

**TRANSLANGUAGED INSTRUCTION IN UGANDA: THE CASE OF SELECTED
GOVERNMENT-AIDED PRIMARY SCHOOLS IN KWANIA DISTRICT**

OGWAL JOSEPH

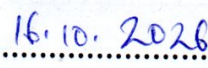
20/U/1894/MEL/PS

**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND
GRADUATE TRAINING IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN
LITERATURE AND ENGLISH LINGUISTICS OF
GULU UNIVERSITY**

OCTOBER, 2026

Declaration

I, OGWAL JOSEPH, hereby declare that this dissertation titled “**Translanguaged Instruction in Uganda: The Case of Selected Government-Aided Primary Schools in Kwanja District**” is my original work, has never been submitted, either in part or in full, to any institution of learning for the award of a degree or any other qualification. References made outside the work have been fully acknowledged.

Joseph Ogwal.......... Date: .....

Ogwal Joseph

Reg. No: 20/U/1894/MEL/PS

Approval

This is to certify that the dissertation titled **“Translanguaged Instruction in Uganda: The Case of Selected Government-Aided Primary Schools in Kwania District”** has been conducted under my supervision and is now ready to be submitted to the Faculty of Education and Humanities for examination.

Signature  **Date:** 

Supervisor: Ms. YIKIRU PEACE

Dedication

I dedicate this research to my beloved wife, Eunice Ogwal; my cherished children, Jerome Joshua Ayo, Akidi Emmanuela, and Akao Petra Mercy; my dear brother, Oloa Santo; my loving sisters, Ketty Agoa, Paska Acio, and Sharon Atim; and my loving mother, Seltina Ayo.

Acknowledgement

I would like to sincerely acknowledge the guidance and support of my supervisors, Ms. Peace Yikiru and Prof. Bebwa Isingoma. Their mentorship has been a great source of strength throughout the pursuit of this research and my academic journey. I am truly grateful for their kindness, patience, and continuous assistance.

I also wish to extend my appreciation to my coursemates: Azabo Sabino, Koni Augustine, Rebecca Elyak, P'Droko Alice, Okeng Julius, Ebogu Francis, John Christopher Omara, and Opesa Cuthbert. Thank you all for the meaningful experiences and friendship that have shaped my academic life.

My heartfelt thanks go to Mr. Moses Ebong, the Deputy Headteacher at the school where I serve as Headteacher, for his encouragement and support throughout this process.

Lastly, I acknowledge the valuable assistance of my friends Allan Rubaga, Sharon Acio, Haron Cakali, and Luck Rugaba. Your help with the printing and preparation of this work is deeply appreciated.

I sincerely thank all the participants who generously provided the data for this study. Their time, openness, and contributions were invaluable in making this research possible.

Table of Contents

Declaration.....	i
Approval	ii
List of Figures.....	ix
List of Abbreviations and Acronyms	x
Abstract.....	xi
Chapter One	1
General Introduction	1
1.0 Introduction	1
1.1 Background of the Study	1
1.1.1 Conceptual Perspective	1
1.1.2 Contextual Perspective	6
1.1.3 Historical Perspective	8
1.1.4 Theoretical Perspective	9
1.2 Statement of the Problem	10
1.3 Purpose of the Study	10
1.3.2 Objectives of the Study.....	10
1.4 Research Questions	11
1.5 Scope of the Study.....	11
1.6 Justification of the Study.....	12
1.8 Theoretical Framework	13
Chapter Two	19
Literature Review	19
2.0 Introduction	19
2.1 Patterns of translanguage instruction	19
2.2 Factors Facilitating Translanguage Instruction.....	23
2.3 Challenges Affecting Translanguage Instruction	26
2.4 Strategies for Addressing Challenges Affecting Translanguage Instruction	28
Chapter Three	33
Research Methodology	33
3.0 Introduction	33
3.1 Research Approach	33
3.2 Study Design	33
3.3 Study Area	34
3.4 Study Population	34

3.5 Sample Size	34
<i>Primary Source, 2025</i>	35
3.6 Sampling Techniques	35
3.7 Data Collection methods and instruments.....	35
3.7.1 Observations	35
3.7.2 Surveys	36
3.7.3 Interviews	36
3.8 Quality Control.....	37
3.10 Data Analysis and Presentation.....	38
3.11 Ethical Considerations.....	39
Chapter Four.....	40
4.0 Introduction	40
4.1 Patterns of translanguage instruction in the selected primary schools in Kwanja District.....	40
4.1.1 Prevalent language and linguistic dimension.....	42
4.1.3 Patterns in competence-based context and classroom atmosphere	47
4.1.4 Translanguaging patterns in teaching and learning materials	49
4.1.5 Translanguaging in assessment and evaluation.....	52
4.1.6 Lesson planning and rate of occurrence of translanguaging	54
4.1.7 Content and theme in translanguaging	56
4.1.8 Conclusions	58
4.2 Factors that facilitate translanguage instruction in the selected government-aided primary schools in Kwanja District.....	59
4.2.1 The existence of multilingual classroom.....	59
4.2.2 Positive attitude	62
4.2.3 Motivation	65
4.2.4 Favourable curriculum and school policies	67
4.2.5 Support from stakeholders	69
4.2.6 Availability of teaching learning materials	71
4.2.7 Media influence and sensitization.....	73
4.2.8. Conclusion.....	75
Chapter Five	76
Challenges Affecting Translanguage Instruction and Strategies to Address the Challenges.....	76
5.0 Introduction.....	76

5.1 Challenges affecting translanguage instruction in selected government-aided primary schools in Kwanja District.....	77
5.1.1 Limited teaching material in a translanguage context.....	77
5.1.2 Negative attitude	79
5.1.3 Time constraints	82
5.1.4 Assessment-related problems	83
5.1.5 Lack of proper training for teachers on translanguage instruction.....	85
5.1.6 Teachers' lack of proficiency in many languages	87
5.1.7 Conclusion.....	89
5.2. Strategies that can be utilized to address challenges affecting translanguage instruction in selected government-aided primary schools in Kwanja District	90
5.2.1 Promoting training of teachers on the use of translanguage instruction	90
5.2.2 Provision of more materials to facilitate translanguageing.....	92
5.2.3 Promoting research on translanguageing as a medium of instruction	94
5.2.4 Sensitizing community members on the relevance of translanguageing	95
Figure 10: Response rates on sensitizing community members on the relevance of translanguageing	96
5.2.5 Improving assessment by incorporating translanguage features.....	98
5.2.6 Abolishing Language-Based Punishment	99
5.2.7 Conclusion.....	101
Chapter Six	102
Summary, Conclusion and Recommendations.....	102
6.0 Introduction.....	102
6.1 Summary.....	102
6.2 General conclusion.....	103
6.3 Limitations to the study and mitigation measures.....	104
6.4 Recommendations	105
References.....	107
Appendices	121
Appendix A	121
Krejcie and Morgan's statistical table for sample size determination	121
Appendix B	122
Observation Guide.....	122
Appendix E.....	128
Consent Declaration	128

List of Tables

Table 1: Distribution of sample categories by gender and sampling methods.....	35
Table 2: Teachers are proficient in multiple languages Error! Bookmark not defined.	
Table 3: Showing responses on rating favourable Schools policies.....	67
Table 4: Showing participants' rating on negative attitudeError! Bookmark not defined.	
Table 5: Showing response rates on inadequate training of teachers on translanguaging	85
Table 6: Response rates on promoting teacher training on translanguaging	90
Table 7: Response rates on the provision of more teaching learning aids.....Error! Bookmark not defined.	

List of Figures

Figure 1: Showing the level of awareness of translanguaging practice among the teachers and head teachers	41
Figure 2: Showing the patterns in the manner of occurrence of translanguaging	45
Figure 3: Showing P.4. instructional materials that featuring Leblango and English	50
Figure 4: Showing translanguaging in instructional media	51
Figure 5: Showing responses on positive attitude	62
Figure 6: Showing the response rate on support from the stakeholders	69
Figure 7: Showing response rates on lack of materials	77
Figure 8: Showing response rates on time constraints	82
Figure 9:	96

List of Abbreviations and Acronyms

L1:	First Language
L2:	Second Language
EFL:	English as a Foreign Language
LoLT:	Language of Learning and Teaching
UBoS:	Uganda Bureau of Statistics
CLIL:	Content and Language Integrated Learning
UAE:	United Arab Emirates
MSA:	Modern Standard Arabic
NCDC:	National Curriculum Development Centre
IJSELL:	International Journal on Studies in English Language and Literature
SMC:	School Management Committee
PTA:	Parents-Teachers Association

Abstract

The purpose of this study was to examine translanguage instruction in Uganda, considering the case of selected government-aided primary schools in Kwanja District. The study sought to establish the patterns of translanguage instruction, determine factors that facilitate translanguage instruction, assess challenges that affect translanguage instruction and explore strategies that can be utilized to address challenges affecting translanguage instruction in selected government-aided primary schools in Kwanja District. This study was guided by the translanguage theory proposed by García and Lin (2016). Using a mixed-methods approach and cross-sectional and descriptive designs, the study purposively and randomly sampled 375 participants from Kwanja District. The study findings revealed a number of patterns associated with translanguage, among which include the prevalence of language and linguistic dimensions, where Leblango and the English language were the most dominant languages used for instruction. Others focused on how these patterns were reflected in the teaching and learning materials, as well as in assessment. Results on factors that facilitate translanguage instruction included a positive attitude and support from stakeholders, favourable government policy and the nature of curricula, among others. On challenges that affect translanguage instruction, notable ones were time constraints, limited teaching materials and negative attitudes towards translanguage by some stakeholders. The study suggested the promotion of training and sensitization of teachers on the use of translanguage instruction, provision of adequate materials that featured translanguage instruction, abolishing language-based instruction, etc., as strategies to promote translanguage instruction in schools. The study recommends that teacher training institutions should incorporate translanguage as one of the approaches in the teaching and learning process. The study also recommends the need for the provision of instructional materials to be treated with urgency. Revising assessment and evaluation methods would also be of great significance.

Chapter One

General Introduction

1.0 Introduction

Translanguaging has recently gained recognition as a significant pedagogical practice in teaching and learning (Marrero-Colón, 2022), and aspects of translanguaging have been officially acknowledged in the fourth year of primary education in Ugandan schools (Altinyelken, Moorcroft & Draai, 2014). This study focuses on translanguaged instruction in Uganda, using Kwanja District as a case study to explore how language practices develop and are negotiated in under-resourced, multilingual classroom settings. Unlike approaches that focus primarily on language policy guidelines, which mandate the use of local languages as a medium of instruction in lower primary classes, this study does not purely examine language policy but it treats translanguaging as a separate and independent phenomenon that operates across all grade levels. It seeks to examine not only how teachers and learners employ multiple languages in instruction but also the broader dynamics, strategies, and implications of these practices for comprehension, engagement, and inclusivity in multilingual education. This chapter presents the background to the study, statement of the problem, purpose, objectives, research questions, scope, significance, justification, and theoretical framework, situating translanguaging as a critical lens for understanding evolving language practices beyond formal policy prescriptions.

1.1 Background of the Study

1.1.1 Conceptual Perspective

“Translanguaged instruction is the process of making meaning, shaping experiences, gaining understanding and knowledge through at least two languages used interchangeably as media of instruction” (Baker, 2011, p.288). Thus, both languages are used in a dynamic and functionally integrated manner to organize and mediate mental processes in understanding, speaking, literacy and learning. Translanguaged instruction concerns an effective communicative function rather than form, cognitive activity and language production. The concept of translanguaging was created to explain how input and output languages are purposefully switched around in the classroom (Lewis, Jones & Baker, 2012).

According to Nagy (2018, p.42), “the term *translanguaging* originates from Cen Williams, who was a leading educationalist in the 1980s in Wales. He used the term *trawsieithu* to describe the planned and systematic use of two languages within the same lesson. *Trawsieithu* is a word adopted from Welsh and used in his unpublished thesis titled *An Evaluation of Teaching and Learning Methods in the Context of Bilingual Secondary School*” (Nagy, 2018, p.42).

In the view of Lewis, Jones & Baker (2012), an educational technique called *translanguaging* involves the teacher using a more dominant language such as Leblango to enhance the less dominant languages such as English. As a result, there may be a greater grasp of meaning and an improvement in the two languages' competency, as well as competency in the content of other subjects where the two languages are used interchangeably as a pedagogical approach. It is crucial to keep in mind that translanguaging is employed in its original sense in situations where learning in both the minority language (e.g. English) and the majority language (e.g. Leblango) is the goal and where both languages are used as the primary medium of instruction. The systematic alternation of the two languages has been planned as a teaching approach, which is crucial to emphasize (Cenoz & Gorter, 2020). According to Nagy (2018), the term was later translated into English as *translinguifying*, which was then changed to *translanguaging* by Baker (2001). Nowadays, the term "translanguaging" is used to describe a linguistic practice that incorporates transitioning between languages and the underlying theoretical ideas. The authors argue that it is best to alternate between Welsh and understanding of the content in English. English as input and output in the same classes so that pupils can improve their Welsh to English and English to Welsh translations are both possible using the pedagogical technique of translanguaging (Lewis et al., 2012). Pupils may read a piece in Welsh and then discuss or summarize it in English, or they may do the opposite.

Vogel and García (2017) contend that different perspectives on bilingualism and multilingualism are offered by the theoretical lens known as translanguaging. The theory proposes that all language users choose and employ specific elements from a unitary linguistic repertoire to make sense and to navigate different communicative settings, rather than having two or more autonomous language systems as has been generally believed. Translanguaging is also a teaching approach that values and draws on the diverse and flexible language practices that learners use in their daily lives. This offers reinforcement in the classroom in terms of adequate comprehension of the content. Translanguaging advocates translating concrete

content in a classroom setting into a language that is recognizable to the majority of pupils (García & Sylvan, 2011). Translanguaging is a process whereby multilingual speakers use all their languages to communicate whether for asking questions, providing answers or participating in any other form of communication in the classroom or elsewhere (Bryson, 2023).

Many individuals around the world learn multiple languages as children and use one or more of them at home and in their communities (UNRIC, 2022). Canagarajah (2011, p.401) “provides a variety of definitions of translanguaging from various academicians. She describes translanguaging as the act of multilingual speakers switching between languages while treating the several tongues that make up their repertoire as a single, cohesive system.” According to Baker (2001, p.288), “translanguaging is the process of creating meaning, reshaping experiences, and learning through the use of two different languages.” There is disagreement among linguists on what an integrated language system is and how the concept of language is defined, despite the fact that the aforementioned definitions are generally recognized (Joonas, 2019). In order to maximize communicative proficiency, García (2009b, p.140) defines “translanguaging as the accessibility of diverse linguistic aspects or various forms of what are described by bilinguals as independent languages.”

