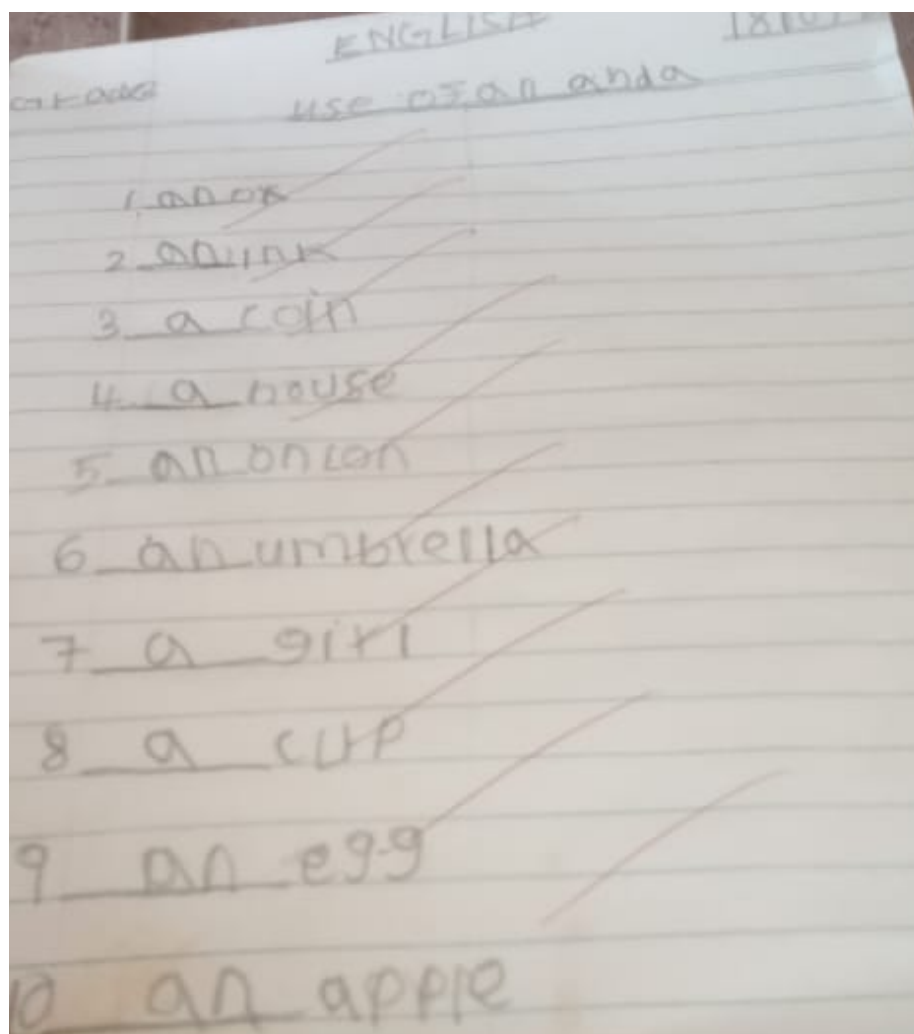


Figure 1: Sample assignment done by a student

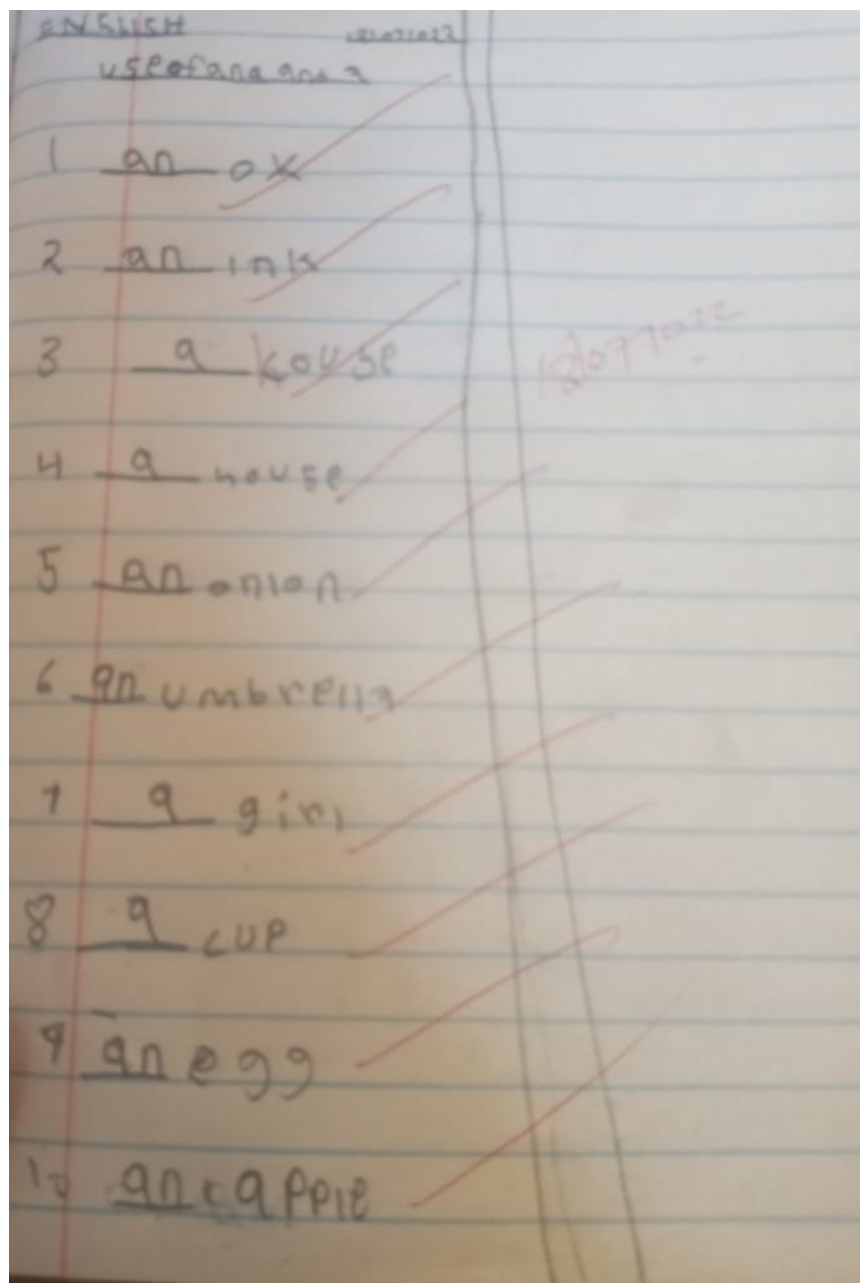


Figure 2: Sample assignment done by a student

As it is apparent in Figures 1 and 2 above, translanguaging enhances meaning making and deep understanding of the content in the English lesson.

The next excerpt shows codeswitching in a grade 5 Kiswahili lesson. The lesson was on the use of capital letters.

Excerpt # 2: Codeswitching in a grade 5 Kiswahili lesson

- 1 T: *Leo kwa hii lesson tutajifunza matumizi ya capital letters* (Today we are going to learn about the use of capital letters).
- 2 S1: Teacher, *capital letters ndio nini?* (What are capital letters, teacher?)
- 3 T: *Herufi kubwa ndio capital letters kwa English* (Yes, it is capital letters in English). *Herufi kubwa hutumiwa mwanzoni wa sentensi, jina kamili ya watu, nchi, mlima. Class tuko pamoja?* (Capital letters are used starting a sentence, real name of people, countries, mountains. Class are we together?)
- 4 SS: Yes *mwalimu* (Teacher).
- 5 T: *Nani atatupa matumizi mengine ya capital letters?* (Who can give us other uses of capital letters?)
- 6 S2: *Wakati unaanza kuandika jina la lake* (Used when beginning to write the proper name of the lake). *Kwa mfano* (for example) Lake Turkana.
- 7 T: *Vizuri. Lake kwa Kiswahili ni Ziwa. Sasa fanyeni hilo zoezi liko page 94.* (Good. Lake in Kiswahili is Ziwa. Now, do the exercise in page 94).

In the excerpt above, the teacher uses codeswitching in the introduction of the lesson (line 1). The student uses codeswitching to ask the teacher a question (line 2). This indicates that codeswitching has motivated classroom participation which is very important in the teaching and learning activity. The teacher also uses codeswitching to seek clarification or ascertain if the students are following the lesson (line 3). The teacher also uses codeswitching to elicit students' participation in the lesson through asking questions (line 4) and students answering the questions (line 5). Then the teacher gives the correct answer in Kiswahili (line 6). The act of students responding (correctly) to questions demonstrates that students understood the content of the lesson. This analysis supports the argument advanced by Baker (2003) that students internalise new ideas in one language and process them in the other languages to hasten their understanding. Finally, the teacher uses codeswitching to give instruction to students (line 6). In other words, the teacher is using codeswitching to communicate to students on what to do. This is in consistent with studies on codeswitching which assert that codeswitching is a communicative strategy in the classroom (Macaro, 2005; Chimbutane, 2013).

Similarly, the semi-structured interview transcript of grade 3 teacher of English and Kiswahili below corroborates the use of codeswitching in the teaching of English and Kiswahili in Kakuma refugee camp.

Excerpt # 3: Interview with a grade 3 teacher of English and Kiswahili on the use of codeswitching.

EL: How often do you use codeswitching in your English or Kiswahili lessons?

T: Most of the time I use a mixture of languages in class. You see *mwaliimu* (Teacher), when I use only one language like English, these students will not get anything. The only thing I do not encourage the students is to mix languages in writing.

EL: Why do a mixture of languages is not allowed in writing?

T: You know, mixture of languages is not allowed in writing examination. Therefore, the students need to write in English only in English assignment or examination. The same applies to Kiswahili. But you will sometimes find students writing Kiswahili words in English homework or English in Kiswahili homework.

EL: In your lesson plan, do you plan to use a mixture of languages?

T: I do not plan use of mixture of languages. It is something that happens naturally. Even now as we talk you can find yourself shifting from one language to another.

In this episode, the teacher acknowledged the use of codeswitching in helping students understand the content of the lesson (line 2). Therefore, in this context codeswitching is used as teaching pedagogy to foster students' understanding of the subject matter. This finding supports the argument that codeswitching is an aspect of translanguaging that enables bilinguals to develop deep understanding of the subject matter (Velasco & García, 2014). However, codeswitching is not allowed in writing assignments or examinations (line 3) and the teacher does not plan for codeswitching during lesson planning (line 4). By discouraging the use of codeswitching in writing, he contradicts previous studies that have demonstrated the use of translanguaging in fostering academic writing. For instance, in the Kenyan context, Kiramba (2016) found that students use their multiple languages in writing compositions to communicate effectively in compositions that are supposed to be written in

only one language-English or Kiswahili. Similarly, Velasco and García (2014) explored the use of translanguaging in academic writing and they found out that children who use translanguaging perform better than those who use one language. In fact, discouraging the use of codeswitching makes students feel marginalised or as failures because of being unable to express themselves in the target language used in the lesson (Cenoz & Gorter, 2011). Therefore, there is need for teachers to allow students to use translanguaging in writing their assignments and in that way the students will improve in writing skills.

The observation in this episode that the teacher does not allow codeswitching in writing and does not plan to use codeswitching in the lesson, indicates that teachers are not using translanguaging strategically as a pedagogy in teaching and learning of English and/or Kiswahili lessons.

Another evidential data that indicate the use of codeswitching was from the focus group interview with grade 1, 2, and 3 students, as illustrated below:

Excerpt # 4: Interview with grade 1, 2 and 3 students on the use of codeswitching in the English and Kiswahili lessons

	Kiswahili	English
1	EL: <i>Mnaweza kunieleza ni wakati ngani mchanganya lugha darasani.</i>	Can you tell me when you use codeswitching in class?
2	S1: <i>Tunachanganya lugha mara nyingi darasani kwa ili kukuelewa kwa mfano mfano kama hujui neno la Kiingereza utatumia Kiswahili.</i>	We use a mixture of languages most of the time. For example, when you do not know a word in English, you use Kiswahili.
3	S2: <i>Mwalimu akitumia lugha moja hatuwezi kuelewa.</i>	When the teacher uses one language, we do not understand well.
4	S3: <i>Mimi huchanganya lugha kama nataka kuuliza mwalimu. Unajua kama hujui kuongea Kiingereza vizuri hutaogopa kuuliza swali kwa sababu watu watakucheka.</i>	I mix languages when I want to ask the teacher something. When you do not speak English well, you fear to ask a question in English because you fear people will laugh at you when you speak bad English.
5	S4: <i>Tunachanganya lugha wakati tunataka kuwasiliana na labda hatujui lugha vizuri.</i>	We mix languages when we want to communicate, especially when we do not speak the language well.

In this excerpt, students' responses indicate that they use codeswitching most of the time to enable them understand what they are learning in the lesson (lines 2 and 3). Similarly,

students use codeswitching when they want to ask questions in class (line 4). The students' responses show that codeswitching empowers them to participate fully in the teaching and learning activity in the classroom (Kiramba, 2016; Park, 2013). Also students use codeswitching to enhance communication (line 4). Communication is key in the teaching and learning activity since it facilitates the understanding of the subject matter. Thus translanguaging enables students to meet their communicative needs in the teaching and learning activity in the classroom (Otundo & Mohleisen, 2020; Beres, 2015; Gorsjean, 1985).

5.4 The use of Students' L1 in English and Kiswahili Lessons

The findings indicate that teachers only elicit the L1 of their students when they want to reinforce the learning of certain vocabulary, especially in the lower grades.

The following excerpt, taken from a focus group interview with students in grade 1, 2 and 3, points to the use of the students' L1 in the teaching and learning of English and Kiswahili.

Excerpt # 5: Focus group interview with grade 1, 2 and 3 students on the use of their L1 in the English or Kiswahili lessons

Kiswahili	English
1 EL: <i>Je, walimu huwaruhusu kutumia lugha ya nyumbani darasani?</i>	Do your teachers allow the use of your L1 in the lesson?
2 S1: <i>Mwalimu huturusu tu kutumia lugha yetu ya nyumbani wakati mtu haelewi kitu kwa Kiswahili au English.</i>	Teachers allow us to use our L1 if there is a student who does not understand Kiswahili or English.
3 S2: <i>Darasani haturusiwe kuongea lugha yetu ya kwanza isipokuwa wakati mwalimu anauliza kitu fulani inaitwaje kwa lugha yetu.</i>	In our class, we are not allowed to speak our L1. We only use our L1 when the teacher asks us to name something in our language.
4 S3: <i>Wakati huelewi kitu mzuri wengine wanasema huuliza Rafiki yako akueleze kwa lugha yako.</i>	When you do not understand something, the teacher can tell you to ask your friend in your language.

This excerpt illustrates that students' L1 is used to facilitate their understanding of the subject matter (line 2). Indeed, studies have supported the use of L1 in enhancing students'

deep understanding of the subject matter taught since students are able to make connection with what they already know using their L1 (Baker, 2006). However, students are not allowed to speak their L1 in class unless the teacher asks them the name of something in their L1 (line 3). The strategy of teachers allowing students to use their L1 when they want them to name something, suggests, on one hand, strategic use of L1 to foster learning of the L2. On the other hand, when teachers discourage their students to use their L1, students may feel marginalised and insecure because of their inability to use the target language used in the teaching and learning in the classroom (Cenoz & Gorter, 2011). Moreover, students use their L1 in peer learning (line 4). Peer learning is effective since students share knowledge effectively hence develop deep understanding of the content of the lesson. Students using their L1 in peer learning is in agreement with the argument put forward by García and Sylán (2011), who maintain that successful bilingual education is the one that involves purposeful engagement of teachers and students from different multilingual and multicultural backgrounds.

The next excerpt illustrates the teachers' views on the use of students' L1.

Excerpt # 6: Interview with a grade 2 teacher of English and Kiswahili on the use of students' L1 in English and Kiswahili lessons

- 1 EL How often do you allow students to use their L1 in the teaching and learning activity in your class? If not, why?
- 2 T Not all the time but when there is a new student who does not understand Kiswahili or English, that prompts me to seek the help of some of the students to explain that new student in their L1.

The above excerpt implies that the teacher elicits the use of students' L1 to help students understand the subject matter. The use of students' L1 enables new students to infer meaning in the lesson and develop understanding of the subject matter. Therefore, the use of students' L1 in the teaching and learning of English and Kiswahili illustrates the use of translanguaging as a last resource, when the student does not understand the subject matter (Otheguy et al., 2015; Mwaniki, 2016).

5.5 Translation in English and/or Kiswahili Lessons

The analysis of both classroom observations and teachers' interviews show that teachers use translation in English and/or Kiswahili lessons. Teachers use translation to help students infer meaning in the teaching and learning of English and Kiswahili.

Excerpt # 7: A grade 4 English lesson on irregular adjectives

- 1 T: Today we are going to learn about irregular adjectives... Say irregular adjectives.
- 2 SS: Say irregular adjectives.
- 3 T: [Laughs] *Nasema hivi kwamba tunasoma kuhusu irregular adjectives.* (I am saying we are learning about irregular adjectives). *Kwa mfano Good better best. Tazama hapa* [Writing on the chalkboard] *Good ni mzuri, better ni mzuri kiasi, na best mzuri kabisa.* Another example is bad (*mbaya kiasi*), worse *ni mbaya kiasi na worst ni mbaya kabisa.* Are we together class? Who give us another example? *Nani atatupa mfano mwingine?*
- 4 S1: Little, less, least.
- 5 T: Very good. Little *ni kidogo*, less *ni kidogo kiasi, na least ni kidogo kabisa.* Can we get another example? *Tunaweza kupata mwingine?*
- 6 S2: Many, more, most.
- 7 T: Well done. Many *ni nyingi*, more *ni nyingi kiasi na most ni nyingi sana.* Do exercises 1, 2 and 4. *Nasema fanyeni exercise 1, 2 na 4.*

In this excerpt, the teacher uses translation to facilitate students' understanding (line 2), to motivate students to participate in the lesson by asking them a question (line 3) and to give instructions (line 7). The excerpt illustrates that the teacher resorted to translation only when he realized that the students did not understand the content of the lesson during the introduction. This finding resonates with the argument put forward by Ngesu and Mrikakaria (2021) that translation is used to foster students' understanding in the teaching and learning of a foreign language. Therefore, it can be argued that the teacher used translation to foster understanding and activate students' participation even though he did not prepare it in advance. The unplanned use of translation by the teacher in this excerpt as well as the unplanned codeswitching in Excerpt 3 demonstrate that although teachers do not plan to use translanguaging in the lesson plan, in practice they resort to it in order to foster students' understanding and participation in the lesson.

