Original Article

Motivation for Using Translanguaging in Kakuma Refugee Camp School

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ABSTRACT

This paper explores the motivation for translanguaging in the Kakuma refugee camp school. The study aimed to examine the reasons for using translanguaging in Kakuma refugee camp schools. This study was underpinned on translanguaging theory. A case study approach was adopted to gain detailed understanding of motivation for translanguaging in the refugee camp school. Data were collected using classroom observation and interviews. Thematic analysis was used to analyse data. The findings indicate that the reasons for using translanguaging are the facilitation of students' understanding of the subject matter, enhancing meaning-making in the lesson, activation of classroom participation, and fostering communication. The findings from this study could be applied in language-education policy in Kenya in recognising translanguaging as a legitimate pedagogy in teaching and communicative strategy.

INTRODUCTION

Language plays a vital role in communication and in enhancing teaching and learning activities in the classroom. However, refugee students in host countries face the challenge of language barrier because they do not understand the language used as language of teaching and learning (LoTL) in

the education system of the host countries. Studies such as that conducted by Dryden-Peterson (2015) have shown that most refugee students in the United States experience difficulty in learning LoTL, hence hindering their understanding of the subject matter and classroom participation. As result of this, schools in the USA resort to

translanguaging to help and engage refugee students in the teaching and learning activities.

In recent years, there has been an increasing amount of literature on the use of translanguaging by refugee students in learning new language used as LoTL in the education system in host countries. Examples of research into the use of translanguaging in the refugee setting include Yilmaz (2019) who found that refugee students in the island of Lesvo, Greece use translanguaging for communication survival. Yilmaz's study resonates with the situation in Kakuma refugee camp school where students use translanguanging to facilitate communication. Similarly, Dryden-Peterson (2015) explored use of translanguaging in successful schools in the United States and found that translanguaging is used to help refugee students and new immigrants to master subject matter and participate classroom activities. In another study conducted by Viegen (2020) in a Canadian school shows that translanguaging help students to meet their education needs in host countries. On the contrary, refugee students in Kakuma refugee camp school are suppose to learn English, which is LoTL and Kiswahili which is a language of communication (LoC). Along the same lines, a study conducted by Translators without Borders (2017) in six refugee camps, indicated that humanitarian aid workers and teachers use translanguaging to enhance communication.

This study resonates with studies on translanguaging in refugee camps that have shown the motivation for the using of translanguaging in teaching and learning activities is to enhance understanding of subject matter (Krause and Prinsloo, 2016; Makoe, 2018). Along the same lines, other studies have shown that students resort to using translanguaging to enhance deep understanding of subject matter, foster meaning-making, activate classroom participation, and foster communication lessons (Shakina, 2019; Nambisan, 2014; Li and Zhu, 2015).

The paper examined the motivation for the use of translanguaging in the Kakuma refugee camp school. This study was guided by translanguaging theory.

The findings from this study could be applied in language-education policy in Kenya and in other countries hosting refugee students in recognising translanguaging as a teaching pedagogy and communicative strategy. Further, these findings are relevant are to language teachers and policy makers in the ministry of education.

THEORETICAL FRAMEWORK

This study draws on translanguaging theory which originated in Wales in 1980s as a pedagogical strategy in the bilingual classroom where teachers used two languages to enhance teaching and learning of bilingual students (Lewi et al, 2012). Later, García (2009) defined translanguaging as language practice where bilingual students deploy their full linguistic repertoire in order to enhance mean making and understanding of subject matter. Translanguaging as a teaching pedagogy and communicative strategy was used to ground this study.

Although, translanguaging is not recognised as a teaching pedagogy in language-in-education policy in Kenya, studies have demonstrated its effectiveness as a teaching pedagogy in second language acquisition (Li, 2018). For instance, studies on translanguaging indicate that translanguaging enhance meaning making, learning experience and sense of belonging, promoting school-home experience, facilitating understanding of subject matter and improvement of other subjects in the curriculum (García, 2009; Creese and Blackledge, 2015, Baker, 2006). These advantages were verified as the reasons for using translanguaging in the refugee camp. Furthermore, translanguaging as a teaching pedagogy encourages classroom participation by breaking linguistics barriers (Li, 2018). This implies that language is viewed as fluid practice that does not have fixed boundaries (Makoni and Mashiri, 2007). The argument of language as fluid undergirds the recommendation of this study of recognition of translanguaging in language-in education in Kenya and in the refugee camp schools across Africa.

