



A COMPARISON OF THE EFFECTS OF TRANSLANGUAGING STRATEGY AND LANGUAGE IMMERSION STRATEGY IN BILINGUAL LEARNERS' ACHIEVEMENT IN ENGLISH LANGUAGE IN SUB-COUNTY SECONDARY SCHOOLS IN BUNGOMA COUNTY, KENYA

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Abstract:

This paper is a report of a study that was undertaken in 2025 with the key objective to compare the effects of the Translanguaging (TL) strategy on learner achievement in the English language against those of the Language Immersion strategy in subcounty secondary schools. The study was undertaken in Sub-County Secondary Schools in Bungoma County in Kenya and was guided by Ofelia Garcia's theory of translanguaging. The study employed the mixed methods research approach, which combined qualitative and quantitative techniques by use of a quasi-experimental test. The study population comprised 80 students from 8 schools taking the English subject in purposively selected sub-county secondary schools. A test administered to students was used in data collection. The key findings are that TL enhances second language achievement by 15.3125% more than Language Immersion does. Practical suggestions and recommendations are therefore that the Ministry of Education should revise the policy on recommended strategies for instruction in the English language to include TL as a paradigm shift in language teaching and conduct further research on the need to revise this policy.

Keywords: translanguaging (TL), immersion, sub-county secondary schools

1. Introduction

Studies have begun to pay attention to creative and innovative teaching ideas in difficult circumstances and large class contexts (Kuchah and Smith, 2011) in comparison to the traditional methods like Language Immersion. Such ideas are like the use of TL in schools

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where a majority of students have low entry behaviour, as is the situation in Kenyan subcounty secondary schools. TL would go a long way in enhancing learner achievement in their Second Language learning. Several language teaching models have, in their view, suggested the best approaches to teaching English as based on their own research findings, conclusions and recommendations. For this study, we compared the Translanguaging as a language teaching strategy to the Language Immersion model.

Translanguaging, hereafter referred to as TL, can be simply defined as the use of one language to teach another. This term, *translanguaging*, was originally coined to describe the pedagogic practice of alternating between Welsh and English by teachers of language in order to enrich the processes of meaning-making and to deepen understanding of content in language teaching and learning (Baker, 2001) of their students in the classroom settings. The concept of translanguaging has since evolved to encourage language users to employ their entire linguistic repertoire (García & Wei, 2014) to learn another language, whether in a language learning class or in other linguistic settings. TL as a pedagogy engages learners to learn more, make sense, articulate thought and communicate better as they use the language resources they already possess in their First Language (L1).

Teachers of language using this pedagogy employ a systematic and strategic use of students' total linguistic repertoire, which may include their prior linguistic knowledge in their own L1, to facilitate their learning and "*to mediate mental processes in understanding*" (Lewis *et al.*, 2012: 641). TL is not the same as code-switching, although it includes code-switching. Code-switching includes the "*shift or shuttle between two languages*" (García and Li 2014: 22) for exclusive reasons, "*but TL goes beyond code-switching because an individual's language practices make up the speaker's complete language repertoire*" (García and Li, 2014: 22).

The Language Immersion on the other hand refers to situation where learners learn a Second Language (SL) as naturally as they would learn their first language (L1) placing emphasis on the use of only the target language (Kang, 2013). Some evidence so far suggests that a transfer of language skills from the immersion language situation to English (Cummins, 2016) and informal English language learning experiences outside of school may enable students in an immersion situation to achieve equivalence with non-immersion students in English language skills over time. The Language Immersion model may have its shortcomings because here, language learners can understand what is being said from the context of the speech. Because the immersion model places emphasis on the use of only the target language (Kang, 2013) like in the Kenyan case where policy on the Medium of Instruction in schools which favours the use of English language, this method of teaching language by immersion has therefore not explored adequately the role that a learner's other language can play in the learning of the English language as a second language in schools.

This particular research was relevant in the current debate on Kenya's language-in-education policy regarding new possibilities and approaches in multilingual

education, which is highly pertinent for disseminating knowledge, even in higher education institutions, as noted by Otundo (2021).