According to Paulsrud, Rosén, Straszer & Wedin (2018), the term "translanguaging" describes a purposeful activity that persons who speak many languages engage in. In the classroom, language experiences and the talents of the pupils are acknowledged as part of a social justice pedagogical approach (Linwood, Randolph & Johnson, 2017). According to Svensson (2024), it refers to people using all of their linguistic resources when speaking with others and when thinking for themselves. The term ‘translanguaging’ is prefixed with "trans-", which emphasizes cross-border and mobile communication and clarifies the ongoing communicative process as well as the dynamic language flow, while the term's second component, "languaging," refers to the complexity and dynamics of how individuals use languages in their daily lives (Krause, 2016). Translanguaging does not relate to switching between two languages, which is how it differs from code-switching. Translanguaging is the study of how two speakers develop their languages and the intricacy of their discursive speaking techniques (Wei, 2018).

Translanguaging has been utilized successfully by various educators, researchers, and practitioners around the world. Here are a few examples of groups or individuals who have

successfully applied translanguaging: educators in bilingual classrooms have found translanguaging beneficial in promoting learners' linguistic and cognitive development (Facciani, 2021). By allowing learners to use their full linguistic resources, teachers create a more inclusive and effective learning environment (Thompson & Wheeler, 2010). In communities where multiple languages are spoken, translanguaging has been used to empower speakers of minority languages (Jones, 2007). By recognizing and validating all languages spoken in a community, language activists promote linguistic diversity and social justice (De Korne, 2021). Translanguaging has gained traction in academic circles, with researchers and scholars across disciplines exploring its implications for language teaching, learning, and policy. Their studies contribute to the growing body of literature on translanguaging and provide insights into its practical application (Canagarajah, 2011).

In light of the above, therefore, this study will highlight key concepts that relate to the linguistic phenomenon of translanguaging, underscoring how the concepts compare and contrast with translanguaging. These phenomena are *code-switching*, *code-mixing*, *code-meshing*, *crossing*, *bilingualism*, *flexible bilingualism*, *diglossia* and *heteroglossia*.

Code-switching, as a juxtaposition within the same conversation, can include stretches of speech from two different grammatical systems or subsystems, which the participants recognize as distinct (Auer & Eastman, 2010). By practice, code-switching is not different from translanguaging; the difference comes in the form of societal attitude towards each, as Gabry's-Barker (2020 p.149) observes, "traditionally, code-switching was perceived as negative, whereas the (fairly) new term of translanguaging proposes to view this linguistic phenomenon as positive."

Code-mixing refers to lexical items and grammatical features from two languages that appear in one sentence (Muysken, 2000). *Code-mixing* is different from translanguaging, in that, though they both refer to contexts of language use involving more than one language, for code-mixing, "lexical items and grammatical features from two languages appear in one sentence" (Muysken, 2000, p.1).

The other concept is *code-meshing*, which is also different from translanguaging as translanguaging looks at the conscious alteration of different languages in speech or writing, while code-meshing is a means of combining various aspects of one's linguistic identity into a single, distinct pattern of speaking (Alexander, 2021). *Crossing* originates from the concept

“boundary crossing”, which means the transitions between different settings where pupils negotiate and combine ingredients from different contexts to achieve hybrid situations (Tuba & Ester, 2020, p.13).

On the other hand, *bilingualism* means the ability to communicate in two languages, which children may learn earlier if they live in places where most adults speak two languages (Encyclopædia Britannica, 2021). Bilingualism targets communication in two languages in any setting. However, transanguaging focuses on the same but in a pedagogical manner. *Flexible bilingualism* is the transanguaging practice aimed at promoting minoritized languages in the context of education (Creese & Blackledge, 2011), which provides avenues for use in the classroom as an element of the learners' wealth of linguistic attributes and not as separate linguistic units (García & Wei, 2014). It can be observed that flexible bilingualism is a mechanism that can be used to facilitate transanguaging, although, specifically, transanguaging is a concept tied to the methodology of teaching and learning.

Diglossia refers to the coexistence of two dialects of the same language within a speech community (Encyclopædia Britannica, 2016; Jaspers, 2016). Transanguaging is different from diglossia since it does not emphasize the usage of the same language with disparities but switching between two different languages concurrently during the teaching-learning process. *Heteroglossia* has to do with the coexistence of distinct linguistic varieties, styles of discourse, or points of view within a single language, or simply a range of linguistic and discursive resources available for self-expression, communication, and identification (Leppänen, 2011), whilst transanguaging operates in two folds: for social interactions and pedagogical practices in educational settings, hence a justification for the difference between heteroglossia and transanguaging.

Therefore, in this study, the term *transanguaging*, as inferred from Paulsrud et al. (2018), describes a linguistic practice that incorporates transitioning between languages and the underlying theoretical ideas. To say more, transanguaging refers to both the capacity to switch between languages with ease as a pedagogical method of instruction, where teachers facilitate this capacity. Learners that engage in transanguaging are able to think in numerous languages at once and acquire academic English, for example, using their native tongue.

However, it should be noted that this study does not examine language policy guidelines themselves but instead majorly focuses on transanguaging as an independent and practical

phenomenon that operates across all grade levels, highlighting how teachers and learners use multiple languages in classroom interaction.

1.1.2 Contextual Perspective

The thematic curriculum provides that competencies and knowledge content in Primary one to primary three should be arranged using a thematic approach as the organizing principle. The subjects chosen are pertinent to children, representing both the national educational goals and objectives as well as their daily interests and activities. During these three years, all instructional materials should be available in the language of instruction. Besides evaluating English language proficiency in non-English-medium schools, all written work utilized for assessment purposes must be in the local language. When there is a mixture of languages in a school and no predominant local or area language, the curriculum will be delivered and assessed in English (National Curriculum Development Centre (NCDC), 2008). In a transitional class, primary four, children will change from a theme-based to a subject-based curriculum and gradually from their local language to English as a language of instruction. The emphasis will be on rearranging content, concepts and skills rather than introducing new content or concepts. As a result, the organizing principle will be subject-based. With the exception of the local language, which will be taught as a topic, all written materials and assessments will be in plain English. The content of the primary five to primary seven cycle will resemble the current curriculum, which organizes concepts, information, and skills into disciplines. Subjects taught in primary schools will complement those taught in secondary schools (NCDC, 2008).

English is an official language of India, the Philippines, Singapore and many countries in sub-Saharan Africa, including South Africa and Uganda. English is the first choice of foreign language in most other countries of the world and it is that status that has given it the position of a global lingua franca (Smokotin et al., 2014). It is estimated that about a third of the world's population now uses English (Gration, 2021).

English is designated as the official language of parliamentary proceedings, government business, and government correspondences by the Ugandan constitution (Charamba, 2019). Additionally, Tembe and Norton (2011) point out that English is the medium of instruction throughout all educational levels. In the first three years of primary school, it is taught as a subject in rural regions, where relevant local languages are used as media of instruction.

Furthermore, they posit that English is taught as a subject in these first years of primary education, and used as a medium of instruction from primary five to primary seven. Primary four, being a transition class, uses a mixture of both English and the local language as media of instruction (Tembe & Norton, 2011). However, English is also taught as a subject in all the classes (Tembe & Norton, 2011). The English language songs, plays, and movies are produced in Uganda by the country's music and entertainment industries.

According to Greenberg (quoted in Noonan, 1992), Leblango belongs to the Luo subgroup of Western Nilotic languages, a subset of Nilotic languages, which are all scattered over a considerable region in Eastern Sahel and East Africa. The speakers of Leblango are mainly found in the Lango sub-region, which is in northern Uganda (Ochieng, 2018, p.8). Leblango, according to Noonan (1992), is more closely related to Lebacoli but it is more distant from Alur and other languages of the Luo cluster, both in terms of grammar and lexicon. But, otherwise, there is a connection between the language and other Luo languages. It should be noted that Leblango, as spoken in Uganda, is not the same as the languages spoken by two groups of the Lango people that live in South Sudan and are occasionally also referred to as Lango; one of these speaks a language closely related to Lotuko, which is an eastern Nilotic language, while the other, mostly known as Didinga, speaks a Surma language (Noonan, 1992).

The greatest population of the Lango ethnic group (i.e. native speakers of Leblango) is located primarily in the Lango sub-region, in northern Uganda. Leblango speaking people are spread throughout the country although the majority are found in the north. There are people outside the Luo community that speak Leblango. The Luo cluster has different languages spoken by different ethnic groups that form the Luo community, for example, Lebacoli, Dhualur, Dhopadhola and Leblango. However, there are differences attributed to these languages. In the greater Lango sub-region, Leblango, among other languages, contributes to giving instruction in the classroom setting as provided for by the Ugandan language policies (Nankindu, 2020). Leblango is equally used in cultural functions, church services, radio programs, and, for domestic purposes. Circumstances also allow the mixture of both English and first language in giving instruction in primary schools in Kwanja District, thereby providing for some aspects of translanguaged instruction (cf. Altinyelken, Moorcroft & Van Der Draai, 2014).

1.1.3 Historical Perspective

Translanguaged instruction is a recent discovery in the field of education. It was founded by Cen Williams, a Wales citizen in 1980s (Vogel & García, 2017). It was popularized by two books: Baker's *Foundations of Bilingual Education and Bilingualism*, which states that "translanguaging" was first used in education; the inclusion of Welsh and English had often been about conflict, oppression, and suppression of English language dominance and the Welsh language endangerment (Baker, 2011, p.17). Expressions such as 'language struggle', 'fighting for survival' and 'treachery' portray language relations as a battleground where languages compete for recognition, dominance and survival (Lewis et al. 2012, pp. 641–654). Lewis et al. (2012, pp. 641–654) further note that 'language struggle' suggests that linguistic communities face challenges in promoting and maintaining their languages, while 'fighting for survival' implies that less dominant languages may be threatened by the growing influence of more powerful languages. The term 'treachery' further suggests betrayal when speakers abandon their indigenous languages or adopt dominant languages at the expense of their linguistic heritage. These expressions therefore reveal that language is not merely a means of communication but is also closely connected to power, cultural identity and the struggle for linguistic recognition and survival. When Welsh language revitalization began to become successful in the final decades of the 20th century, it opened up the possibility of the two languages being seen as mutually advantageous in a bilingual school, person and society (Davies, 2022).

The concept of translanguaged instruction traces its roots to several policy frameworks that have been referred to by policymakers in the education sector. In Uganda, aspects of translanguaging were proposed in the Education Policy Review Commission report of 1987-1989 by Prof. Senteza Kajubi, whose recommendations were implemented through the Government White Paper on Education of 1992. This is the source of the thematic curriculum that was launched in 2007, which states that the language of instruction from Primary One to Primary Three should be the area's local language, while English should be taught as a subject at this level (cf. Nankindu, 2020). Thereafter, the local language should be used alongside English as a medium of instruction for transition in P4. Lastly, only English should be used in the upper classes of Primary Five to Primary Seven as a medium of instruction (Nankindu, 2020). This therefore becomes the basis for the introduction of Leblango alongside the English language in Kwania District, where this study was conducted.

The Lango people's history is entwined with the history of Leblango. It has changed throughout the ages as a result of contact with nearby ethnic communities and historical occurrences including migration, trade, and colonization (Madut, 2020). The Lango people spoke an Eastern Nilotic language at first, but Tucker (cited in Noonan, 1992) notes that they adopted a Western Nilotic language after relocating to their current home. The cultural legacy and history of the Lango people are extensive and go back many centuries (Campbell, 2020). The Lango people were traditionally divided up into chiefdoms, each headed by a paramount chief called "Rwot." These chiefdoms had their own administrative and governing structures and enjoyed a degree of autonomy (Atim & Proctor, 2013). The Lango people cultivated crops such as millet, sorghum, cassava, and sweet potatoes as a means of subsistence farming (Ebong-Opyene, 1996). Lango and other ethnic groups in Uganda were subject to British administration throughout the colonial era. The Lango society underwent tremendous transformation throughout the colonial era as a result of the introduction of Christianity and formal education. Like other areas of Uganda, Lango went through political and social upheavals after independence (Tosh, 1973).

According to Meierkord (2010), English was first introduced by missionaries in 1877 and later by the British administration. That was when Buganda Kingdom and other communities were declared a British protectorate in 1894 (Meierkord, 2010). She further says English was used as the language of the elite during the colonial era. English was declared the official language of the country at independence and has maintained that status up to the present moment (Chibita & Fourie, 2007).

1.1.4 Theoretical Perspective

Translanguaging theory emerged in 1980s. Since then, translanguaging as a pedagogical approach for bilingual education has developed into a significant sociolinguistic framework that sees the language practices of bilinguals as a single fluid repertoire rather than two distinct monolingual systems (Nagy, 2018). Educator Cen Williams first used the phrase "translanguaging" (*trawsieithu*) in Welsh in his unpublished dissertation work on bilingual secondary education in Wales. Bilingual kids readily used both Welsh and English across tasks, according to Williams and his colleagues like Colin Baker. To achieve complete proficiency in both languages, for instance, reading in one language and writing in another started to be formalized as purposeful school exercise. The word was first used in a systematic way when Williams later documented and theorized the method in his 1994-1996 study (Nagy, 2018). In

bilingual or multilingual situations, each language is said to be an invaluable resource in the field of education (García & Lin, 2016). This study is underpinned by the translanguaging theory advanced by García and Lin (2016), which views bilingualism as dynamic, and argues that there are not two interdependent language systems that bilinguals shuttle between, but rather one semiotic system integrating various lexical, morphological, and grammatical linguistic features in addition to social practices and features individuals embody (e.g., their gestures, their posture), as well as those outside of themselves, which through use become part of their bodily memory, e.g., computer technology (García & Lin, 2016). According to this theory, people deploy those multimodal features under different circumstances to accomplish different communicative and expressive goals (García et al., 2014).

1.2 Statement of the Problem

Translanguaging has been practiced for a long time at both global and local levels, and, as such, has recently received recognition in the field of teaching and learning, especially by those who believe that individuals naturally apply their language repertoires to improve their learning (Marrero-Colon, 2022). This does not exclude Uganda, where such an approach may yield good pedagogical results. Although literature on translanguaging in Uganda is still scanty, Marino and Dolan (2021) conducted a study on Ugandan refugees and explored how educators in the Refugee Law Program put in practice translanguaging pedagogy and what views and attitudes the adults, pupils and teachers in the refugee camps in Uganda had towards the translanguaging methodology. Despite the availability of the above study, there is no study that provides information about the situation of translanguaging in the education sector in the Lango sub-region and Kwanja District in particular. It is against this background, therefore, that this study examines translanguaged instruction in Uganda using a case study of selected government-aided primary schools in Kwanja District.

1.3 Purpose of the Study

The purpose of this study was to assess translanguaged instruction in selected government-aided primary schools in Kwanja District.

1.3.2 Objectives of the Study

- i. To establish the patterns of translanguaged instruction in selected government-aided primary schools in Kwanja District;

- ii. To determine factors that facilitate translanguaged instruction in selected government-aided primary schools in Kwanja District;
- iii. To assess the factors that interfere with the implementation of translanguaged instruction in selected government-aided primary schools in Kwanja District;
- iv. To explore the practical interventions to provide remedies to the detrimental factors that interfere with the implementation of translanguaged instruction in selected government-aided primary schools in Kwanja District.

1.4 Research Questions

- i. What patterns of translanguaged instruction exist in government-aided primary schools in Kwanja District?
- ii. What are the factors that facilitate translanguaged instruction in government-aided primary schools in Kwanja District?
- iii. How do challenges interfere with the implementation of translanguaged instruction in government-aided primary schools in Kwanja District?
- iv. What are the practical interventions to provide a remedy to the detrimental factors that interfere with the implementation of translanguaged instruction in government-aided primary schools in Kwanja District?

