TRANSLANGUAGING TEACHING STRATEGIES AND STUDENTS' PERFORMANCE IN ENGLISH LANGUAGE: IMPLICATIONS FOR NON-FORMAL BASIC SCHOOLS IN NAIROBI, KENYA

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ABSTRACT

This study investigated translanguaging teaching strategies and students' performance in English language in non-formal basic schools in Nairobi, Kenya. The study had three objectives: a) to establish whether the use of Kiswahili language influenced students' performance in English as an added/foreign language, b) to determine whether the use of Mother tongue influenced students' performance in English language, and c) to examine whether the use of Sheng' language influenced students' performance in English language. The study adopted instructional theory as developed by Reigeluth (1999), which offers explicit guidance on how to help students learn and develop. Descriptive and co-relational research designs were adopted with purposive sampling using Slovins' formula to select a total of 264 students from 23 non-formal basic schools. Both quantitative and qualitative data were collected using questionnaires and focus group discussions. The results established that the use of translanguaging teaching strategies can have a varied influence on students' performance. It was concluded that the study outcomes provided strategic advice to policy makers on language planning and pedagogy in non-formal basic schools, and the Ministry of Education. It was recommended to review the language policy to make it easier for teachers to apply new approaches in the classroom in order to strengthen learners' performance.

Keywords: English language, Bilingualism, Kiswahili language, Non-formal basic schools, Sheng language, Teaching strategies, Translanguaging

INTRODUCTION

Communication is the process of conveying messages, ideas, feelings and providing information to people (Ofelia & Liwei, 2014). Communication is a two-way process and is at the heart of teaching and learning. It is through communication that knowledge and concepts of classroom learning are made. As Okombo (2013) points out, good communicative interactions at all levels of learning ultimately bring positive change in learners' performance. Translanguaging teaching strategies provide an approach that capitalizes on this criterion, since it advocates language teachers use two or more languages in the process of interacting with student language learners. It is seen as an advantage for students, since in the process of learning one language they and their teachers are able to use two or more languages that students already understand as part of the pedagogy. Therefore, translanguaging, as a teaching strategy, is seen as transformative and has become a common phenomenon across the countries of the world with globalization and the advent of digital communication technologies. Translanguaging has been found to be advantageous when there is need for communication among diverse groups

of learners and in superdiverse communities (Bindé, 2005; Canagarajah,2011; Lamb, Hatoss, & O'Neill, 2019).

The concept of classroom communication implies more than achieving a common understanding through verbal interaction. The use of translanguaging recognises the importance of allowing students to use their Mother tongue and other languages they may have, while learning a new language. In spite of the traditional view of using "English only" in the English as a foreign or second/added language (EFL/ESL/EAL) classroom, research suggests students can learn more effectively when taught using their native language (Yilmaz, 2019). This also supports the primary language of their country and so each student's native language. However, when using the translanguaging teaching strategy, teachers spend more time passing on messages and instructions in students' native language (Hult, 2017), but at the same time a teaching and learning relationship can be established whereby communication/communicative interactions play a critical role.

The concept of translanguaging is underpinned by social constructivism where knowledge is seen as being socially constructed and shared to enhance individual learning, thus, providing a culturally responsive pedagogy (Kirsch, 2020). In the classroom situation, communication usually takes place through a language referred to as the language of instruction (LOI) (Kimamo, 2012). However, students may also learn this official language and two other languages with the intent for them to become multilingual in the classroom. Thus, in this case, international language, such as English, may co-exist with Indigenous African languages in a non-antagonistic relationship where all the languages serve the development and governance needs of a multilingual nation. Thus, translanguaging can become a major resource rather than a problem (MacSwan, 2017). Moreover, translanguaging pedagogy is recognised as being able to better support students in providing both a global and local communication interface (Bialystok, 2012), especially in countries with diverse communities like the United States of America, South Africa, and Kenya among others (Piek, 2009).

The English curriculum at basic school level is divided into two categories; the lower primary and upper primary. At lower primary, students were expected to acquire listening, speaking, reading and writing skills. At upper primary, students are expected to communicate fluently, independently and accurately in everyday life (Otunga, 2011). Both English and Mathematics are core subjects in the curriculum (Leung & Valdes, 2019). The policy requires English as a foreign language to be taught from classes one to three as a subject (students aged five to seven years) and then as a medium of instruction from classes four to eight (students aged eight to eleven years), because this approach is believed to ensure there will be no adverse effect on students' Mother tongues. This means that students' ultimate success in non-formal basic schools depends upon their being proficient in the LOI. As Cummins (2017) argues, the LOI plays a crucial role in learning such that, if students do not have sufficient proficiency in the LOI, learning may not take place as the teacher and the learners will not be communicating. As a consequence, it is not surprising that many of the performance problems at secondary school are believed to have their roots in the inadequacy of students' non-basic school experience (Clark, 2012). Airey, Lauridsen, and Rasane (2017) argue this is also due to the use of less effective strategies for teaching languages to students at the primary school level. To facilitate EFL language acquisition and also knowledge transmission, teachers in general should be able to apply appropriate pedagogy that best suits the specific objectives and appropriate levels of exit outcomes (Enever & Moon, 2010). Leung and Valdes (2019) maintain that teaching methods or approaches are effective if they suit students' needs, since learners understand and respond to different learning experiences in different ways. Unfortunately, teachers in the context of this research rely on traditional subject-centred method and teacher-centred method, instead of using a constructivist approach, where students are encouraged to interact and make meaning (Halliday, 1989; Kelchtermans, 2013; Scheleppegrell, 2004).