1.1 Statement of the Problem

The Constitution of Kenya (2010) has called for the promotion of native languages in Kenya. The promotion of any language in a nation can only be effectively implemented and achieved through the national educational goals via the school system. In the Kenyan context, there are substantial gaps in the knowledge and understanding by researchers and linguists in terms of the function and extent to which the use of another language and in this case, the use of Kiswahili to teach English, can affect or influence the teaching and learning of English as a second language. The need to fill this knowledge gap is not a new idea or need because, from the 20th century, English language teaching has witnessed sustained professional and methodological debates amongst theorists, researchers and teachers of language with the assumption that English is best taught and learnt by use of the immersion model without necessarily referring to the learners' First Language. This, however, is not the case in practice in Kenyan subcounty secondary schools.

The teaching and learning of English as a global language may call for more reforms relating to language policy in schools, design, curriculum development and other novel pedagogical approaches (Fang *et al.*, 2022) in Kenyan schools too, as innovated TL strategies may be provided alongside the Language Immersion existing ones.

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

1.2 Purpose of This Study

The main purpose and objective of this study were to explore and compare the effects of TL and language immersion strategies on learners' achievement in the English language in subcounty secondary schools in Bungoma County, Kenya.

1.3 Research Objective

The objective of this study was to compare the effects of TL and language immersion strategies on learners' achievement in the English language in subcounty secondary schools in Bungoma County, Kenya.

1.4 Research Question

The key research question for this study was:

- What is the comparison between teachers' use of the Translanguaging strategy the Language Immersion strategy in learners' achievement in English as a second language in sub-county Secondary Schools in Bungoma County?

2. Literature Review

This section presents the literature reviewed for the paper as per the research objective and the theoretical underpinning that guided the study.

2.1 Types of Translanguaging

Linguists have identified and defined two different types of Translanguaging, with the first one being identified as the serendipitous, or unplanned translanguaging (Lewis, *et al.*, 2012). This type of TL happens spontaneously between speakers in language classrooms where linguistic diversity is valued and seen as a resource for the learning of each student. Serendipitous Translanguaging takes the form of students in a class translating or explaining concepts to each other, as the language teacher does the same to the students. The use of TL can allow for communication between individuals in many other ways, in which children have the opportunity to innovate with the languages they are most comfortable in and have an opportunity to participate fully in class, as well as during their own socialisation moments outside the classroom.

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

2.2 Benefits of Translanguaging over Language Immersion

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

Another study by Morales *et al.* (2020) also found that there was a benefit of an overall positive trend in students' language learning achievement through a TL pedagogy, which increased the learners' scores on language assessment after a year of using the TL pedagogy in their lessons.

Cenoz and Gorter (2017) also found that students in a TL classroom setting performed equally well or even better than their single language immersion student peers on standardised assessments, which indicated that there was enhanced learning. In this research study by Cenoz and Gorter, three students out of twenty performed equally on Seals 6 translingual and English-only tasks. Four students performed better on English-only tasks, and the majority 13 students performed better on translingual tasks, which indicated a benefit of TL as a language teaching and learning strategy.

Another benefit can be seen in the results of another research study by Tamati (2016). This study found that when the Māori secondary school students were allowed to translanguage, the students performed equally to English-dominant speakers on standardised English language tests.

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

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

More research studies, as this particular study endeavoured to establish and confirm, will enable teachers of language and stakeholders to understand the pedagogic effects of translanguaging in language teaching and learning.

2.3 Language Immersion

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

2.4 Types of Language Immersion, Their Benefits and Shortcomings

Nascimento (2017) identified, characterized and categorized immersion by the total time that students of language spend in the program and also by the learners' age and linguistic ability. The types of immersion that are characterized by learning time are discussed as follows:

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

The second type of Language Immersion (Nascimento, 2017) is "*partial immersion*". In partial language immersion programs, schools plan the learners' class time to be shared between their L1 and L2 while in school. In such cases, it is an even split of time between the languages. Some students may prefer this type of language immersion situation, with the main reason being that it may provide breaks from any difficult language situations as they shift between the times programmed for the different languages. This type, however, does not fully immerse learners in the target language in terms of the total time they are in school.