1.5 Scope of the Study

The study was carried out within the scope specified below:

1.5.1 Content Scope

The study investigated translanguaged instruction in selected government-aided primary schools in Kwanja District. It analysed the patterns of translanguaged instruction, factors that facilitate the implementation of translanguaged instruction, challenges that affect translanguaged instruction and strategies that can be utilized to address challenges affecting translanguaged instruction in selected government-aided primary schools in Kwanja District.

1.5.2 Time Scope

The study was conducted between February and October, 2026 while consultations with the research supervisor was done throughout the research period.

1.5.3 Geographical Scope

The study was carried out in Kwanja District. The district is located in Northern Uganda and particularly in the Lango sub-region, approximately 284 kms from Kampala City. Kwanja District lies between longitude 32.7, E34o 43'47.708 E and latitudes 1.99763 N to 59'51.474 (Kwanja District Local Government, 2024). It is bordered by Kole District in the North, Dokolo in the East, Apac in the West and Amolatar District in the South through Lake Kwanja. The district covers a total area of 1.108 km², of which 11% is under open water while 15% is under forests leaving 76% for human settlement (Kwanja District Local Government, 2024). The district headquarters is located in Aduku Town Council, 22 kms to the East of Apac District along Apac-Lira Road. Kwanja District has the following seven sub-counties: Chawente, Abongomola, Nambieco, Inomo, Aduku, Akali, Atongtidi and the following three town councils: Aduku, Ayabi and Inomo. The overall population of Kwanja District is 217,425 (UBoS, 2024). It has 57 government-aided primary schools in total (Kawa Uganda, 2023). This study was carried out in primary schools within Aduku Sub-county and Aduku Town Council. These schools operate under the thematic curriculum, which gives some provisions for translanguaged instruction during the teaching and learning process (National Curriculum Development Centre, 2020).

1.6 Justification of the Study

Many studies have been carried out regarding the concept of translanguaging, e.g. García and Sylvan (2011), who explored specific issues that relate to switching between languages in a classroom setting. In addition, Fang, Zhang and Sah (2022) looked at the relevance of translanguaging as a methodology of teaching and learning a language, considering the context of Chinese, while García and Lin (2017) examined fundamental elements of translanguaging in bilingual education. In Uganda, a study on translanguaging by Andrews, Fay and White (2018) highlighted its application in facilitating language learning and teaching. Furthermore, in the case of Uganda, Marino and Dolan (2021) carried out a study on Ugandan refugees,

examining how educators in the Refugee Law Program implemented translanguaging pedagogy. However, while the findings provide the broader relevance of translanguaging in the Ugandan education system, they do not specifically address its use within primary schools in Kwania District. This gap underscores the need for the present study, which aims to explore how translanguaging can be contextualized and utilized effectively in Kwania District primary schools.

1.7 Significance of the Study

The findings of this study might be useful to various stakeholders as specified below. First, the Ministry of Education and Sports: The Ministry of Education and Sports might use the findings to improve on the standard of education nationally and locally. The findings could guide the Ministry in the formulation of learning frameworks and in the enactment of policies to guide meaningful instruction in primary schools.

Curriculum Designers: The findings from the study might support curriculum developers in the understanding of the real language challenges constraining the learning of pupils in primary schools. This might consequently result in the development of a curriculum which responds to the needs of learners and the communities in general.

Teachers: Teachers might profit from the study through getting exposed to beneficial pedagogical approaches for effectiveness in the teaching and learning of language skills. The study might inform teachers on the best approaches and practices for enhancing learners' potentials.

Other researchers: The study findings might help future researchers to carry out similar studies in other areas or the areas not handled by this study within the same study context.

1.8 Theoretical Framework

As already mentioned under section 1.1.4, this study is underpinned by the translanguaging theory, examined in García and Lin (2016). The translanguaging theory addresses the conflict between acknowledging and deconstructing socially created linguistic categories at the same time. Its focus is to comprehend the dynamic and hybrid practices that people use with different named languages, semiotic systems, and cognitive resources. The theory is usually used in the field of applied linguistics for practical relevance (cf. García & Lin, 2016). Translanguaging

embraces the complexity of communication by acknowledging that language use is naturally flexible, dynamic, and involves multiple modes of expression. It seeks to understand how people creatively use language across different named languages and semiotic systems, challenging rigid boundaries and fixed definitions of language (García, 2016). Furthermore, García (2016) shows that translanguaging incorporates not just written and spoken language but also other forms of communication (including gestures, music, and visual arts). It acknowledges the relationship between different semiotic resources in interpersonal communication. In other words, translanguaging makes the assumption that a speaker's entire linguistic repertoire, which in no way aligns with the politically and socially constructed borders of designated languages, can be used in the teaching and learning process. Using the translanguaging theory, which views named languages as having a social reality in addition to a linguistic one, implies that we begin teaching bilingual learners from a new perspective. By beginning with a situation that makes use of every aspect of the children's repertoire, we enable them to perform in accordance with the social norms of named languages as they are used in schools. We also teach them when, with whom, where, and why to use certain aspects of their repertoire and not others (Cenoz & Gorter, 2022).

García and Wei (2014) argue that translanguaging might now refer to a philosophy of language and education, bilingual pedagogy, daily cognitive processes, bilinguals' spontaneous language usage, and all speakers' intrinsic linguistic instinct. It also refers to processes that are transformative and socially critical, saying that as new configurations of language practices and education are generated, old understandings and structures are released, thus transforming not only subjectivities, but also cognitive and social structures (Wei, 2018). Thus, because it emphasizes the need of two languages in learner instruction as a critical component of efficient teaching and learning processes, the theory is well suited for the current research.

The translanguaging theory is an approach to language education and linguistics that challenges traditional views of language as discrete, separate systems (Yang & Fan, 2022). Instead, it recognizes that multilingual individuals draw on their entire linguistic repertoires, or the sum of their language resources, to communicate effectively (MacSwan, 2017). The theory operates successfully based on fundamental principles. These principles are herein mentioned (García, Wei, García & Wei, 2014): The translanguaging theory acknowledges that individuals fluidly and flexibly move between languages, dialects, and modes of communication depending on the context and communicative needs (Brooks, 2022). It rejects the idea of strict language

boundaries and instead embraces the idea of language as a dynamic and ever-changing system (Solorza, 2019). Rather than viewing languages as separate entities, the translanguaging theory emphasizes the interconnectedness of languages within an individual's linguistic repertoire (Wei, 2018). This includes not only formal languages but also different dialects, registers, and styles that a person may be proficient in (Facciani, 2021). In the translanguaging theory, all language forms are considered valuable resources for communication and learning. This means that individuals are encouraged to draw on their entire linguistic repertoires to express themselves and to make meaning, rather than being restricted to using only one language or variety (Cenoz & Gorter, 2022). The foundation of the translanguaging theory is a sociocultural perspective that highlights the influence of social context on language usage (Mercer, 1995, 2004; Wegerif, and Dawes 1999, as cited in Duarte, 2016). It emphasizes the significance of comprehending language within its cultural context and acknowledges the impact of social and cultural elements on language use (Tsokalidou & Skourtou, 2020).

The theory of translanguaging bears important implications for teaching languages (Liu & Fang, 2022). It recommends that teachers accept the multilingualism of their pupils and design classrooms that facilitate the meaningful integration of languages (Omidire & Ayob, 2022). This method encourages linguistic diversity and gives learners the tools they need to use their entire language repertoire in both their academic and social activities (Duarte, 2019). Translanguaging promotes an analysis of language ideologies that could favor some languages over others. It advocates language equality, and opposes linguistic hierarchies (Lawton, 2008). Translanguaging promotes the integration of languages and language varieties in educational settings and beyond (Solorza, 2019). Rather than segregating languages or treating them as separate subjects, translanguaging encourages the use of multiple languages in instruction, assessment, and interaction to support learning and communication (Saputra & Akib, 2018).

In multilingual environments, the translanguaging theory offers various advantages for studying language use and learning. Among these advantages are a few of these: according to the translanguaging theory, people who are competently multilingual have rich language repertoires that they can use to communicate in different meaningful ways (García & Kleyn, 2016). In order to fully and successfully express themselves, people are encouraged to use all of their authentic linguistic resources, according to this approach (Cenoz & Gorter, 2022). Translanguaging enables more nuanced expressions and promotes natural communication by enabling speakers to switch between languages with ease (Facciani, 2021). According to

Ladson-Billings (2017, p.225), as cited in Tsokalidou and Skourtou (2020), translinguaging has the potential to be a potent tool for communicating how race, ethnicity, language, literacy, and cultural engagement are enacted in fluid, ever-changing and dynamic ways. It encourages individuals to maintain and celebrate their linguistic and cultural heritage while also developing proficiency in additional languages (Duarte, 2019). The theory values authentic communication and recognizes that individuals may mix languages naturally in their everyday interactions (Wei, 2018). It encourages educators to create environments where learners feel comfortable using all of their linguistic resources to express themselves and engage with content (Thompson & Wheeler, 2010). In education, the translinguaging theory has important implications for language instruction and assessment (Saputra & Akib, 2018). It suggests that educators should leverage learners' full linguistic repertoires to support learning and encourage the development of proficiency in all languages that learners possess (Turner & Tour, 2023, p.40). The translinguaging theory challenges monolingual ideologies and offers a more inclusive and holistic approach to language and communication (Liu & Fang, 2022). It emphasizes the richness and complexity of multilingual individuals' language use and encourages educators and researchers to embrace and support linguistic diversity (Wei, 2018).

As a paradigm for comprehending and evaluating multilingual communication and language acquisition, the translinguaging theory has grown in popularity recently. It has certain shortcomings in addition to its merits, which have drawn criticism. Here are some: the theory is frequently criticized for lacking precision and clarity. It is difficult to apply the theory consistently in study and practice, according to critics, because it lacks clear operationalization and frequently has ambiguous definitions (Wildsmith-Cromarty, 2018). According to Vyshnevsk et al. (2021), the translinguaging theory may oversimplify the linguistic behaviors of bilingual people and societies. It is possible that the theory falls short in explaining the differences in the degree and modes of translinguaging that exist among bilingual speakers (Jasper & Madsen, 2019). By presuming that people always move fluidly between languages without taking into account the nuances of language attitudes, ideologies, and power dynamics that affect language use, the translinguaging theory runs the risk of essentialising language identities (Wei, 2018). Despite the fact that translinguaging practices are increasingly being supported by empirical research in a variety of situations, some opponents contend that more thorough empirical evidence is still required to fully confirm the theory and claims of translinguaging (Juvonen & Källkvist, 2021).

The translinguaging theory is said to frequently ignore the experiences of monolingual people or people with only rudimentary multilingualism, preferring instead to concentrate on bilingualism and multilingualism (Liu & Fang, 2022). Its usefulness in many linguistic contexts may be limited by its narrow emphasis (MacSwan, 2017). Despite the above shortcomings, the theory emphasizes the teaching and learning of language and other disciplines using a multilingual approach, which focuses on the use of both the mother tongue and the target language in the classroom.

Another limitation of translinguaging theory is the difficulty of distinguishing it from other forms of multilingual language use, such as code-switching and borrowing. Although the theory emphasises the use of an individual's full linguistic repertoire, its rejection of strict boundaries between named languages raises questions about how multilingual practices should be identified and analysed systematically. MacSwan (2017) argues that abandoning named languages as meaningful linguistic categories presents theoretical and methodological challenges for linguistic research. This may make it difficult for researchers to establish clear criteria for examining how learners use different linguistic resources in specific educational contexts.

Furthermore, translinguaging does not automatically guarantee equal participation or effective learning in multilingual classrooms. Although the theory values learners' linguistic resources, differences in language proficiency, confidence and classroom authority may determine whose contributions receive attention and whose are overlooked. Teachers may also favour certain languages because of institutional expectations or their own linguistic competence. Consequently, the presence of multiple languages in classroom interaction does not necessarily mean that all learners benefit equally from translinguaging practices. Researchers must, therefore, examine how teachers manage participation and how learners' linguistic contributions support learning within particular classroom contexts (García & Wei, 2014; MacSwan, 2017).

Several scholars have used and developed translinguaging theory in linguistics, education, literacy, and multilingual communication. Key examples include Flores (2019) who applied translinguaging to critical studies of race, language ideology, and bilingual education. Creese, Blackledge & Hu (2018) studied translinguaging in complementary schools, community education, multilingual families, and everyday interaction in the United Kingdom. McKinney (2020) used translinguaging in multilingual literacy, language practices and educational

inequality in South African contexts. Bauer, Presiado & Colomer (2017) investigated translanguaging in early childhood classrooms and multilingual children's literacy development. Sánchez (2023) examined translanguaging pedagogy and its role in supporting emergent bilingual learners. Ponzio (2021) applied translanguaging to teacher education and critical TESOL and De Meulder, Kusters, Moriarty & Murray (2019) who extended translanguaging research to deaf communities, sign languages, and multimodal communication.

Chapter Two

Literature Review

2.0 Introduction

The chapter presents a thematic review of literature based on the four objectives guiding the study. The chapter reviews related literature on the patterns of translanguaged instruction, factors facilitating translanguaged instruction, challenges which affect translanguaged instruction, and strategies employed to address challenges affecting translanguaged instruction.

2.1 Patterns of translanguaged instruction

In educational environments, translanguaging patterns may not be uniform in all contexts. For instance, Cummins (2017) attests that translanguaging is initiated by a teacher. Using a case study, he cites Mrs. Simpson, a fifth-grade teacher specializing in general education, who assigns her learners a reading text to complete and compile a written book report, during which as an advocate for translanguaging, she encourages the learners to use their home languages which are stronger as a scaffold for accessing the second language in which they are less proficient. Marrero-Colón (2022) also presents a case study in which a Welsh teacher initiates translanguaging in a multilingual class involving speakers of Spanish, Portuguese and others. In this case study, Mr. Arroyo, a high school teacher of geology introduces a topic on the water cycle and involves the learners in identifying and naming the different stages of the water cycle, and doing independent note-taking in the language they felt more comfortable with. The results revealed that all learners used different languages in writing, which represents a regular pattern of translanguaging. While the above is revealing, these studies were both conducted in different geographical locations, not involving Leblango, thus the need to carry out this study to establish the patterns of translanguaging in the context of Leblango and English in Ugandan classrooms.

The findings of a translanguaging academic study carried out in Spanish schools by Portolés and Otilia (2017, p.61-77), whose major objective was to identify and analyze the use of L1, L2 and L3 by very young learners in English as an additional language classroom in order to approach the actual translanguaging practices occurring in a trilingual school context, indicate that throughout the three recorded sessions, Catalan was used 13% of the time; Spanish was employed 4%, whereas English was the language of instruction and was used 83% of the time. Thus, the occurrence of the pupils' first languages (Catalan and Spanish) in the classroom

discourse did not compromise or undermine the use of English as the target language and main language of instruction. Specific information regarding the employment of L1 (Catalan and Spanish), L2 (English) and may be L3, in the classroom is provided by a study conducted by Portolés and Otilia (2017). Even if the learners' native tongues are present, it emphasizes how frequently the language is used and how English is used as the primary language of education. It was thus of interest to investigate the patterns of how Leblango and English are used interchangeably in a classroom setting in Kwanja District.