Translanguaging as a communicative strategy was another tenet of translanguaging that was utilised in this study. Translanguaging enhances communication by removing the boundaries created by named languages (Li, 2018). Translanguaging. Along the same lines translanguaging as a communicative strategy enables bilinguals to identify and use a particular feature of language to communicate (Otheguy et al., 2015).

Conservatives in second language teaching have long maintained that separation of languages should be observed in second language classroom to prevent language contamination (Jacob and Faltis, 1990). On the contrary the proponents of translanguaging contend that languages spoken by bilinguals or multilingual students need to be treated as one linguistic repertoire that help them to communicate (García, 2009; Li, 2018).

Translanguaging as a communicative strategy guided this study in understanding that refugee students use translanguaging to communicate and participate in the teaching and learning activity in the classroom (Li, 2011; Blackledge and Creese, 2010).

In sum, translanguaging theory as a teaching pedagogy and communicative strategy guided this study in analysing the motivation for using translanguaging in Kakuma refugee camp.

METHODOLOGY

Research Approach and Design

This study employed a qualitative case study to investigate motivation for using translanguaging in Kakuma refugee camp school. A case study approach was appropriate for this study because it enable us to have a complete description of motivation for translanguaging in the typical refugee camp school using multiple sources of evidential data (Yin, 2009).

Participants

The participants of this study were refugee students, teachers teaching English and Kiswahili and the headteacher recruited from a primary school in Kakuma refugee camp.

1,595 refugee students took part in this study. Of the initial cohort of 1,595, 36 refugee students were interviewed. From the sample of 36, 24 refugee students were interviewed in lower classes that is 12 refugee students in grade 1, 12 refugee students in grade 2 and 12 refugee students in grade 3, whereas 12 refugee students were interviewed in upper classes that is 6 students in grade 4 and 6 refugee students in grade 5. Refugee students interviewed were Somalis and South Sudanese. The refugee students were sampled from the lower primary classes consisting of grades 1, 2, and 3 and upper primary grades 4 and 5. The selection of lower primary classes and upper primary classes was based on the degree of mastery of English and Kiswahili. In other words students in lower classes lower had little mastery of English and Kiswahili whereas those in upper classes had develop some mastery of English and Kiswahili because they have just been promoted from lower primary.

The seven teachers were selected based on the teaching subject, that is English and/ or Kiswahili. From the cohort of seven, three were men while four were women.

Data Collection

Data were collected using interviews, observation and document review for triangulation purposes in order to increase trustworthiness of this study.

Data Analysis

This study used a thematic analysis approach to identify, analyse and reports themes that emerged from the collected data (Braun and Clarke, 2006).

This study adopted six phases of thematic analysis approach suggested by Braun and Clarke (2006) in identifying the motivation for the use of translanguaging in the Kakuma refugee camp as facilitation of students' understanding of subject matter, enhancing meaning-making in the lesson, activation of classroom participation and fostering communication from the data collected. The six phases of thematic analysis approach adopted

were: familiarisation with data, searching for initial codes of emerging themes, searching for themes, reviewing of themes, defining and naming of themes, and finally, subdividing of themes. The themes identified were relevant to the research question and objective of this study.

FINDINGS AND DISCUSSION

Refuge students and teachers of English in Kakuma refugee camp school use translanguaging as a teaching pedagogy and communicative practice inside and outside the classroom. The analysis of classroom observations and interviews data, revealed the following themes as the reasons for using translanguaging: facilitation of students' understanding of subject matter, enhancing meaning-making in the lesson, activation of classroom participation, and fostering communication. The transcription conventions of the verbatim used in the study include the following:

Table 1: Transcriptions conventions used in study.