The third type of Language Immersion (Nascimento, 2017) is "*two-way immersion*" which is also called bilingual immersion. In this type, teachers of language integrate both the students of the minority language and those of the majority language into the same classroom situation in order to achieve academic excellence and bilingual proficiency for

both language student groups. Teachers can use instructional languages here to allow the two languages, but only one of the languages is used at a time. Here, students learn languages by way of interaction with their peers and teachers. This method of language immersion is a popular language teaching approach in America (Nascimento, 2017) and is currently a common practice against policy in Kenyan schools.

2.4 Theoretical Framework

This study employed the Theory of Translanguaging by Ofelia Garcia. The study adopted this theory because of its relevance to the research purpose, the objective as well as the research question. This theory also offers dynamic and creative linguistic resources that its application would provide to this study.

The Translanguaging theory advances the idea that bilingual speakers have one unitary language system that enables them to use all their language features fluidly (García *et al.*, 2017, p. 184) meaning that languages do not exist as static entities that rigidly stand on their own but as highly creative, flexible and emerging communicative entities that can weave together in the same context of communication by the speakers interacting in any conversation. The Translanguaging concept has emerged as a new paradigm to describe the complex multilingual learning and multimodal practices in the communication process. For example, Li (2018: 14) argued that translanguaging is a practical theory of language, particularly for English language classroom contexts. These contexts are those where multilingual language learners use 'dynamic and creative linguistic practices that involve flexible use of named languages and language varieties as well as other semiotic resources' in their linguistic performance. The TL concept as a language reality also embraces code-switching, L1 use, and further trans-semiotic practices (Lin, 2019) for the key purpose of communicating between speakers of these codes or languages. TL accentuates bilingual speakers or multilingual users' holistic linguistic repertoire as their linguistic resource and hence echoes other previous notions, such as code-switching or even code mixing

3. Materials and Methods

This study employed the quantitative comparative research approach method with the quasi-experimental design to address the research purpose, research objective and research question as numerical data was sought. To collect data, a quasi-experimental test on students was employed. Quasi-experimental research designs examine whether there is a causal relationship between independent and dependent variables (Loewen & Plonsky, 2016).

The study involved a sample size of 80 learners in 10 purposively selected subcounty secondary schools in Bungoma County, Kenya. The students were randomly selected from the purposively selected Form 2 and Form 3 classes as the experimental group to receive the pre-test. After 2 weeks, the post-test was administered to the

experimental group again to determine the variance in their performance to compare the causal relationship between two variables, Translanguaging and Immersion. The pretest and post-test were the tests used to examine the causal relationship between the independent and dependent variables. In this study, the independent variable was teaching with Immersion, the Intervening variable was Translanguaging, while achieved learning was the dependent variable, as enhanced learning was the outcome variable.

The learners were allowed to read and discuss the given material. The first test was given in an immersive approach, followed by a pre-test after the discussion of the provided material solely in the English language, to test their achievement using the Immersion model. After two weeks, the same learners were then exposed to the same material but with a varying language of input with a TL approach. In this test, they were first tasked to discuss the material in Kiswahili, which is a common L1 language to all of the learners and then taken back to an examination setting for the post-test to obtain their learning achievement in the Second Language using the TL strategy. A comparison was then made to draw conclusions from the achievement in the two treatment tests.

Pilot testing was done through administering the quasi-experimental test to randomised students in other selected schools, and the test was applied in those selected for the actual research study of an equivalent sub-county school's status. The schools in the pilot study were then excluded from the real research study. The researcher prepared the data collection instruments, i.e. the quasi-experimental test, in consultation with the research supervisors to ensure that the specific areas or objectives were covered by the research instruments.