In a related study that examined the pedagogic translanguaging practices that occurred in a class of beginner-level Spanish online group tutorial data, the findings showed that these activities offered a limited pattern of opportunities for pupils to move between communicative modes and languages (Adinolfi & Astruc, 2017). This was attributed to the emphasis on spoken interaction in this particular setting. A complementary micro-level analysis, however, revealed a more autonomous and intuitive approach to the teachers' choice of language when mediating online activities (Adinolfi & Astruc, 2017). Accordingly, patterns of pupils' use of two languages were relatively minimal. The study concludes that course designers and practitioners needed to integrate a wide range of pedagogic translanguaging opportunities into online foreign language classroom activities, with a view to enhancing teaching, learning and communication in such environments (Adinolfi & Astruc, 2017). This study, therefore, seeks to establish whether there is the integration of a wider range of pedagogic translanguaging opportunities in the classroom setting, with a view to enhancing teaching, learning and communication. Various translanguaging strategies are adopted to challenge the monolingual ideology (Fang, Zhang & Sah, 2022). In this context, it can be viewed that translanguaging is frequently used in the Chinese context. However, little was known about the pattern of translanguaging in the Kwanja geographical context, hence justifying the current study.

Additionally, by not following monolingual norms exclusively, translanguaging practices also more frequently lead to a more relaxed atmosphere, where the learning process is a creative one, based on the language skills of each individual who comes in contact to create and negotiate meaning together (Tunde, 2018). In this regard, the current study seeks to establish through ethnographic classroom observations how frequently pupils engage in class interactions in a translanguaged environment. Although few studies have been conducted about translanguaging in Swedish schools, one of them was conducted by Backlund (2017), whose study observed and interviewed four teachers in Swedish grade 4-6 classrooms to find out how

much and how frequent Swedish (the school language) was used during English lessons. The study showed that all the four teachers used the school language quite frequently though in different ways. While they all used the school language (Swedish) for guidance and to enhance understanding in the different learning levels, the school language was also frequently used for clarifying questions, especially for learners with a lower English language level (Kajsa & Ljungdahl, 2022). On this note, the current study intended to find out the exact frequency Leblango is used alongside the English language in Kwanja District primary schools.

Translanguaging in the teaching/learning situation may be practiced under varied circumstances based on various factors; for instance, translanguaging in the classroom situation is just a necessity in a multilingual class (Backlund, 2017). Citing a case study of an Indian multilingual classroom, Backlund (2017) notes that a Fourth-Grade teacher, Mrs. Indra, enhances her learners' participation and confidence through translanguaging during various class activities, especially those involving reading tasks. In a related study in one South African area called Cape Town carried out by Banda (2018, p. 198-217), it is pointed out that the researcher explored multilingual pedagogic discourse practices in a Black school. The specific focus of the study emphasizes how multilingual learners use their linguistic repertoires to engage in academic tasks to achieve academic excellence (Banda, 2018). The author reveals that teaching and learning of English content in Cape Town was done through an African language and/or an African language and English translingual amalgamated linguistic dispensation. In this study, English and African mother tongues are conceived as constituting a multidimensional linguistic continuum, rather than as differentiated and autonomous systems. The researcher contends that language education policy and practice in South Africa needed to consider translanguaging as a legitimate interactional practice in classroom discourse in schools. This would take advantage of the multilingual language practices of learners and teachers alike (Banda, 2018, p. 198-217), and this is particularly the case with Black learners, who find that they cannot always use their extended repertoire for academic purpose owing to the monolingual orientation in language education policy. The researcher uses classroom practice data to show how a teacher and learners at a Black school in Cape Town, South Africa, used translanguaging as a strategy to transcend conceptual and linguistic constraints in an English language class (De Klerk & Gough, 2002). Relatedly, the current study sought to find out whether different linguistic resources are put to use in Kwanja District to engage in academic tasks to achieve academic excellence via the usage of both Leblango and English in the teaching and learning process.

Additionally, translanguaging emphasizes a flexible pattern while using given languages in the classroom (Wei & Lin, 2019). It suggests that pupils may regularly gap-fill the words from their L1 with the words that they do not know in their target language (García, 2020). According to García (2020), pupils may also use specific words or concept from their L1 because it does not exist in their target language. Such simultaneous use of languages show that languages are not separated but they are drawn to create meaning or to convey the message (Blackledge, 2025). Pupils may take the most effective words from a single linguistic system to accomplish their intended communication (Akmajian, Farmer, Bickmore, Demers & Harnish, 2017). It is further asserted that multilinguals select language features from their overall vocabulary list that helps them fulfill their communicative needs and assert their linguistic and cultural identities (Lukmana et al., 2020). The seamless use of several languages in communication is emphasized by translanguaging, especially in educational contexts (Brooks, 2022). Knowing about translanguaging can help get important insights into how language learners traverse and use their linguistic repertoires to generate sense and express messages given the fact that the current study focused on language use in classrooms or educational environments. In this particular case, Leblango and English are the at most probable linguistic resources in practice.

A study conducted in Portugal posits that teachers recognize the benefits of using one's mother tongue to teach grammar, thereby clarifying the linguistic knowledge, promoting linguistic awareness and building explicit knowledge of the language and its uses (Sim-Sim, Duarte e Ferraz, 1997, as cited in Cardoso & Pereira, 2019). According to a study conducted by Pinto (2020, p. 11-30) in the Chinese context, 87.10% of the teachers said that the use of the pupils' L1 in the classroom is important for learning Portuguese while 12.90% of the teachers responded negatively. This can be interpreted that translanguaging happens in contexts where the acquisition of L2 is helped by the use of L1 in a language classroom. It was therefore worthwhile to find out real life communicative contexts in a language classroom where translanguaging is used for the implementation of the primary school curriculum in Kwanza District.

Pupils use more than one language in communication in context when they are selecting language features from their overall repertoire in ways that help them fulfill their communicative needs and assert their linguistic and cultural identities according to a study conducted in Canada (Burton & Shakina, 2019). This view is related to the ideas by Tunde

(2018), who asserts that translanguaging is a relatively new approach. Lara-Stephanie and Mastin (2016) carried out a similar study in one school in Cape Town, South Africa. The school that was studied followed the early-transition language policy model with isiXhosa as the Language of Learning and Teaching (LoLT) from Grade 1 to Grade 3. In Grade 4, policy dictated a switch to English as the LoLT (Lara-Stephanie & Mastin, 2016), i.e. similar to how the thematic curriculum language policy is also implemented in Uganda in which a local language is used from Primary One to Primary Three, a mixture of English and mother tongue in P4, then only English from Primary Five to Primary Seven (Heugh & Mathias, 2014). This model assumed the possibility and desirability of two languages being learned and practiced side by side in one societal setting without significant mingling or interfering with their respective spheres. Furthermore, Lin (2017) remarks that Cen Williams first used the Welsh term *trawsieithu* in 1994 to refer to a pedagogical practice where pupils in bilingual Welsh and English classrooms were asked to alternate languages for the purposes of receptive or productive use. In these scenarios, translanguaging was allowed because children belonged to different linguistic and socio-cultural backgrounds (Aleksić & García, 2022).

Translanguaging approach to teaching resonates with Grammar Translation Method of teaching language that emphasizes translation of texts between the target language and the native language. This is evident in a study conducted by Cummins (2017) where he cites a fifth-grade teacher who assigns learners a reading text in English to complete and compile a written book report using their home languages. A similar mix-up of language use does exist in educational settings in Kwanza District. For this matter, the current study sought to establish how the patterns of the translanguaging approach may be effectively applied in Kwanza District.

2.2 Factors Facilitating Translanguaged Instruction

Wang (2019) points out that some teachers supported translanguaging strategies and this acts as a positive factor in facilitating translanguaged instruction. Studies have also investigated pupils' attitudes. For instance, Carstens (2016) notes that there was a general positive attitude of pupils towards translanguaging, as most university pupils in South Africa believed that translanguaging strategies help them scaffold concept learning, bring better affective experiences, improve confidence and vocabulary and increase cohesion. The literature above showed that different stakeholders are key perpetrators of translanguaging. This was part of the grounds upon which I found it necessary to establish the factors facilitating translanguaged instruction in Kwanza District.

Banda (2018) carried out a study on translinguaging in Cape Town, South Africa in a township named Khayelitsha, which is the second largest Black township in South Africa after Soweto in Johannesburg, and the largest in Cape Town. It is the fastest growing township in South Africa with people coming mainly from the Eastern Cape Province and also from other provinces and countries (Banda, 2018). The study reports that the latest census statistics indicate that 90.54% of the people in Khayelitsha claimed Xhosa as their first language followed by English 3.22%, and the rest is made up of others, namely Afrikaans, Sesotho, Zulu and other South African official languages. Demographically, more than 98% are classified as Black (African), while coloured, White, Indian and other languages such as Zulu, Afrikaans, etc., make up the remaining 2% (Banda, 2018, p. 198-217). Further, Banda (2018) provides that the outline of the numerous races in Khayelitsha Township clearly justifies the concern taken up by various stakeholders in promoting translinguaging in schools. The study examines translinguaging activities within educational contexts, as shown by the statement of stakeholders' concerns over the promotion of translinguaging in schools. This is especially pertinent in light of Khayelitsha's linguistic diversity and the value of clear communication in learning environments. The current study, therefore, sought to investigate whether translinguaging is promoted by stakeholders of Kwanza District.

A related study was conducted in Indonesia by Khairunnisa and Lukmana (2020), whose research findings agree with the study finding of the previous researcher, Banda (2018), concerning the attitude of stakeholders. Khairunnisa and Lukmana (2020) revealed that teachers were already multilinguals since they had acquired more than two languages. They were able to use the vernacular language, national language and the English language (Khairunnisa & Lukmana, 2020). Furthermore, they also showed positive attitudes towards translinguaging because they used translinguaging in the classroom, which suggested that teachers were aware of the benefits of translinguaging in an EFL classroom. Multilingual teachers promote translinguaged instruction in multilingual classrooms (Omidire & Ayob, 2022). They also provide that using many languages in the classroom is a legitimate component of translinguaged instruction. The above revelations emphasized positive attitudes and multilingualism as important dimensions in the success of translinguaging. Such dimensions were observed in Kwanza District, and the current study was set out to unveil what takes place in Kwanza in terms of facilitating translinguaging.

Alrayes (2023) shows that motivation facilitates teaching using the translinguaging technique in class. Translinguaging is more common among those who have an innate desire to interact and communicate with others, and this internal drive can originate from a sincere desire to comprehend people and form strong bonds and enhance ability of expressing themselves completely and freely (Wei, 2018). Alrayes (2023) adds that the confidence of an individual in speaking several languages can be influenced by their own motivation. Therefore, according to Alrayes (2023), creating confidence is frequently linked to a higher level of motivation, as it enables people to use their full verbal repertoire without worrying about being judged or criticized. This is also in relation to a feeling of commitment to language acquisition and usage that can serve as a catalyst for motivation (cf. Omidire & Ayob, 2022). Relating to the given literature, this study sought to establish how confidence of an individual learner in speaking several languages can be influenced by their own motivation in a translinguaging classroom in Kwanja District.

People who understand the importance of speaking and utilizing different languages in social and professional contexts are more likely to translanguage as a way of enriching their language abilities (Cenoz & Gorter, 2020). People that are driven to communicate well may use translinguaging techniques to make sure that their message is understood correctly (Omidire & Ayob, 2022). In situations where there are difficulties to communicate in a monolingual setting, motivated people can adeptly transition between languages to explain intricate concepts or fill in comprehension gaps (Adams, 2020). The desire to communicate one's linguistic and cultural identity might be linked to motivation (Kagan, 2012). By using language resources that most accurately represent their ideas and experiences, people genuinely express many aspects of their identities through translinguaging (Ta & Wong, 2023). Motivation is a critical factor in enabling translinguaging teaching methods, as Alrayes (2023) emphasizes. The current study, therefore, considered finding out how motivation plays a role in promoting translinguaged instruction and practices Kwanja District.

Furthermore, Rodriguez (2023) observes that classroom organization and classroom teaching materials such as bilingual anchor charts, graphic organizers, having bilingual libraries in the classroom, as well as books with bilingual characters and multilingual word walls, is one of the factors that facilitate the success of translinguaged instruction in a classroom. Having anchor charts in both languages guarantees that learners have a guide that they can actually use and comprehend (Rodriguez, 2023). The author adds that anchor charts are supposed to be guides for learners, something they can glance at and recall key information that they have

learnt. In reality, they reinforce teaching and learning when learners see the language side by side (Rodriguez, 2023). Note that Rodriguez (2023) mentions that designing these graphics should involve the learners as well. This revelation showed how graphics or talking classroom walls are effective factors that promote the success of translanguaged instruction in the process of teaching and learning.

The educational ideology of translanguaging posit the fluid, flexible and dynamic transitioning between languages to harness instructions in the classroom setting (García, 2016). This coincides with the language policy which provides a great opportunity for the usage of two or more languages to facilitate teaching and learning in a transitional class (cf. Nankindu, 2020). This requires teachers to be proficient in many languages in order to enhance translanguaged instruction. On this basis, the current study sought to establish the factors that facilitate the success of translanguaged instruction in selected schools in Kwanja District.

2.3 Challenges Affecting Translanguaged Instruction

Translanguaged instruction in schools across Sub-Saharan Africa and globally faces some challenges that significantly impact learning and development (Nyimbili & Mwanza, 2021). Translanguaging challenges are faced by teachers and learners in first grade multilingual literacy classrooms in Zambia (Nyimbili & Mwanza, 2021). At the core of these challenges, is the discrepancy between national language policies and the practical application of translanguaging in educational settings. Despite increasing recognition of the benefits of using learners' native languages alongside official languages for instruction (Trudell, 2016), policy frameworks often prioritize colonial-era languages inherited from historical contexts (Ouane & Glanz, 2011). This prioritization marginalizes local languages, which are crucial for fostering cultural relevance and creating inclusive learning environments (Erling, Clegg, Rubagumya, & Reilly, 2022). Consequently, learners may struggle to engage fully with educational content when their linguistic identities are not affirmed, potentially hindering their cognitive and academic growth (Erling et al., 2022). This literature provided crucial insights into the gap between policy frameworks and actual classroom practices. It examined how these policies impact learners' learning outcomes when indigenous languages are sidelined in favor of colonial languages. Based on the current situation in Kwanja District and in relation to the studies provided above, it was prudent to conduct the current study.

Translanguaging in schools encounters significant challenges due to entrenched views on language and bilingualism, which favor monolingual approaches (Nyimbili & Mwanza, 2021). These old techniques frequently separate languages in education, preventing learners from spontaneously integrating their linguistic skills across multiple settings. Furthermore, teacher education programs in Sub-Saharan African nations typically fail to train teachers to embrace translanguaging effectively (Palmer, Martínez, García, & Henderson, 2014), perpetuating reluctance among teachers to leverage learners' diverse language repertoires in the classroom. This aspect underscores the importance of equipping educators with strategies to support multilingualism using translanguaging as a pedagogical approach. The current study, therefore, was set out to establish whether educators in Kwanja District are sufficiently equipped to explore translanguaging strategies in classroom situation.