Lecture or subject centred methods view learning as the transmission of information from teachers to students without developing their engagement. Such methods are less practical, more theoretical and generally lead to memorization/rote learning. On the other hand, the communicative approach to language teaching, or Communicative Language Teaching (CLT) (Thamarana, 2015), has long argued for learning experiences that integrate the four macros skills to allow students to use the target language for real-life meaningful purposes (Halliday & Hasan, 1989; Llinares, 2013).As with activity-based learning and problem- and project-based learning (Lightbown & Spada, 1994; Thomas, 2017; Tochon, 2014) the pedagogical approach involves students in considering real issues/problems thus motivating their interest in using language to interact and communicate to make meaning. Thus, teachers' professional knowledge and pedagogical skills development is vital if students are to participate in learning experiences that allow them to acquire an appropriate level of EFL and applied knowledge to pass the English language requirements of the national examinations. Gachahi (2014) established that teachers in Kenya view the lecture method as the most efficient method for covering a large volume of content where students need to listen, and copy notes in the absence of any teaching of language skills. Nonetheless, the Ministry of Education expects teachers to use collaborative teaching methods or learner-centred methods, more in keeping with social constructivism, which would support communicative language teaching at the same time. However, most teachers in non-formal basic schools have low professional qualifications besides some of them being untrained. Thus, their approach to children's learning is not very intellectually challenging, since learning activities are typically limited to the lower level demands of Bloom's Taxonomy, such as memorisation and recall (Adams, 2015) in keeping with the aim of knowledge transmission.

Furthermore, when James and Pollard's (2011, p. 22) Teaching and Learning Research Program (TLRP) ten principles of effective pedagogy are taken into account, principles 3, 4 and 5, for instance, argue for "building on prior learning but also taking account of the personal and cultural experiences of different learner groups" . . . scaffolding learning to "provide activities and structures of intellectual, social and emotional support to help learners to move forward in their learning" and that "assessment . . . should help to advance learning as well as determine whether learning has occurred", respectively. These principles resonate with the CLT where teachers are expected to create language learning experiences that facilitate students' participation in using the target language in meaningful ways, adapted to their language level. For example, it may be at the formulaic level to begin with (Ellis, 2008; Tomlinson, 2013; Wray, 2005). For instance, they may engage in dialogue with each other in pairs or small groups that may be structured through basic roleplays related to everyday communicative activities that draw upon Halliday's seven language functions (Corson, 1988).

The summative evaluation of students' English language learning is done once per year by the examining body, the Kenya National Examination Council (KNEC). As an independent examination body, it was established to conduct all examinations in the country, including school, and post-school, except those of Universities. It has the role of ensuring validity and reliability of examinations and their conformity to Kenya's goals and changes in government policy relating to the curriculum and examinations. On completion of primary or basic education students are at 'standard eight' and so are eligible to take the Kenya Certificate of Primary Education (KCPE). Upon successful completion students proceed to secondary school but it is important that they have performed well in the core subjects like English and maths. English as a foreign language is examined in two categories; category one comprises grammar, vocabulary and reading comprehension, while category two comprises composition writing (essay writing). It is argued here that the teaching of English language, therefore, requires trained and qualified teachers who are able to use translanguaging pedagogy appropriately for the learners in this particular context.

The mastery of English language is vital because students are required to have a strong foundation in order to learn other subjects, since English is the LOI. In addition, besides being a requirement for participation in higher education, it is required in all sectors of life as a medium that facilitates communication with the outside world. Furthermore, it is a tool for economic development, a language of communication in business, trade and technology. It is also required for acquiring good jobs both nationally and internationally, and finally, it is a language used for socialization, therefore students have no option but to learn the language (Madsuda, 2019). Unfortunately, non-formal basic schools, face myriads of problems like exclusion from government sponsorship, staff shortages, congested classrooms and lack of teaching and learning resources. Moreover, they are not adequately supported by the Ministry of Education's quality assurance and standards supervision to help improve performance; they neither have official quality assurance mechanisms nor good instructional practices. All these have impacted negatively on performance in English as a foreign language (Hall, 2019). Thus, this research sought to investigate the language pedagogy with a view to making improvements.

LITERATURE REVIEW

Any language is an integral part of a culture; therefore, English is one of the major languages spoken in the world. It is a native language in many developed countries like the United Kingdom and it is viewed as an international language across the world (Cenoz, 2017). In Kenya, English is spoken and is an official language apart from the Kiswahili. English is a core subject in the curriculum, and translanguaging is adopted as a key strategy, as it is expected to help teachers to meet the needs of learners because students come from diverse communities and struggle to learn English (KCPE, 2010; 2013).

In Kenya, translanguaging teaching strategies include the use of English, Kiswahili, students' Mother tongue and Sheng' to facilitate learning. Kiswahili is an inter-ethnic language of communication; it bridges the linguistic difference between communities of East Africa and beyond. It is an official language and has an important role in schools for equipping learners with the communicative skills needed to promote national development (Hult, 2014). While the aim of any language in society is to serve as many users as possible, Kiswahili has no particular community that can claim ownership. Therefore, it is supported by many governments and is spoken in many countries in the world, including Japan, USA among others (Mazzaferro, 2018). Mother tongue is the first language a person commonly uses to speak. When a child speaks Mother tongue, it fosters essential skills like critical thinking, and literacy skills. Sheng' is the mixture of English and Kiswahili and local languages. In the recent times, 'Sheng' has also found its way into schools and classrooms thus complicating the language problem. Sheng' is very much preferred by the youth who speak Kiswahili fluently but choose to speak Sheng' for the purposes of identifying themselves with their peers (Hult, 2017).

The most common practice in Kenya is the use of a mixture of Mother tongue, Kiswahili and English as languages of instruction in primary schools. This is mainly applied in lower primary schools but in upper primary, the use of English and Kiswahili is emphasized because both languages are examinable at KCPE, although other languages are applied to enhance students understanding. English in Kenya is an official language as Kimamo (2012) asserts that the current development and governance needs of Africa requires that international languages such as English and French be given a place in African countries. However, the national examinations do not test reading and writing at KCPE but formative evaluation at lower primary examines all aspects of English. For instance, reading speaking, listening and writing is critical in grades one to three but upper primary curriculum is different from lower primary

because as students advance in education, they become exposed to more advanced learning and their curriculum includes Grammar, Comprehension, Vocabulary and Composition writing. It is mandatory for one to excel in English before joining University because there is no transitional pedagogy in terms of translanguaging at University level. It is also important to note that English is used everywhere in the country, it is a prestigious language and learners are motivated to learn English for acquisition of jobs both nationally and internationally. Being proficient in English also elevates an individual's status in the community. Unfortunately, Kenya does not have an established standard like the European Framework or Baccalaureate system at lower level of learning only in post-secondary schools.