Excerpt # 8: Interview with a grade 3 teacher of English and Kiswahili on the use of translation

- 1 EL: How often do you use translation in your lessons?
- 2 T: Most of the times I use translation in the lessons so that my students can understand. You see the new students from South Sudan and Somalia don't understand English. So I have to use Arabic for them to understand what we are talking about in the lesson.
- 3 EL: Do you plan in advance in your lesson to use translation? If no, why?
- 4 T: I do not put translation in my lesson plan since it is not one of the teaching pedagogy in recognise in the curriculum. In fact, even in college we were never told that it is a teaching pedagogy although it helps in teaching these students.

In this excerpt, translation is used to enhance understanding (line 2). In fact, the teacher uses Arabic in the translation to make the students understand English. This demonstrate that the teacher uses translation to enable students meet their communicative and learning needs (Beres, 2015). However, the teacher does not plan to use translation in the lesson, the same way he does not plan for codeswitching as illustrated in Excerpt 3 since it is not considered as a teaching pedagogy taught in the teaching training college (line 4). The claim by the teacher for not planning to use translation in advance because it is not a legitimate teaching pedagogy recognised in the curriculun and in the teacher training colleges, limits the effective use of translanguaging in fostering teaching and learning of English and Kiswahili in Kakuma refugee camp school. Thus, the claims of translation not being a legitimate teaching pedagogy contradict the notion of translanguaging as a teaching pedagogy that enhances social justice of language minorities in the society (García, 2013)

Excerpt # 9: Interview with the headteacher on teachers' translation in teaching of English and Kiswahili

- 1 EL: What language do your teachers use to explain homework to students in lower grades?
- 2 HT: We encourage our teachers to use translation, especially in English lessons, since most of our students face a lot of challenges in English. Our curriculum stipulates that teachers should use the local language of the catchment area. In our case it is difficult to use the local language of the host community since our students are from different multicultural groups. Most of the times our teachers use Kiswahili, which is the national language, to translate English passages or explain English homework to the students.

This interview transcript shows that Kiswahili is used to enhance translation in English lesson and communication (line 2). Translation in this case is tailored towards meeting education and communicative needs of students who do not understand English or Kiswahili in the refugee camp school. In fact, translation is bridging the gap between multilingual students in Kakuma refugee camp school.

The two interviews transcripts above imply that the use of translation in the teaching of English and Kiswahili is tailored towards helping the students in meaning making in the lesson. This finding is consistent with the argument put forward by García (2011) that translation is part of translanguaging since it is aimed at helping students to infer meaning in the teaching and learning activity. Similarly, in this study it was found that translation is used to give instructions, for instance when giving homework. For the instruction to be effective, there must be communication, which is facilitated through the use of translation.

In this study, translation practice is examined on the lens of translanguaging theory, as teaching practice tailored towards helping the students to infer meaning making and enhance deep understanding in the teaching and learning of English and Kiswahili, rather than the usual rendering of meaning of text from source language to target language (Cook, 2010). As a matter of fact, translation as approached from the lens of translanguaging shows that it is a cognitive process involving two languages geared towards meeting education needs of the students, that is aimed at attaining deep understanding of the subject matter (William, 1996; García, 2017).

5.6 Pedagogies in Multilingual Classroom

The classroom observation and interview data show that teachers encouraged the students to use their L1 in the teaching and learning activity in the classroom as a teaching strategy to keep them engaged in the lesson hence fostering their understanding of the subject matter. The excerpt below, taken from a Kiswahili lesson, indicates how the teacher uses translanguaging in multilingual classroom to enhance classroom participation and understanding of the subject matter.

Excerpt # 10: Multilingual discourses in a grade 2 Kiswahili lesson

	Kiswahili	English
1	T: <i>Leo tutajifunza kuhusu wanyama pori.</i>	Today we will learn about wildlife.
2	S1: <i>Mwalimu, wanyama pori nini?</i>	Teacher, what is wildlife?
3	T: <i>Nani atatuambia maana ya wanyama pori?</i>	Who can tell what is wildlife?
4	S2: [Looking at S1] <i>Kwa Kidinka ni liaar loorkii.</i>	It is wildlife in Dinka.
5	T: <i>Cheetah anaitwa nduma. Nani atatuambia nduma kwa Kisomali?</i>	Cheetah is <i>nduma</i> in Kiswahili. Who can tell us cheetah in Somali?
6	S3: <i>Anaitwa haramcad kwa Kisomali.</i>	It is called a lion in Somali.
7	T: <i>Vizuri sana. Kwa Kidinka nduma anaitwaje?</i>	Very good. What is cheetah in Dinka?
8	S4: <i>Kwa Kidinka ni kuach kor</i>	In Dinka it is called <i>kuach kor</i> .
9	T: <i>Makofi kwake. Mtu mwingine atuatambia simba anaitwaje kwa lugha yake.</i>	Clap for her. Another person to tell me lion in his/her language.
10	S5: <i>Simba anaitwa kor kwa Kidinka.</i>	It is called a lion in Kidinka.
11	S6: <i>Mwalimu, simba kwa Kisomali ni libax.</i>	It is a lion in Kisomali.

In this episode, the teacher introduces the lesson using Kiswahili, which is the LoTL for Kiswahili grammar and *Insha* (Kiswahili composition), as mentioned earlier in this study. However, S1 asks the teacher the meaning of *Wanyama pori* ‘wildlife’. The teacher throws the questions to the whole class to answer. The students use their L1 in helping each other infer meaning in order to give the correct answer (line 4). In the same vein, the teacher asks

students to give answers in their L1 as a way of keeping them engaged in the lesson (lines 5, 7 and 9). As a result, the students gave correct responses in their L1 (lines 10 and 11). This shows that the teacher uses translanguaging in multilingual classroom to engage the students in the lesson thereby enabling them develop better understanding of the content of the lesson. This resonates with studies that indicate that the use of students' L1 makes students engaged and active in the teaching and learning activity in the classroom (Cummins, 2001).

The interview below elaborates what was observed in grade 2 Kiswahili lesson on the use of translanguaging as a pedagogy in multilingual classroom.

Excerpt # 11: Interview with Mrs. Kavidu on pedagogies in multilingual classroom

- 1 EL: How often do you allow students to use their L1 in the teaching and learning activity in your class? If not, why?
- 2 T: Most of the time I use some students to explain to those who do not understand the content of the lesson in their L1. This enables the students to overcome language barrier during the teaching and learning process in the lesson.
- 3 EL What is the level of students' interaction when you use their L1 in the : teaching and learning of Kiswahili?
- 4 T: When I allow my students to use their L1 in the lesson, their participation becomes high, unlike when I use Kiswahili only.
- 5 EL: Which language do you use to explain homework or assignments to your students?
- 6 T: I use Kiswahili, but sometimes I elicit the help of some student to explain to their classmates in their L1.
- 7 EL: What is the performance of the students in English and/or Kiswahili when you allow them to discuss a passage or assignment in the languages they understand?
- 8 T: Students do well when they discuss a passage or assignment in their L1. Remember the most important thing is for them to write or answer the questions correctly.

This interview excerpt illustrates that the teacher asks students to use their L1 in order to help them understand the content of the lesson (line 2), motivate them to participate in the teaching and learning activity in class (line 4) and to issue instructions to students who do not understand Kiswahili well. The teacher also leverages students' L1 to enhance understanding of the subject matter in Kiswahili lesson (line 6). Furthermore, students use their L1 in peer learning and when discussing assignment thereby giving correct responses in that particular assignment. This finding resonates with a study carried by Karlsson (2018) that showed that science teachers allowed and encouraged students to use their L1 and L2 to infer meaning in the science content.

The use of translanguaging as teaching pedagogy in multilingual classrooms is corroborated in the interview below with the headteacher. The interview reveals that teachers elicit the use of the students' L1 to foster students' understanding thereby enhancing meaning making in the teaching and learning of English and Kiswahili.

Excerpt # 12: Interview with the headteacher on multilingual discourses and pedagogy in classroom

- 1 EL: What is your view on the use of the students' L1 in the teaching and learning of English and Kiswahili in the school?
- 2 HT: The CBC stipulates that the students' L1 should be used as LoTL in lower primary or Kiswahili in schools with multilingual students. However, in upper primary English is the LoTL. In Kakuma refugee camp, the teacher may seek the help of one student to explain in L1 to those who do not understand Kiswahili.

This excerpt illustrates that teachers use students' L1 to enable them develop deep understanding and meaning making in the teaching and learning activity in the classroom. The headteacher's views show that the use of the students' L1 helps them overcome language barriers and enable them to make meaning of what is taught in class. Further, the use of students' L1 facilitates communication in the teaching and learning of English and Kiswahili.

In this section, the use of the students' L1 is viewed as translanguaging practice since it is used purposely to enhance meaning making and deep understanding of the students in the teaching and learning of English and/or Kiswahili in the refugee camp school. This

finding is in consistent with the view of translanguaging practice as a strategy to leverage the fluid language practice of multilingual students to develop deep understanding by identifying which linguistic feature to use for a particular purpose (Otheguy et al., 2015).

The use of the students' L1 to motivate them participate in the teaching and learning of English and/or Kiswahili, supports the argument that translanguaging facilitates social interaction through deployment of full linguistic repertoires that enable students to move across linguistic spaces in order to overcome language barriers, thereby participating and interacting in the teaching and learning activity in the classroom (Blackledge & Creese, 2010; Cook, 2001; Wei, 2011; Kiramba, 2016; Mwaniki, 2016).

5.7 Discussion

The findings of this study show that teachers in Kakuma refugee camp school use translanguaging in the teaching and learning of English and Kiswahili. The teachers draw on their students' entire linguistic repertoires in the teaching and learning of English and Kiswahili through codeswitching, use of students' L1 and translations which are forms of translanguaging practice. However, the teachers do not make fully use of translanguaging as a teaching pedagogy. For instance, students are not allowed to use codeswitching in writing. Similarly, teachers do not plan to use translanguaging in their lesson plan since they do not consider translanguaging as a teaching pedagogy. The claim by teachers that translanguaging is not a teaching pedagogy may be a consequence of what they are taught in teacher training colleges. In fact, one of the teachers in this study argued that they were not taught in teacher training college that translanguaging is a teaching pedagogy.

Drawing on translanguaging theory, the findings of this study indicate that teachers and students use translanguaging in the teaching and learning of English and Kiswahili to enhance meaning making, deep understanding and activating classroom participation and interaction (Creese & Blackledge, 2015; García, 2009). Similarly, translanguaging helps students to transcend socially constructed named languages. This supports the tenets of translanguaging theory that languages are fluid and not hermetically sealed units (García, Makoni & Mashiri, 2007; Makalela, 2015). Moreover, students use multiple languages creatively through codeswitching, use of their L1 and translation, which are translanguaging practices, to move across linguistics spaces to shape communication and participate in the teaching and learning of English and Kiswahili (Blackledge & Creese, 2010; Wei, 2011; Kiramba, 2016).

These findings are consistent with the findings of other studies, which advocate the use of translanguaging in helping refugee students learn new languages used in education and communication in host countries (Dryden-Peterson, 2015; Viegen, 2020; Yilmaz, 2019). It is worth noting, however, that while in most of the studies carried outside Africa, refugee students were learning one language only, those in this study were learning two languages, that is, English as LoTL and Kiswahili as LoC.

5.8 Conclusion

This study explores how teachers draw on their students' linguistic repertoire in the teaching and learning of English and Kiswahili. The study has shown that teachers use translanguaging in the teaching and learning of English and Kiswahili in Kakuma refugee camp school in Kenya, although they do not fully use it as a teaching pedagogy.

The findings of this study may inform the concrete language-in-education policy by proposing the recognition of translanguaging as a legitimate teaching pedagogy and communicative practice in the Kenya education system, as a whole, and in the refugee camp schools in particular. This may benefit refugee students, teachers and other humanitarian workers working in the education section of the refugees. Further, translanguaging practice can be incorporated in pre- and in-service teacher education, particularly targeting teachers in refugee schools in Kenya.

CHAPTER 6: MOTIVATION AND ATTITUDES TOWARDS TRANSLANGUAGING

6.1 Overview

This chapter explains the motivation and attitudes towards translanguaging in Kakuma refugee camp school. The aim is to address the following two research questions: *i) What are the reasons for using translanguaging in Kakuma refugee camp school?* and *ii) What are the attitudes of teachers, students and education officers towards translanguaging in Kakuma refugee camp school?*

In the first section of this chapter, I present and discuss the findings from classroom observations and interviews on the motivation for translanguaging in Kakuma refugee camp school. The next section, I present and discuss the findings on attitudes of teachers and education officers towards translanguaging.

6.2 Motivation for Translanguaging in the Refugee Camp School

Students and teachers in Kakuma refugee camp school use translanguaging as teaching pedagogy and communicative practice inside and outside classroom. The themes that emerged from the analysis of classroom observations and interviews, as the reasons for using translanguaging, were: Facilitating students' understanding of subject matter, enhancing meaning making in the lesson, activating classroom participation and fostering communication. These reasons are addressed in detail below.

6.2.1 Facilitating students' understanding of the subject matter

One of the major themes that emerged from the analysis of classroom observations and interviews as the reason for using translanguaging in the refugee camp school was facilitation of students' understanding of the subject matter. Based on the challenges faced by refugee students in learning English, which is LoTL, and Kiswahili, which is LoC, students and teachers resort to the use of translanguaging to facilitate the understanding of the subject matter in the lessons. The excerpt below, taken from classroom observation of a grade 5 English lesson, illustrates the use of translanguaging in facilitating students' understanding of the subject matter.

Excerpt # 1: Classroom data on the use of translanguaging to facilitate understanding of the subject matter in grade 5 English lesson

- 1 T: Today we are learning about jobs people do in our community. There are many jobs...
- 2 S1: Teacher, *mimi sielewi unachosema*. (I do not understand.)
- 3 T: *Ninasema kwamba leo tunasoma kazi ambazo watu wanafanya kwa jamii*. (I am saying that we are learning jobs in our community). Look at page 76. *Unaona nani kwenye picha ya kwanza?* (Which person are you seeing in the first picture?)
- 4 S2: Teacher.
- 5 T: Good. A person who teaches is called teacher.
- 6 S3: *Poic kwa lugha yangu*. (In my L1 is *poic* (teacher)). [Looking at the teacher] *Kwa Kiarabu ni...?* (In Arabic is...?)
- 7 S4: المعلم (Teacher).
- 8 T: Good! *Lakini kumbuka usitumie maneno ya lugha yako na Kiarabu kuandika* (But remember do not use your L1 or Arabic words when writing). The next *ni mtu ambaye huangalia wangujwa hospitalini* (A person who looks after sick people *anaitwaje* (is called)...?)
- 9 S4: Nurse.
- 10 T: Very good! A person who looks after the sick is called a nurse. [Looking at S4] *Anayetibu wagonjwa ni* (a person who treats sick people is) doctor *yaani tabib* (doctor). Class are we together?
- 11 SS: Yes, teacher!

In this episode, the use of English only by the teacher, prompted a student to use codeswitching to seek clarification on the content of the lesson. Therefore, the teacher had to use translation to facilitate students' understanding (line 3). The use of translation enabled the student to give the correct answer (line 4). This implies that translation is tailored toward enhancing students understanding of the content of the lesson (Cook, 2010; Shakina, 2019). In fact, this strategy enabled the students to participate in the lesson since they understood the content of the lesson (lines 6-7). Even though codeswitching is used in this lesson to facilitate understanding, the teacher warned the students not to use it when writing (line 8). The use of codeswitching in writing in Kenya education system is usually penalized (Kiramba, 2016). Further, codeswitching enables students to infer meaning in the lesson

hence empower them give correct answers (line 9). Along similar lines, translation and codeswitching are used together to enhance students understanding of the content of the lesson (line 10). The teacher has been able to move across linguistic spaces so to facilitate students' understanding. The function of the use of codeswitching and translation in this excerpt is consistent with studies that demonstrate that translanguaging is a teaching pedagogy used to facilitate deep understanding of subject matter (Baker, 2006; Gracia, 2009; Robina & Mmbwnga, 2023).

The next excerpt, from a focus group interview with grade 1, 2 and 3 students, corroborates the classroom observation data, which indicated that translanguaging is used to facilitate students' understanding of subject matter in Kakuma refugee camp school.

Excerpt # 2: Interview with grade 1, 2 and 3 students on the use of translanguaging in enhancing understanding of the subject matter.

	Kiswahili	English translation
1	EL: <i>Kwa nini walimu huchanganya lugha wanapofunza Kiingereza au Kiswahili?</i>	Why do your teachers use a mixture of languages when teaching English or Kiswahili?
2	S1: <i>Mwalimu akichanganya lugha tunaelewa kile anachofunza darasani.</i>	When the teacher mixes languages we understand what is teaching in class.
3	S2: <i>Mwalimu huchanganya lugha ili tuelewe vizuri. Hii ni kwa sababu kama kuna maneno ya Kiingereza hatujui lakini mwalimu akitumia Kiswahili kwa sentensi ya English tunaelewa vizuri.</i>	When the teacher mixes languages we understand well. This is because when the teacher uses Kiswahili words in a sentence in English we understand well.
4	S3: <i>Mwalimu akitumia Kiswahili akifunza English kila mtu anaelewa.</i>	When the teacher uses Kiswahili in English lesson everyone understands.
5	EL: <i>Kwa nini mnatumia lugha ya kwanza katika darasa la Kiingereza au Kiswahili?</i>	Why do you use L1 in English or Kiswahili class?