R	Research	S3	Student 3
T	Teacher	S4	Student 4
T1	Teacher 1	S5	Student 5
T	Teacher 2	S6	Student 6
T3	Teacher 3	S7	Student 7
S	Student	SS	Student 8
SS	Students	( )	Translations
S1	Student 1	[ ]	Researcher observation and description
S2	Student 2	….	Pause

Facilitating Students' Understanding of the Subject Matter

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

In this episode, the teacher's use of English only prompted a student to use code-switching to seek clarification on the content of the lesson. Therefore, the teacher had to use translation to facilitate students' understanding (line 3). The use of translation enabled the student to give the correct answer (line 4). This implies that translation is tailored toward enhancing students' understanding of the lesson content (Cook, 2010; Shakina, 2019). In fact, this strategy enabled the students to participate in the lesson since they understood the content of the lesson (lines 6 -7). Even though codeswitching is used in this lesson to facilitate understanding, the teacher warned the students not to use it when writing (lines 8-9). The use of codeswitching in writing in Kenya's education system is usually penalized (Kiramba, 2016). Along similar lines, translation and codeswitching are used together to enhance students' understanding of the content of the lesson (line 10). The teacher has been able to move across the linguistic space in order to facilitate students' understanding. The function of the use of codeswitching and translation in this excerpt is consistent with studies that demonstrate that translanguaging is a pedagogical strategy used to facilitate deep understanding of the subject matter (Baker, 2006; Gracía, 2009).

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

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

Classroom Participation and Interaction

The findings of this study show that teachers use translanguaging to elicit students' active participation and interaction in the English and Kiswahili classroom. The following excerpt illustrates the use of translanguaging to motivate students to participate actively in English lessons.

Excerpt 2: Use of translanguaging to enhance classroom participation and interaction

1	T:	Today, we are learning about opposites. Say "opposite"!
2	SS:	Say opposite.
3	T:	[Laughs] *Nasema mseme* opposite (I am saying you say) opposite. *Leo tutasoma kuhusu* opposite (Today, we will learn about opposites). *Kwa mfano* opposite *ya* boy *ni* girl (For example, the opposite of boy is a girl). *Mfano mwingine* (Another example) is the opposite of man is woman.
4	S1:	[Raising the hand] Opposite *ya* (of*)* father *ni* (is) mother.
5	T:	Very good! *Nani atatupa mfano mwingine*? (Who can give us another example?)
6	S2:	Uncle - Aunt.
7	T:	Very good! Who can give us another example? [pauses as when he sees the class is silent] Okay, *nani atatupatie mfano mwingine*? (Who can give us another example?).
8	S3:	Sister - Brother.
9	T:	Very good! *Mtazame ubaoni* (Look at the chalkboard). Opposite *ya* (of) nephew *ni* (is*)* niece.
10	S4:	Nephew *ni nani* (is who)?
11	T:	*Nani atamwambia nephew ni nani* ? (Who can tell us who is the nephew?)
12	S5:	Nephew *ni mtoto mvulana ndugu au dada yako* (Nephew is the son of your brother or sister).
13	T:	Very good! *Mpigie makofi* (Clap for him). Nephew *ni mtoto mvulana wa ndugu au dada yako. Kama ni msichana ataiwa niece.* (Nephew is the son of your brother or sister and niece is the daughter of your brother or sister). *Tuko pamoja* class? (Are we together class?)
14	SS:	Yes, *mwalimu* (teacher)!
15	T:	*Fungeni* (open) pages 82 and 84. *Fanyeni hizo (*Do those) exercises.

As illustrated in this excerpt, students' poor understanding of English led them to repeat the teacher's same words - "Say the opposite" (line 2). Students repeating the teacher's same words are the type of recitation that is common in many classrooms where students do not understand the LoTL and hence recite what they do not know. The recitation of the teacher's words made him laugh and prompted him to resort to translation to make students understand the subject matter (line 3). In the same way, the teacher shifts to codeswitching to give examples of opposites (line 3). Therefore, the use of translation and codeswitching motivated students to participate in the lesson by answering their teacher's questions (lines 4, 6, and 8). Similarly, the teacher continued

to use codeswitching to motivate and elicit answers from the students, hence engaging them in the lesson (lines 5, 7, and 9). The teacher also used the same strategy to motivate and capture students' attention to participate in the lesson (line 9) and to address students' questions (line 11). Likewise, students used codeswitching to seek clarification from the teacher (line 10) and also to answer the questions he asked them (line 12). In the same vein, codeswitching is used to administer assignments (line 15). These findings are in line with those obtained by Shakina (2019) in a case study carried out in two multilingual grade 5 English classrooms in Malaysia, which indicated that teachers used translanguaging to explain the concepts, translate vocabulary, and activate classroom participation through questions and answers.