Moreover, challenges in curriculum development and examination practices complicate the integration of translanguaging into formal education systems (Ramoithwala, Mandende, & Cekiso, 2022). Despite efforts to promote local languages within educational frameworks (Eberhard et al., 2020 & Cummins, 1981), examinations and assessments often prioritize official languages. This institutional bias reinforces linguistic hierarchies within schools and undermines the legitimacy of translanguaging as a pedagogical approach. Consequently, De Barros, Domke, Symons and Ponzio (2020) posit that learners experience difficulties in demonstrating their knowledge and skills when assessments do not align with their linguistic abilities, potentially affecting their confidence and motivation to learn. The above explains the systemic bias that privileges colonial languages and marginalizes local languages in curriculum development, examinations and assessments. It emphasizes that translanguaging as a pedagogical approach remains undervalued due to institutional preferences for colonial languages. The current study investigated whether Leblango is concurrently used with English in curriculum development, implementation and assessments in Kwanja District.

Sociolinguistic attitudes and perceptions also pose significant obstacles to the widespread adoption of translanguaging in educational contexts. Prevailing societal preferences often favor international languages over local languages (Brock-Utne, 2014), perpetuating the marginalization of indigenous languages in formal education. This socio-cultural dynamic can impact learners' sense of identity and belonging in the educational environment, influencing their engagement and participation in learning activities (García, 2009b). As a result, learners from linguistically diverse backgrounds may experience diminished educational outcomes and limited opportunities for holistic development. The foregoing helps explain how sociolinguistic

attitudes and perceptions reinforce the marginalization of indigenous languages in formal education, hindering efforts to implement inclusive linguistic practices. This is relevant since the current study intended to establish whether sociolinguistic attitudes and perceptions are potential obstacles to the implementation of translanguaging in educational settings in Kwanza District.

The perception of translanguaging as time-intensive was a key challenge faced by teachers and learners in first grade multilingual literacy classrooms in Zambia (Nyimbili & Mwanza (2021). This aligns with concerns voiced by Arocena et al. (2015) regarding its potential to introduce confusion and impracticality in language learning environments. This pedagogical approach, which holds promise for multilingual classrooms, necessitates a thorough examination of its actual time demands in educational settings. García (2009b) underscores the challenges stemming from the absence of clear multilingual policies in schools, which often leads educators to resort to using multiple linguistic resources without standardized guidelines, thereby complicating the preparation of teachers for effective multilingual education. Nyimbili and Mwanza (2021) highlight the rigidity of language policies in locations like Lundazi District, Zambia, where despite the formal recognition of multiple languages, strict adherence to monolingual practices restricts effective instruction in learners' native languages, such as the Lusaka variant of Cinyanja. This disconnection between policy and practice undermines literacy development by prioritizing official languages over fostering proficiency in learners' mother tongues.

Considering the adequate exploration of the literature herein provided, there is contradiction between the implementation of translanguaging pedagogy and some approaches used in teaching language. For example, direct method dictates on using the target language to provide instructions. This emphasizes the classrooms to be monolingual yet translanguaging pedagogy supports the bilingual and multilingual nature of the classrooms. This study, therefore, sought to investigate whether there are connections between language policy and actual practice of translanguaging in order to promote literacy development in selected primary schools in Kwanza District.

2.4 Strategies for Addressing Challenges Affecting Translanguaged Instruction

Overcoming the above barriers necessitates a paradigm shift towards recognizing and valuing the linguistic diversity of learners (LI-Wei, 2011). This includes comprehensive teacher

training initiatives that equip educators with the pedagogical tools and understanding to effectively integrate translanguaging strategies into their teaching practices (Lankiewicz, 2021). Furthermore, revising language policies to support translanguaging as a legitimate educational practice is crucial. This entails advocating for policies that acknowledge the benefits of multilingualism and provide frameworks for inclusive language use in educational settings (Mazak & Carroll, 2017) and adapting the existing curriculum to accommodate translanguaging that can enhance learning experiences by allowing learners to use their full linguistic repertoires (Duarte, 2020). The above emphasized the need for a paradigm shift to value linguistic diversity, which was crucial in addressing how educational systems interact with multilingual learners. It was therefore important to establish what educational stakeholders have in mind as strategies that could be used to overcome potential challenges affecting translanguaged instruction in the area of the current study.

Instructors frequently require training on how to create classes that successfully include translanguaging techniques. García (2009) underscores the importance of organizing workshops on translanguaging pedagogy within schools to ensure that teachers develop a thorough understanding of its underlying theoretical principles and effectively implement its practical applications in classroom settings. It is important to support educators in working together and exchanging best practices when it comes to using translanguaging in the classroom. This could entail watching each other's classes or co-teaching (Dillon & Gallagher, 2019). Curriculum designers ought to create a curriculum that incorporates resources and information in multiple languages that correspond to the languages that learners speak (Hesson, Seltzer & Woodley, 2014). This study sought to investigate whether such pedagogical approaches and initiatives were implemented in primary schools within Kwanja District and the potential impact on teaching and learning explored.

Additionally, teachers should design classrooms that celebrate linguistic diversity through displays of different languages and cultures (Terry & Irving, 2010). Educators should establish norms where learners feel safe and encouraged to use their home languages without fear of correction or exclusion (Hesson, Seltzer & Woodley, 2014). In regard to assessments, teachers should develop alternative assessments that allow learners to demonstrate their knowledge using their entire linguistic repertoire rather than being restricted to one language (Wang & East, 2023). Focus on content understanding of the learner is key (Desimone, Nolly & Von, 2011). Assessments should prioritize content comprehension over adherence to specific

language conventions (Hesson, Seltzer & Woodley, 2014). Support from school leadership is crucial for fostering an environment which is conducive to translanguaging (Garrote, 2014). Stakeholders should provide training for school administrators on the benefits of translanguaging so that they can advocate for supportive policies and practices (España, Herrera & García, 2019). There should be advocacy for change in school policies that promote multilingual education and recognize the value of home languages in academic settings (García & Wei, 2014). This study, therefore, sought to investigate whether translanguaging promotes creation of a conducive learning environment, provision of alternative assessments, content understanding, creation of school translanguaging policies, training educators and administrators in selected primary schools in Kwanja District.

Multilingual collaborative work (content) is a great opportunity for bilingual learners to use translanguaging as they make sense of new content and produce written and creative work to demonstrate their learning (Bisai & Singh, 2019). Group work allows all learners, no matter their proficiency in a new language, to be active participants in making sense of content and building on each other's knowledge (Hesson, Seltzer & Woodley, 2014). In monolingual environments, bilingual learners are at a distinct disadvantage as they are unable to draw on all of their background knowledge and are unable to share their bilingual thinking process with others (Scheele, Leseman & Mayo, 2010). On the other hand, bilingual learners, given the opportunity to work together bilingually, have the benefit of making sense of new, challenging content with all the resources available to them (Lee, 2019). By giving emergent bilingual learners the opportunity to contribute to their group in multiple languages, we increase the amount and the complexity of their participation (García & Wei, 2014). This study illustrates the participation of bilingual learners in group work using the diversity of languages in order to achieve content mastery. Translanguaging also advocates for the same using various pedagogical approaches during lesson delivery. The current study, thus, intended to establish whether bilingual learners participate in group work using various languages so as to enhance content mastery in selected primary schools in Kwanja District.

Additionally, Suits (2003) contends that learners can work in groups based on home languages in guided or independent reading. Moreover, he posits that emergent bilinguals are encouraged to discuss what they read in their home languages, share multilingual texts with group members, and draw on texts in English for support of their ideas in home languages. In a nutshell, Suits (2003) provides that learners are assigned roles to undertake in each group.

Learners taking on various group roles can use translanguaging in different ways to enhance academic literacy (Hesson, Seltzer & Woodley, 2014). Emergent bilingual learners often learn conversational language before achieving proficiency in academic literacy (Piñón, Carreón-Sánchez & Bishop, 2022). Assigning reading partners is a simple, yet effective, strategy to help learners transition from everyday language use to complex academic literacy (Meisinger, Schwanenflugel, Bradley & Stahl, 2004). Reading the same text in both English and the home language with a partner allows for cross linguistic transfer and increases participation for beginner English learners (Mohohlwane, Taylor & Fleisch, 2023). Even if learners are reading different books, multilingual reading partners are a useful academic support (Gallagher, Jori, Michelle & Ramirez, 2023). During class, reading partners can help each other make sense of difficult concepts (Zulianti & Hastomo, 2022). At the end of each class, learners can report back to each other on what they read using both languages (Hesson, Seltzer & Woodley, 2014). I, therefore, sought to investigate whether learners are given the opportunity to read multilingual texts either individually or in groups by way of promoting translanguaging in selected primary schools in Kwanza District.

Multilingual writing partners need support to move from spoken language to reading and writing in that language (Martin-Jones & Jones, 2000). One can pair learners strategically so that they help one another grow as writers in English and their home language (Bauer, Presiado & Colomer, 2017). As they have multilingual conversations about their writing, English bilingual learners practice using academic language, hone their listening skills, and talk about text and language in authentic ways (Lewis, 2024). Writing partners can brainstorm in any language and write in the target language, jointly construct a piece of writing in the target language, with discussion and negotiation in any language, read a partner's writing in the target language and discuss revisions and edits in any language, work together to translate one another's writing (from target to home language and vice versa) (Velasco & García, 2014). Translanguaging emphasizes the need for learners to write in the language of instruction and their home languages. Sometimes, discussions are done in other languages but findings are reported, in writing, in the target language.

Translanguaging provides opportunity for learners to take turn in doing tasks that facilitate using multiple languages in the classrooms. This correlates with task-based method of teaching language where learners actively complete real-world, meaningful tasks rather than memorizing vocabulary lists or grammatical rules. The current study, therefore, would attempt

to explain whether learners are instructed to carry out various learning tasks in English and their home languages during the teaching and learning process in selected primary schools in Kwanja District.

2.5 Conclusion and implications for the current study

In conclusion, it is worth considering that most literature that has been reviewed in this chapter relates to translanguaging as a pedagogical approach to teaching and learning. Importantly, there are studies that relate to patterns of translanguaged instruction, e.g. Cummins (2017) and Marrero-Colón (2022), factors that facilitate translanguaged instruction, e.g. Carstens (2016) and Banda (2018), challenges associated with translanguaged instruction, e.g. Heugh et al. (2021) as well as strategies that can be deployed to address the challenges that affect translanguaged instruction, e.g. García and Johnson (2017). However, while most of these studies reveal findings related to the interest of the current investigation, no study has been identified in regard to the use of translanguaged instruction in the implementation of the primary school curriculum in the context of primary schools in Kwanja District, especially where Leblango and English are involved. Hence, there was a need to carry out this study to understand issues relating to translanguaged strategies that could be adopted to enhance translanguaging in primary schools for increased learning achievements.

Chapter Three

Research Methodology

3.0 Introduction

This chapter presents the methodology that was used in the study. It consists of the research approach, research design, study population, sampling techniques, sample size, methods and instruments of data collection, validity and reliability of instruments, research procedure, data analysis and ethical considerations.

3.1 Research Approach

The study adopted a mixed-methods approach, which enabled a comprehensive interpretation of the research problem and field data presentation. The quantitative method was used to obtain quantifiable data to investigate the respondents' ideas that was statistically presented with frequencies, tabulations and percentages. Meanwhile, the qualitative method was used to describe results which were not quantifiable (Creswell & Creswell, 2017). The description of the respondents' responses was made based on the study objectives in which I sought to establish the patterns of translanguaged instruction, determine factors that facilitate translanguaged instruction, assess challenges that affect translanguaged instruction and explore strategies that can be utilized to address challenges affecting translanguaged instruction in selected government-aided primary schools in Kwanja District. Related responses of the majority of the respondents were treated as genuine findings of the representative sample (Creswell & Creswell, 2017).

3.2 Study Design

The study used the cross-sectional survey design. With the cross-sectional research design, data is collected from the target population at a single point in time; hence, the study findings would be understood as a single instance in time. This design was preferred because it aims at obtaining information from different individuals at a single point (Lauren, 2021). Therefore, the data collected would inform the researcher to understand issues related to translanguaging as an instructional method of teaching and learning.

Further, the findings from the study population were explained using the descriptive design, which is consistent with Lockesh's (1984) as cited in Chukwuebuka and Elias's (2020) observes

that a descriptive survey enables a researcher to make broad inferences about the findings that are both accurate and reliable. Therefore, the design was deemed suitable for summarizing the participants' thoughts, ideas and practices about the concept of translanguaged instruction in implementing the primary school curriculum.

3.3 Study Area

This study was conducted in government-aided primary schools in Aduku Town Council and Aduku Sub-county. These schools include: Ikwera, Aduku, St. Magret, Ikwera Negri, Aboko, Amia, Akwon, Apire, Aporwegi and Akot. For ethical reasons, the names of the schools were to be replaced with pseudonyms in the thesis.

3.4 Study Population

The population of the study comprised primary school headteachers, Parents-Teachers Association (PTA) and School Management Committee (SMC) members, teachers and pupils from government-aided primary schools in Kwanja District. Government-aided schools are preferred because of their (relative) compliance with the government policy on the thematic curriculum (Amod, 2016, as cited in Mabonga, 2021). According to the field survey conducted in ten schools, 1392 constituted the study population. Out of this population, 211 males and 164 female participants were selected for gender sensitivity.

3.5 Sample Size

This study was conducted in 10 schools, out of which, four were selected from Aduku Town Council, while six were selected from Aduku Sub-county. These schools were selected because they are government-aided primary schools. As there was no verifiable statistical information on the exact number of pupils in each of these schools, the researcher estimated the population of the selected schools to be 15,000, comprising pupils, teachers, head teachers, and members of the PTA and SMC executive committees. Based on the estimated figure, a sample size of 375 was included in the study (Krejcie & Morgan, 1970). The respondents comprised 10 head teachers, 70 teachers, 50 SMC executive members, 50 PTA executive members and 195 learners (of primary: P.4 to P.7). The tabular representation of the sample category is as provided below:

Table 1: Distribution of sample categories by gender and sampling methods

Category	Male	Female	Total	Sampling Method
Headteachers	6	4	10	Purposive
Teachers	40	30	70	Purposive
SMC	30	20	50	Simple Random
PTA	30	20	50	Simple Random
Learners	105	90	195	Simple Random
Total	211	164	375	

Primary Source, 2025

3.6 Sampling Techniques

I used purposive and simple random sampling techniques to sample the participants for this study. The study participants were selected through these techniques because they were many in number. The headteachers and teachers were purposively selected because they play key roles in the implementation of translanguaging as a pedagogy in a school setting, meanwhile, learners, SMC and PTA executive members were selected using simple random sampling techniques as it was necessary for them to be given equal chance to take part in the study. These participants were deemed to have important information and some have powers to make decisions in the educational system. These individuals are usually in charge of developing educational policies, putting new curricula in place, allocating resources, and possess critical knowledge of handling problems in the classrooms. In addition, the purposive sampling technique was used to select the schools. This method was opted because these schools have participants who play significant roles and are pivotal in managing curricular and implementing educational policies. Their insights into translanguaging practices are valuable for the study.