However, teachers are constantly faced with the dilemma of which language to use in the course of teaching English. The dilemma is due to a combination of factors, such as the inability of students to understand and communicate in the first language of the catchment area, which may not be their particular Mother tongue (James & Polland, 2011). Moreover, Muthiwil (2012) established that in both Kenya and Uganda, there was no situation where English or students' Mother tongue was solely used as a language of instruction. Mixing of languages occurs in all schools from an early age in both rural and urban schools. But, Mother tongue languages were extensively used in teaching English, and/or Kiswahili in Kenya. This situation is necessitated by lack of materials to be able to teach all subjects in Mother tongue in addition to children's inability to understand English used in the school. Textbooks are locally developed and recommended by Kenya Institute of Curriculum Development (KICD), a body that is in charge of curriculum development and that also designs the school syllabus. However, these books are very expensive for learners in non-form basic schools to purchase owing to their low socioeconomic backgrounds (UNESCO 2012). Although teachers switch codes and 'translanguage' in class to sort out the language problems, students are expected to use English only in their examinations (Kazeem, 2010). Therefore, it appears that teachers and students at basic school levels, as investigated in the present research, may be overburdened by the use of three languages besides the target language of English. This implies that learners' performance in English is curtailed by having to use two or more languages while learning the English language during their early schooling. On this basis it seems unsurprising that they perform poorly in national examinations when forced to respond to examinations in English, a language in which they are not yet sufficiently proficient (Cushman, 2016)**.**

Problem Statement

Performance in non-formal basic schools in Nairobi, Kenya in the subject of English has consistently been poor and to some extent below average owing to teachers' use of mixed languages (translanguaging) while teaching and communicating with students during lessons; yet proficiency in English is necessary for students to progress to the next stage of their education as the curriculum and LOI is delivered totally in that language. Further, this translanguaging teaching strategy has been found to hinder group discussions among students and when coupled with a severe lack of books written in Sheng' or Kiswahili for teaching of various curriculum subjects this has curtailed not only performance in English, which is the official medium of instruction during the subsequent years, but also performance in all subjects across the curriculum. Thus, despite the efforts made by the various stakeholders (teachers and the initiators of the non-formal basic schools), poor performance in English language has persisted since the subject's inception, e.g. for more than a decade. Hence, there is a need to more deeply investigate the present translanguaging pedagogical approach in relation to students' performance in English with a view to making improvements for non-formal basic schools to be more effective. Therefore, the research objectives were to investigate the extent to which:

1. the use of Kiswahili language in translanguaging pedagogy influences students' performance in the English language in non-formal basic schools
2. the use of Mother tongue in translanguaging pedagogy influences students' performance in the English language
3. the use of Sheng' language influences students' performance in the English language.

Theoretical Framework

The study was based on instructional theory as developed by Reigeluth (1999). This theory stipulates that the choice of instructional strategy is important to learners' performance in examinations. This theory stresses that students learn at different rates and have different learning needs especially when it comes to the language use of instruction. It provides guidance on how people learn and develop when the instructional strategy used is suitable for the learners. Based on this theory, the choice of language of instruction is important to performance in examinations as in the present context. Further, the theory outlines various strategies like translanguaging teaching strategy, as applicable here, to cater for today's diverse learners in order to achieve the particular education objectives (Mazzaferro, 2018). Reigeluth (1999) further identifies which pedagogical strategies should be used to be effective by exploring teacher-centred versus learner-centred underpinning philosophies. The theory was adapted based on the educational content and importantly included the learning styles of students. Therefore, it can be used as a teaching guide or tool by teachers to facilitate lesson planning and learning. It further involves different instructional methods, models, and strategies and focuses on how to structure material for promoting education (Bowden, 2008).

This approach has strong connections with three other well-established and competing learning theories. Firstly, behaviourism is considered as it focuses on ensuring students learn to conform to predetermined standards. Secondly, cognitive theory is recognised as necessary as it takes account of the need to understand the cognitive and metacognitive processes involved when learning occurs through mental associations and thinking skills. Thirdly, Reigeluth (1999) reinforces the importance of constructivism, in exploring the involvement of students in dialogue, creating communicative interactions, and the co-construction of knowledge with their teacher and peers (Vygotsky, 1978). Thus, taking these theories into account, the choice of LOI and the potential to use students' home languages in the classroom pedagogy is vitally important, since for students to benefit from the various learning experiences, they need to fully understand it to be able to interact and participate. Thus, Reigeluth's (1999) instructional theory is highly relevant to this study as the translanguaging teaching strategy would seem to be able to maximise students' opportunities to participate and learn yet their learning outcomes leave much to be desired. Hence, the need for this research in the Nairobi non-formal primary schools' context.

METHODOLOGY

Research Design and Target Population

The research design acts as the blueprint that helps in structuring the collection, analysis and interpretation of data for a study (Croswell,2008; Kothari, 2008). In the present study, conducted in non-formal basic schools in Nairobi, Kenya, a descriptive and co-relational research design was applied (Kathori, 2008; Mugenda, 2008). In seeking to investigate translanguaging teaching strategies used in the teaching of English as a foreign language in relation to students' English language learning outcomes, the study's population comprised all non-formal basic schools of which there are 78, and their teachers of English as a foreign

language (180), along with a total of 780 students. On average English language classes are large with between 20 and 30 students per class.

Sample Size and Sampling Procedure

Orodho (2009) states that, during sampling the researcher selects a smaller group from a defined population to be representative of the wider population. In this case, 23 of the total of 78 non-formal basic schools were purposively selected based on 30% of the population (Mugenda & Mugenda, 2003). The sample of teachers of English comprised of all those in the selected schools. Then, Slovin's formula (Slovin, 1960) was used to determine the sample size given the context of the study. Thus, 264 students were selected, and the researcher used a confidence level of 95%, hence a margin error of 5% (0.05), resulting in 11 students per school. This was followed by purposive sampling to select classes of Standard Seven and Standard Eight students in each school, since at this level, students were more senior than their counter parts in lower classes hence were likely to better understand the challenges involved. Consequently, simple random sampling was used to select eleven students per school from a pool of these classes.