The Cronbach reliability test was carried out on the quasi-experimental test to check the internal consistency of the data collection tools. The Cronbach's alpha reliability statistics were then used to determine the internal consistency or average correlations of items to gauge their reliability. The question items were run through Statistical Package for the Social Sciences (SPSS), and the Cronbach's reliability coefficient for the quasi-experimental test was 0.77 for the 20 items that were used to measure students' achievement in the tests. These results suggested that the tool developed by the researcher was reliable. A scale's internal consistency is quantified by a Cronbach's alpha (α) value that ranges between 0 and 1, with optimal values ranging between 0.7 and 0.9 (Creswell & Creswell, 2018).

Measures were taken by the researcher to ensure that all the sampled and selected research participants were assured that their privacy, confidentiality and fundamental rights were protected as guided by Cohen *et al.* (2007) for academic integrity.

A pre-test was first given to the student research subjects to first test their learning achievement using the Immersion model without exposure to any TL activity, and their test scores were recorded after marking. The students were then, in two weeks, exposed to similar material with a TL approach. They were then given the same treatment they had been given in the first test. A conclusion was then made from comparing the achievements from the two tests.

4. Results and Discussion

Translanguaging strategies, as a practice against the Ministry of Education policy and guidelines on the Medium of Instruction, and Language Immersion, are some of the approaches teachers use in English language teaching in schools in Kenya. The summary of these research findings that address the comparison of the effects of the TL strategy to those of language immersion for learners' achievement in the English language in sub-county secondary schools in Bungoma County, Kenya, is hereby presented.

4.1 Comparison of Immersion to Translanguaging in Learner Achievement in Subcounty Secondary Schools by Quasi-experimental Test

The research objective of this study was to compare the effects of TL to those of Language immersion in Second Language achievement using a quasi-experimental test that involved a pretest and a post-test.

4.1.1 The Pretest

In the pretest, 80 students were first subjected to a pretest after they had been engaged in a task using immersion with the material presented solely in English, after which their scores were taken. The pretest (Test 1) scores are presented and discussed as follows, guided by the table as presented below.

Table 1: Test One (Pretest): Quasi-experimental Score Analysis for Language Immersion

School	Average of item 1	Average of item 2	Average of item 3	Average of item 4	Average of item 5	Average of item 6	Average of item 7	Total Average
1.	5	3.5	4.6	4.4	7	6	5.5	36%
2	2.5	4	4.6	4.2	5.7	7	6.5	34.5%
3.	5.5	3.5	4.6	3	5.3	8	2.5	32.4%
4.	3	3	4.4	3.5	5	5	2	25.9%
5.	3	3	4.4	2.4	3.7	4	3.5	24%
6.	4	4	5.2	5	6.7	8	2	34.9%
7.	6	5	3.4	2.8	2.6	4	3	26.8%
8.	3	4	2.4	5	7	7	2	30.4%
AVE	4	3.75	4.2	3.7875	5.375	6.125	3.375	4.3732

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

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

The average scores in the pre-test quasi-test for each school for all tested items on Language Immersion are presented in the given figure as shown.

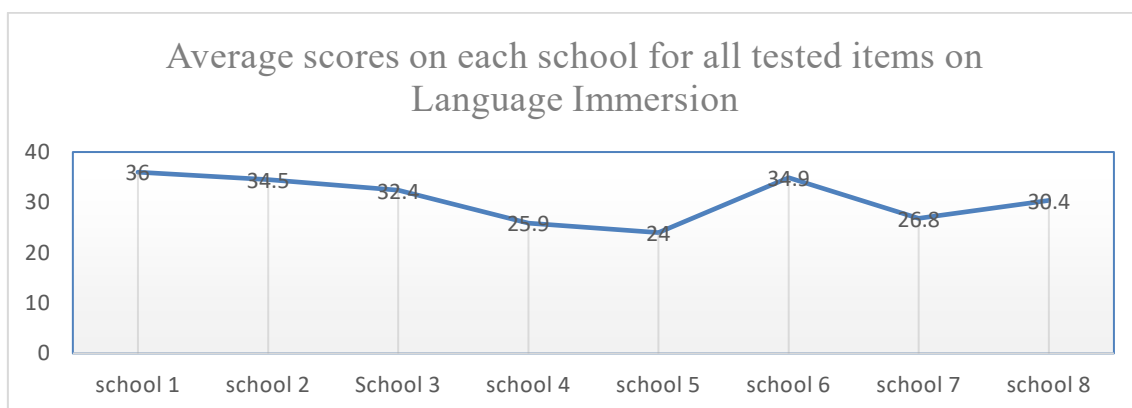


Figure 1: Schools' Quasi-experimental Average Scores in Language Immersion

In this figure, it can be noted that the highest score was 36% in the pretest attained by School 6, and the lowest was 24% attained by School 5. The mean for all the schools in the pretest was 4.3732.