3.7 Data Collection methods and instruments

3.7.1 Observations

The researcher engaged in participant-observations of ongoing lessons while audio recordings were done using a reliable electronic gadget. It is important to note that translanguaging is not confined to a single subject but occurs across all areas of learning, including Mathematics, Social Studies (SST), English, and Integrated Science. Therefore, the observations were not limited to any one subject. All lessons conducted during data collection, regardless of the

subject, were included in the study. In other words, this method was preferred to collect data on objective one, two and three of the study in which I sought to establish the patterns of translanguaged instruction, determine factors that facilitate translanguaged instruction and assess challenges that affect translanguaged instruction in selected government-aided primary schools in Kwanja District. Written notes were taken during and after the observations. An observation guide was used to gather data from teachers and pupils (Creswell & Creswell, 2017).

3.7.2 Surveys

Kabir (2016) suggests that surveys are applied in collecting quantitative data that is usually characterized with large sums of data from a predetermined population in order to generalize conclusions on the parent population. This method was very useful because it is time- and cost-effective (Mander, 2024) to the researcher and also based on the fact that the respondents have the competence for filling in the questionnaire with minimal assistance. Self-Administered Questionnaires (SAQ) were given to primary school teachers and headteachers. This method was used to generate data from a large number of samples at a particular time to describe the nature of the problem being investigated (Groves et al., 2009). Therefore, it was used to gather data on factors facilitating translanguaged instruction, challenges affecting translanguaged instruction and strategies for addressing challenges affecting translanguaged instruction in selected government-aided primary schools in Kwanja District.

3.7.3 Interviews

Semi-structured Interviews were used to obtain detailed information for the study by interviewing key informants who comprised of learners, PTA and SMC executive committee members of the selected schools. The interviews were structured to take 20-30 minutes. An average of nineteen (19) pupils from both middle and upper classes of each sampled primary school was randomly selected, guided by the subject teachers. An average of three (03) PTA/SMC executive committee members of the selected schools was selected for interviews. The interview method is believed to be reliable in obtaining verbal and non-verbal information from the respondents (Creswell & Creswell, 2017). Interviews were used to supplement data obtained from questionnaires on objectives 1, 2, 3, and 4, which has to do with establishing the patterns of translanguaged instruction in selected government-aided primary schools in Kwanja District; determining factors that facilitate translanguaged instruction in selected government-aided primary schools in Kwanja District; assessing challenges that affect translanguaged instruction in selected government-aided primary schools in Kwanja District; and exploring

strategies that can be utilized to address challenges affecting translanguage instruction in selected government-aided primary schools in Kwanza District as there was a need to have more revelations that may not be captured in the structured questions in the questionnaires.

3.8 Quality Control

3.8.1 Validity

According to Blumberg et al. (2005), an instrument's validity is determined by how well it measures the variables it is meant to measure. On this basis, the researcher ensured that the questions designed to collect data from the field align with the specific objectives of the study. Furthermore, to test the validity of the instruments, the researcher administered questionnaires to 8 randomly selected participants. The researcher intends to use the following formula to test the content validity index (CVI) as indicated by Portolés and Martí (2017):

$$\text{CVI} = \frac{\text{Number of items regarded to be relevant}}{\text{Total number of items}}$$

According to Portolés and Martí (2017), the validity of a research instrument can be assessed using the Content Validity Index (CVI), with a value of 0.5 or above indicating an acceptable level of content validity. Amin (2005) further explains that a CVI of 0.7 is considered very good, suggesting that the instrument adequately represents the concepts and variables it is intended to measure. In this study, content validity was established by evaluating the extent to which the research instruments covered the relevant aspects of the study objectives. The assessment yielded a CVI of 0.9, which exceeds the recommended thresholds and indicates a high level of content validity. This result suggests that the instruments were sufficiently relevant to the study and that the items included were appropriate for collecting the information required to address the research objectives. Therefore, the instruments were considered suitable for use in the study.

3.8.2 Reliability

According to Blumberg et al. (2005), a reliable measurement is one that yields consistent results with the same values. Moreover, it assesses a research instruments' consistency, precision and reliability. The researcher assessed the instruments by choosing five experts from the field of research in order to determine the reliability of the tools that was used to gather data. The experts were asked for information following the requirements of the instruments'

questions. The information generated was rated using the interrater reliability index to determine the relevance for reliability of the data. The formula that was used to determine the relevance for reliability of the data is here provided:

$$\text{Percentage Agreement} = \frac{\text{Agreement}}{\text{Agreement} + \text{Disagreement}} \times 100\%$$

This formula was used as a foundational approach to measure the inter-rater reliability index (Cohen, 1960, p.37-46). The formula provided that the acceptable percent agreement occurs only if the value is greater than 80% (Nurjannah & Siwi, 2017). Eventually, the advice of the selected experts improved on the effectiveness of the research instruments.

3.9 Research Procedure

The researcher got an introductory letter from the Dean, Faculty of Education and Humanities, Gulu University. The researcher sought consent from the authorities of the institutions selected to provide respondents that would be involved in activities to generate data for this study. The researcher then proceeded to observe lessons, administer questionnaires to the respondents and finally interview selected participants. Thereafter, data was analysed, interpreted and presented in the form of a dissertation (Chuang, Rauage, Manning & Heer, 2012).

3.10 Data Analysis and Presentation

3.10.1 Quantitative Analysis

Data was cleaned by sorting and transcribing, and prepared after it is gathered to guarantee accuracy and consistency. The data was analyzed using Microsoft Excel and the Statistical Package for Social Sciences (SPSS) software to create percentages. After that, descriptive statistical analysis was done to find patterns and relationships; accordingly, inferential statistics was used to characterize the salient aspects of the data set. Thereafter, the findings were interpreted, with implications and constraints discussed. Visualization through graphs, charts and tables were useful tools for efficiently communicating the results.

3.10.2 Qualitative Analysis

The thematic analysis method was used to analyze data from interviews and observations, and reorganize it into meaningful shorter statements (Creswell & Creswell, 2014). The researcher prepared and organized all data from the different categories of respondents, make a printout

of the transcripts, gather all notes, documents, or other materials from the electronic recording. There were reviews and exploration of data as I gathered from the categories of respondents, transcribed, created initial codes, reviewed and revised those codes or combined them into themes (Creswell & Creswell, 2014). Recorded data from interviews and observations were presented into themes and sub-themes where necessary. The researcher provided relevance of the generated literature as herein postulated. This, equally, translates into a qualitative form of analysis.

3.11 Ethical Considerations

The researcher observed ethical principles by taking measures to protect the identities of respondents and participating schools through the use of pseudonyms, thereby ensuring confidentiality and anonymity. Informed consent was obtained from participants to ensure voluntary participation without coercion or undue persuasion. The researcher also used respectful and friendly language throughout the data collection process to promote a comfortable and respectful interaction with participants. Furthermore, all sources consulted were duly acknowledged through appropriate in-text citations and a reference list to maintain academic integrity and ensure the credibility of the study (Hasan et al., 2021). Finally, the research report was subjected to a plagiarism test, which returned a similarity score of below 19%. The plagiarism test certificate is attached in the appendices as evidence of the assessment.

Chapter Four

Patterns of Translanguaged Instruction and Factors that Facilitate Translanguaged Instruction

4.0 Introduction

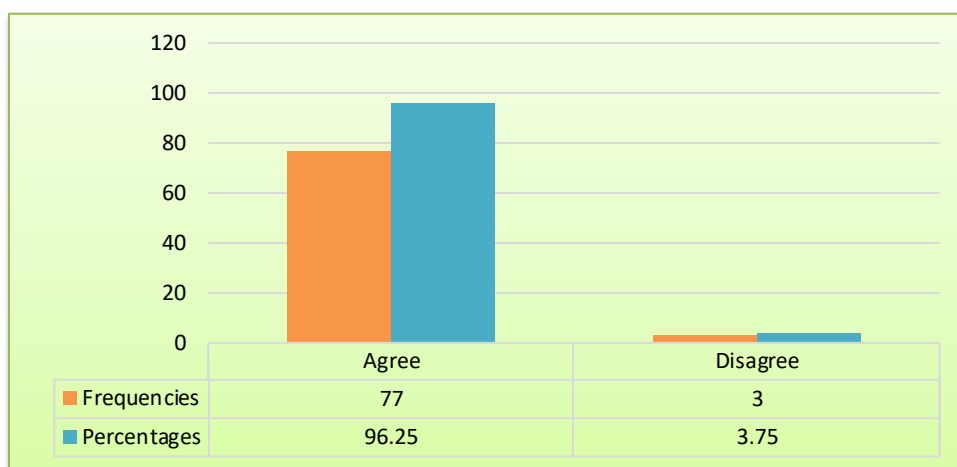
This study explored the use of translanguaged instruction in Uganda, focusing on selected government-aided primary schools in Kwania District. This chapter presents, analyzes and discusses the findings in relation to the first two objectives of the study, i.e. (1) to establish the patterns of translanguaged instruction in selected government-aided primary schools in Kwania District and (2) to determine the factors that facilitate translanguaged instruction in these schools. The presentation and analysis of findings is guided by translanguaging theory as articulated by García and Lin (2016), which reconceptualizes bilingualism not as the use of two separate language systems, but as a single, flexible communicative repertoire that draws on language, gestures, body language, and technological tools. Importantly, the theory also offers a pedagogical framework for bilingual education, emphasizing the strategic use of learners' full linguistic resources to support meaning-making, identity formation, and deeper engagement in classroom practices (García & Lin (2016). This pedagogical dimension is particularly relevant to the study, which explored instructional approaches in bilingual settings. The findings presented in this chapter sought to answer the following research questions:

- i. What patterns of translanguaged instruction exist in government-aided primary schools in Kwania District?
- ii. What factors facilitate translanguaged instruction in government-aided primary schools in Kwania District?

4.1 Patterns of translanguaged instruction in the selected primary schools in Kwania District

The data obtained from the observation of lessons in which translanguaged instruction is used and from the key informant interviews conducted on the patterns of translanguaged instructions in the schools visited include prevalence regarding the dominant languages in translanguaging, usage in methodological approaches; patterns in competence-based context and classroom atmosphere; translanguaging patterns in teaching and learning materials; translanguaging and

assessment (evaluation); lesson planning and rate of occurrence of translanguageing. Much as this section seeks to establish the patterns of translanguageed instruction in the selected primary schools where the study was conducted, it is prudent to provide information on teachers' awareness on the practice of translanguageing. I sought to establish, first, whether the participants were aware of the practice of translanguageing in teaching and learning process. Examining participants' awareness of translanguageing is essential, as it helps to explain how their understanding of the concept may influence their classroom practices. This background sets the stage for a clearer interpretation of the results that follow. The analysis of findings revealed the following results, reflected in Figure 1 below:



Source: Primary Data, 2023

Figure 1: Showing the level of awareness of translanguageing practice among the teachers and headteachers

The quantitative findings reveal an overwhelming consensus among the surveyed teachers regarding the presence of translanguageing in their classrooms, with 77 respondents (96.25%) affirming its occurrence and only 3 (3.75%) disagreeing to its occurrence. This exceptionally high agreement rate (96.25%) strongly indicates a widespread level of awareness of this linguistic practice among the cohort of teachers studied. The minimal disagreement (3.75%) suggests that the few cases of unawareness most likely translate to non-utilization of the practice in their pedagogy, possibly due to a lack of familiarity with its pedagogical benefits. Importantly, this overall high level of awareness provides a clear basis for proceeding with the rest of the investigation, as the remaining research objectives focused on how translanguageing is implemented in actual classroom practice. This interpretation was further reinforced by qualitative interview data, which consistently indicated that awareness extends beyond

teachers to other key school stakeholders, including learners themselves, who reportedly recognize and experience translanguaging in instructional contexts. Furthermore, a participant explicitly noted that in Kampala schools, teachers actively engage in "a lot of switching from one language to another to enhance the process of teaching and learning," directly linking the practice to pedagogical relevance and significance. Consequently, the participants' awareness forms a fundamental prerequisite for the potential intentional integration and leveraging of translanguaging strategies to support student comprehension, participation, and knowledge construction. While the primary research objective focused on the patterns of translanguaging, as well as the factors influencing it, and the challenges and strategies related to its use in the selected primary schools, another important aspect became evident during the analysis. The inherent relevance and perceived functional role of translanguaging, as clearly articulated by participants who cited its use for enhancement, naturally emerged from the data. This demonstrates that recognition of the practice is closely linked to an implicit or explicit understanding of its pedagogical value within their specific context. Below is a presentation and discussion of the patterns of translanguaged instruction.

4.1.1 Prevalent language and linguistic dimension

The analysis of classroom observations in selected government-aided primary schools in Kwanja District reveals that the teaching and learning process is primarily conducted in two languages: Leblango and English. Leblango, being the indigenous language of the region and spoken widely by both teachers and learners, was constantly switched with English, for example, when reproaching a behaviour in class. I observed instances where vocatives, such as *Ole yin!* 'You! Pay attention.', were used as a way of reproach. When these vocatives are used in a reproach or command as in the case of *You pay attention*, it forms part of a directive speech act, and can be seen as a face-threatening act in politeness theory (Brown & Levinson, 1987), especially if it challenges the student's autonomy or social face. In other words, this revelation seems to suggest that classroom learning and behaviour management for effective classroom communication are inseparable. No doubt, this state of affairs is also licensed by Vygotsky (1978), who claims that classroom learning is not only about acquiring knowledge but also about shaping attitudes, discipline, and social conduct. In that sense, a teacher's use of translanguaging to maintain order can indeed be seen as contributing to the overall learning environment. When a teacher strategically shifts between languages to maintain order, clarify expectations, or build rapport, they are operating within the learners' Zone of Proximal