Research Instruments and Data Collection

The main instrument of data collection was a Questionnaire for teachers and a Focus Group Discussion Survey for students. After ethical clearance from the Department of Educational Administration and Planning, the permit was sought from National Commission for Science Technology and Innovation (NACOSTI). The sampled schools were visited to discuss with the respondents about the research and created a rapport to facilitate their participation in the research. Introductory letters were delivered to the directors and classes seven and eight teachers of English. Appointment dates were made for data collection and the purpose of the research was explained. Teachers' questionnaires were delivered and collected after one week to allow an appropriate time for completion. This made data collection efficient and allowed teachers ample time to organize for the Focus Group Student Discussion Survey at a scheduled time for English lessons to minimize loss of teaching time.

Focus Group Student Discussion Survey

The focus group discussion involved 264 students aged between 13 and 18. They were divided into groups of 11 members. Each group chose a chairperson and a secretary to regulate the discussion. Each group received the structured survey of 15 discussion questions. This provided the advantage of exploring issues of interest in a broad, free and interacting style. The researcher and research assistant also supervised the discussions. The surveys were collected immediately after completion.

The teacher Questionnaire was pre-tested in a pilot study for validation with expert advice from the Department of Educational Administration and Planning at the University of Nairobi. Reliability was calculated at 0.80. The students' Focused Group Discussion Survey had a reliability of 0.85 (Pearson Correlation Coefficient).

Ethical Considerations

The study was conducted in accord with various ethical requirements. First, permission was obtained from the Department of Educational Administration and Planning to collect the required data. Then consent was sought from the various respondents. The respondents were advised that their participation was entirely voluntary, and they had the freedom to withdraw from the study at any time without penalty. The respondents were also assured that the study was purely academic reasons and was not for any monetary gain, and anonymity was assured.

RESULTS AND DISCUSSION

The research investigated the impact of the use translanguaging as a teaching strategy in relation to non-formal basic schools' use of English language, Kiswahili, Mother tongue, and Sheng' in class to teach the English language. Each of these four options for classroom language use for teaching is reported and discussed below.

Importance of Students Acquiring English Language Proficiency in Non-Formal Basic Schools

English language owes its origin to Britain and has been adopted by numerous countries because of its usefulness in education and business in what is now a globalised world. Most countries use English as a language of instruction in schools and a tool for economic development. In South Africa, English language is used for the development of science and technology; it is also used as a vehicle for learners to improve reading and writing which is a requirement for passing high stakes examinations (Petty, 2010). Therefore, the mastery of English language continues to be vital at all levels of learning whereby learners are expected to acquire a strong foundation in order to learn and pass examinations in a range of subjects (Hult, 2014).

Results of Focus Group Student Discussion Survey

Awareness of language policy

The education authority develops language policy for schools, as it is necessary to support the students' performance in the English language, as the high stakes language for their continued education and beyond. Thus, students were asked whether their school had a language policy. The students' responses are shown in Table 1.

Table 1: Students' responses on school language policy (N=23)

Language policy	f	%
Yes	10	43
No	13	57

Table 1 reveals that majority of students (57%) reported that their school did not have a language policy to help them to be effective in their use of the English language. The remainder (43%) acknowledged that some schools had language policy, but they reported that it was not being enforced by the administration.

Language enjoyment

Students discussed whether they enjoyed learning the English language. The distribution of their agreement is shown in Table 2.

Table 2: Students' level of agreement on enjoyment of learning English (N=23)

Language enjoyment	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
	00	00	5	22	10	43	6	26	2	9

While only approximately a fifth of the students agreed that they enjoyed learning English, and about a third disagreed or strongly disagreed, 43% were undecided.

Problems experienced in learning English

Since achieving a high level of proficiency in the English language is necessary for students to engage in further study and work to successfully participate in Kenya society students were asked about the problems they faced while learning in in-formal basic schools. They highlighted how their schools were hampered by a myriad of problems, ranging from lack of textbooks to pedagogical strategies. The issues and the frequency with which they were raised are shown in Table 3.

Table 3: Students' responses on problems faced in learning English (N=23)

Problems	*f*	%
Lack of books	8	35
Lack of understanding	6	26
Lack of dictionaries	5	22
Peer influence	3	13
Mother tongue	1	04

Table 3 indicates over a third (35%) of students noted that they lacked books to support their English language learning. These included story books, reference materials, and revision materials. Approximately a quarter of the students reported they had difficulties in understanding the English language and there was a lack of access to dictionaries to interpret some terminologies in English (26% and 22%, respectively). Although only a minority raised the issue of a negative influence of their peers on their learning of English (13%) and also that students speaking in their Mother tongue during class interfered with their learning, such that they performed dismally in National Examinations. This implies that without adequate English language teaching and learning materials the students' potential performance was at stake.

Suggestions for effective English language pedagogy

Students were asked to make suggestions that would help ensure their effective English language learning. The emergent themes are shown in Table 4.

Table 4: Students' suggestions for effective English language pedagogy (N=23)

Effective pedagogy needs	*f*	%
Reading materials	10	43
Revision materials	8	35
Speaking in English	3	13
Composition writing	2	09

Table 4 shows that in keeping with students' responses regarding what represented effective English language pedagogy close to half identified the need for access to a wide range of reading materials. In addition, over a third (35%) emphasised the need for revision materials to help them prepare for the national examinations. In addition, though a smaller proportion of the sample, the importance of the pedagogy being able to support their ability to speak the language and also write the language was emphasised. They voiced their opinion that they needed to improve these productive skills of speaking and writing. Moreover, in the discussions they highlighted the need for the reinforcement of speaking English at all levels and suggested that composition writing should be a more frequent activity. The opportunity for frequent practice was seen as being able to enhance their performance. Thus, by gathering students' opinion in this way these findings advise that non-formal basic schools need to have

a wide variety of reading materials and opportunities for regular writing practice to support their English language learning. As with the MoEST (2014), it is argued here that effective language learning experiences are associated with quality and variety of learning materials, including textbooks, which in turn should help achieve better student outcomes.