4.1.2 The Post-Test

The same 80 students involved in the pretest were subjected to a post-test after a two-week period. During the test, the students, with the help of their teachers for English, were first engaged in a Translanguaging exercise with the material in English but discussed in Kiswahili, after which the post-test was administered to them in order to compare their scores in this test against their other scores in the previous immersion pretest. The scores are presented in the table below.

Table 2: Test Two (Post-test): Quasi-experimental Scores Analysis for Translanguaging

School	Average of item 1	Average of item 2	Average of item 3	Average of item 4	Average of item 5	Average of item 6	Average of item 7	Total
1.	7.5	7.5	8.8	6	7.7	8	7	52.5%
2.	5	5	8.8	6.6	8.3	9	7.5	50.2%
3.	9.5	7	5.2	7	8.7	8	3.5	48.9%
4.	6.5	3	7.5	6	6.7	6	4.5	40.2%
5.	7.5	5.5	7.4	6.6	7.3	5	6	45.3%
6.	5	6	8.4	6.8	4.6	7	6.7	44.5%
7.	6.5	5.5	4.2	3.2	5.3	6	4.5	35.2%

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8	9.5	8.5	8	8.8	6.6	9	0	50.4%
AVE	7.125	6	7.2875	6.375	6.9	7.25	4.9625	5.7375

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

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

The figure below gives a glimpse of the test scores of how the schools performed in the post-test in percentages in a graph presentation.

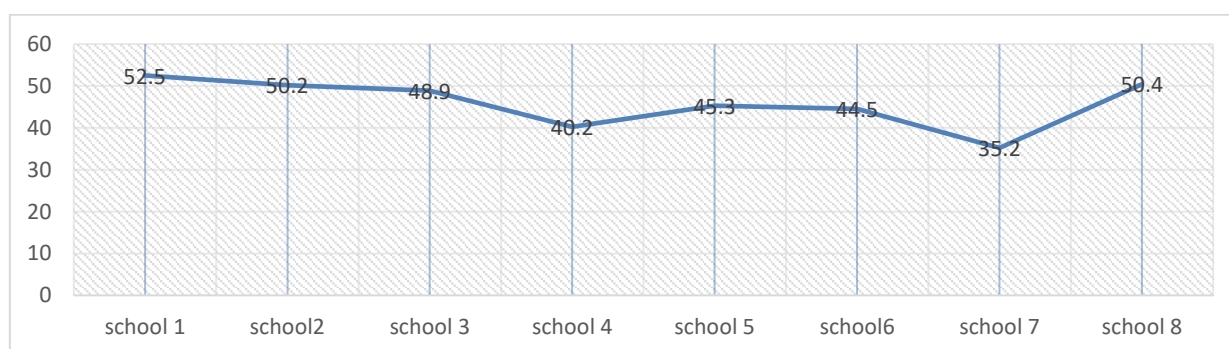


Figure 2: Post-test: Quasi-experimental Average Scores in Translanguaging

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

4.1.3. Direct Comparisons of Immersion to Translanguaging

The bar graph below demonstrates the comparison between Language Immersion and Translanguaging at each school for Second Language achievement among students.