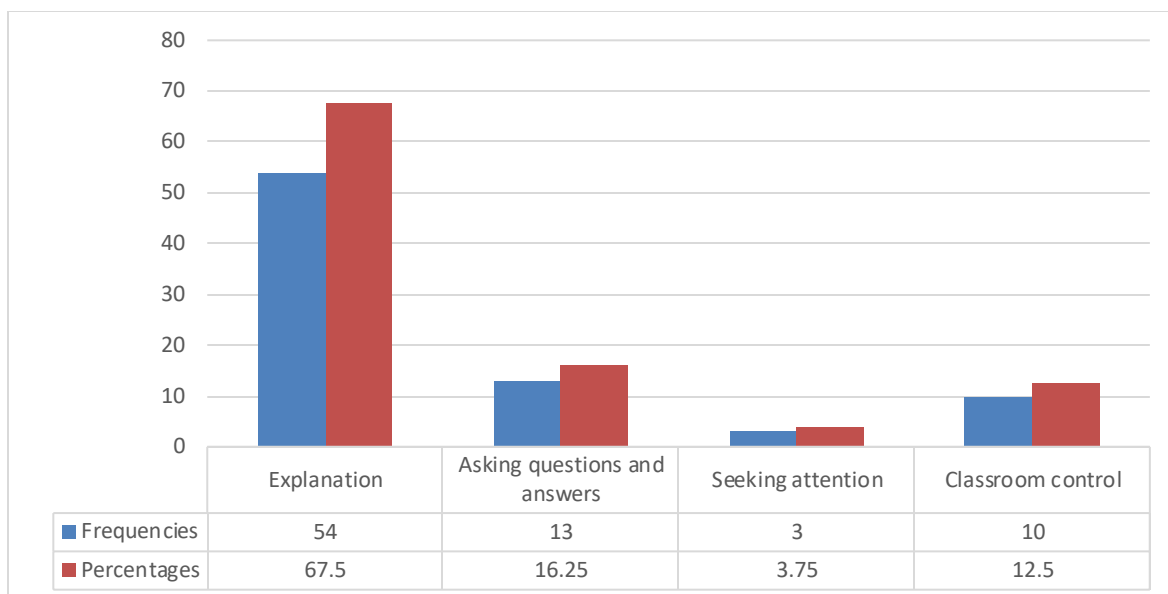
Development, supporting not just cognitive growth but also behavioral regulation. According to Vygotsky (1978), the totality of cognitive development and behaviour modification is what tantamount to effective learning. This aligns with Vogel and García's (2017) notion of translanguaging as effective communication in learning, where language practices are used to create an inclusive and well-managed learning environment that fosters both intellectual development and positive social behavior. In the learning process observed, I noted active learner participation in classes where translanguaging was used, while English, as one of the languages of instruction was predominantly used to introduce academic content, structure lessons, and meet curricular requirements. In contrast, other languages such as Kiswahili and Lebacoli were used only occasionally and mostly in non-instructional contexts, particularly to inject, for humor, e.g. *jal wee!* or manage classroom discipline, as illustrated by phrases such as, *Jal wii ber* 'Can you behave well!' in Lebacoli and, *wee wee* 'You!' in Kiswahili which were employed to draw attention or regulate students' behavior in a light-hearted manner. The extremely limited use of Kiswahili and Lebacoli can be attributed to the fact that they are not native languages of Kwanza District, and therefore the majority of learners and even teachers possessed little or no proficiency in them beyond a few commonly known expressions. This restricted knowledge of such languages naturally constrained their functionality within the instructional process, confining their role to symbolic and performative moments rather than meaningful engagement with academic content. These findings suggest that translanguaging practices in these schools are not arbitrary or haphazard, but are instead shaped by the linguistic ecology of the classroom, where the choice of language reflects both communicative competence and pedagogical effectiveness. The implication for the current study is that translanguaging emerges as a strategic instructional resource whereby teachers draw on the languages most accessible and meaningful to learners, in order to scaffold understanding, enhance engagement, and maintain a positive classroom environment, thereby affirming the central role of linguistic relevance and mutual intelligibility in shaping patterns of language use in multilingual educational settings.

The findings from classroom observations in Kwanza District closely align with established research on translanguaging and multilingual education, particularly in African contexts. The strategic use of both Leblango and English in teaching reflects the core argument by Heugh (2011), who emphasizes that learners understand and engage better when instruction begins in a language they know well. During observed lessons on basic mathematics, such as addition, subtraction, multiplication, and division, the teacher introduced fundamental formulae and key

concepts in English, using standard mathematical symbols and representational letters such as x and y in calculations. When students struggled to understand the processes or apply the formulas, the teacher switched to Leblango to explain the steps, give contextual examples, and clarify meanings. This practice illustrates how translanguaging supported both the comprehension of academic content and the facilitation of learning. This deliberate language alternation demonstrates translanguaging as a functional pedagogical practice rather than a random or compensatory behavior. The use of familiar local language to issue commands or reproach learners, such as shifting from “You Pay attention!” to “Ole yin!”, also aligns with Brown and Levinson’s (1987) study, which posits that speech acts like directives are inherently face-threatening and can be mitigated by using culturally resonant expressions that reduce social distance. Furthermore, the minimal use of Kiswahili and Lebacoli, which served mostly symbolic or humorous purposes, is consistent with Hornberger’s (2003), who argues that language choices in education are shaped by the sociolinguistic competence of the participants and the functional role of each language in the community. In this case, Kiswahili and Lebacoli had limited instructional value due to low proficiency among both learners and teachers. Overall, the findings affirm that translanguaging practices in these classrooms are purposeful and contextually driven, enhancing comprehension, engagement, and classroom management by leveraging the linguistic resources most accessible and meaningful to learners.

4.1.2 Functional feature in methodological approaches

This sub-section examines patterns of occurrence of translanguaged instructions as methodological approaches. The data obtained from the questionnaire indicates that patterns of translanguaging were used by teachers when explaining concepts (mentioned by 55 participants), asking questions (cited by 13 participants), seeking attention (mentioned by 3 respondents) and 10 participants mentioned the patterns of occurrence in classroom control. These responses have been captured in Figure 2 below:



Source: Primary Data, 2025

Figure 2: Showing the patterns in the manner of occurrence of translanguageing¹

The quantitative data collected through questionnaires administered to 80 teaching staff in selected primary schools in Kwanja District reveal consistent patterns in the use of translanguageing within classroom practices. Rather than appearing as spontaneous or unstructured language use, the data indicate organized and repeated instances of language alternation between Leblango and English. A majority of respondents (54 out of 80, or 67.5%) reported that such switching occurs most frequently during instances of explanation, making it the most commonly observed context for translanguageing. Additional responses pointed to its occurrence during classroom interactions such as answering questions or facilitating learner responses, as reported by 13 participants (16.25%). A further 10 participants (12.5%) identified its use in classroom management and maintaining control, while a smaller number (3 respondents, or 3.75%) noted its appearance in moments intended to draw attention. These figures suggest a recognizable pattern in the presence and positioning of translanguageing during specific teaching and learning episodes, pointing to its established presence within instructional routines in the schools studied. Crucially, these quantitative patterns were not isolated figures. They were triangulated and enriched by the qualitative data streams. Direct classroom observations during lesson delivery consistently documented these same

¹ Here, features of translanguageing are evident in the methodology but are not explicitly discussed in terms of function, as the focus is on examining its pattern. However, it is important to recognize translanguageing as a functional feature in relation to the patterns observed in the selected schools in Kwanja District.

functional patterns in use, witnessing teachers commonly shift to Leblango precisely during moments demanding deeper explanation, prompting student answers, or redirecting behaviour; for example, during an English lesson on sentence construction, the teacher asked the students to form complete sentences by stating their names. For example, one pupil said, ‘My name Dilish,’ which was corrected to ‘My name is Dilish.’ The teacher then translated the correct sentence into Leblango as *Nyinga obedo Dilish*, to show that in the pupil’s first attempt, there was a grammatical error because the linking verb *obedo* ‘is’ was missing. The teacher effectively used translanguaging to clarify the concept and ensure the learners’ understanding. This shift helped students grasp the concept more clearly, demonstrating how Leblango was strategically used to deepen understanding and facilitate participation. Similarly, the in-depth interviews with participants confirmed the intentional use of translanguaging in classroom spaces. Teachers explicitly articulated their conscious pedagogical choices to the use of translanguaging for strategic explanation, confirming that the statistical trends reflect deeply embedded, practical strategies rather than incidental occurrences. The quantitative (through the questionnaire administered) and qualitative (through interviews and observations) convergence of the use of translanguaged instruction paints a robust picture of translanguaging as a highly intentional, pedagogically structured practice. The patterns are not random; they represent a sophisticated repertoire of techniques consciously deployed by educators to maximize understanding, participation, and classroom efficiency within their multilingual context.

The observed translanguaging practices within Kwanja District schools, characterized by a pronounced emphasis on explanation (67.5% prevalence among teaching staff), facilitation of question-answer exchanges (16.25%), and classroom management (12.5%), demonstrate significant alignment with established research on pedagogical translanguaging. These patterns substantively corroborate the findings of Berlianti and Pradita (2021), whose analysis similarly identified the strategic incorporation of multiple languages to provide learners with diverse conceptual perspectives on subject-specific terminology in the official language, thereby reinforcing the role of translanguaging as a cognitive bridge for knowledge construction. Furthermore, the utilization of translanguaging to scaffold student responses and validate comprehension within Kwanja classrooms resonates with the earlier foundational work of Harris and Sipay (1990, as cited in Hungew, 2019), which established that permitting learners to articulate textual concepts clearly and unambiguously in their first language serves as a reliable indicator of genuine understanding, a pedagogical function now formally recognized

as translanguaging. This functional coherence across contexts is further reinforced by Wildsmith-Cromarty's (2018) assertion regarding the systematic development of pedagogical knowledge through translanguaging practices. Crucially, the current investigation extends this scholarly consensus by providing empirical quantification of functional distribution and by explicitly documenting the socio-pragmatic application of translanguaging for behavioral regulation, a dimension that underscores its holistic role in maintaining instructional flow. Collectively, these convergent findings affirm that translanguaging operates as an intentional, context-responsive pedagogy systematically deployed across diverse multilingual settings to enhance epistemic access, foster participatory engagement, and sustain classroom efficacy, while simultaneously respecting the formal status of the official curriculum language. The quantified patterns within the Kwania context thus offer robust empirical validation of translanguaging theoretical premises and practical universality.

On divergence from other studies, the current findings reveal that translanguaging, whether occurring inside or outside the classroom in physical settings, proved to be highly effective in facilitating learners' comprehension, expression, and engagement across languages. This observation forms a clear point of divergence from the study by Adinolfi and Astruc (2017), which showed that pedagogic translanguaging in beginner-level Spanish online tutorials offered only limited opportunities for learners to switch between languages and communicative modes. While their study suggests that translanguaging was present but narrowly applied, constraining learners' ability to fully leverage their linguistic repertoires, the present study demonstrates that physical classroom interactions and real-world engagements create a more dynamic and flexible environment where learners can actively navigate multiple languages. This contrast underscores the importance of context and setting in shaping the effectiveness of translanguaging practices, highlighting that the physical presence and spontaneous interactions in real-life educational spaces significantly enhance multilingual learning, cognitive engagement, and overall language development.

4.1.3 Patterns in competence-based context and classroom atmosphere

The analysis of interview responses and classroom observations revealed that translanguaging emerged naturally within competence-based instructional settings, especially when learners sought to understand given phenomena during activities: learners dynamically alternated between Leblango and English to negotiate tasks collaboratively, with peer discussions predominantly unfolding in Leblango while formal written outputs, required by the teacher,

were systematically produced in English. This linguistic fluidity cultivated a markedly vibrant and confident classroom atmosphere, characterized by heightened learner engagement, reduced anxiety, and natural peer interactions, attributable to the comfort derived from leveraging their shared linguistic repertoire. Notably, while learner-to-learner exchanges spontaneously initiated translanguaging as an intuitive strategy for co-constructing understanding, teacher-led interactions typically featured educators strategically introducing code-switching to scaffold instruction or clarify complex concepts. A teacher's interview insight condensed a pragmatic tension, noting that "*learners outside these classrooms often lean entirely on Leblango, sidelining English when they lack structured practice*," highlighting the challenge of sustaining target language development beyond supervised settings. Furthermore, observations documented a perceptible shift in classroom environment: environments became visibly tense or disengaged during extended monolingual English segments, whereas the deliberate reintroduction of translanguaging by teachers consistently reinvigorated participation, learners visibly relaxed, contributed more readily, and exhibited renewed focus, affirming that judicious language alternation serves both as a pedagogical tool and a socio-affective anchor that harmonizes curriculum demands with learners' communicative identities.

The observed dynamics of translanguaging in selected schools, regarding the patterns in competence-based instruction, where learners naturally alternated between Leblango and English during collaborative problem-solving, reserving written production for English while peers conversed fluidly in their shared L1, resonate strongly with García's (2009, p.45) foundational conception of translanguaging as a natural discursive practice through which multilingual speakers "make sense of their bilingual worlds". This peer-driven code-switching aligns with García's assertion that translanguaging emerges from speakers' innate linguistic flexibility rather than formal instruction. The finding that teachers strategically initiated translanguaging to scaffold understanding, while learners spontaneously employed it peer-to-peer also reflects Creese and Blackledge's (2010, p.112) model of flexible bilingualism, wherein pedagogical translanguaging operates as a "joint enterprise" between educators' intentional scaffolding and learners' intuitive meaning-making. Crucially, the tense classroom atmosphere during English-monolingual segments and subsequent re-engagement when translanguaging resumed empirically validates Cummins' (1979) linguistic interdependence hypothesis: affective barriers ("tension") during L2-dominant instruction inhibit cognitive engagement, whereas leveraging L1 (Leblango) as a cognitive-affective anchor, as documented in this study, activates the "common underlying proficiency" essential for deep learning

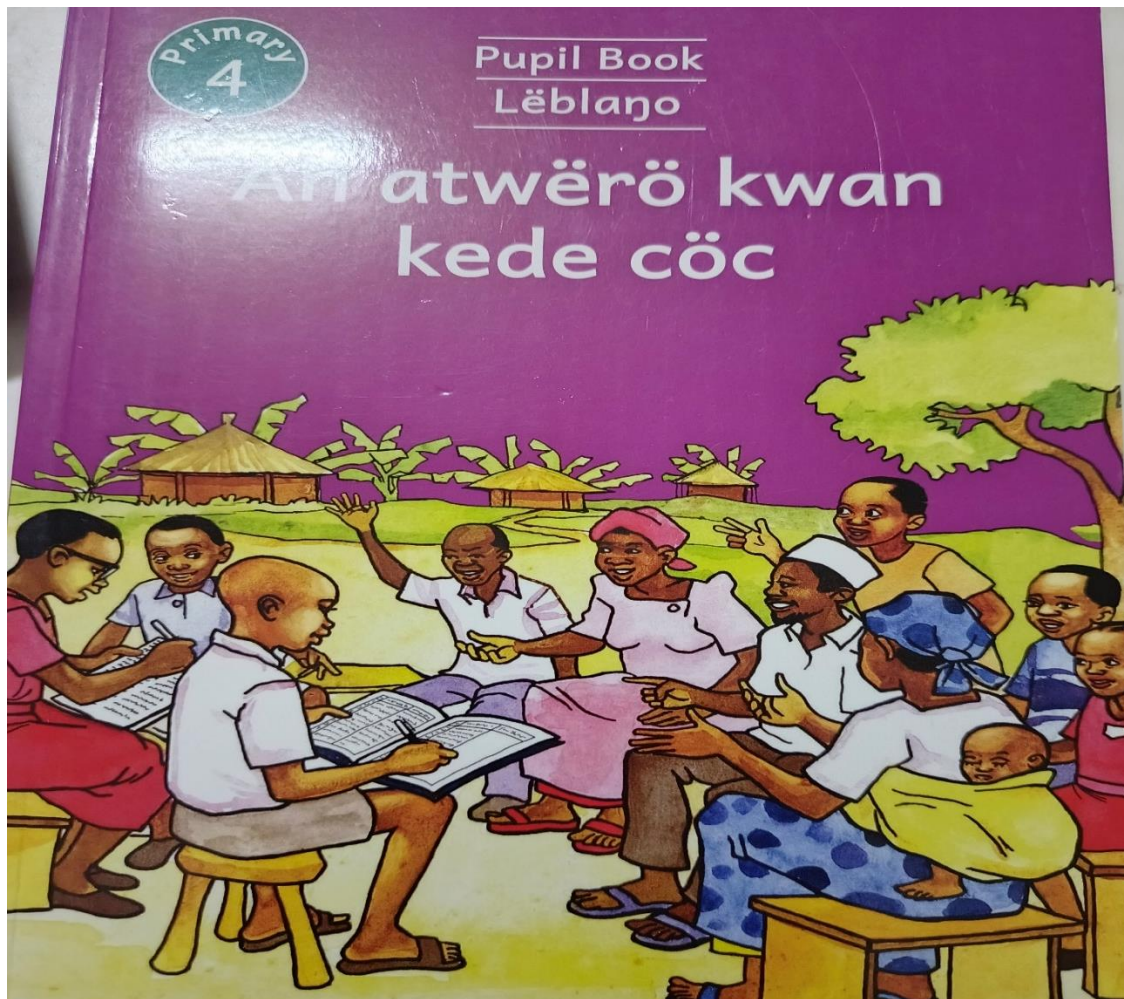
(Cummins, 2008, p.72). The teacher's concern about outdoor Leblango dominance ("learners lean entirely on Leblango") echoes Makalela's (2015, p.201) caution that translanguaging pedagogies must balance linguistic fluidity with deliberate L2 development, particularly in contexts where "colonial languages remain gatekeepers to socioeconomic access". Collectively, these findings affirm that translanguaging in Kwanja exemplifies what García and Wei (2014) term, co-learning spaces: environments where linguistic hybridity transforms classrooms into socially just, reducing anxiety, amplifying voice, and honoring learners' identities.