Strategies to improve learning in English

Students were also asked for their specific ideas on strategies to improve their learning of English from which six themes emerged. These are shown in Table 5.

Table 5: Strategies to improve learning in English

Suggestions for learning	*f*	%
Learning materials	*8*	35
Group discussions	*5*	21
Library	*3*	13
Positive attitudes	3	13
Debates	2	9
Avoid absenteeism	2	9

With regards to strategies to improve their learning of English just over a third of the students responded that they needed to be provided with revision materials to help them improve their learning and performance. They saw such materials as including books which should include revision materials, books and other reference materials, thus providing more comprehensible input (Krashen, 2009). Further to the need for speaking opportunities, approximately a fifth of the students suggested their participation in group discussions would be an important enhancement. This kind of strategy for the teaching of speaking was reinforced by a small number of students in suggesting the inclusion of debates as well. Although a smaller minority of the sample, importantly, 13% of students recognised the need to develop students' positive attitudes towards learning English and also access to library facilities to help boost their performance. In addition, the issue of avoiding absenteeism was also recognised by these students as a critical factor that could influence success in their English language learning. Thus, these suggestions are in keeping with students' views of effective pedagogy and imply the need for schools to provide a greater choice of teaching and learning materials, and a variety of opportunities to use the English language for meaningful purposes to improve performance.

Results of Teachers' and Students' Comparative Views

Comparison of Teachers' and Students' Agreement on the Extent to which English Language was used During Their English Lessons

Both teachers and students were asked to rate the extent to which they agreed that the English language was used during their English lessons. The results are shown in Table 6 and Figure 1. These data show a difference in opinion between teachers and also between students and students and teachers. Overall the percentage positive ratings show that 65% of students disagreed that English is used in their classes with almost half of teachers (46%) of the same opinion. Yet over a quarter of teachers strongly agreed that it was.

Table 6: Comparison of teachers' and students' agreement that the English language was used in teaching English (N=54)

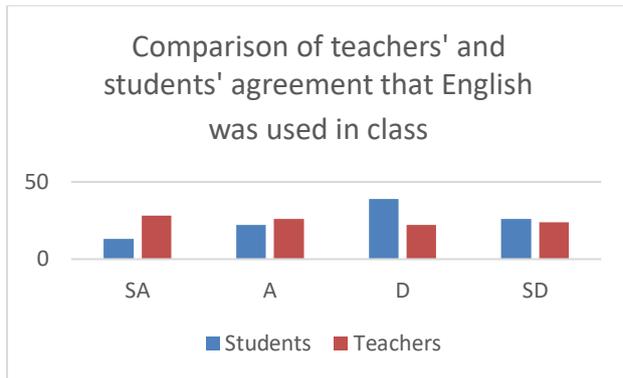| Group	SA		A		U		D		SD	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Students	3	13	5	22	0	0	9	39	6	26
Teachers	15	28	14	26	0	0	12	22	13	24

Figure 1: Comparison of teachers' and students' percentage agreement that English was used in class

Given that translanguaging teaching strategies were practised by the teachers to cater for all the groups of students from diverse backgrounds these results that suggest limitations in the use of English in class reflect those of Muthiwil (2012), who established that in both Kenya and Uganda, there was no situation where English was solely used as LOI. This research reported that the mixing of languages occurred in all schools from an early age, including both rural and urban schools. The students also discussed how the use of translanguaging teaching strategies assisted slower learners. They also noted they preferred translanguaging teaching strategies as it enabled them to better understand what was being taught. Thus, the students' discussion confirmed that teachers supplemented the teaching of English by mixing languages.

Nevertheless, it was also found that some students preferred the use of English language during English lessons, particularly when it came to writing their compositions, since this task concentrated on the use of English language skills and competence. Similarly, students pointed out that since they were required to use English to complete their examinations practice in its use was of paramount importance. As Muthiwil (2012) has pointed out, although teachers switch codes to sort out the language problems during learning in class, students do not receive this kind of support in examinations, thus students need to be prepared to effectively use English only in those circumstances.

Comparison of Teachers' and Students' Agreement on the Extent to which Kiswahili Language was used During Their English Lessons

Teachers and students were asked to state the extent to which they agreed that Kiswahili was sometimes used during English language lessons. The responses are shown in Table 7.

Table 7: Comparison of teachers' and students' extent of agreement that Kiswahili was sometimes during English lessons (N=54)

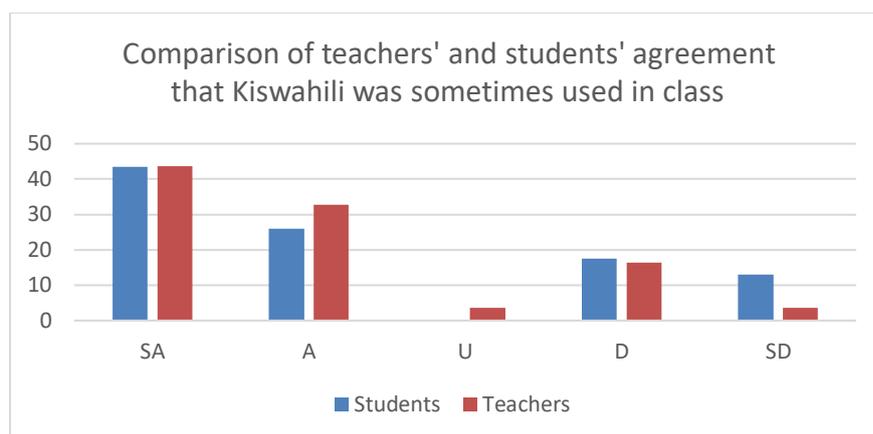| Group	SA		A		U		D		SD	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Students	10	43.5	6	26	0	0	4	17.5	3	13
Teachers	24	44.4	17	31.5	2	3.7	9	16.7	2	3.7

Figure 2: Comparison of teachers' and students' percentage agreement that Kiswahili was sometimes used in class

Data displayed in Table 7 and Figure 2 show that almost half of the teachers and students strongly agreed that Kiswahili was sometimes used in their English language classes. Moreover, when the total positive percentage ratings are considered (strongly agree plus agree) there is strong evidence for this with 69% of students and 75% of teachers acknowledging its use. Discussions reiterated that the use of Kiswahili naturally complemented the language of instruction. It is seen as a simple language that harmonizes the communication in class. This aligns with the argument presented by Hult (2017) who stated: "Africans must not be denied chances to receive information and express themselves in languages in which they feel competent".