- | | | | |
|---|-----|--|---|
| 6 | S4: | <i>Kama sielewi kitu kwa English au Kiswahili nitakuuliza mwenzangu kwa lugha ya kwanza ili nijue.</i> | If I do not understand something in English or Kiswahili, I will ask my friend in my L1. |
| 7 | S5: | <i>Lugha ya kwanza inasaidia wale hawaajui Kiswahili au Kiingereza kuelewa kitu mwalimu anafunza darasani.</i> | L1 helps those who don't know English or Kiswahili to understand what the teacher is teaching in class. |
| 7 | S6: | <i>Tunatumia lugha ya kwanza kujadiliana kazi tumepewa na mwalimu ili tujibu maswali vizuri.</i> | We use our L1 to discuss the exercises given by the teacher so that we can write correct answers. |

This excerpt illustrates that codeswitching is used to facilitate students' understanding of the subject matter (lines 2-4). In fact, a common view amongst students in this excerpt was that when the teacher uses Kiswahili words in English lessons they understand well (lines 3 and 4). This finding is consistent with other studies that argue that translanguaging as teaching pedagogy enables students to develop deep understanding of the subject matter (Infante & Licon, 2018)

Similarly, the analysis of this interview data indicates that students use their L1 to help them understand the content of the lesson in the English or Kiswahili lesson (lines 6-7). It also shows that students use their L1 in peer learning, in this case discussing the exercises given by the teacher (line 7). Therefore, the use of students' L1 in peer learning is aimed at enhancing understanding of the exercises given so as to give the correct answers.

Just like the previous excerpts, the interview excerpt with grade 4 and 5 students below also shows that translanguaging is used to facilitate students' understanding of subject matter.

Excerpt # 3: Interview with grade 4 and 5 students on the use of translanguaging in enhancing understanding

Kiswahili	English translation
1 EL: <i>Kwa nini mnachanganya lugha katika kipindi cha Kiingereza au Kiswahili?</i>	Why do you use a mixture of languages in the English and Kiswahili lessons?
2 S1: <i>Kuchanganya lugha inatusaidia kuelewa somo vizuri.</i>	Mixing of languages helps us to understand the lesson.
3 S2: <i>Sisi huchanganya lugha darasani kwa sababu inatusaidia kuelewa. Kwa mfano kama sijui neno kwa Kiingereza natumia neno la Kiswahili.</i>	We use mixture of languages because it helps understand what the teacher is teaching. For example, if I do not know a certain word in English, I will use Kiswahili or Dinka.
4 S3: <i>Mwalimu akitumia lugha moja pekee inakuwa ngumu kuelewa.</i>	When the teacher uses only one language, we do not understand what he is saying. But when he uses some words from other languages, we understand better.
5 EL: <i>Kwa mnatumia lugha ya kwanza kwa kipindi cha Kiingereza?</i>	Why do you use L1 when learning English?
6 S4: <i>Lugha ya kwanza inasaidia kuelewa vizuri chenye mwalimu anafunza</i>	L1 helps us understand better what the teacher is teaching.
7 S5: <i>Nikijadili na mwenzangu ufahamu kwa lugha ya kwanza ninaelewa kisha najibu maswali vizuri.</i>	When I discuss with my friend about an English passage in L1, I understand well.
8 S6: <i>Kama sielewi kitu kwa Kiingereza nitauliza wenzagu wanieleze ya lugha ya kwanza.</i>	When I do not understand something in English, I ask my classmates to explain to me in L1.

As can be seen in this excerpt, students use codeswitching to understand the content of the lesson (lines 2-3). However, when the teacher uses English only the students they claim that do not understand the content of the lesson. The data indicate that the use of

translanguaging both by teachers and students enhances learning as it ensures flow of communication and facilitates understanding of the content of the lesson (lines 4, 6). When students understand the content of the lesson, it means that the objective of the lesson have been attained. Similarly, students' L1 is also used in peer learning to enhance understanding of English in and out of the classroom (lines 7-8). The use of students' L1 to facilitate deep understanding of the subject matter is supported by a plethora of studies (e.g. Baker, 2016; Kwon & Schallert, 2016; McMilan & Rivers, 2011; Nambisan, 2014; Mwaniki, 2016). This use of codeswitching and students' L1 in facilitating understanding of the content of the English resonates well with the argument advanced by Starvou (2015) that translanguaging can be taken as a cognitive strategy in understanding pedagogic assignment.

Further evidence that support the claim that translanguaging facilitates students' understanding of the subject matter comes from the following excerpt taken from an interview with Mr. Emeri, a grade 3 teacher of English and Kiswahili.

Excerpt # 4: Interview with Mr. Emeri on the use of translanguaging in facilitating understanding

- 1 EL: Do you use codeswitching or codemixing in your English or Kiswahili lessons? If so, why?
- 2 EM: Yes, mixing languages makes the students to understand what I am teaching them. It also makes students to participate actively in the lesson (pause). You see *mwalimu* (teacher), if I use English only, the students will not answer questions or ask questions in class.
- 3 EL: What happens when you use only one language?
- 4 EM: You see *mwalimu hawa wanafunzi hawezi kuelewa kitu bila* (teacher, these students will not understand anything) if I use English only.

This excerpt substantiates further that codeswitching is used to facilitate students understanding of the content in the teaching and learning of English (line 2). This resonates with the students' responses in the previous excerpts that indicated that codeswitching facilitates understanding of the subject matter. Likewise, the teacher is aware that, if he uses English only, the students will not understand the subject matter (line 4). This means that the teacher has to employ translanguaging to ensure the students understand the content of the lesson even though the language-in-education does not recognise translanguaging as a

teaching pedagogy. The evidence produced in this excerpt is consistent with that from other excerpts which indicate that the use of translanguaging is chiefly meant to facilitate students understanding of the subject matter.

6.2.2 Classroom participation and interaction

The findings of this study point out that teachers in Kakuma refugee camp school use translanguaging to elicit students' active participation and interaction in the teaching and learning of English and Kiswahili. The following excerpt illustrates the use of translanguaging to motivate students to participate actively in English lessons.

Excerpt # 5: Use of translanguaging to enhance classroom participation and interaction

- 1 T: Today we are learning about opposites. Say "opposite"!
- 2 SS: Say opposite.
- 3 T: [Laughs] *Nasema mseme* opposite (I am saying you say) opposite. *Leo tutasoma kuhusu* opposite (Today we will learn about opposites). *Kwa mfano* opposite *ya* boy *ni* girl (For example, the opposite of boy is girl). *Mfano mwingine* (Another example) opposite of man is woman.
- 4 S1: [Raising the hand] Opposite *ya* (of) father *ni* (is) mother.
- 5 T: Very good! *Nani atatupa mfano mwingine?* (Who can give us another example?)
- 6 S2: Uncle - aunt.
- 7 T: Very good! Who can give us another example? [pauses as when he sees the class is silent] Okay, *nani atatupatie mfano mwingine?* (Who can give us another example?).
- 8 S3: Sister - brother.
- 9 T: Very good! *Mtazame ubaoni* (Look at the chalkboard). Opposite *ya* (of) nephew *ni* (is) niece.
- 10 S4: Nephew *ni nani* (is who)?
- 11 T: *Nani atamwambia nephew ni nani?* (Who can tell us who is the nephew?)
- 12 S5: Nephew *ni mtoto mvulana ndugu au dada yako* (Nephew is the son of your brother or sister).

- 13 T: Very good! *Mpigie makofi* (Clap for him). Nephew *ni mtoto mvulana wa ndugu au dada yako*. Kama *ni msichana ataiwa niece*. (Nephew is the son of your brother or sister and niece is the daughter of your brother or sister). *Tuko pamoja* class? (Are we together class?)
- 14 SS: Yes, *mwaliimu* (teacher)!
- 15 T: *Fungeni* (open) page 82 and 84. *Fanyeni hizo* (Do those) exercises.

As illustrated in this excerpt, students' poor understanding of English led them to repeat teacher's exact words - "Say opposite" (line 2). Students repeating teacher's exact words is the type of recitation that is common in many classrooms where students do not understand the LoTL hence recite what they do not know. The recitation of teacher's words made him laugh and prompted him to resort to translation to make students understand the content of the lesson (line 3). In the same way, the teacher shifts to codeswitching to give examples of opposites (line 3). Therefore, the use of translation and codeswitching motivated students to participate in the lesson by answering their teacher's questions (lines 4, 6 and 8). Similarly, the teacher continued to use codeswitching to motivate and elicit answers from the students, hence engaging them in the teaching and learning activity in the lesson (lines 5, 7 and 9). The teacher also used the same strategy to motivate and capture students' attention to participate in the lesson (line 9) and to address students' questions (line 11). Likewise, students used codeswitching to seek clarification from the teacher (line 10) and also to answer the questions he asked them (line 12). In the same vein, the teacher uses codeswitching to give students assignment (line 15). These findings are in line with those obtained by Shakina (2019) in a case study carried in two trilingual grade 5 English language classes in Malaysia, that indicated that teachers used translanguaging to explain the concepts, translate vocabulary and then engage the students in the lesson through asking questions and eliciting answers from them.

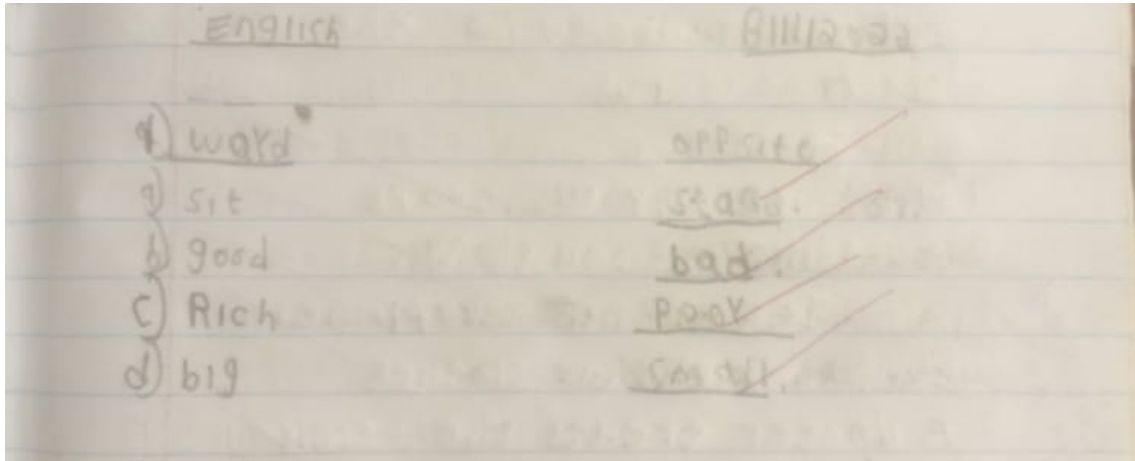


Figure 3: Sample assignment done by a student

Figure 3 above demonstrates that translanguaging enables the student to write correct responses in the assignment.

Another example that illustrates that translanguaging is used to activate classroom participation and interaction comes from an interview with grade 4 and 5 students, as presented below:

Excerpt # 6: Interview with grade 4 and 5 students on the use of translanguaging for enhancing classroom participation and interaction

Kiswahili	English translation
1 EL: <i>Kwa nini mnapenda kuchanganya lugha au kutumia lugha ya kwanza katika kipindi cha Kiingereza au Kiswahili?</i>	Why do you like using mixture of languages or L1 in English or Kiswahili lesson?
2 S1: <i>Tukichanyanga lugha inafanya tusiogope kujibu au kuuliza maswali darasani.</i>	Mixing languages makes me not to fear answering or asking questions in class.
3 S2: <i>Inaisaidia mtu kujieleza bila woga darasani. Lakini kama ni English pekee watu wanaogopa kuongea darasani.</i>	It helps one to explain himself freely without fear. But when it is English only, people will fear to ask or answer questions in class.

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| <p>4 S3: <i>Lugha ya kwanza inatuwezesha kuuliza swali au kujibu swali darasani. Mwalimu akitumia English inakuwa ngumu kuuliza au kujibe swali. Hii ni kwa sababu sijui kuongea Kiingereza vizuri.</i></p> <p>5 S4: <i>Tunatumia lugha ya kwanza kutusaidia kutaka kujua kitu ambacho hatuelewi vizuri.</i></p> | <p>L1 helps us to ask or answer questions in class. If the teacher uses English only, it becomes hard to ask a question or to answer because I cannot speak English well.</p> <p>The use of L1 helps to ask the teacher something we do not understand well.</p> |
|--|--|

This interview excerpt indicates that codeswitching empowers students to ask and answer questions and to express themselves in the lesson without fear (lines 2 and 3). In addition, students use their L1 to seek clarification in the lesson (lines 4-5). The use of codeswitching and students' L1 taken together as form of translanguaging, play a key role in enhancing students' participation and interaction in the teaching and learning of English and Kiswahili in the Kakuma refugee camp school. This supports the arguments put forward by García et al. (2017) that translanguaging makes learners feel accepted in the teaching and learning activity in the classroom, hence enabling them to participate fully.

The next excerpt, from an interview with a grade 2 teacher of English and Kiswahili, also indicates that translanguaging is used to motivate classroom participation and interaction.

Excerpt # 7: Interview with Mrs. Kavindu, a grade 2 English and Kiswahili teacher, on the use of translanguaging in enhancing classroom participation and interaction

- | | |
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| <p>1 EL: What is the level of students' interaction when you use their L1 in the teaching and learning of Kiswahili?</p> <p>2 KA: When I allow my students to use their L1 in the lesson, their participation becomes high unlike when I use English or Kiswahili only.</p> | |
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The above account shows that the use of translanguaging motivates high classroom participation in the teaching and learning of English and Kiswahili. This finding supports Gregg and Gill (2007) study that found out that codeswitching facilitates classroom participation and at the same time that it facilitates foreign language learning. (See also

Extract of the interview with Mr. Emeri, a grade 3 teacher of Kiswahili and English in the Appendix 17).

Further example that demonstrates that the reason for using translanguaging is to motivate students to participate actively in the lesson, comes from the interview with Mrs. Imani, a grade 4 Kiswahili teacher.

Excerpt # 9: Interview with Mrs. Imani, a grade 4 Kiswahili teacher, on the use of translanguaging in enhancing classroom participation and interaction

- 1 EL: What happens when you allow students to use their L1 in your Kiswahili lesson?
- 2 IM: When I allow my students to use their L1 in the lesson, their participation becomes high unlike when I use Kiswahili only.
- 3 EL: How is the students' interaction when you use codemixing or codeswitching in the teaching of Kiswahili?
- 4 IM: The interaction is high than when I restrict them to use Kiswahili. You will see them asking questions in the class.

This excerpt shows that the use of students' L1 enhances their participation in the classroom (line 2). Similarly, codeswitching motivates students to participate in the lesson by asking questions (line 4). This is supported by findings on classroom research that point out that allowing students to use their L1 for participation in L2/FL classes or in L2/FL mediated classes decreases attrition and enables their learning (Trudell, 2016). In relation to the Mozambican context, Chibutane (2011) and Chambo (2018) also found out that students' participation and interaction is high when translanguaging is allowed in Portuguese classes or Portuguese-mediated content lessons.

6.2.3 Translanguaging fostering meaning making

The analysis of classroom and interview data revealed that meaning making was one of the reasons for using translanguaging in Kakuma refugee camp school, as illustrated in the excerpt below taken from classroom observations.

Excerpt # 10: Use of translanguaging for fostering meaning in a grade 1 Kiswahili lesson

- 1 T: *Leo tunasoma hadithi.* (Today we are reading a story). *Hadithi ndiyo* (is) story *Fungeni* (open) page 93. *Mnaona nini kwa hiyo* page? (What can you see in that page?)

- 2 S1: Teacher *mimi ninaona a boy na girl* (Teacher, I see a boy and a girl).
- 3 T: *Umejaribu. Nani atwambie kwa a boy na girl kwa Kiswahili* (You tried, but tell us in Kiswahili).
- 4 S2: Madam, *mimi naona mvulana na msichana wanabrush meno*. (Madam, I see a boy and a girl brushing teeth).
- 5 T: *Vyema! Wanabrush meno tunasema kusugua meno*. (Good! We say they are brushing their teeth) [Looks at the back] *Mnaona nini kwenye kitabu?* (What are you seeing in the book?)
- 6 S3: *Amith ke sukul*. (a school boy)
- 7 T: *Hii ndio nini?* (What is that?)
- 8 S4: *Anasema anaona mwanafunzi*. (He says he sees a school boy).
- 9 T: *Vizuri sana!* (Very good!).

As illustrated in this excerpt, the teacher uses translations and codeswitching to introduce the lesson so that the students can infer meaning at the outset (line 1). Codeswitching has enabled S1 to infer meaning hence give his correct response (line 2). By the same token, the teacher uses codeswitching to enhance meaning making through reinforcing students responses to elicit correct answer in Kiswahili (lines 3 and 5). Likewise, students use their L1 to make sense on the content of the lesson (line 6), thereby building on each other responses to give correct answers in the target language (line 7). In line with this, various studies have demonstrated that translanguaging fosters meaning making in the teaching and learning process (Creese & Blackledge, 2015).