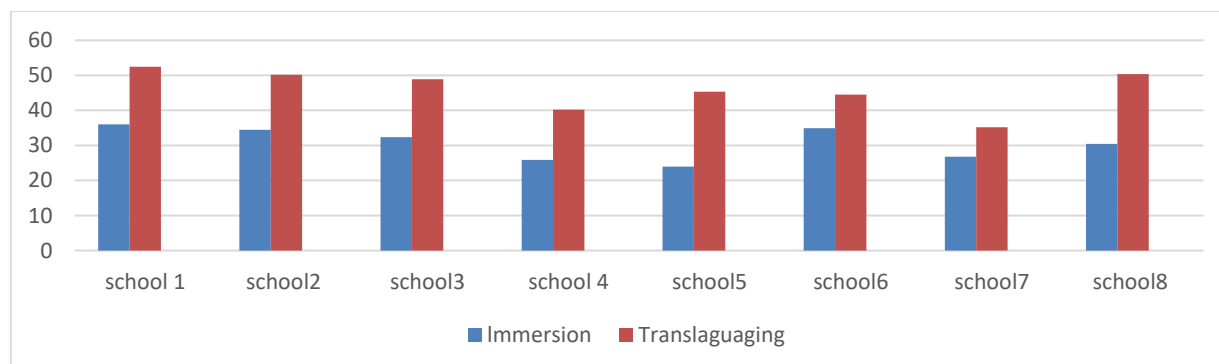


Figure 3: Comparison of Immersion to Translanguaging per School

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

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

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

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

Those students in School 4 who sat the test scored 25.9% when Immersion was used to teach them. They improved their scores to 40.2% when TL was employed, resulting in an improvement of 14.3%.

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

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

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

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

4.1.4 Comparison Improvement Indexes and Standard Deviation

The overall comparison between immersion and translanguaging can be clearly shown in the graph below, which gives a clearer comparison of the scores for each school when translanguaging was used to teach English after Immersion had been used as follows in the next table.

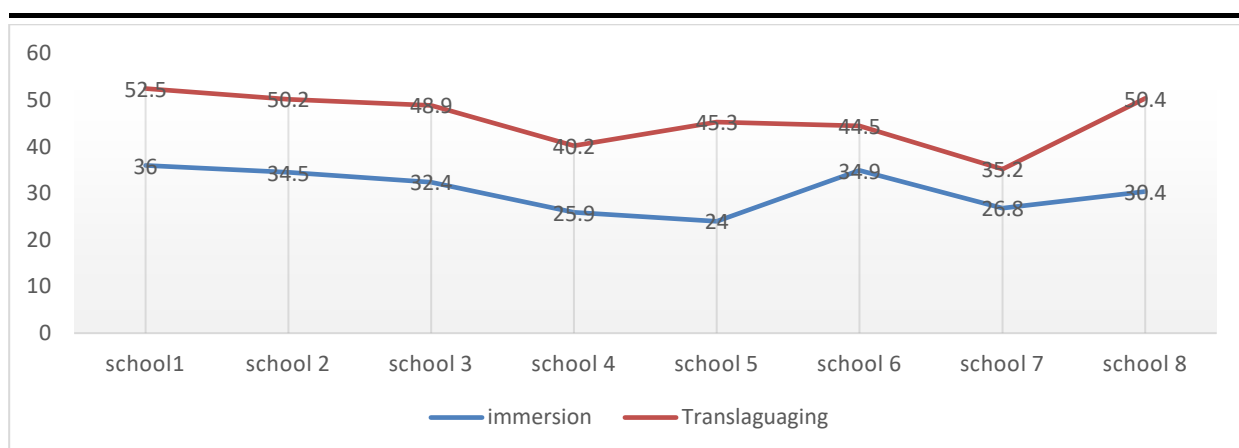


Figure 3: Overall comparison between immersion and translanguaging per school

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

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

5. Conclusions and Recommendations

From the findings of this study, it can be concluded that Translanguaging enhances second language learning and achievement by 15.3125% more than Language Immersion does and that it is a practice that teachers of the English language have already embraced, though contrary to policy.

This study also recommends that there is a need for the Ministry of Education in Kenya and curriculum planners to enhance second language learning by including Translanguaging as a teaching strategy, both in practice and in policy, in teaching methodologies to enhance second language achievement, as well as encourage teachers by recommending translanguaging strategies in teaching the English language.

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Conflict of Interest Statement

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

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