However, 30% of students and 20% of teachers disagreed that Kiswahili was sometimes used during English lessons, but this was explained in discussions as the result of some schools invoking strict rules that did not allow Kiswahili to be spoken in class in an attempt to ensure the use of "English only" as a pedagogical principle (Fritschner, 2000). Maximising the use of the English language in class for meaningful purposes is seen as a desirable strategy in keeping with Mutisya (2013) who has asserted that poor English communication curtailed not only performance in English but also in all subjects across the curriculum where English is the LOI.

An additional reason provided in discussions with teachers was that the use of Kiswahili should be accepted because of its position as the national and official language of the country, such that students should not to be restricted. But, as Kimsop (2015) notes, since Kenya has two national languages, Kiswahili and English, Kiswahili is more popular among learners than English. Yet the teachers who argued not to use Kiswahili in English language classes took the view that its use mistakenly popularized the it, which could mislead learners in their need to become proficient in English as the language for work and education.
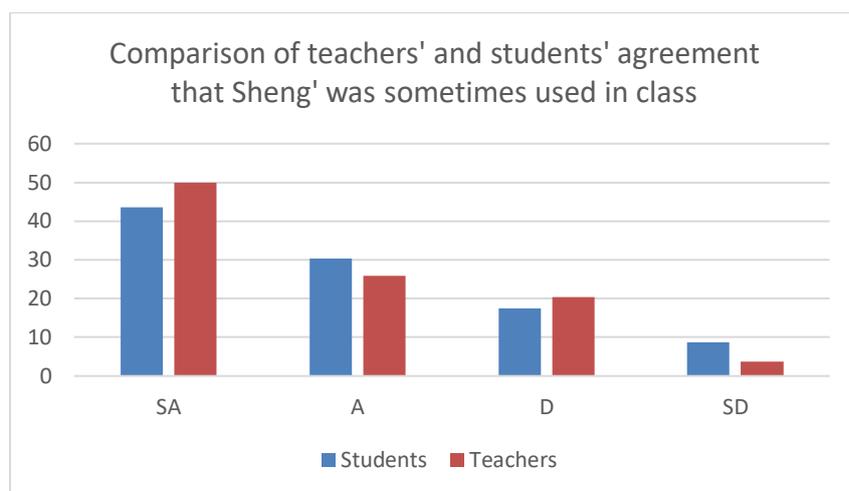
Comparison of Teachers' and Students' Agreement on the Extent to which Sheng' Language was used During Their English Lessons

Teachers and students were asked to rate the extent to which they agreed that Sheng' language was sometimes used during English language lessons. The responses are shown in Table 8 and summarised in Figure 3. Translanguaging teaching strategy includes the use of English as the language of instruction and other languages to reinforce learning. Thus, since Sheng' is based on Kiswahili structure, and uses Kiswahili grammar with lexicon drawn from English it may be argued as useful for this strategy, but it is not an official language although some learners prefer using it. However, Kimsop (2015) argues the use of Sheng' in an English lesson can negatively affect students' performance in the English language because it is neither English nor Kiswahili. Despite this belief the participants' responses to this question shows half

of the teachers very strongly agreed that Sheng' was in use in their English classes. Moreover, when the total percentage positive ratings over three-quarters of teachers (75.9%), thus putting it on a par with Kiswahili. Similarly, almost three-quarters of students agreed that Sheng' was in use in their English classes, thus confirming its use in translanguaging.

Table 8: Comparison of teachers' and students' extent of agreement that Sheng' was sometimes during English lessons (N=54)

Group	SA		A		U		D		SD	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Students	10	43.5	7	30.4	0	0	4	17.4	2	8.7
Teachers	27	50	14	25.9	0	0	11	20.4	2	3.7

Figure 3: Comparison of teachers' and students' percentage agreement that Sheng' was sometimes used in class

These results of students' focused discussions allowed students to voice their opinions as to their perceptions of Sheng' in their language learning. It was seen as one of the best languages teachers and learners can use during English lessons because it of it being central to the environment that surrounds them. This is partially explained because non-formal basic schools are found in urban slums where there is a very large population that uses Sheng' language for almost all of their functions. In addition, some of the schools, unlike schools referred to in outlawing the use of Kaswahili, lack policies to govern the language use in classrooms. Therefore, for students in non-formal basic schools, as evident in students' responses, there is substantial support for the use of Sheng' during English lessons. The reasons they gave related to the fact that it is simple, and well understood by all students and also teachers. They also reported that Sheng' was more familiar to them and was more motivating for them. Although it is not an official language in any institution, as Muthiwil (2012) found, learners prefer it. Nonetheless, those students who did not support the use of Sheng' were of the view that it brought confusion among learners particularly during English lessons because it did not add value to their learning. Those teachers and students who did not favour the use of Sheng' were more concerned about the inadequacy of resources for use of English, such as textbooks and story books and ways of enhancing their English vocabulary. In fact, some teachers were of the view that Sheng' should be banned from schools, thus calling into question the degree of understanding or acceptance of the adoption of translanguaging as a pedagogical strategy.