Further illustration of the reasons for using translanguaging to foster meaning making in the teaching and learning of English and Kiswahili comes from a focus group interview with grade 1, 2, and 3 students, as shown below:

Excerpt # 12: Focus group interview with grade 1, 2 and 3 students on the use of translanguaging to foster meaning making in the lesson

	Kiswahili	English translation
EL:	<i>Mbona mnatumia mchanganyiko wa lugha, lugha ya kwanza, tafsiri na fasiri katika kipindi cha Kiingereza au Kiswahili?</i>	Why do use mixture of languages, L1, translation and interpretation in the English or Kiswahili lesson?
2 S1:	<i>Sisi huchanganya lugha darasani kwa sababu inatusaidia kuelewa. Kwa mfano kama sijui neno kwa</i>	We use mixture of languages because it helps understand what the teacher is teaching. For example, if I do not

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| | <i>Kiingereza natumia neno la Kiswahili au Kisomali. Kisha nitajua hilo neno la Kiingereza .</i> | know a certain word in English, I will use Kiswahili or Somali. |
| 3 S2: | <i>Kama sijui kitu kwa English nitauliza wenzangu waniambie kwa lugha yangu ya kwanza au Kiswahili.</i> | If I do not know a word in English, I ask my classmates to tell me in my L1 or Kiswahili so that I can know it. |
| 4 S3: | <i>Wakati huelewi kitu mzuri wengine wanasema huuliza Rafiki yako akueleze kwa lugha yako.</i> | When you do not understand something, the teacher can tell you to ask your friend in your language. |
| 5 S4: | <i>Nyumbani ndugu yangu hunielezea homework kwa lugha ya kwanza.</i> | At home my brother helps to do homework in L1. |
| 6 S5: | <i>Kama mwenzangu haelewi kazi tumepewa namtafsiria kwa lugha ya L1 aelewe vizuri.</i> | When my classmate do not understand the assignment we have been given, I translate for him. |
| 7 S6: | <i>Mwalimu akutuelezea maneno ya Kiingereza kwa Kiswahili tunaelewa kisha tunajua maneno kwa Kiingereza.</i> | When the teacher explains the meaning of English words or a passage in Kiswahili, we understand well. |
| 8 S7: | <i>Mwalimu akitumia Kiingereza pekee hakuna mtu ataelewa. Lakini akieleza kwa Kiswahili. au amwambie mwenzetu atueleze kwa lugha ya kwanza tunaelewa.</i> | When the teacher uses English only, no one will understand. But when the teacher explains to us in Kiswahili, we understand or when we ask our classmate to explain in our L1, we understand. |

This excerpt illustrates that students use codeswitching and their L1 to infer meaning in the lesson so as to understand the content of the lesson (lines 2, 3 and 4). Peer learning in this context enables the students to draw on their knowledge and make connections using their L1. Additionally, older siblings at home use their L1 to enable students infer the meaning of the homework at home (line 5). Translation is used to enhance meaning making of the content of the lesson (lines 6-8). This implies that translation, as a form of translanguaging, is tailored towards making students infer meaning out of the lesson content. Taken together, the use of codeswitching, students' L1 and translation, which are forms of translanguaging, help to foster meaning making in the English and Kiswahili classroom. These findings resonate with Gracia and Li (2014) assertion that translanguaging is a process used by students to foster meaning making so as to understand the content and participate in the teaching and learning activity in the classroom.

6.2.4 Translanguaging fostering communication

The findings of this study show that fostering communication was another reason for using translanguaging in Kakuma refugee camp school. Both the observation and interview data depicted that students and teachers use translanguaging to enhance communication. The following excerpt is illustrative.

Excerpt # 13: Grade 5 English lesson showing the use of translanguaging to foster communication

- 1 T: *Leo tutasoma kuhusu* (Today we are going to learn about) personal pronouns. *Semeni* (say) personal pronouns...
- 2 SS: Personal pronouns.
- 3 T: Very good! *Kila mtu atazame kwa ubao* (Everyone look at the chalkboard). Personal pronouns *ni maneno kama vile*: (are words like) I, you, he, she, her, they.
- 4 S1: Teacher, *sielewi*. (I do not understand).
- 5 T: Personal *ni maneno yanayochukua nafasi ya nomino*. (Personal pronouns are words that take place of nouns to avoid repetition). *Tazameni kwa ubao* (Look at the chalkboard) [she writes on the chalk board].
I *ni mimi*, (is me); you *ni wewe* (is you); her *ni yeye* (is her); and they *ni wao* (is them).
- 6 S2: Teacher *na* (and) him?
- 7 T: Him *ni yeye kama ni mvulana* (if he is a boy) but her *kama ni msichana* (if she is a girl). Are we together class?
- 8 SS: Yes, teacher!
- 9 T: Good! *Wacha tuone example katika sentensi*. (Let's see an example in a sentence) [writes on the chalkboard]. She is a girl. *Nani anaweza kutupa sentensi akitumia?* (Who can give us a sentence using personal pronoun you?)
- 10 S4: You are a teacher.
- 11 T: Well done! *Sasa fanyeni hii* (Now do this) exercise. [writes the questions on the chalkboard].

The teacher uses codeswitching to introduce the lesson and engage the students in the teaching and learning activity (line 1). The act of students responding to what the teacher

instructed them, shows that communication has taken place. The teacher uses codeswitching and translation to enhance communication and enable students understand the content of the lesson. The use of translanguaging enables students to seek clarification (lines 4 -6). Then the teacher uses translanguaging to clarify the questions asked by the students (lines 5-7). On the same vein, the teacher deploys translanguaging to task the questions (line 9). Having elicited the correct answer, the teacher uses codeswitching to give instructions to students on the exercise to do (line 11). These findings indicate that translanguaging is used to foster communication in the teaching and learning activity hence enabling students to gain understanding of the subject matter, express thoughts and acquire knowledge (Wei & Zhu, 2013).

The next excerpt, from an interview with grade 4 and 5 students, adds to the evidence on the use of translanguaging to fostering communication.

Excerpt # 14: Interview with grade 4 and 5 students on the use of translanguaging to foster communication

	Kiswahili	English translation
1 EL:	<i>Unaweza kunielezea lugha ambayo mnatumia shuleni kuwasiliana?</i>	Can you tell me how you communicate in school?
2 S1:	<i>Mara nyingi tunatumia Kiswahili. Lakini wakati mwingine tunachanganya lugha au kutumia lugha ya kwanza kama naonea na yule anajua lugha ya kwanza.</i>	Most of the time we use Kiswahili to communicate. But sometimes we use mixture of languages or L1 in case a friend does not speak Kiswahili.
3 S2:	<i>Nikitaka kuwasiliana na mwenzangu natumia lugha ya kwanza au nitachanganya lugha.</i>	I use L1 or codeswitching when I want to communicate with my friends.
4 S3:	<i>Kama mwenzangu hajui Kiswahili itabidi nitumie lugha ya kwanza kumwambia jambo.</i>	If my friend does not understand Kiswahili, I explain to him in my language.
5 S4:	<i>Natumia lugha ya kwanza au kuchanganya lugha kuwasilisha mawazo kwa darasa au kutaka kujua kuhusu jambo fulani.</i>	I used L1 or codeswitching to present my views in class or seek clarification.

- 6 S5: *Tunatumia lugha ya kwanza* We use L1 to discuss about the work
kujadiliana wakati tunafanya zoezi given to us by the teacher.
darasani.

This excerpt shows that students use translanguaging to communicate to each other (lines 2-3), to seek clarification in the lesson (line 5), and to discuss assignments in the classroom during peer learning (line 6). For a discussion to take place, there must be communication. This may explain why students use their L1 to communicate their views in their discussions. This supports the argument put forward by Nambisan (2014) that L1 is used to discuss the content and activities in the classroom. Together these findings indicate that the reason for using translanguaging is to foster communication in the refugee camp school.

Further example that supports the argument that communication is one of the reasons for translanguaging practice in Kakuma refugee camp can be taken from the teachers' responses in interviews, as illustrated below:

Excerpt # 15: Interview with teachers on the use of translanguaging in fostering communication

- 1 KA : Most of the time I use some students to explain to those who do not understand in their L1. This enables the students to overcome language barrier during the teaching and learning process in the lesson.
- 2 BA : I find myself using other students to help me translate to the new students who do not understand Kiswahili or even Arabic.
- 3 HA : Most of the times I use translation in the lesson so that my students can understand. You see the new students from South Sudan and Somali don't understand English. So I have to use Arabic for them to understand the content of the lesson.
- 4 ZU: Sometimes I am forced to use Kiswahili in my English lesson to make them understand.
- 5 KI: Here we have faced a challenge of communication, especially when you try to speak to students in English only. This makes us teachers to use Kiswahili in the English lesson so as to communicate to students what we are talking about in class.

6 EM: I use Toposa or Arabic to communicate with my students from South Sudan and Somalia.

7 ZA: Sometimes I mix languages to make communication easy in class.

This excerpt shows that teachers elicit the help of students to translate to other students in their L1 so as to overcome communication barriers (lines 1-2). Translation is also used to help new students in Kakuma refugee camp to understand the content of the lessons (line 3). This implies that translation plays a key role in enabling teachers to meet communicative needs of their students in the refugee camp school. This is supported by literature on translanguaging that indicates that translation is aimed at transmitting meaning with the intent of meeting education needs of students (William, 1996; García, 2017; Ngesu & Mrikaria, 2021).

The students can only understand the content of the lesson when communication is clear, hence the use of codeswitching and translation in English and Kiswahili classes, which enhance meaning making that eventually leads to understanding of the content of the lesson. Taken together, the use of students' L1, translation and codeswitching in the teaching and learning of English and Kiswahili in the refugee camp contribute to foster communication in the teaching and learning activities in the classroom (Chimbutane, 2013), thus helping to meet communicative needs of students in the lesson (Blackledge & Creese, 2010; Mazzaferro, 2018; Wei & Zhu, 2013).

The findings of this study show that students and teachers in the refugee camp school resort to the use of translanguaging as a teaching pedagogy and communicative practice to overcome challenges in teaching and learning of English and Kiswahili. Therefore, the reasons for using translanguaging is to facilitate understanding of the subject matter, enhance meaning making, activate classroom participation and interaction, and foster communication inside and outside classroom in the refugee camp school in Kakuma refugee camp (see also Creese & Blackledge, 2015; García, 2009). Similarly, translanguaging helps students to transcend socially constructed named languages. This supports the tenets of translanguaging theory that languages are fluid and not hermetically sealed units (García, Makoni & Mashiri, 2007). Moreover, translanguaging as communication strategy helps them use multiple languages creatively to move across linguistics spaces to shape communication and participate in the teaching and learning of English and Kiswahili (Blackledge & Creese, 2010; Wei, 2011).

These findings are in agreement with other studies on the reasons for using translanguaging in other contexts, namely: to facilitate deep understanding of the subject matter, to foster meaning making, to activate classroom participation and interaction, and to foster communication in the lesson (Blackledge & Creese, 2010; Chimbutane, 2013; Mazzaferro, 2018; Nambisan, 2014; Shakina, 2013; Wei & Zhu, 2015).

6.3 Attitudes towards Translanguaging

The objective of this section is to describe the attitudes of teachers and education officers on translanguaging practice in Kakuma refugee camp school. The analysis of the interviews indicates that these school actors have positive attitudes towards translanguaging practice as a teaching pedagogy and communication strategy. However, teachers and education officers do not support the use of translanguaging in written assignments and the use of students' L1 in upper classes.

6.3.1 Teachers' attitudes towards translanguaging

The analysis of interviews with the teachers of English and Kiswahili indicates that teachers have positive attitudes towards translanguaging practice but they do not support the use of translanguaging in writing and the use of students' L1 in upper classes. The excerpt below was taken from an interview with Ms. Zubeda, a grade 5 teacher of English. The objective of the interview was to explore her attitudes towards translanguaging practice in Kakuma refugee camp school.

Excerpt # 16: Interview with Ms. Zubeda, a grade 5 teacher of English, on translanguaging practice

- 1 EL: What do you think about the mixing of languages in the teaching of English?
- 2 ZU: Mixing of languages helps when I want students to get what I am teaching in class.
- 3 EL: How do you feel about students using their L1 in your English lessons?
- 4 ZU: I discourage students in my class from using their L1 in the English lesson. I want them to speak English so that they can become fluent in English. You see, in the community they have more time to speak Kiswahili than English.
- 5 EL: What are your thoughts on translation in the teaching and learning of English?
- 6 ZU: It is good, especially in situations when students have difficulties in knowing the vocabulary.
- 7 EL: Which languages do you use when translating?
- 8 ZU: I translate from English to Kiswahili.
- 9 EL: Do you plan in advance to use translation in your lesson plan? If no, why?

- 10 ZU: No, I only translate in class if I see the students are not getting what we are teaching in class.
- 11 EL: What is your opinion on students discussing passages in their language?
- 12 ZU: There is no problem provided they write their answers in English.

This excerpt indicates that this teacher has positive attitudes towards the use of codemixing, which is a form of translanguaging (line 2). However, the teacher has negative attitude towards the use of students' L1 in English since she claims that that may prevent students from becoming fluent in the target language. This claim contradicts studies that have demonstrated that the students' L1 is a resource that enhances learning of L2 (Baker, 2006; McMillan & Rivers, 2011; Otundo, 2023; Robina & Mbwna, 2023). The teacher has positive attitudes towards translation even though she does not prepare herself in advance to use it (lines 6, 8 and 9). Therefore, the teacher uses translanguaging as a teaching pedagogy strategically when students do not understand the content of the lesson in the classroom (line 10). Further, the teacher has no problem on students discussing text passages in their L1, provided they write their answers in English (line 12). By discouraging students from using translanguaging in writing, the teacher contradicts studies that have demonstrated that the use translanguaging in writing improves students' writing skills in the target language (Velasco & García, 2014; Kiramba & Harris, 2018).

The next excerpt also shows that Mrs. Zawadi, a grade 5 Kiswahili teacher, has positive attitudes towards translanguaging practice in Kakuma refugee camp school, although she also does not allow students to use translanguaging in writing.

Excerpt # 17: Interview with Mrs. Zawadi, a grade 5 Kiswahili teacher

- 1 EL: What is your opinion on the use of a mixture of languages in Kiswahili lesson?
- 2 ZA: It is the best because most of the learners will not get anything because they are not fluent in Kiswahili. However, I discourage students from using a mixture of languages in writing *Insha* (Kiswahili composition).
- 3 EL: Why do you discourage students to use a mixture of languages in writing *insha* (Kiswahili composition)?
- 4 ZA: Kenya National Examination Council requires students to use only Kiswahili.
- 5 EL: What are your thoughts on students using their L1 in Kiswahili lessons?

- 6 ZA: In grade 5 we do not encourage students to use their L1 in class. We encourage our students to use Kiswahili so that they can become fluent. The students can use their L1 at home but in here in school they should speak Kiswahili or English.

As can be seen in this excerpt, the teacher has positive attitudes towards the use of translanguaging since she feels that it helps students who are not fluent in Kiswahili (line 2). This is consistent with studies that have illustrated that translanguaging as pedagogy and communication strategy helps students in their education endeavours in contexts where their second language is the LoTL or LoC (Li, 2018). The principle of the teacher discouraging students to use translanguaging in writing (line 4), which is consistent with the Kenya language-in-education policy, may hinder improvement in writing skills (Velasco & García, 2014). In fact, the act of discouraging students to use translanguaging contradicts studies that have demonstrated that when students are given freedom to use translanguaging in writing, they are able to express their creativity and at same time meet their communicative goals (Canagarajah, 2011; Kiramba, 2016). Further, the teacher does not encourage students to use their L1 in class (line 6). Denying students to use their L1 in class may make them feel insecure and marginalised due to their inability to use the target language allowed in class (Cenoz & Gortez, 2011). In addition, denying students to use their L1 in classrooms where English is LoTL, hinders students' access to the curriculum and acquisition of L2 used in the school. For instance, Kiramba and Harris (2018) argue that home languages play a key role in enabling students to access English medium instruction curriculum and are essential in acquisition of school languages.

Another excerpt that demonstrates teachers' attitudes towards translanguaging was taken from a semi-structured interview with Mr. Kipande, a grade 4 teacher of English below:

Excerpt # 18: Interview with Mr. Kipande, a grade 4 teacher of English

- 1 EL: What is your opinion on the use of mixing of languages in the teaching and learning of English in this school?
- 2 KI: Mixing of languages is not bad because it helps students to understand the lesson. You see, our students here in the refugee camp have a challenge in English, so most of the time they use a mixture of languages to make them understand.

- 3 EL: Do you plan in advance to use a mixture of languages in your lessons?
- 4 KI: No, I just find myself using it in class. It is something that happens naturally.
- 5 EL: Why do you not plan for it when you are preparing your lessons?
- 6 KI: It is not one of the teaching methods for me to write in my lesson plan. In fact, we were not taught about it in college.
- 7 EL: What are your thoughts about the use of students' L1 in the English lesson?
- 8 KI: Use of students' L1 is good where all the students share the L1 but here we have students from different countries who speak different languages.
- 9 EL: How do you feel about students discussing the exercises or passages in their L1?
- 10 KI: In grade 4 going up, we do not allow students to speak in vernacular. They should use English for them to improve in English.

The teacher's accounts indicate that he acknowledges that codeswitching helps students to understand the subject matter (line 2). However, he does not prepare to use codeswitching in the lesson (line 4) and does not consider it as a teaching method (line 6). The teacher in this interview maintains that students' L1 should not be used in upper classes (line 10). The act of the teacher discouraging the use of students' L1 in upper classes may be due to language-in-education policy in Kenya that confines the use of L1 to lower classes only (Muthwii, 2002; Kiramba, 2016). These teacher's responses show that he has positive attitudes towards translanguaging, even though he does not prepare to use it in advance in the lesson plan, does not support the use of students' L1 in upper classes and does not consider translanguaging as a teaching pedagogy taught to teachers in teacher training colleges.

6.3.2 Education officers' attitudes towards translanguaging

Even though education officers have positive attitudes towards translanguaging, they do not support its use in writing and do not encourage the students to use their L1 in the refugee camp school, as illustrated in the excerpt below:

Excerpt # 19: Interview with an education coordinator on attitudes towards translanguaging practice

- 1 EL: What is your opinion about the use of mixing of languages in the teaching and learning of English and Kiswahili?
- 2 EC: I have no problem with teachers using a mixture of languages especially in teaching. But remember students are not allowed to use a mixture of languages when writing English or Kiswahili exam.

- 3 EL: What are your views on the use of translation in the teaching and learning of languages?
- 4 EC: Translation helps a lot, especially when students do not understand something well in English or Kiswahili. For instance, in the camp, our students and parents do not understand English. Therefore, you have to translate them in Kiswahili. Even here in my office I am sometimes forced to seek the help of a translator to enable me understand the parents who speak Somali or Sudanese only.
- 5 EL: What is your take on the use of students' L1?
- 6 EC: Here in the refugee camp school we do not encourage students to use L1. Here students should use English or Kiswahili and that is our policy.