Interview with a grade 4 Kiswahili teacher on the use of translanguaging in enhancing classroom participation and interaction

Excerpt 3: Use of translanguaging in enhancing classroom participation and interaction.

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

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

Translanguaging Fostering Meaning Making

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

Excerpt 4: Use of translanguaging for fostering meaning in a grade 1 Kiswahili lesson

1	T:	*Leo tunasoma hadithi*. (Today, we are reading a story). *Hadithi ndiyo* (The *story* is). *Fungeni* (open) page 93. *Mnaona nini kwa hiyo* page? (What can you see on that page?)
2	S1:	Teacher *mimi ninaona a* boy *na* girl (Teacher, I see a boy and a girl).
3	T:	*Umejaribu. Nani atwambie kwa a* boy *na* girl *kwa Kiswahili (*You tried, but tell us in Kiswahili).
4	S2:	Madam, *mimi naona mvulana na msichana wanabrush meno*. (Madam, I see a boy and a girl brushing their teeth).
5	T:	*Vyema! Wanabrush meno tunasema kusugua meno*. (Good! We say they are brushing their teeth) [Looks at the back] *Mnaona nini kwenye kitabu?* (What are you seeing in the book?)
6	S3:	*Amith ke sukul.* (A school boy)
7	T:	*Hii ndio nini?* (What is that?)
8	S4:	*Anasema anaona mwanafunzi.* (He says he sees a schoolboy).
9	T:	*Vizuri sana!* (Very good!).

As demonstrated in this excerpt, the teacher uses translations and codeswitching to introduce the lesson so that the students can infer meaning at the outset (line 1). Codeswitching has enabled S1 to infer meaning and hence give his correct response (line 2). By the same token, the teacher uses codeswitching to enhance meaning-making through reinforcing students' responses to elicit correct answers in Kiswahili (lines 3 and 5). Likewise, students use their L1 to infer meaning

in the subject matter (line 6), thereby building on each other responses to give correct answers in the target language (line 7). In line with this, various studies have demonstrated that translanguaging fosters meaning-making in language teaching and learning activity (Creese and Blackledge, 2015).

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

Excerpt 5: Interview with grade 1, 2, and 3 students on the use of translanguaging to foster meaning-making in the lesson.

		Kiswahili	**English translation**
	EL:	*Mbona mnatumia mchanganyiko wa lugha, lugha ya kwanza, tafsiri na fasiri katika kipindi cha Kiingereza au Kiswahili?*	Why do we use a mixture of languages, L1, translation, and interpretation in the English or Kiswahili lesson?
2	S1:	*Sisi huchanganya lugha darasani kwa sababu inatusaidia kuelewa. Kwa mfano kama sijui neno kwa Kiingereza natumia neno la Kiswahili au Kisomali. Kisha nitajua hilo neno la Kiingereza.*	We use a mixture of languages because it helps us understand what the teacher is teaching. For example, if I do not know a certain word in English, I will use Kiswahili or Somali.
3	S2:	*Kama sijui kitu kwa English nitauliza wenzangu waniambie kwa lugha yangu ya kwanza au Kiswahili.*	If I do not know a word in English, I ask my classmates to tell me in my L1 or Kiswahili so that I can know it.
4	S3:	*Wakati huelewi kitu darasani, mwalimu hutuhimiza tuulize marafiki zetu watueleze kwa lugha etu.*	The teacher always tells us to ask our friends in our language if we do not understand something in class.
5	S4:	*Nyumbani ndugu yangu hunielezea homework kwa lugha ya kwanza.*	At home, my brother helps to do homework in L1.
6	S5:	*Kama mwenzangu haelewi kazi tumepewa namtafsiria kwa lugha ya L1 aelewe vizuri.*	When my classmate does not understand the assignment we have been given, I translate for him or her.
7	S6:	*Mwalimu akutuelezea maneno ya Kiingereza kwa Kiswahili tunaelewa kisha tunajua maneno kwa Kiingereza.*	When the teacher explains the meaning of English words or a passage in Kiswahili, we understand well.
8	S7:	*Mwalimu akitumia Kiingereza pekee hakuna mtu ataelewa. Lakini akieleza kwa Kiswahili. au amwambie mwenzetu atueleze kwa lugha ya kwanza tunaelewa.*	When the teacher uses English, no one will understand. But when the teacher explains to us in Kiswahili we understand, or when we ask our classmate to explain in our L1 we understand.