Students' Views on the Use of Their Mother Tongue to Teach English

Mother tongue is the first language a person commonly uses to speak. It fosters essential skills like critical thinking and literacy skills among children. Thus, as an important aspect of the translanguaging strategy, students were asked to indicate whether they used their mother tongue during their English lesson. Their responses are shown in Table 9.

Table 9: Students' indication of their use of Mother tongue in English lessons (N=23)

Use of Mother tongue	f	%
Yes	5	22
No	18	78

Data in Table 9 indicates that 78% of student reported that they did not use their Mother tongue in their English classes. In the focus discussions they explained that they came from different communities, as did their teachers, so their Mother tongues did not apply. Of the five students who indicated they did use their Mother tongue they acknowledged that this was only sometimes when teachers tried to reinforce their understanding of difficult terms and they shared their Mother tongue. This implies that the use of Mother tongue is not common in non-formal basic schools although on limited occasions it can be valuable to reinforce students' learning.

Teachers' Perceptions of the Challenges Faced in Teaching English

Teachers were asked to identify the challenges faced when teaching English language. The results are shown in Table 10.

Table 10: Challenges teachers face in teaching English

Challenges	f	%
Insufficient teaching/learning resources	15	28
Inadequate coverage of the syllabus	12	22
Interference of slang language	12	22
Low understanding	8	15
Inability to read	4	7
Poor mastery of language	3	6

Data on Table 10 shows that almost a third of the teachers identified the lack of sufficient teaching/learning resources as the major challenge they faced when trying to teach English. Then almost a quarter of the teachers identified inadequate coverage of the syllabus and interference caused by students use of slang as impacting their ability to succeed in teaching English. After that, though identified by fewer teachers but equally important, are the difficulties created by students low understanding, their inability to read and their poor mastery of language. Taken together these three issues indicate that students lack literacy in their Mother tongue, which is well known to make learning an added language more difficult (Helman, 2012; Swarbrick, 2002).

Teachers' Perceptions of Strategies to Improve Performance

Teachers were asked to identify strategies to improve students' performance in English. language Their responses are shown in Table 11. It shows that the teachers identified ten strategies for improving students' English performance, with the need for teachers to ensure coverage of the syllabus and have access to more teaching and learning resources most frequently mentioned. While these are core to the implementation of the English language

program, their further identification of the need for extensive revision and compulsory preparation demonstrate concern for teaching and reinforcing students' learning. The strategies also reflect a focus on improving pedagogy through suggesting lesson trips, team teaching and creating learning environment that are more conducive to students' English language acquisition.

Table 11: Strategies to improve performance in English

Strategies	*f*	%
Syllabus coverage	7	13.0
Teaching/learning resources	7	13.0
Extensive revision	6	11.0
Compulsory prep	5	9.2
Consultation panels	5	9.2
Lesson trips	5	9.2
Team teaching	4	7.4
Conducive environment	4	7.4
Language policy	4	7.4
Frequent workshops	4	7.4
More English lessons	3	6.0

In addition, formation of consultation panels and frequent workshops were suggested where teachers would be able to meet to share and discuss their pedagogy, which was seen as important for improving students' learning and performance in English language at National examinations. The teachers also suggested the need to enhance the rules on the use of English both at school and in class, to encourage learners to read story books, have frequent debates in schools and avail themselves of revision materials to improve the spoken and written English. If all these strategies were met it would be expected that teachers would be better prepared to teach and in turn students' performance would improve.

Correlation Analysis on the Translanguaging Teaching Strategies and Performance in English Language

The objective of the study was to establish the relationship between the use of translanguaging teaching strategy and performance in English language. As noted, questions on translanguaging teaching strategies included the use of English, Kiswahili, Mother tongue and Sheng' during English lessons. Thus, these data were correlated with performance in English language in examinations using Pearson's correlation coefficient. These results are presented in Table 12. The question on whether teachers use of Kiswahili during English lessons correlated with students' performance in the English language shows an r value of 0.037, which falls way below the minimum of -+0.1. While the relationship was positive, implying that the use of Kiswahili language supported students' performance in the English language, it was not statistically significant, showing a value of 0.864, thus p>0.05. Table 12 also shows teachers use of Mother tongue during English lessons had a small negative correlation coefficient -0.212 but was not statistically significant (p>0.05). However, this suggests that teachers' use of Mother tongue during English lessons may negatively affect students' performance in the English language, p>0.05. The question on students' use of Mother tongue during English lessons showed a medium positive correlation of 0.432, which was statistically significant(p<.05). This supports the argument that the more students used Mother tongue during English lessons, the better they performed in English language. Sheng

showed a positive correlation of 0.182; this suggests the use of Sheng during English lesson improved performance in English at KCPE.

Table 12: Correlation analysis between translanguaging teaching strategies and performance in English language

Classroom communication practices	Performance in English 'r'	
Teacher uses Kiswahili during English lessons	Pearson Correlation	0.037
	Sig. (2 tailed)	0.864
	N	54
Teacher uses Mother tongue during English lesson	Pearson Correlation	-212
	Sig. (2 tailed)	.319
	N	54
Students use English during the lesson	Pearson Correlation	0.175
	Sig. (2 tailed)	0.413
	N	23
Students use Mother tongue in class	Pearson Correlation	0.432
	Sig. (2 tailed)	0.0358*
	N	23
Students use Sheng' in class	Pearson Correlation	.182
	Sig. (2 tailed)	.395
	N	23

*Correlation is significant at 0.05 level (2-tailed)

The use of English by students in class showed a correlation of 0.175. The small correlation coefficient 'r' value of .413 implies that the relationship was positive, such that when students use English during their lessons their performance in English language improves, as would be expected. However, this was not statistically significant (p>0.05). Table 12 further reveals that students' use of Sheng' in English class had a small negative correlation coefficient of -0.182. This negative relationship implies that their use of Sheng' may decrease performance in the English language. However, unlike their use of Mother tongue, this was not statistically significant (p>.05). However, based on these results it is important to note that these translanguaging teaching strategies in use have differing influences on students' performance in national examinations depending on the language in use.