As indicated in this excerpt, the education coordinator has positive attitudes towards teachers codeswitching, but does not support its use in writing examination (line 2) due to the Kenya National Examination policy that only permits use of English in writing of all examination except Kiswahili (Muthwii, 2002). As mentioned so far, this is not consistent with the findings from some studies on translanguaging that have demonstrate that the use of translanguaging in writing is effective in improving students' writing skills in the target language (Adamson & Coulson, 2015; Alzahrani, 2019; Velasco & García, 2014; Kiramba, 2016). The education coordinator also supports the use of translation in the teaching and learning of languages (line 3) since, according to him, it helps students to understand the content of the lesson. This resonates well with studies that argue that translation, as a form of translanguaging, fosters communication, which enhances understanding and learning (Beres, 2015; Gracia, 2019; William, 1996). Furthermore, consistent with the school policy that only allows the use of English or Kiswahili, the education coordinator does not support the use of students' L1 in the teaching and learning of these languages, which contradicts the findings of studies that indicate that students' L1 is helpful in learning L2 (Baker, 2003, 2006; Cenoz & Gortez, 2011; Perez, 2004; Mwaniki, 2016).

Excerpt # 20: Interview with the Headteacher on attitudes towards translanguaging practice

- 1 EL: What is your opinion on the use of translation in the teaching and learning of English and Kiswahili?
- 2 HT: Translation helps a lot, especially in lower classes where we have the new cohort who do not understand Kiswahili or English.

- 3 EL: What is your view on the use of students' L1?
- 4 HT: The CBC stipulates that the students' L1 should be used as LoTL in lower primary or Kiswahili in schools with multilingual students. Our school is a multilingual school, so Kiswahili and English are the only languages to be used. Let students speak their L1 at home.
- 5 EL: What are your thoughts on the use of mixture of languages in teaching of English and Kiswahili?
- 6 HT: Personally, I do not see any problem if a teacher mixes languages in his or her lesson. However, it is important to note that in national examination students are required to use English only for all subjects except Kiswahili, which uses Kiswahili. This means that teachers should try to ensure students acquire competency in English for them to pass their examination.

The analysis of this interview transcript demonstrates that the headteacher supports the use of translation in teaching and learning of English and Kiswahili (line 2). However, he does not support the use of students' L1 (line 4) and codeswitching in the English and Kiswahili lesson (line 6) allegedly because it is not allowed in writing examination. This indicates that the headteacher has positive attitudes towards translanguaging practice, although he warns that teachers should take into account that students are required to write their exams in English, except in Kiswahili exam, in which they use Kiswahili. (See also Excerpt 19 in Appendices).

The findings of this study indicate that teachers, students and education officers in the Kakuma refugee camp school have positive attitudes towards translanguaging practice. However, teachers and education officers do not support the use of translanguaging in writing and also the use of students' L1 in upper classes. As can be understood from their accounts, this is due to the language-in-education policy in Kenya and Kenya National Examination Council policy that direct that English should be used in writing examination except in Kiswahili examination. Furthermore, in upper primary English is the LoTL for all subjects, except for Kiswahili which is LoC.

Drawing from translanguaging theory, the finding of this study show that teachers, students and education officers in Kakuma refugee camp school have positive attitudes towards the use of translanguaging since they perceive that it enhances meaning making, facilitates deep understanding of the subject matter and activates students' participation and interaction in the classroom (Creese & Blackledge, 2015; García, 2009). Moreover, students have positive attitudes towards translanguaging since they perceive that it helps them communicate and participate in classes. That is, translanguaging allows students to use

multiple languages creatively to move across linguistics spaces to shape communication and participate in the teaching and learning of English and Kiswahili (Blackledge & Creese, 2010; Wei, 2011; Canagarajah, 2011).

These findings are consistent with the findings of other studies, which show that teachers have positive attitudes towards the use of translanguaging in the teaching and learning of English (Almayez, 2022; Nambisan, 2014; Paramesvaran & Lim, 2018; Pinto, 2020; Qian et al., 2009; Mbwire, 2023). However, the contexts of these studies differ with that of the study carried in the Kakuma refugee camp school in Kenya because the context of this study was in the refugee camp in Kenya while those studies were carried in regular school outside Kenya. It is also worth noting that this study contradicts other findings showing that teachers also have positive attitudes towards translanguaging in writing (Adamson & Coulson, 2015; Alzahrani, 2019). This study is also in line with other studies on translanguaging that illustrate students' positive attitudes towards translanguaging (Ahmad, 2009; Kwon & Schallert, 2016; Nordin et al., 2013; Wondimu, 2019), which differ from Ngadiso et al. (2022) findings that indicated that students had negative attitudes towards students' directed translanguaging. Furthermore, this study is among the few studies that have examined the attitudes of education officers towards translanguaging practice in the refugee camp school in Kakuma, Kenya.

6.4 Conclusion

Regarding the reasons for using translanguaging in refugee camp school as explained in the first section of this study, the study shows that students and teachers use translanguaging as a pedagogy and communicative strategy to overcome challenges in the teaching and learning of English and Kiswahili.

The second section of this chapter has described the attitudes of teachers, students and education officers towards the use of translanguaging. The findings indicate that all these actors have positive attitudes towards translanguaging in the refugee camp school. However, teachers and education officers do not support the use of translanguaging in writing assignment and also the use of students' L1 in upper classes, which is consistent with the language-in-education policy in place in Kenya.

CHAPTER 7: LANGUAGE-IN-EDUCATION POLICY AND PRACTICE IN KAKUMA REFUGEE CAMP SCHOOL

7.1 Overview

This chapter examines the implementation of language-in-education policy in Kenya and practice in Kakuma refugee camp school. The aim is to verify the link between language-in-education policy in Kenya and practice in Kakuma refugee camp school. The findings of this study reveal that although the teachers follow the policy of separation of languages in writing, there is mismatch between language-in-education policy in Kenya and practice in Kakuma refugee camp school. The analysis of the data indicates that students in Kakuma refugee camp school have a challenge in understanding English and Kiswahili due to the multilingual nature of the students in this school. In order to facilitate teaching and learning of English and Kiswahili in Kakuma refugee camp school, teachers resort to translanguaging practices.

7.2 Mismatch between Language-in-education Policy and Practice in Kakuma Refugee Camp

The analysis of the data indicates a mismatch between language-in-education policy in Kenya and practice in Kakuma refugee camp school. The mismatch is generated under the following themes: multilingual teaching practices in English, multilingual teaching practices, use of non-standard Kiswahili, mismatch between content of books of English and Kiswahili and learning environment, limited time for students to practice speaking of English, use of translanguaging in creation of home-school interaction.

7.2.1 Multilingual teaching practices in English

Language-in-education policy in Kenya spells that English is the LoTL for all subjects in grade 4 up to university level except for Kiswahili, which is the LoC. However, the findings show that refugee students have not developed grade-level competence in English hence they have difficulty in understanding content imparted through this language. Thus, when teachers use English only in English lessons, as directed by the English syllabus, refugee students are unable to infer meaning, understand content of the lessons and participate in the teaching and learning activity in the classroom. Because of this, teachers resort to the use of translanguaging to enable students infer meaning, understand the subject matter and participate in the English lesson. This is corroborated by Ms. Zubeda, a grade 5 teacher of English, as illustrated in the following interview excerpt:

Excerpt # 1: Interview with Ms. Zubeda on the use of multilingual teaching practices in English lessons

- 1 EL: How do you implement language-education policy when teaching English in this school?
- 2 ZU: Our students have a problem in English. So, they will not understand it when we teach English as directed in the syllabus.
- 3 EL: What challenges do you face when you use English only in your lesson?
- 4 ZU: When I decide to use English only, the class will be silent and I will end up talking alone for 35 minutes.
- 5 EL: What do you do to overcome this challenge?
- 6 ZU: I have to translate to them in Kiswahili so that they understand the topic of the lesson and also ask questions if they have not understood. Sometime I have to mix English and Kiswahili at least to make them understand the topic we are tackling in the English lesson.
- 7 EL: What is the level of the students' performance when you allow them to discuss a passage or assignment in languages they understand well?
- 8 ZU: The students do well when they discuss in Kiswahili or in their L1. But remember that in upper classes we encourage them to use English always.

As illustrated in this excerpt, students are not proficient in English hence they cannot understand the content of the English lesson or participate in the teaching and learning activity in the English classroom (lines 2 and 4). Some studies have shown that students tend to be silent and passive when a L2 is used as the sole LoTL. For instance, in Mozambique, Chimbutane (2009) observed that students were silent and did not participate in the L2 classroom where Portuguese was LoTL, unlike in L1 classrooms where the students' L1 was LoTL. In those contexts, Chimbutane observed that teachers resorted to codeswitching to make students participate in Portuguese Arts and in Portuguese-mediated lessons. As in the context of Portuguese classrooms, where teachers resolve to use codeswitching to activate classroom participation, Ms. Zubeda also decides to use translanguaging in order to enhance students' understanding and participation in the lesson (line 6). Along similar lines, students perform better when they use Kiswahili or L1 in discussing English assignments (line 8). Therefore, the use of English only in the teaching and learning of this language in the refugee

camp does not seem to be practical and productive. This shows that there is mismatch between the Kenya language-in-education policy and practice in the refugee camp school.

Excerpt # 2: Interview with Mrs. Kavindu, a grade 2 English teacher

- 1 EL: How do you implement the language policy in the teaching and learning of English in your class?
- 2 KA: Our students have a challenge in English so it is very hard to use English in teaching English in lower primary. Therefore, I have to use a mixture of languages and translation to make our students to understand the content of the English lesson.
- 3 EL: What happen when you use only English only in teaching and learning of English in your class?
- 4 KA: As said earlier, the students will not get anything when I use English only in the English lesson hence they will not participate in class.
- 5 EL: What does the school language policy say about teaching and learning of English?
- 6 KA: The school encourages us to use translation so to help students to understand and infer meaning in the teaching and learning of English.
- 7 EL: Can you tell me how you carry the translation?
- 8 KA: I translate the concepts into Kiswahili so that students understand what I am teaching them in the lesson.
- 9 EL: How do you translate content of English lesson to the new cohort who do not understand Kiswahili?
- 10 KA: I use some students to translate to those who do not understand Kiswahili.

This interview transcript shows that the teacher uses codeswitching and translation to enable students understand English. However, the language policy in place in Kenya does not recognize the use of codeswitching and translation in the teaching of English (line 2). When the teacher uses English only, the students cannot understand or infer meaning in the lesson, hence they cannot participate in the lesson (line 4). The school encourages teachers to use translation to help students understand the subject matter (line 6). The teacher also elicits the use of students' L1 to enhance understanding of English lesson (line 10). This shows that translanguaging is used to help multilingual students to infer meaning, shape experiences and foster deep understanding of the subject matter (Park, 2013).

7.2.2 Multilingual teaching practice in Kiswahili

The language-in-education policy in Kenya stipulates that learners in lower primary classes and early childhood education centres should be taught in their L1 or in the language of the catchment area (KICD, 2017). According to this policy, schools in peri-urban, urban or metropolitan areas should teach Kiswahili as language of the catchment area and also as a subject (Mose, 2017). The Kakuma refugee camp is located in Turkana West sub-county, which is not peri-urban, urban or metropolitan area. Therefore, schools in Turkana West sub-county, where Kakuma refugee camp school is located, are supposed to use the Turkana language as the LoTL in lower primary schools. However, the Turkana language is not the L1 of refugee students in that school. Therefore, Kiswahili is taken as the language of the catchment area, hence used as the LoTL in lower primary school in Kakuma camp school due to the multilingual and multicultural nature of the refugee students in this school. In this context, teachers are supposed to use Kiswahili only in teaching and learning activity in Kiswahili lessons. However, teachers of Kiswahili deploy multilingual teaching practices, which is not consistent with in the language-in-education policy. This contradicts language-in-education policy that directs the use of Kiswahili only in the teaching and learning of Kiswahili. The transcript below, taken from an interview with Mr. Emeri, a grade 3 teacher of Kiswahili, reveals the use of multilingual teaching practices to enhance understanding of Kiswahili:

Excerpt # 3: Interview with Mr. Emeri, a grade 3 Kiswahili teacher on the use of multilingual teaching practices in Kiswahili

- 1 EL: How do you implement language-in-education policy in the teaching and learning of Kiswahili?
- 2 EM: I use a mixture of languages to make students understand Kiswahili. You see, if I use Kiswahili only as per what the policy directs, students will not understand what I am teaching them.
- 3 EL: A part from using a mixture of languages, what other teaching method do you use in the teaching Kiswahili?
- 4 EM: I use translation in case students do not understand certain words in Kiswahili.
- 5 EL How do student perform when you use translation in Kiswahili lesson?
- 6 EM The students do well when I use translation because it fosters their understanding and meaning making.

In this episode, the teacher declares that he uses codeswitching in the teaching of Kiswahili, which is not in language-in-education policy, to enable the students understand the content of the lesson (line 2). He acknowledges that, when he uses Kiswahili only, the students do not participate in the lesson (line 4). Consequently, the teacher resorts to the use of translanguaging to motivate the students to participate in the lesson (line 6). This finding resonates with studies that advocate the use of multilingual teaching practices within the classroom in order to enable students' learning (Reilly, 2019).

The next excerpt, taken from an interview with Mrs. Halima, a grade 1 teacher of Kiswahili, illustrates the use of multilingual teaching practices in Kiswahili lessons.

Extract # 4: Mrs. Halima's views on multilingual teaching practices in Kiswahili lessons

- 1 EL: Which language do you use to teach Kiswahili in grade 1?
- 2 HA: According to the language policy, Kiswahili is the language of the catchment area in lower primary with multilingual students like our school. However, I have to use a mixture of languages and sometimes students' L1 to make them understand.
- 3 EL: What happens when you use Kiswahili only in Kiswahili lesson?
- 4 HA: The students will not understand anything in the lesson and they will not even participate in the lesson.
- 5 EL: How do you help those new students who do not understand Kiswahili in your class?
- 6 HA: I use translation to help those students who do not understand Kiswahili to get what I teach in class.

This interview transcript illustrates, on one hand, that Kiswahili is the language of the catchment due to the multilingual nature of the refugee students' population. On the other hand, it shows that the teacher uses codeswitching and the students' L1 to aid their understanding of the subject matters, which goes against what the language policy directs (line 2). The students are supposed to be fluent in the language of the catchment area in lower primary. However, the refugee students are not fluent in Kiswahili, mainly because it is not their L1. These findings contradict studies that recommend the use of students' L1 in lower classes (Cummins, 2001; Ngasike, 2011). The teacher also uses translation, which is also not recognised in language-in-education policy, to enhance students' understanding of

the subject matter (line 6). Thus, there is a mismatch between language-in-education policy in Kenya and practice in Kakuma refugee camp school since translanguaging is not recognised in that policy.

Along similar lines, the headteacher supports the use of Kiswahili as a language of the catchment area, hence LoTL, in lower primary level in the school as shown in the excerpt below:

Excerpt # 5: Headteacher's view on the use of Kiswahili as the LoTL in the refugee camp school

- 1 EL: How effective is the implementation of Kiswahili as language of catchment in this school?
- 2 HT: It is a challenge to use Kiswahili only as language of the catchment area in lower primary because our students have a challenge in Kiswahili. The language policy treats our students as if they were monolinguals by recommending use of Kiswahili only as language of the catchment area.
- 3 EL: What happens to students who do not understand Kiswahili in lower primary, especially the new cohorts from South Sudan and Somali?
- 4 HT: We encourage teachers to use translation to help those students understand the content of the lesson.

This excerpt shows that refugee students have a challenge in understanding and using Kiswahili, hence they cannot understand the content of the lesson when Kiswahili only is used. The proponents of this language policy treat multilingual students as if they were monolinguals by insisting on the use of Kiswahili only as the language of catchment area in lower primary school (line 1). As a result, the school encourages teachers to use translation to facilitate students' understanding of the subject matter (line 4). As found in other studies, this strategy fosters communication, which in turn facilitates understanding (Beres, 2015). Translation, which is a form of translanguaging, is not in the language-in-education policy in Kenya, yet it is used in Kakuma refugee camp school to facilitate understanding of content in Kiswahili.

7.2.3 Use of non-standard Kiswahili

As mentioned so far, Kiswahili is the LoC in Kenya. However, students in Kakuma refugee camp school use non-standard Kiswahili as LoC instead of standard Kiswahili, which is

recommended in the language-in-education policy in Kenya. Non-standard Kiswahili mostly has Sheng' words which has attracted criticism from educators and politicians. They consider that this feature hampers the teaching and learning of standard Kiswahili, which is a compulsory subject and examined at the end of primary education in Kenya (Milu, 2013; Githiora, 2016). The following excerpt, taken from an interview with Ms. Zawadi, a grade 5 teacher of Kiswahili, gives more details on the use of non-standard Kiswahili in Kakuma refugee camp school, which contradicts the use of standard Kiswahili as LoC.

Excerpt # 6: Ms. Zawadi's account on the use of non-standard Kiswahili as LoC

- 1 EL: Which is the language of communication in this school?
- 2 ZA: Kiswahili is supposed to be the LoC, but our students use non-standard Kiswahili which is not accepted in the syllabus and in examination. Even us teachers we use non-standard Kiswahili to communicate even though the language policy recommends use of Kiswahili *Sanifu* (Standard Kiswahili).
- 3 EL: Why do students prefer to speak non-standard Kiswahili instead of standard Kiswahili as directed by the language policy?
- 4 ZA: It is because most people in the refugee camp use non-standard Kiswahili. Therefore, our students find themselves using non-standard Kiswahili inside and outside school. In fact, some teachers use non-standard Kiswahili to communicate easily with students even though it is against the language policy to use non-standard Kiswahili.