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

Translanguaging Fostering Communication

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

Excerpt 6: Grade 5 English lesson showing the use of translanguaging to foster communication.

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

The teacher employs codeswitching in the introduction of the lesson in order to engage the students in the teaching and learning activity (line 1). The act of students responding to what the teacher instructed them shows that communication has taken place. The teacher uses codeswitching and translation to enhance communication and understanding of the subject matter. The use of translanguaging enables students to seek clarification (lines 4 and 6). Then, the teacher uses translanguaging to clarify the questions the students asked (lines 5 and 7). In the same vein, the teacher deploys translanguaging to task the questions (line 9). Having elicited the correct answer, the teacher uses codeswitching to give instructions to students on the exercise to do (line 11). These findings demonstrate that translanguaging is used to foster communication in the classroom, hence enabling students to gain an understanding of the subject matter, express thoughts, and acquire knowledge (Li and Zhu, 2013).

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

Excerpt 7: Interview with grade 4 and 5 students on the use of translanguaging to foster communication.

		Kiswahili	English translation
1	EL:	*Unaweza kunielezea lugha ambayo mnatumia shuleni kuwasiliana?*	Can you tell me how you communicate in school?
2	S1:	*Mara nyingi tunatumia Kiswahili. Lakini wakati mwingine tunachanganya lugha au kutumia lugha ya kwanza kama naongea na yule anajua lugha ya kwanza.*	Most of the time, we use Kiswahili to communicate. But sometimes, we use a mixture of languages or L1 in case a friend does not speak Kiswahili.
3	S2:	*Nikitaka kuwasiliana na mwenzangu natumia lugha ya kwanza au nitachanganya lugha.*	I use L1 or codeswitching when I want to communicate with my friends.
4	S3:	*Kama mwenzangu hajui Kiswahili itabidi nitumie lugha ya kwanza kumwambia jambo.*	If my friend does not understand Kiswahili, I explain to him in my language.
5	S4:	*Natumia lugha ya kwanza au kuchanganya lugha kuwasilisha mawazo kwa darasa au kutaka kujua kuhusu jambo fulani.*	I used L1 or codeswitching to present my views in class or seek clarification.
6	S5:	*Tunatumia lugha ya kwanza kujadiliana wakati tunafanya zoezi darasani.*	We use L1 to discuss about the work given to us by the teacher.

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

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

Excerpt 8: Interview with teachers on the use of translanguaging in fostering communication.

1	T1	Most of the time, I use some students to explain to those who do not understand in their L1. This enables the students to overcome the language barrier during the teaching and learning activity in the lesson.
2	T2	I find myself seeking help from other students to translate for the new students who do not understand Kiswahili or even Arabic.
3	T3	Most of the time, I use translation in the lesson so that my students can understand. You see, the new students from South Sudan and Somalia do not understand English. So, I have to use Arabic for them to understand the content of the lesson.

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

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

CONCLUSION AND RECOMMENDATIONS

The findings of this study indicate that refugee students have a challenge in English and Kiswahili. As a result, resort to translanguaging in order to facilitate understanding of the subject matter, foster meaning-making, activate classroom participation, and foster communication. The findings obtained in this study build on the conceptual ideas of translanguaging theory as a teaching pedagogy and communicative strategy.

The current study was limited by time and resources. As a result, it covered only primary schools run by LWF that have students from South Sudan and Somalia. Further, the findings from this study could be applied in language-education policy in Kenya in recognising translanguaging as a legitimate pedagogy in teaching and communicative strategy. Future research can explore translanguaging in secondary schools in Kakuma refugee camp drawing on the translanguaging theory.

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