DISCUSSION AND CONCLUSION

The study established that the use of the translanguaging teaching strategy is likely to exert an influence on the target students' performance in national examinations in the English language, and that it this may vary according to how teacher use the various languages in their pedagogy and also how this is received by students in some cases. While, only the students' use of Mother tongue was found to be statistically significant with a low to moderate positive relationship with students' performance in English, teachers use of Mother tongue received a negative correlation. This suggests that students using Mother tongue may have found this useful in helping them understand aspects of the learning or tasks, whereas teachers perceive their use

of it as limiting since English language use is their target. With teachers' use of Kiswahili during English lessons, it appears to have very little effect on English learning outcomes with little or no correlation. Thus, it seems that teachers need to concentrate more on providing learning experiences that facilitate students' use of English but allow them to use their Mother tongue to discuss or clarify to understand what is being taught. This would assist in motivating students and enhancing individual learners' capability.

The results of the teacher questionnaire and student focused group discussion survey reinforces the need for increasing motivation, implying that the use of the translanguaging teaching strategy should involve students' interests and Mother tongue during the teaching and learning process. The research further established that translanguaging teaching strategy motivated and improved learning by increasing the students' interests and made the lesson purpose and teachers' objectives more explicit for students. About a third of teachers supported the use of English language without mixing with other languages during English lessons. These teachers emphasized the use of English to enhance 'proper' communication in the language class, as learners were expected to ultimately speak fluent English language. This was in keeping with the Ministry of Education's (2010) policy that English should be used as the LOI from class four to eight. However, almost a third of teachers preferred translanguaging teaching strategies because of learners limited English skills. From this discussion, it can be concluded that teachers used various strategies to teach English lessons, acknowledging that mixing of languages occurred in all schools from an early age in both rural and urban (MacSwan, 2017). This supports and helps ensure the interests of the learner comes first in teaching (Okumbe, 2003).

The findings also align with Reigeluth's (1999) instructional theory in terms of students' learning and development through being able to participate and interact. Translanguaging teaching strategy not only gains the attention and interests of students but also helps to enhance their understanding and interpretation of the skills being acquired, besides facilitating the learning of content via different languages use in class as well as in school. Moreover, this strategy is believed to empower learners to understand the subject better and enable students to study on their own. Kimamo (2012) confirms that using the translanguaging teaching strategy enables learners to be confident and participate actively in classroom activities because they are able to communicate in languages with which they are familiar.

Teachers need to foster a wide range of understanding of learning among students so that learners become independent in their own learning and be more competent in the use of the various languages they are familiar with to improve their skills, knowledge and performance. The opportunity to use their different languages in teaching and learning can potentially enhance their learning although as shown by this research there is a need to further investigate 'how' each language is being used pedagogically, given the variation in correlation and lack of statistical significance, except for students use of Mother tongue.

The research also shows that teachers and students were able to participate in the classroom context using a variety of languages, where the translanguaging pedagogy could be said to generally have benefits for English language learning. Although further research is recommended to illuminate exactly how the different languages are used to support learning English or why teachers use of Kiswahili seems to have little impact, and students use of Sheng' not necessarily being helpful, it would seem that the opportunity for students to access knowledge of other languages and cultures that are reflected in their local communities would be supportive in terms of learner confidence and identity (Côté, 2006; Huang, 2011).

In terms of the translanguaging teaching strategy as having the potential to foster higher levels of mental development in learners and being able to contribute to a broader world view, Gwyn, Bryn, and Colin (2012) assert that the ability to switch codes provides people with the capacity and skills to fit into different social situations. This also means non-formal basic

students may be more flexible in attitude towards others and more aware of the presence of their community's diversity. Apart from these benefits potentially being acquired through translanguaging teaching strategies, overall the research provides some evidence that they contribute to supporting students to perform better in their national English language examinations. However, when teachers' suggestions for strategies to improve students' English language learning and performance are considered they imply the need for teacher professional development and the provision of more language learning resources that can stimulate students' vocabulary development (English language input) as well as the introduction of learning experiences that create opportunities to use English for real life communicative purposes. This would help better capture the interests and desires of the students during lesson interactions and involve them in purposeful experiences within their intellectual abilities of learners. In addition, this would allow the teacher to choose problems of sufficient merit and value to evoke discussion and critical thinking. Such innovation to pedagogy would ensure teachers present credible and acceptable experiences that students can easily relate to their own life experiences, thus supporting and reinforcing learning to assist students to remember what they have learnt (Garciaa & Otheguy, 2020).

Gorter (2015) asserts that translanguaging teaching strategy is relatively new and an innovative strategy that creates an active learning environment. The teacher questionnaire results supported the experience of this teaching strategy, which also was well accepted by the teachers of English and suggested that this strategy contributed to the changing culture of their teaching as teachers indicated how they were embracing it. Where English was the LOI, translanguaging provided a vital teaching strategy to enhance students' understanding of the skills and knowledge in the subject area. Thus, this study highlights and supports the need for academic institutions/schools to adopt the translanguaging teaching strategy as a new pedagogical model central to teaching and learning in non-formal basic schools where there is linguistic and cultural diversity.

Fortunately, it is expected that the Ministry of Education and policy makers will enforce the implementation of the translanguaging teaching strategy, such that teacher training colleges will incorporate it in teaching practice, as a strategy to improve the pedagogical approach overall. However, the Ministry of Education in collaboration with stakeholders would also need to revise the language policy to make it easier for teachers to apply in the classroom to strengthen learners' English language performance. Bearing in mind the limitations of this research as a relatively small exploratory study, it is advisable that future research consider investigating the way the different languages are actually being used in the translanguaging learning environment through classroom observations and analysis of teacher-student/s dialogue (Matusov & Miyazaki, 2014; Walsh, 2006; 2013). This would further illuminate the variation in teachers' and students' views on the use of Kiswahili, Mother tongue and Sheng' languages in translanguaging, including their engagement, interactions, motivation and use of English. It would also be important to investigate the outcomes of these pedagogical changes on students' perceptions of their English language learning and also their ability to be successful when they transition to learning in English as the language of instruction.

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