This interview transcript demonstrates that non-standard Kiswahili is used as LoC in Kakuma refugee camp school instead of Standard Kiswahili. The usage of non-standard Kiswahili is against the language-in-education policy that insists on the use of standard Kiswahili as LoC. It seems that refugee students find it easy to speak Kiswahili than English because it is the language spoken inside and outside school (line 2). However, Kiswahili spoken by refugee students is not standard Kiswahili used in education. They speak Kiswahili that has a mixture of words from other languages not allowed in writing exercises or examinations. The problem of students not using standard Kiswahili is common in many schools in Kenya (Timammy & Oduor, 2016). Even if students use non-standard Kiswahili, it helps them to communicate and understand content of the lesson. Kiswahili with a mixture of words from other languages is translanguaging, a communication strategy that has been credited to fostering communication and learning of L2 (García, 2009). On the contrary, the

fact that teachers of Kiswahili insist that students should use standard Kiswahili in writing may hinder creativity and improvement in writing skills. This is because studies on translanguaging in writing have demonstrated that students who use more than one language do better than those who use one language (Velasco & García, 2014). Therefore, one possible reason why refugee students learn to speak Kiswahili faster than English is that they use Kiswahili with a mixture of languages, which is translanguaging.

7.2.4 Mismatch between content of books and immediate learning environment

The review of some English and Kiswahili course books showed discrepancy on what the student can relate. Some content does not resonate with immediate environment of the students. This mismatch between content and the student immediate environment creates discontent. As a result, teachers resort to translanguaging by translating to students what is on the books but not found in the immediate environment of the student. This is supported by the interview with Mr. Emeri, a grade 3 teacher of English, as illustrated in the excerpt below:

Excerpt # 7: Interview with Mr. Emeri on the content of English grade 3 course book syllabus

- 1 EL: What are your views on topics in primary English grade 3 course book?
- 2 EM: Some topics in the textbook suggested by government do not resonate with our students. Some topics are about things not seen around this region. So, students learn abstract things which they do not see or have never seen.
- 3 EL: How appropriate are the exercises and assignment in CBC English course books for grade 3?
- 4 EM: Some of the teaching and learning activities are hard to implement here due to lack of facilities and equipment. For instance, there are some topics that suggest I show a video to students then they do the exercises. Yet, our school has no electricity or solar system to facilitate the showing of the video in class. If I use my phone, how many students will see? Other topics mention things which are not available in this region, hence it is hard for students to relate to those topics. So, I have to use examples of things that are around the locality that students can relate to.
- 5 EL: What are your views on the language used in the English course book for grade 3?
- 6 EM: The language used is child friendly and appropriate for the age of students in grade 3, but some concepts are not well elaborated, which means I have to do some readings to help students understand those concepts.
- 7 EL: Explain whether the CBC English course book for grade 3 guides you on how to teach certain topics?

- 8 EM: The teacher's English guide book suggests some teaching methodologies that are not effective here in the refugee camp school. Here I have to find ways to make students understand English. For example, I use translation and mixing of languages, which are not in the English grade 3 teacher's guide book.

As it can be seen from the above excerpt, there is mismatch between the content of the English course book and students learning environment. Therefore, students find it hard to relate well with some topics about things which are not found around their immediate environment (line 2). For instance, in an in-depth analysis of the approved English grade 2 learner's book, on pages 82 and 84 on a topic about farm, I found that there are no pictures illustrating things like hay, crops, and weeds that are in Kakuma refugee camp school, which is located in the dry Northern Western part of Kenya. It seems the author of the book did not consider learners from different environments. The issue of writers not being considerate of different learners' environments has been cited by some studies in Kenya. For instance, Ngasike (2019) asserts that schools in Kenyan pastoralist communities receive books written in Nairobi by authors who have no experience on culture and understanding of the local knowledges found in other places.

Another issue that emerged from this interview is that some of the exercises and assignments in the English course books are not easy to implement in the refugee camp school due to lack of facilities and equipment in the school. As a consequence, the teachers have to use examples from the locality to aid students' understanding of lesson content (line 4). This finding is supported by the argument put forward by Waigera (2012) that when the teacher uses teaching materials from learners' immediate environment, learning becomes more real, practical and meaningful to them. In fact, exercises and assignments in any course book are supposed to help teachers and students to evaluate their understanding of the subject matter learned as well as the effectiveness of the teaching methods used by the teachers (Gathumbi & Masembe, 2005). Therefore, the lack of facilities and equipment in the Kakuma refugee camp school hinders the importance of exercises and assignments in enhancing teaching and learning of English. It also emerged from this interview excerpt that the language used is appropriate to the level of students, although some concepts on subject topics are not well elaborated, leading the teacher to find alternative strategies to fill that gap (line 6). Further, some of the teaching methodologies suggested in the teacher's guide book are regarded as not applicable in Kakuma refugee camp school, including the suggestion to use video demonstrations, which cannot be performed due to lack of electricity and video

facilities (line 8). Consequently, as an alternative, teachers resort to translanguaging practice, which is not suggested in the guide book, to enhance teaching and learning of English.

7.2.5 Students with limited time to practice speaking of English

The English lesson in primary school is allocated 35 minutes. There are 5 lessons for English in lower primary and 7 lessons for upper primary. The findings of the study reveal that students have limited time to speak English in and out of school. Most of the time the students use Kiswahili or their L1 in their communication in school. At same time the hot weather in Kakuma refugee camp makes it hard for teachers to offer remedial classes for English in the afternoon so as to help students improve their speaking skills. The following excerpt of the interview with Mr. Kipande, a grade 4 teacher of English, shows how students have limited time to practice speaking of English in school.

Excerpt # 8: Interview with Mr. Kipande on English speaking

- 1 EL: Do you have specific days for speaking English only in school? If yes, why?
- 2 KI: The school had suggested Monday to Thursday. The reason for allocating days for speaking English is to give students enough time to practice speaking of English, especially in upper primary. Most of the time our students speak Kiswahili and their L1 or you find them mixing languages. You see, 35 minutes are not enough for students to acquire the four skills of language, that is, listening, speaking, reading and writing.
- 3 EL: What happens when students speak other languages in those days you have mentioned?
- 4 KI: We punish them but still they keep speaking Kiswahili or sometimes their L1.
- 5 EL: What kind of punishment is given to those who speak Kiswahili or their L1?
- 6 KI: Those found speaking other languages in class are usually given punishment to wash the class or clean the school compound. Interestingly, the majority of students will remain silent so that they are not punished. But once outside classroom, you find them speaking Kiswahili or their L1 comfortably without fear.

This excerpt indicates that students speak Kiswahili and their L1 and also mix languages since they have not mastered English. The policy of the school coming up with certain days for speaking English is not doable in the school since the students speak

Kiswahili, L1 or mix languages (line 2). The school policy of having certain days for speaking English only treats the multilingual students as if they were monolinguals. The treatment of languages as if they were separate entities does not help students to improve their speaking skills. Instead, the school should allow students to deploy their full linguistic repertoires by using L1, codeswitching and translation to learn new words in English and seek clarification from their peers and teachers to foster their speaking skills in this language (García, 2009). In fact, as Mr. Kipande revealed, the punishment is not effective because the students resort to keep silent to avoid punishment (lines 4 and 6). And when students remain silent in the English lesson, it depicts that they are not participating in the English lesson, which hinders the attainment of the objective of the lesson of enhancing speaking skills. Moreover, the punishment does not prevent students from using translanguaging outside classroom to foster communication (line 6). The language-in-education policy does not specify specific days for speaking English or punishment for failing to speak English. On the contrary, the school has come up with speak days to force students to speak English and not other languages.

7.2.6 Use of translanguaging for creation of home-school interaction

The CBC English and Kiswahili syllabi require parents to assist their children with homework. However, in this study I found that most parents/guardians of refugee students in Kakuma refugee camp do not know how to read and write. In an interview, Mrs. Kavindu, a grade 3 teacher of English and Kiswahili, elaborates on the use of translanguaging for creating home-school interaction in the teaching and learning of English and Kiswahili, as illustrated in the excerpt below:

Excerpt # 9: Interview with Mrs. Kavindu on the use of translanguaging for creating home-school interaction

- 1 EL: What is the language do you use to engage parents in their children homework?
- 2 KA: CBC English syllabus calls for parents' involvement in students' learning of English, yet most of our parents or guardians are illiterate. They are unable to help their children do homework or even monitor their progress in English. This creates a challenge to the teaching and learning of English in this school.
- 3 EL: Which language do you use to explain exercises or assignments to be done at home as homework?
- 4 KA: I explain the homework in Kiswahili so that the students can understand. You see, if I use English only, the students will not understand. But when I explain

in Kiswahili, they will understand and they will know how to seek assistance from their parents or guardians.

- 5 EL: How often do parents or guardians come to school to check the progress of their children in English?
- 6 KA: We usually have parents' meetings at end of term where parents or guardians come to see the progress of their children. However, sometimes I request some parents to come to school and we talk about the performance and behaviour of their children.
- 7 EL: Which language do you use to discuss with parents about their children's performance in English?
- 8 KA: Most of the time I use Kiswahili to talk to parents. But if a parent does not know Kiswahili or English, I seek assistance from one of staff or students to translate to them in their L1.

As indicated in this excerpt, illiteracy among parents or guardians of refugee students in Kakuma refugee camp school affects the teaching and learning of English in the school (line 2). As a result, they cannot help their children with homework at home as required by CBC English syllabus. Parents/guardians play a key role in education of their children hence their support in issues like homework helps their children in creating an everyday routine of learning at home (Ceka & Murati, 2016). In order for the teacher to engage the parents or guardians in helping their children with English homework, Mrs. Kavindu uses Kiswahili. According to the teacher, that is meant to enable the students understand the homework so that they can easily seek assistance from their parents at home (line 4). In order to communicate with parents about the performance and behaviour of their children, she also uses Kiswahili or seeks the help of staff or students to translate her messages into the L1 of her interlocutors (line 8). In this way, she uses translanguaging to create school-home interaction (Baker, 2006).

7.3 Challenges in the Implementation of Language-in-education Policy in regards to English as LoTL in Kakuma Refugee Camp School

The teaching and learning of English as LoTL in Kakuma refugee camp school is hindered by the factors discussed below.

7.3.1 Overcrowded classes

During classroom observation, I noted that the classes were overcrowded due to increased enrolment of refugee students. For instance, one class had more than 100 students. The overcrowded classes prevented teachers of English from giving students individual attention in the English lesson, which hinders effective learning of English in Kakuma refugee camp

school. The following excerpt, taken from an interview with the headteacher, corroborates the classroom observation data that overcrowded classes affect negatively the teaching and learning of English in Kakuma refugee camp school.

Excerpt # 10: Headteacher's account on overcrowded classes and shortage of teachers of English

- 1 EL: What are the impacts of increased enrolment of refugee students on the teaching and learning of English in your school?
- 2 HT: The increased enrolment of students has come with various challenges. First, it has led to overcrowding in classes which impacts negatively the quality of teaching and learning, not only of English but also other subjects in the curriculum. This is because teachers are unable to meet each student's education needs due to huge workload. Also, large classes are difficult to manage hence students tend to develop bad behaviour like absenteeism or even lack of interest in learning which leads to students dropping out of school. The increased enrolment of students has led to shortage of desks and textbooks which affect negatively the quality of teaching and learning.
- 3 EL: How is your administration dealing with this problem of large classes?
- 4 HT: We are trying to put more classes to accommodate the high enrolment of students so that we can have the normal teacher to students ration of 1: 45. The UNCHR already has constructed some classes although the challenge is the shortage of teachers.
- 5 EL: How is the school dealing with the problem of shortage of teachers?
- 6 HT: The school engages refugees who have just completed secondary school to assist the trained teachers.
- 7 EL: In which way do untrained teachers assist the trained teachers of English?
- 8 HT: The untrained teachers teach under the guidance of teachers of English. They have to be supervised by teachers of English since they have not been trained on teaching methodologies.

This excerpt shows how increased enrolment of refugee students has resulted in overcrowding in classrooms thereby hindering effective teaching and learning of English in Kakuma refugee camp school (line 2). On one hand, it is very hard for teachers to manage students in an overcrowded classroom, as they cannot devote individual attention to students.

Disciplinary issues like students' absenteeism and loss of interest in learning emerge as some of the consequences resulting from teachers' difficulties to manage large class sizes. On the other hand, teachers are overloaded due to large numbers of students, hence they cannot implement the English syllabus effectively. Additionally, increased enrolment of students has caused shortage of desks and textbooks. In line with these findings, Mwirigi and Muthaa (2015) also found that increased pupils' enrolment in primary school in Imenti Central district in Kenya affected the quality of learning since it led to overcrowding classes which in turn led to noisemaking, poor classroom management, teachers being overloaded and shortage of textbooks.

Moreover, large enrolments lead to shortage of teachers of English thus affecting the teaching and learning of English. In order to deal with shortage of teachers of English, Kakuma refugee camp school engages untrained teachers (line 8). The lack of training prevents those teachers from using appropriate English teaching methodologies, which jeopardise students' learning. The issue of untrained teachers is elaborated by Mr. Kipande, a grade 4 teacher of English, in the interview excerpt below.

Excerpt # 11: Mr. Kipande's views on the deployment of untrained teachers

- 1 EL: What is your view on the use of untrained teachers in the teaching and learning of English?
- 2 KI: They help but some of them are not fluent in English. Remember they have no skills in teaching pedagogy and classroom management. We have many complains from students about the untrained teachers each day. Sometimes I have to reteach certain topics. The school needs to employ more trained teachers to check the large number of students in this school.

As illustrated in this interview transcript, the use of untrained teachers is not effective since they lack skills in teaching pedagogy and classroom management, thereby hampering the quality of teaching and learning of English in the school. Mr. Kipande suggests that in order to maintain the quality of teaching and learning of English, the school needs to hire trained teachers to handle the large class sizes (line 2). Hiring of trained teachers is important because these teachers have been trained on both content acquisition and teaching methodologies in the English language. Ultimately, competent trained teachers can inspire students to learn English whereas less competent untrained teachers may demotivate students to learn (Mulamba et al., 2018). Thus, there is a need for Kakuma refugee camp

school to employ more trained teachers who can sustain quality teaching and learning of English in the school.

7.3.2 Shortage of course books and instructional materials

During classroom observation, I noted that there was shortage of English course books. Four to five students were sharing one textbook, which hinders effective teaching and learning of English in Kakuma refugee camp school. Yet the government policy directs one student one book. In some instances, teachers had to write the exercises and assignments on the chalkboard so that those students without textbooks could copy. This tendency of writing on the chalkboard wasted time. The shortage of textbooks and other teaching and learning materials were cited by teachers of English in Kakuma refugee camp school as one of the challenges in the implementation of CBC primary English syllabus. This is illustrated in the following excerpt of the interview with Ms. Halima, a grade 1 teacher of English and Kiswahili.

Excerpt # 12: Mrs Halima's views on the shortage of English textbooks

- 1 EL: What are your views on the issue of textbooks and other teaching and learning materials in your class?
- 2 HA: We have shortage of English textbooks for grade 1 due to high student population. Here you find 5 students sharing one book. You see we have different types of students who have different reading and writing speed. This slows that ones will be disadvantage by those who read and write fast or vice versa.
- 3 EL: What is the implication of shortage of English textbooks to the teaching and learning of English?
- 4 HA: It hinders attainment of reading skills in English. You see, we use the textbooks here to teach our students how to read English since we do not have story books to use as class readers.

The emerging theme in this excerpt is shortage of textbooks of English caused by increased enrolment of students. English textbooks are not enough for each student to have a copy, thereby hindering teaching and learning of English. This finding is in line with other studies that indicate that increased enrolment of students leads to demand of more textbooks and learning materials to cater for large number of students in a class (Ogola, 2010). One implication of shortage of textbooks of English is that different learning abilities of students

will not be addressed. For example, as Mrs. Halima pointed out, the slow learners are disadvantaged by fast learners and vice versa (line 2). Even though Kakuma refugee camp school does not receive textbooks and other teaching and learning materials from the government, the shortage of English textbooks in this school contradicts the MoE directive of one textbook per student. It is worth noting that textbooks are used to teach reading comprehension skills (John et al., 2017). The shortage of textbooks of English is aggravated by lack of story books in Kakuma refugee camp, which further hampers the acquisition of reading skills in this language (line 4).

7.4 Discussion

The findings of this study reveal that there is a mismatch between language-in-education policy in Kenya and language practices in Kakuma refugee camp school. They also indicate that there are challenges that hinder effective teaching of English which is LoTL. Language-in-education policy in Kenya directs that English is the LoTL for all subjects except for Kiswahili. On the same vein, language-in-education policy also directs L1 or Kiswahili to be used as language of the catchment in lower primary classes. However, this study found out that refugee students have a challenge in learning English, which is the LoTL, and Kiswahili, which is the LoC and language of the catchment area. Thus, students find it hard to understand subject matter and participate in the lesson when teachers use English only or Kiswahili only. In order to help students understand the subject matter and participate in the lesson, teachers resort to the use of translanguaging, which is not recognised in the language-in-education policy in Kenya.

Along the same lines, CBC syllabi for both English and Kiswahili require parental participation in education of their children, in particular in doing homework. However, most of the parents in Kakuma refugee camp are illiterate and, therefore, they cannot help their children with homework. In the same way teachers use translanguaging to foster students' understanding of the subject matter in English and Kiswahili, they also use translanguaging to enhance parents' participation in the teaching and learning of English and Kiswahili, which contributes to create home-school interaction.

Drawing on translanguaging theory, the findings of this study indicate that teachers use translanguaging in the teaching and learning of English and Kiswahili to enhance students' understanding of the subject matter and participation in the lesson (Bagwasi, 2016; Creese & Blackledge, 2015; García, 2009). Similarly, translanguaging helps students to

communicate using Kiswahili even though it is not standard. Thus, they are able to overcome the barrier created by language separation policy adopted in teaching and learning and communication, as advocated by language-in-education policy in Kenya. This supports the tenets of translanguaging theory that languages are fluid and not hermetically sealed units (García, Makoni & Mashiri, 2007). In fact, Bagwasi (2016) advocates for inclusion of translanguaging practice in language planning and language-in-education policy in Botswana so that learners can participate, understand the subject matter and communicate effectively in the classroom.

These findings are consistent with the findings of other studies that have shown mismatch between language-in-education policy in Kenya and practice in Kenyan schools (Awuor, 2019; Lisanza, 2011; Mose, 2017; Ngasike, 2019). It is worth noting, however, that while most of these studies were carried in public schools in Kenya, this study was carried in a refugee camp school and the link between language-in-education policy in Kenya and practice was explored from a translanguaging perspective.

7.5 Conclusion

The approach taken in this study builds on the tenets of translanguaging which is based on the view that languages are fluid and not separate entities since they leak into one another (García, 2007; Makoni & Mashiri, 2007; Wei, 2018). The findings of this study provide evidence that there is a mismatch between language-in-education policy in Kenya and practice in Kakuma refugee camp school. This is because language-in-education policy in Kenya treats languages used in education as separate entities since it insists on the use of English as LoTL and Kiswahili as language of catchment area in urban and metropolitan areas. This treatment of languages as separate entities makes the implementation of language-in-education policy difficult in Kakuma refugee camp school. As a result, teachers in Kakuma refugee camp school resort to the use of translanguaging to foster students' understanding of the subject matter and participation in the teaching and learning process in the classroom. At same time, both students and teachers use translanguaging to enhance communication.

CHAPTER 8: SUMMARY, CONCLUSION AND IMPLICATIONS

8.1 Overview

This chapter summarizes the findings of the study and explores their implications for research, policy and practice of translanguaging in the teaching and learning of English and Kiswahili in Kakuma refugee camp school and elsewhere. First, the major findings are summarized by linking them with theoretical perspectives adopted and research questions set for this study. Second, the potential contribution of the study to language-in-education policy in Kenya and teachers' education programme in teachers training colleges are discussed. This is followed by some recommendations with regards to inclusion of translanguaging in language-in-education policy in Kenya and preservice training of teachers along with a description of the limitations of the study.

8.2 Summary

The aim of this study was to investigate translanguaging inside and outside Kakuma refugee camp schools in the North Western part of Kenya. Drawing on translanguaging theory as a teaching pedagogy and communicative strategy, the study's focus consisted of analysing translanguaging strategies in the teaching and learning of English as LoTL and Kiswahili as LoC. The study also explored motivation and attitudes of teachers, students and education officers towards translanguaging, and the implementation of language-in-education policy in Kakuma refugee camp school.

Interviews, observation and document analysis were the techniques used to collect data. The data generated in the study revealed that translanguaging is used in Kakuma refugee camp school as a pedagogical strategy although not in its' fully potential. The themes generated in the study in regards to translanguaging practice in Kakuma refugee camp school are:

8.2.1 Translanguaging practice in the teaching and learning of English and Kiswahili

The findings generated in the study revealed that, although teachers use translanguaging in the teaching and learning of English and Kiswahili in Kakuma refugee camp school, they do not utilize its potential as a teaching pedagogy. The evidence gathered indicate that teachers draw upon and engage their learners' entire linguistic repertoires in the teaching and learning of English and Kiswahili in the refugee camp school. This is because teachers in this school face challenges in teaching English since the refugee students do not understand English, which is LoTL for teaching English as a subject and for teaching other subjects in the

curriculum. Teachers also face the challenge of teaching Kiswahili which is the LoTL for Kiswahili grammar and *insha* (Kiswahili composition). Therefore, teachers have to devise teaching strategies or practices that enable students to infer meaning and develop deep understanding of the subject matters disseminated in the lessons. The teaching practices employed by teachers are codeswitching, use of students' L1, translation and multilingual pedagogy in classroom as illustrated below.

8.2.2.1 Codeswitching

The findings of this study indicate that codeswitching enables students to meet their communicative needs in the teaching and learning activity in the classroom (Beres, 2015; Gorsjean, 1985). This finding supports the argument that codeswitching is an aspect of translanguaging that enables bilinguals to develop deep understanding of the subject matter (Velasco & García, 2014). However, codeswitching is not allowed in the writing of assignments or examinations and teachers do not plan for codeswitching during lesson planning. By discouraging the use of codeswitching in writing, the teachers in the refugee camp school contradict previous studies that have demonstrated that the use of translanguaging fosters academic writing. For instance, Velasco and García (2014) explored the use of translanguaging in academic writing and they found out that children who use translanguaging perform better than those who use one language.

8.2.2.2 Use of students' L1 in English and Kiswahili lessons

The classroom observation and interview data show that teachers encouraged the students to use their L1 in the teaching and learning activities in the classroom as a strategy to keep them engaged in the lessons, hence fostering their understanding of the subject matter. The use of students' L1 is viewed as translanguaging practice since it is used purposely to enhance meaning making and deep understanding of the students in the teaching and learning of English and Kiswahili in the refugee camp school. This finding is in consistent with the view of translanguaging practice as a strategy to leverage the fluid language practices of multilingual students to develop deep understanding by identifying which linguistic feature to use for a particular purpose (Otheguy et al., 2015).

8.2.2.3 Translation

The findings generated from the analysis of both classroom observations and teachers' interviews reveal that teachers use translation in English and Kiswahili lessons. Teachers use translation to help students infer meaning of the subject matter in the teaching and

learning of English and Kiswahili. In this study, translation practice is examined through the lens of translanguaging theory, as teaching practice tailored towards helping the students to infer meaning making and enhance deep understanding in the teaching and learning of English and Kiswahili, rather than the usual rendering of meaning of text from source language to target language (Cook, 2010). As a matter of fact, translation as approached through the lens of translanguaging shows that it is a cognitive process involving two languages aimed at meeting education needs of the students, that is, aimed at helping students attain deep understanding of the subject matter (García, 2017; William, 1996).

8.2.2.4 Pedagogy in multilingual classrooms

The findings demonstrate that teachers use translanguaging as a pedagogy in a multilingual classroom to enhance classroom participation and understanding in English and Kiswahili lessons. For instance, the analysis of observation and interview data revealed that teachers encourage the use of students' L1 to motivate them participate in the teaching and learning of English and Kiswahili. This observation supports the argument that translanguaging facilitates social interaction through deployment of full linguistic repertoires that enable students to move across linguistic spaces in order to overcome language barriers, thereby participating and interacting in the teaching and learning activities in the classroom (Blackledge & Creese, 2010; Wei, 2011).

8.2.3 Motivation and attitudes towards translanguaging

The findings of this study show that students and teachers in the Kakuma refugee camp school use translanguaging as a learning and communicative strategy inside and outside classroom. The analysis of classroom observations and interviews showed that the reasons for using translanguaging are:

8.2.3.1 Facilitating students' understanding of the subject matter

One of the major themes that emerged from the analysis of classroom observations and interviews as the reason for using translanguaging in the refugee camp school was facilitation of students' understanding of the subject matter. Based on the challenges faced by refugee students in learning English, which is LoTL, and Kiswahili, which is LoC, students and teachers resort to the use of translanguaging to facilitate the understanding of the subject matter in the lessons. This means that the teacher has to employ translanguaging to ensure the students understand the content of the lesson even though the language-in-education does not recognise translanguaging as a teaching strategy. The evidence produced

in this study is consistent with that from other studies on translanguaging, which indicate that the use of translanguaging is chiefly meant to facilitate students understanding of the subject matter (Infante & Licon, 2018).

8.2.3.2 Enhancing meaning making in the lesson

The analysis of classroom and interview data revealed that meaning making was one of the reasons for using translanguaging in Kakuma refugee camp school. Taken together, the use of codeswitching, students' L1 and translation, which are forms of translanguaging, help to foster meaning making in the English and Kiswahili classroom. These findings resonate with García and Wei (2014) assertion that translanguaging is a process used by students to foster meaning making so as to understand the content and participate in the teaching and learning activities in the classroom.

8.2.3.3 Fostering communication

The findings of this study show that fostering communication was another reason for using translanguaging in Kakuma refugee camp school. Both the observation and interview data depicted that students and teachers use translanguaging to enhance communication. This means that students can only understand the content of the lesson when communication is clear, hence the use of codeswitching and translation in English and Kiswahili classes, which enhance meaning making that eventually leads to understanding of the content of the lesson. Taken together, the use of students' L1, translation and codeswitching in the teaching and learning of English and Kiswahili in the refugee camp school demonstrate that translanguaging contributes to foster communication in the teaching and learning activities in the classroom (Chimbutane, 2013), thus helping to meet communicative needs of students in the lesson (Blackledge & Creese, 2010; Mazzaferro, 2018; Wei & Zhu, 2013).

8.2.3.4 Activation of classroom participation and interaction

The findings of this study illustrate that teachers in Kakuma refugee camp school use translanguaging to elicit students' active participation and interaction in the teaching and learning of English and Kiswahili. This is supported by findings on classroom research that students' participation using their L1 decreases attrition and enables their learning (Trudell, 2016). In relation to the Mozambican context, Chimbutane (2011) and Chambo (2018) also found out that students' participation and interaction is high when translanguaging is allowed in Portuguese classes or Portuguese-mediated content lessons.

8.2.3.5 Attitudes of teachers, students and education officers towards translanguaging

The study described the attitudes of teachers, students and education officers towards translanguaging practice in Kakuma refugee camp school. The analysis of the interviews indicate that these school actors have positive attitudes towards translanguaging practice as a teaching pedagogy and communication strategy. However, teachers and education officers do not support the use of translanguaging in written assignments and the use of students' L1 in upper primary classes. By discouraging the use of translanguaging in writing, these actors contradict previous studies that have demonstrated the use of translanguaging in fostering academic writing. For instance, as already mentioned Velasco and García (2014) explored the use of translanguaging in academic writing and they found out that children who use translanguaging perform better than those who use one language.

8.2.4 Language-in-education policy and practice in Kakuma refugee camp school

The study also examined the implementation of language-in-education policy in Kenya and practice in Kakuma refugee camp school. The aim was to verify the link between language-in-education policy in Kenya and practice in Kakuma refugee camp school. The findings reveal that although the teachers follow the policy of separation of languages in writing, there is mismatch between language-in-education policy in Kenya and practice in Kakuma refugee camp school. The analysis of the data indicates that students in Kakuma refugee camp school have a challenge in understanding English, which is LoTL, and Kiswahili, which is LoC and language of the catchment area in lower primary school due to the multilingual nature of the students in this school. In order to facilitate teaching and learning of English and Kiswahili in Kakuma refugee camp school, teachers resort to translanguaging practices.

8.3 Conclusion

This study explores how teachers draw on their students' linguistic repertoire in the teaching and learning of English and Kiswahili. The study has shown that teachers use translanguaging in the teaching and learning of these languages in Kakuma refugee camp school in Kenya, although its potential as a teaching and learning strategy is not fully explored.

Regarding the reasons for using translanguaging in Kakuma refugee camp school, the study indicates that students and teachers use translanguaging as a pedagogy and

communicative strategy to overcome challenges in the teaching and learning of English, which is the LoTL, and Kiswahili, which is the LoC.

Analysing the attitudes of teachers, students and education officers towards the use of translanguaging, it was found that all these actors have positive attitudes towards translanguaging. However, in line with language-in-education policy requirements teachers and education officers do not support the use of translanguaging in writing assignment and also the use of students' L1 in upper classes.

The approach taken in this study builds on the tenets of translanguaging which is based on the view that languages are fluid and not separate entities since they leak into one another (García, 2007; Makoni & Mashiri, 2007; Makalela, 2015; Wei, 2018). The findings of this study provide evidence that there is a mismatch between language-in-education policy in Kenya and practice in Kakuma refugee camp school. This is because language-in-education policy in Kenya treats languages used in education as separate entities since it insists on the use of English as LoTL and Kiswahili as language of catchment area in urban and metropolitan areas. This treatment of languages as separate entities makes the implementation of language-in-education policy difficult in Kakuma refugee camp school. As a result, teachers in Kakuma refugee camp school resort to the use of translanguaging to foster students' understanding of the subject matter and participation in the teaching and learning process in the classroom. At the same time, both students and teachers use translanguaging to enhance communication.

8.4 Implications

The findings of this study may have implications in the following areas:

As there is no work currently on translanguaging in refugee camps in Kenya, this study intends to fill this gap by researching on translanguaging within the Kakuma refugee camp schools' context. Specifically, the study investigated (i) how refugee students use translanguaging to communicate and infer meaning in their learning of Kiswahili and English; how teachers incorporate translanguaging in teaching English and Kiswahili in their classes; and what are teachers' reflections on and attitudes towards translanguaging as a teaching pedagogy. I expect to contribute on views on translanguaging as a pedagogical and communicative tool for teaching and learning second languages.

The findings of this study may also inform the concrete language policy in education by proposing the consideration of translanguaging as a legitimate communicative and teaching and learning practice in Kenya education system and in refugee camp schools in Kenya and elsewhere. This language policy may be of benefit to the refugee students, teachers and humanitarian workers like social workers who receive and place refugee students to schools under the LWF. Also education officers both in the refugee camp and in the public schools may benefit from the process since translanguaging improves the overall academic performance of students. As a result, the quality of teaching and learning of LoTL and LoC will improve hence making work of education officers easy.

Translanguaging can be incorporated in teacher education, in teacher training colleges and in-service training of teachers employed by agencies dealing with the education for refugees in Kenya. In that way, teachers and students may use translanguaging without fear if it is legalised by education authorities.

8.5 Limitation and Future Directions

There are several limitations to this case study which warrant future research. Firstly, this case study limited itself to the analysis of translanguaging inside and outside Kakuma refugee camp school, a school run by LWF. Moreover, it only focused in primary schools that had students from South Sudan and Somalia. This choice was based on the fact that students from South Sudan are the majority in LWF schools in Kakuma refugee camp and also because their L1 is neither English nor Kiswahili. Thus other studies can explore translanguaging in secondary schools in Kakuma refugee camp that have both refugee students and students from the host communities.

Secondly, this study examined the role of translanguaging as a pedagogical and communicative strategy that hastens the learning and teaching of English and Kiswahili as second languages. Similarly, the study examined how students utilise translanguaging outside class. However, because of limited time, the study was not able to cover the entire camp or all the schools in Kakuma refugee camp to investigate translanguaging in the homes of the refugee students. Other studies can explore translanguaging in teaching and learning of other subjects in the curriculum like Mathematics, Science, History and Geography in the refugee camp school.

In the same vein, this case study explored implementation of language-in-education policy in Kenya and practice in Kakuma refugee camp school drawing on translanguaging

theory. Future research can explore implementation of language-education policy in special needs education in Kakuma refugee camp drawing on translanguaging theory.

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APPENDICES

Appendix 1: Research Schedule

DATE	ACTIVITY
28/8/2020 to 15/06/2021	Seminar with supervisor
15/7/2021	Writing cover letter to carry research
17/7/2021	Sending of invitation letter to research participants
22/7/2021	Introduction to the authority, staff and research participants in LWF schools
23/7/2021	Signing of consent forms
1/8/2021	Administration of questionnaire
2/8/2021	Data entry
5/8/2021	Data transcription from questionnaires
10/ 8/2021	Document analysis
15/ 8/ 2021 to 4/9/2020	Participant observation
5/9/2021	Unstructured interviews
5/9/2021 to 8/9/2021	Conducting semi-structure interviews
9/9/2021	Focus group interviews
20/9/2021	Data transcription: observations, interviews, Focus group interviews
30/10/2021	Starting to write the report
20/11/2022	Thesis writing
15/10/2023	Review of the thesis
15/11/2023	Printing and binding of thesis
15/ 1/2024	Submission

Appendix 2: Research Budget

Item	Cost
Stationery	50 euros
Recording equipment	200 euros
Travel expenses from Mozambique to Kenya return ticket	450 euros
Accommodation in Kakuma town	250 euros
Printing and binding of the thesis	50 euros
Total expenditure	1000

Appendix 3: Research Letters



Faculdade de Letras e Ciências Sociais

CREDENCIAL¹

O Sr. **Edward Ekadeli Lokidor** frequenta o curso de Doutoramento em Linguística na Faculdade de Letras e Ciências Sociais da Universidade Eduardo Mondlane, e está a elaborar uma dissertação subordinada ao tema: Translanguaging inside and outside the Refugee School in Kakuma Refugee Camp in turkana county, Kenya. Neste âmbito, solicitamos a Kakuma Refugee Camp, Kenya que lhe seja concedido o apoio necessário para o alcance dos seus objetivos.

Agradecemos antecipadamente pela vossa colaboração.

Maputo, ao 18 de Agosto 2021

A Directora-adjunta para a Pós-graduação

Prof.^a Doutora **Lurdes Rodrigues da Silva**
(Professora Auxiliar)

¹ Válido por 90 dias contados a partir da data da assinatura

Appendix 4: Research license

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 593277	Date of Issue: 15/September/2021
RESEARCH LICENSE	
	
This is to Certify that Mr.. EDWARD ekadeli LOKIDOR of Eduardo Mondlane University, has been licensed to conduct research in Turkana on the topic: Translanguaging inside and outside the Refugee school in Kakuma refugee Camp in Turkana county for the period ending : 15/September/2022.	
License No: NACOSTI/P/21/12908	
593277 Applicant Identification Number	 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.	

Appendix 5: Research Authorisation



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegram 'ELIMU', Lodwar
Telephone 'Lodwar' 054 21076
Fax/No: 054 21076
Email: cdeturkana@education.go.ke
When replying please quote

TURKANA COUNTY EDUCATION OFFICE,
P.O. BOX 16- 30500,
LODWAR.

13th SEPTEMBER, 2021.

RE: RESEARCH AUTHORIZATION EDWARD EKADELI LOKIDOR

LICENCE NO. NACOSTI/P/21/593277

The above mention is authorized to carry out research on " *Translanguaging inside and outside the Refugee School in Kakuma Refugee Camp "in Turkana County, Kenya"* **the research period ends on 11th November, 2021.**

Any assistance accorded to him will be appreciated.

Thanks in advance.

KAVAI KISIA

COUNTY DIRECTOR OF EDUCATION
TURKANA COUNTY
P.O. Box 16-30500
LODWAR

AG COUNTY DIRETOR OF EDUCATION

TURKANA COUNTY

Appendix 6: Letter from County Commissioner



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telegraphic address "DISTRICTER" LODWAR

Telephone: LODWAR

Telex:

Fax:

E-mail:

COUNTY COMMISSIONER

TURKANA COUNTY

P.O BOX 1-30500

LODWAR

REF: TC.CONF.ED.12/1/VOL.III/ (297)

13TH SEPTEMBER, 2021

DEPUTY COUNTY COMMISSIONER
TURKANA WEST SUB COUNTY

RE: RESEARCH AUTHORIZATION: EDWARD EKADELI LOKIDOR

LICENCE NO: NACOSTI/P/21/593277

The above mentioned is authorized to carry out research on "Translanguaging inside and outside the Refugee School in Kakuma Refugee Camp" in Turkana County, Kenya" the research period ends on 11th November, 2021.

Any assistance accorded to him will be appreciated.


OTIENO OKITCH
FOR: COUNTY COMMISSIONER
TURKANA COUNTY.

Copy to: Director of education
Turkana county

EDUARDO MONDLANE UNIVERSITY

Appendix 7: Letter from Refugee Affairs Secretariat

RESTRICTED



**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR & CO-ORDINATION OF NATIONAL
GOVERNMENT
REFUGEE AFFAIRS SECRETARIAT (RAS) - KAKUMA**

Website: www.refugees.go.ke
E-mail: refugee-affairs@kenya.go.ke
Tel: +254-020-2093675
Fax: +254-020-8047923
When replying please quote:

Refugee Affairs Secretariat
P.O. Box 57-30501
Kakuma, Kenya
15th September, 2021

RAS/KKM/ADM/VOL.4

TO WHOM IT MAY CONCERN

RE: AUTHORIZATION TO VISIT KAKUMA REFUGEE CAMP

Your request is here refer:-

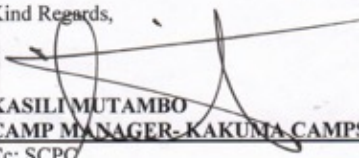
Permission is hereby granted to the person mentioned below from KENYA. The purpose of the visit will be to carry out research in LWF schools based in Kakuma refugee camp and Kalobeyei settlement. The research will be used for educational purposes only. He will be in the camp as from 15th September, 2021 to 11th November, 2021 time not exceeding 1800hrs.

NOTE: *Overstaying without permit is an offense*

S/NO.	NAME	ID/PASSPORT NO.	NATIONALITY
1.	EDWARD EKADELI LOKIDOR	24566068	KENYAN

However, you are required to adhere to the regulation of the camp during the visit.

Kind Regards,


KASILIMUTAMBO
CAMP MANAGER-KAKUMA CAMPS AND KALOBYEI SETTLEMENT
Cc: SCPC



RESTRICTED
1 of 1





OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR & CO-ORDINATION OF NATIONAL
GOVERNMENT
REFUGEE AFFAIRS SECRETARIAT (RAS) - KAKUMA

Website: www.refugees.go.ke
E-mail: refugee.affairs@kenya.go.ke
Tel: +254-020-2093675
Fax: +254-020-8047923
When replying please quote:

Refugee Affairs Secretariat
P.O. Box 57-30501
Kakuma, Kenya

09th November, 2021

RAS/KKM/ADM/VOL.4

TO WHOM IT MAY CONCERN

RE: AUTHORIZATION TO VISIT KAKUMA REFUGEE CAMP

Your request is here refer:-

Permission is hereby granted to the persons mentioned below. The purpose of the visit is to carry out research in LWF schools based in Kakuma Refugee Camps and Kalobeyei Settlement. The Research will be used for educational purposes only. He will be in the camps as from 9th November 2021 to 3rd December, 2021 and time not exceeding 1800hrs.

S/NO.	NAME	ID NO.	NATIONALITY
1	EDWARD EKADELI LOKIDOR	245666068	KENYAN

However, you are required to adhere to the regulation of the camp during the visit.

Kind Regards,

EKA-DOMINIC
FOR: CAMP MANAGER- KAKUMA CAMPS AND KALOBYEI SETTLEMENT
Cc: SCPC



RESTRICTED
1 of 1



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR & CO-ORDINATION OF NATIONAL
GOVERNMENT
REFUGEE AFFAIRS SECRETARIAT (RAS) - KAKUMA

Website: www.refugees.go.ke
E-mail: refugee.affairs@kenya.go.ke
Tel: +254-020-2093675
Fax: +254-020-8047923
When replying please quote:

Refugee Affairs Secretariat
P.O. Box 57-30501
Kakuma, Kenya

09th November, 2021

RAS/KKM/ADM/VOL.4

TO WHOM IT MAY CONCERN

RE: AUTHORIZATION TO VISIT KAKUMA REFUGEE CAMP

Your request is here refer:-

Permission is hereby granted to the persons mentioned below. The purpose of the visit is to carry out research in LWF schools based in Kakuma Refugee Camps and Kalobeyei Settlement. The Research will be used for educational purposes only. He will be in the camps as from 9th November 2021 to 3rd December, 2021 and time not exceeding 1800hrs.

S/NO.	NAME	ID NO.	NATIONALITY
1	EDWARD EKADELI LOKIDOR	245666068	KENYAN

However, you are required to adhere to the regulation of the camp during the visit.

Kind Regards,



EKA-DOMINIC
FOR: CAMP MANAGER- KAKUMA CAMPS AND KALOBYEI SETTLEMENT
Cc: SCPC



RESTRICTED
1 of 1

Appendix 8: Application letter

Edward Lokidor
P.O BOX 69-30500
Lodwar
14/09/2021

Programme manager,
Lutheran World Federation
Thro Education Officer
P.O BOX 48-30501
KAKUMA

Dear Sir/ Madam,
RE: APPLICATION FOR RESEARCH

I would like to request for permission to carry research in one of the LWF schools in Kakuma refugee camp. My research title is *Translanguaging inside and outside Kakuma refugee school in Kakuma Refugee camp in Turkana county*. The main purpose of the research is to find out how refugee students learn Kiswahili and English which are used as language of teaching and learning in Kenya.

I am a PhD student in Linguistics at Eduardo Mondlane Univeristy, Mozambique. I look forward for response. Thanks

Best regards


Edward Lokidor

Acknowledged and
Accepted
Elina R
QUALITY SERVICES MANAGER

15/9/2021

11 November

Appendix 9: Consent to Participate in Research

Consent form for students

Project Name: Translanguaging strategies inside and outside Kakuma refugee camp

Researcher: Edward Lokidor **Telephone:** +25885583511 **Email:** elokidor@yahoo.com

Sponsor: AMAS (*The University scientific committee of UEM has given approval for this research project. For information on your rights as a research subject, contact _____*)

Introduction

You are invited to participant in this research study. We will be discuss the challenges faced by refugee students in LWF schools in Kakuma refugee camp, languages used in communication inside and outside school, methods used by teachers to teach English and Kiswahili, and how you do English and Kiswahili homework at home. This form will describe the purpose and nature of the study and your rights as a participant in the study. The decision to participate in this research is voluntary. If you decide to participate, please sign and date the last line of this form.

Explanation of the study

In this study we will be looking at teaching and learning of English and Kiswahili, how you do English and Kiswahili homework and the language of communication inside and outside class. We will also observe the teaching and learning activities in the class and record it. In this research study you will be required to fill the questionnaire. You will also be interviewed by the researcher orally.

Confidentiality

All of the information collected will be confidential and will only be used for research purposes. This means that your identity will be anonymous; in other words, no one besides the researcher will know your name. Whenever data from this study are published, your name will not be used. The data will be stored in a computer, and only the researcher will have access to it.

Your participation

Participating in this study is strictly voluntary. Your decision to participate will in **no** way affect your grade in this school. If at any point you change your mind and no longer want to participate, you can tell your teacher or your guardian. You will not be paid for participating in this study. If you have any questions about the research, you can contact 855835111 or your teacher.

Investigator's statement

I have fully explained this study to the student/guardian. I have discussed the activities and have answered all of the questions that the student asked.

Signature of researcher _____ Date _____

Student's consent

I have read the information provided in this Informed Consent Form. All my questions were answered to my satisfaction. I voluntarily agree to participate in this study.

Your signature _____ Date _____

Appendix 10: Consent forms for teachers

Project Name: Translanguaging strategies inside and outside Kakuma refugee camp

Researcher: Edward Lokidor **Telephone:** +25885583511 **Email:** elokidor@yahoo.com

Sponsor: AMAS (*The University scientific committee of UEM has given approval for this research project. For information on your rights as a research subject, contact _____*)

Introduction

You are invited to participant in this research study. We will be discuss the challenges faced by refugee students in LWF schools in Kakuma refugee camp, languages used in communication inside and outside school, methods used by teachers to teach English and Kiswahili, and how do you English and Kiswahili homework at home . This form will describe the purpose and nature of the study and your rights as a participant in the study. The decision to participate in this research is voluntary. If you decide to participate, please sign and date the last line of this form.

Explanation of the study

In this study we will be looking at teaching and learning of English and Kiswahili, how you do English and Kiswahili homework and the language of communication inside and outside class. We will also observe the teaching and learning activities in the class and record it. In this research study you will be required to fill the questionnaire. You will also be interviewed by the researcher orally.

Confidentiality

All of the information collected will be confidential and will only be used for research purposes. This means that your identity will be anonymous; in other words, no one besides the researcher will know your name. Whenever data from this study are published, your name will not be used. The data will be stored in a computer, and only the researcher will have access to it.

Your participation

Participating in this study is strictly voluntary. Your decision to participate will in **no** way affect your grade in this school. If at any point you change your mind and no longer want

to participate, you can tell your teacher or your guardian. You will not be paid for participating in this study. If you have any questions about the research, you can contact 855835 or your teacher.

Investigator's statement

I have fully explained this study to the student/guardian. I have discussed the activities and have answered all of the questions that the student asked.

Signature of researcher _____ Date _____

Student's consent

I have read the information provided in this Informed Consent Form. All my questions were answered to my satisfaction. I voluntarily agree to participate in this study.

Your signature _____ Date _____

Appendix 11: Consent Forms for Headteacher

Project Name: Translanguaging strategies inside and outside Kakuma refugee camp

Researcher: Edward Lokidor **Telephone:** +25885583511 **Email:** elokidor@yahoo.com

Sponsor: AMAS (*The University scientific committee of UEM has given approval for this research project. For information on your rights as a research subject, contact ____*)

Introduction

You are invited to participant in this research study. We will discuss the methods you employed in teaching English and /or Kiswahili, school language policy, first language, reflections and attitudes. This form will describe the purpose and nature of the study and your rights as a participant in the study. The decision to participate in this research is voluntary. If you decide to participate, please sign and date the last line of this form.

Explanation of the study

In this study we are interested in exploring the following topics: teaching methods, school language policy, first language, classroom participation, reflections and attitudes We will also observe the teaching and learning activities in the classroom and record it. You will also be interviewed by the researcher orally.

Confidentiality

All of the information collected will be confidential and will only be used for research purposes. This means that your identity will be anonymous; in other words, no one besides the researcher will know your name. Whenever data from this study are published, your name will not be used. The data will be stored in a computer, and only the researcher will have access to it.

Your participation

Participating in this study is strictly voluntary. Your decision to participate will in **no** way affect your job in this school. If at any point you change your mind and no longer want to participate, you are free to leave. You will not be paid for participating in this study. If you have any questions about the research, you can contact 855835111

Investigator's statement

I have fully explained this study to teacher. I have discussed the activities and have answered all of the questions asked.

Signature of researcher _____ Date _____

Teacher's consent

I have read the information provided in this Informed Consent Form. All my questions were answered to my satisfaction. I voluntarily agree to participate in this study.

Your signature _____ Date _____

Appendix 12: Consent Forms for Education Officers

Project Name: Translanguaging strategies inside and outside Kakuma refugee camp

Researcher: Edward Lokidor **Telephone:** +25885583511 **Email:** elokidor@yahoo.com

Sponsor: AMAS (*The University scientific committee of UEM has given approval for this research project. For information on your rights as a research subject, contact _____*)

Introduction

You are invited to participant in this research study. We will discuss the challenges faced by refugee students in LWF schools in Kakuma refugee camp in learning English and Kiswahili, school language policy and communication challenges. This form will describe the purpose and nature of the study and your rights as a participant in the study. The decision to participate is voluntary. If you decide to participate, please sign and date the last line of this form.

Explanation of the study

In this study we will be looking challenges faced by refugee students in learning English and Kiswahili, school language policy and communication challenges. You will be interviewed by the researcher orally.

Confidentiality

All of the information collected will be confidential and will only be used for research purposes. This means that your identity will be anonymous; in other words, no one besides the researcher will know your name. Whenever data from this study are published, your name will not be used. The data will be stored in a computer, and only the researcher will have access to it.

Your participation

Participating in this study is strictly voluntary. Your decision to participate will in **no** way affect your job in this school. If at any point you change your mind and no longer want to participate, you can leave at your pleasure. You will not be paid for participating in this study. If you have any questions about the research, you can contact 855835111.

Investigator's statement

I have fully explained this study to the participant. I have discussed the activities and have answered all of the questions asked.

Signature of researcher _____ Date _____

Participant's consent

I have read the information provided in this Informed Consent Form. All my questions were answered to my satisfaction. I voluntarily agree to participate in this study.

Your signature _____ Date _____

Appendix 13: Unstructured Interview Plan

Introduction

Good morning, my name is Edward Lokidor, a PhD student from Eduardo Mondlane University, Mozambique. I have come to your school to find out how you learn English and Kiswahili and challenges you encounter during the teaching and learning activity in the classroom. In this interview we will discuss the following topics: use of first language, mixing of languages, homework and challenges in learning English and Kiswahili.

Main questions	Additional questions	Clarifying questions
Can you tell me how you communicate in school? Or How do you do your homework?	How do you communicate in school? Which language do you prefer to use to communicate? Do teachers allow you to communicate in your first language? Do your parents or guardian help you in your home? How?	Can you explain a little more? Anything else? How do you use? Could you expand upon that a little? When you say that? What do you mean?
In your opinion, which is the easy way to learn and understand English and Kiswahili topics in class?	Why	
Which language or languages do your teachers use to explain a passage or topic?	Tell me your opinion about this teaching method. Does your teacher of English use Kiswahili in the classroom? Does he/she use or try to use your home language to help you understand what is taught in English? Does your teacher of Kiswahili use English in the classroom? Does he/she use or try to use your home language to help you understand what is taught in Kiswahili?	Can you explain a little more?

Appendix 14: Semi-Structured Interview Guide

These interview guide questions will be used by the researcher to guide the interview and to uncover new themes about the study. The research will be changing the order and wording of questions depending on the participants (Teachers or education officer).

1. Which method of teaching do you prefer to use in teaching English or Kiswahili?
Kindly explain.
2. What is the level of students' interaction when you use their first language or use a mixture of language to explain something?
3. What challenges do refugee students face in learning English and Kiswahili?
4. What is the performance of the students in English or Kiswahili when you allow them to discuss a passage or assignment in the languages they understand well?
5. How often do you allow your students to use mixture of languages or first language in the teaching and learning activity in class? If not, why?
6. What language do use to explain to homework to your students in their lower classes?
7. What is your opinion about mixing of language in the teaching and learning activity?
8. What is the school policy on language?
9. What is your opinion about the school policy?
10. Which teaching strategy do you recommend the school to adopt in the teaching of English and Kiswahili as LoTL?
11. What challenges do you face when you communicate with your students using English / Kiswahili only?
12. Do the school have specific days for speaking certain language? If yes, why?

Appendix 15: Focus Group Discussion Guide

I. Opening remarks (3 minutes)

I take this moment to thank each one of you for coming to this discussion. The main purpose of this discussion is to understand how you communicate and learn English and Kiswahili in this school.

The following are rules that we have to observe in this meeting today:

- a) Each one of you is expected to be an active participant in discussion.
- b) There are no right or wrong answers.
- c) You should try not to disrupt others while they are speaking.
- d) You should not write names on the notes.
- e) All responses will remain confidential. You should not discuss the issues dealt with here with anyone outside this session.

II. Introduction (3 minutes)

Before we begin our discussion, I would like each one of you to introduce yourselves.

III. Brainstorming exercise (5 minutes)

I would like each one of you to think about these questions.

IV. Each person will take about 5 minutes to answer these questions. (35 minutes)

- 1. Can you tell me how you communicate in school?
- 2. In your opinion, does the use of your first language helpful in learning English and Kiswahili?
- 3. Which language or languages do your teachers use to explain a passage or topic?
- 4. How do you feel when the teacher allows you to use your first language in the classroom?
- 5. What is your opinion about mixing of language in the teaching and learning activity? Do you think that you learn better English and Kiswahili when you mix or your teacher mixes languages or when you or s/he does not mix languages? Why do you think so?

V. Closing remarks (4 minutes)

Let me take this opportunity once again to thank each of you for taking time to participate in this group discussion. Your responses, which are confidential, will be included in my final report. The insights of this meeting will be used to improve communication, teaching and learning of English and Kiswahili in this school.

Appendix 16: Observation Guide

Observer:

Date of observation:

Class:

Grade:

Teacher:

Topic:

TIME	Language use	Teaching activity	Learning activity	Participation	Interaction
English /Kiswahili					
Students first language					
Translanguaging					
Translation from English or Kiswahili to students first language					

Appendix 17: Interview Excerpts

Excerpt # 8: Interview with Emeri, a grade 3 teacher of Kiswahili and English

- 1 EL: What is your opinion on the use of a mixture of languages in the teaching of English or Kiswahili?
- 2 EM: It is good since it helps students understand the topic being taught in the lesson.
- 3 EL: Do you usually plan to use mixture of languages in your?
- 4 EM: No!
- 5 EL: Why?
- 6 EM: I just use it in class when I want students to infer meaning on what I am teaching.
- 7 EL: What is your thoughts on the use of students' L1 in the teaching of English or Kiswahili?
- 8 EM: It makes students participate in the lesson especially those students who fear to speak English because their classmates will laugh at them because they do not know to speak or pronounce some words.

Excerpt #19: Interview with Bahati, grade 4 teacher of Kiswahili on translanguaging practice

- 1 EL: What are your thoughts on the use of students' L1 in the teaching and learning of Kiswahili?
- 2 BA: It helps a lot especially in making students to participate in class. When you ask the students to tell you something in their L1, they will be very happy to tell you. Everyone will raise their hands to tell you...
- 3 EL : What do you think about the use of mixing languages in your lessons?
- 4 BA: Mixing of languages helps in making students learn better.
- 5 EL: When you plan your lesson, do you say you will use a mixture of languages?
- 6 BA: No!
- 7 EL : Why?