4.1.4 Translanguaging patterns in teaching and learning materials

The analysis of finding revealed the integration of translanguaging principles within physical learning materials across different primary school classrooms. The findings from the observation made indicates that instructional walls had a display of content-specific visual aids, including scientific diagrams, thematic charts, and cultural family trees, that featured systematic bilingual labeling in English and Leblango. This dual-language presentation created constant visual scaffolding for learners. Furthermore, the blackboard functioned as a dynamic translanguaging interface during lessons, with educators concurrently annotating key concepts in English (for formal academic terminology) and Leblango (for contextual clarification, examples, or procedural instructions). Most significantly, physical analysis of prescribed textbooks revealed intentional multilingual design elements in specific subjects. Literacy resources, local studies modules, and science texts incorporated strategic translanguaging through glossaries, comprehension prompts, and explanatory notes that blended Leblango with English to enhance accessibility (i.e. See Figure 4).

Furthermore, the semi-structured interviews with teachers substantiated the observations made in the classroom, with one participant explicitly noting: *"In the Primary Four science textbook, the use of complex concepts like soil erosion was explained through language interpretations. English is used where there is a need to provide technical definitions, while Leblango was used for localized examples, and occasionally Kiswahili or Luganda terms for regional contextualization."* This revelation confirms that translanguaging operates not merely as spontaneous classroom practice but as a pedagogically deliberate approach embedded within institutional learning resources. Collectively, these material artifacts demonstrate that translanguaging is structurally normalized within Kwanja District Primary Schools, transforming physical learning spaces into tangible multilingual scaffolds that validate

learners' linguistic repertoires as legitimate epistemic tools. Materials pertaining to the use of more than one language is shown in Figure 3 and figure 4 below. As already noted, translanguaging normally takes place in Leblango and the English language, with other languages like Kiswahili and Lebacoli and Ateso being used by mostly teachers from where those native languages are spoken. The teachers and the students use these languages in a very limited situation to all for attention or for an interlude. More illustrations on the use of translanguaging in instructional materials is seen in Figure 3 and 4 below:



Source: Primary Data, 2025

Figure 3: Showing P.4. instructional materials that feature both Leblango and English

Dөрө widikop otinökwän amë ocöö kede lëb aryö apapat		
Lëblango	Lëb aryö apapat	Lëbmünü
acimtüm	Nyigkop amë kobo kit a ginnörö tye kede. Aporërë amük acöl.	adjective
agwël aryö imalu	Gwëllö ryöryö imalu më gürü kop adanö.	quotation marks
agwël ipiŋ	Nyutu weo anök icawa më kwan.	comma
akeltüm kede adwoggi	Gin otimërë/atimërë kede adwoggi.	cause and effect
akoba	Lokaloka aborjo cöyö.	oral
akub	Nyigkop amë nötö cëntën aryö onyo ikattö.	linking words (e.g. but, and)
akubtam	Dulcöc amë kubu tam i cëkö.	plot (of a story)
amëd nyigkop inyim	Dul nyigkop amë omëdö inyim nyigkop a cuŋ kënë.	suffix
amëdtüm	Nyigkop amë kobo kit amë ginnörö tye atimërë kede. Aporërë loko momot.	adverb
aŋut më cöc	Aŋut apapat amë otio kede i cöc.	punctuation marks
apeny	Penynyö tam adanö ikom ginnörö.	interview
atimtüm	Danö onyo ginnörö amë tımö tım i cëntën.	subject (grammatical)
balu	Cöc a pırëtëk amë icöö bot danö pı tyënkop.	letter
cal	Cal a pırëtëk ogöö amë tye aŋuttu kit a jami okukuba kede.	diagram
cal	Cal ogöö.	illustration
cal më namma	Cat amë nyutu namma onyo cale.	table
cale	Cale amë ogöö.	pictures
cat	Cal onyo namma amë tye ipapara.	chart
centën	Nyigkop amë ocanö abër amë tyënkoppërë nıaŋërë.	sentence
cık më cöc	Yore më cöyö cöc abër.	writing conventions
cılabül	Dul nyigkop atitıdı amë pokko yot.	syllable
cimili	Nyigkop amë poro jami acacal.	simile
cöc	Gin ocöö amë twërö bedo balu, cëkö, ɲec.	text

Figure 4: Showing translanguaging in instructional media

This figure presents a bilingual glossary that highlights translanguaging practices in an educational context. It contains Leblango terms, their explanations in Leblango, and their corresponding English equivalents. The arrangement illustrates how learners and teachers draw on both languages to negotiate meaning and enhance understanding. By placing Leblango alongside English, the glossary demonstrates that knowledge can be constructed through the fluid use of both linguistic resources, making it a clear example of translanguaging in practice.

The revelation regarding the pattern of translanguaging within pedagogical materials, systematically noticeable through bilingual wall displays, dual-language blackboard annotations, and government-prescribed textbooks incorporating Leblango and English exhibits significant correlation with international research on translanguaging in different

education systems around the world. These findings substantively align with Hornberger's (2003) biliteracy framework, wherein visual-textual environments that legitimize learners' home languages, such as the observed bilingual science diagrams and cultural charts, demonstrably enhance metalinguistic awareness and identity affirmation. Furthermore, the strategic deployment of blackboard translanguaging, where teachers concurrently notated academic terminology in English and contextual elaborations in Leblango, directly parallels García's (2011) empirical observations of dual-language scaffolding in cosmopolitan classrooms, confirming this practice as a cross-contextual cognitive bridge. Crucially, the identification of institutional textbooks deliberately embedding Leblango for localized explanations, exemplified by a teacher's account of a Primary Four language resource employing dia-linguistic perspectives, for complex concepts, resonates with Makalela's (2018) analysis of democratized knowledge systems in South African pedagogical materials, collectively illustrating how multilingual resource design facilitates epistemic access. Notably, the presence of regional languages like Kiswahili and Luganda extends Hornberger and Link's (2012) principle of contextually nested multilingualism, while the sanctioning of translanguaging within state-produced textbooks signals a paradigm shift from Poza's (2017) characterization of such practices as subversive "guerrilla pedagogy" toward their normalization as systemic educational strategy in Global South contexts, thereby redefining material translanguaging as instrumental in the teaching and learning.

4.1.5 Translanguaging in assessment and evaluation

Teachers strategically incorporate translanguaging into classroom assessments and exercises to deepen learning and accurately evaluate understanding. Findings from lesson observation confirm that quizzes, problem-solving tasks, and in-class activities regularly feature bilingual or multilingual instructions, ensuring learners fully grasp expectations before responding. During formative assessments, such as concept checks, peer reviews, or exploratory discussions, teachers actively encourage learners to explain ideas, justify answers, or articulate reasoning using their full linguistic repertoires, blending languages fluidly to express complex thoughts. This intentional acceptance of translanguage responses allows educators to distinguish between conceptual mastery and mere linguistic performance, particularly in subjects requiring higher-order thinking. The interview with teachers points to the fact that supportive materials like multilingual glossaries for technical terms and bilingual word problems are designed to scaffold understanding within assessments. Furthermore, translanguaging serves as a vital diagnostic tool: when learners paraphrase prompts in their

dominant language or draft initial ideas multilingually, teachers gain precise insights into individual comprehension gaps and cognitive processes; for example, a learner, while translating the question “Identify verbs that have been used in the story,” said *Kwany verbs ame otio kede icitori ni*. This translation was intended to promote simplicity and understanding, allowing for a more accurate response to the question. It is important to note that, while the act of translating this prompt was to enhance simplicity, not all words were translated into Leblango. For example, the word *verbs* remained in English, which shows that Leblango does not have exact equivalents for some English terms. This practice revealed specific gaps in vocabulary and understanding, providing the teacher with clear insights into each learner’s cognitive processes and comprehension levels. Far from being incidental, this practice is pedagogically deliberate, transforming assessments into more inclusive and revealing instruments that capture the authentic intellectual engagement of multilingual learners, thereby fostering a richer understanding of their capabilities beyond the constraints of monolingual evaluation.

The results of this current study, revealing that teachers strategically embed translanguaging across classroom assessments through deliberate multilingual scaffolding (bilingual/multilingual task instructions, glossaries for technical terms), systematic acceptance of fluid language blending in student responses (particularly during formative evaluations like concept checks and peer reviews), and the diagnostic use of multilingual drafting/paraphrasing to pinpoint comprehension gaps, demonstrate profound theoretical and practical alignment with DeFalco’s (2023) research on U.S. educational contexts. Specifically, the revelation regarding the patterns of assessment in selected government-aided primary schools in Kwanja District resonates with DeFalco’s (2023) description of prioritizing subject mastery over monolingual compliance through blended-language demonstrations, reducing foreign language anxiety via identity-affirming evaluations, and designing accessible assessments (e.g., multilingual word problems) to advance equity. Simultaneously, my current study substantiates Yunxian and Zhonghui’s (2024) broader pedagogical thesis that translanguaging fundamentally reconstitutes formative assessment, education’s most valuable tool (Gu & Lam, 2023), into an asset-based epistemology. This is evidenced in the current revelation of teachers using translanguaging to: (a) validate multilingual identities as cognitive resources (mirroring Ascenzi-Moreno 2018 and García et al. 2017), (b) deepen insights into higher-order thinking through unimpeded linguistic expression (aligning with González 2012 and Wang & East 2023), and (c) operationalize García et al.’s (2017) instructional cycle

(*explorar*→*evaluar*→*imaginar*→*presentar*→*implementar*) by embedding holistic language collections into performance-based tasks.

DeFalco (2023) emphasizes the presence of systemic barriers that limit educational equity, whereas Yunxian and Zhonghui (2024) focus on improving the effectiveness of formative assessment at a global level. Observations from this study show that teachers intentionally apply translanguaging to create assessments that are both authentic and equitable. When learners paraphrase prompts in their dominant language or compose responses using multiple languages, educators gain clear insights into comprehension gaps and cognitive processes. Strategies such as diagnostic paraphrasing and peer-review practices illustrate how translanguaging translates theoretical principles into practical classroom methods, overcoming monolingual limitations and effectively capturing the intellectual engagement of bi- and multilingual learners.

4.1.6 Lesson planning and rate of occurrence of translanguaging

The finding on lesson planning in relation to translanguaging practices in government-aided primary schools in Kwanja District indicates that while translanguaging occurs across both lower and upper primary classes, its integration into formal lesson planning varies significantly between the two segments of primary education. In upper primary, translanguaging was largely impromptu and unstructured, arising spontaneously in response to learners' difficulties in grasping content presented solely in English. Although it was not explicitly incorporated into lesson plans or schemes of work, teachers often switched between English and Leblango to clarify concepts and ensure comprehension. This suggests that while translanguaging was not formally planned for, it functioned as an adaptive strategy in the moment of instruction. This revelation agrees with García (2017), who argued that translanguaging, understood as using multiple languages to facilitate communication, often happens naturally and spontaneously in response to immediate communicative needs or challenges. Additionally, García (2017) considers that it is typically unplanned and emerges in the flow of interaction, serving as a flexible and adaptive strategy for meaning-making rather than a formally structured instructional approach. Consider Figure 5 below:

LESSON PLAN				
DATE	CLASS	SUBJECT	TIME	NO. OF PUPILS
11/3/2025	P.3	ENGLISH	2:30-3:00PM	85
THEME: Our sub-county/division				
SUB-THEME: Name and location of our sub-county/division				
COMPETENCES: The learner should be able to				
- pronounce the words correctly				
- write sentences correctly				
CONTENT: Using: Where ---?				
1. Where is the book?				
The book is in the bag.				
2. Where is the table?				
The table is near the tree.				
3. Where is the ball?				
The ball is under the table.				
4. Where is the teacher?				
5. Where is the duster?				
The above sentences can be translated in le-				
lango as below:				
1. Buk tye kwene?				
Buk tye iyi ikapu.				
2. Meja tye kwene?				
Meja tye ityet gat.				
3. Odilo tye kwene?				
Odilo tye ityet meja				
4. Apwony tye kwene?				
METHOD: Explanation				
Demonstration				
Discussion				
- Question and answer.				
ACTIVITIES: Pronouncing				
- Writing				

LESSON DEVELOPMENT			
PHASE	TIME	TEACHER'S ACTIVITY	PUPILS ACTIVITY
I	2mins	The teacher will begin by reviewing the previous lesson, for example giving the previous vocabulary like opposite, North.	The learners will give their response
II		The teacher will then introduce the new subject matter as using: where ---? 1. Where is the book? The book is in the bag. 2. Where is the table? The table is near the tree. 3. Odilo tye kwene? Odilo tye ityet meja.	The learners will listen to the teacher as he introduces the new lesson to them

Source: Primary Data, 2025

Figure 5: Showing translanguage instruction in lesson plan

The figure above shows a sample lesson plan in which both English and Leblango are used, demonstrating the practice of translanguageing in classroom instruction. This is important because it illustrates how teachers strategically alternate between languages to simplify complex concepts, enhance learners' comprehension, and create an inclusive learning environment that reflects their linguistic realities. Although Leblango has been adopted as the medium of instruction in the lower primary, this study confirms that translanguageing continues to occur across all class levels. While the study did not focus specifically on language policy or its implementation, it examined translanguageing as an independent instructional strategy employed by teachers. In lower primary, particularly in Primary One and Two, lesson planning documents such as schemes of work and lesson plans clearly reflected the use of more than one language, demonstrating that translanguageing was not only a natural occurrence but also a recognized and intentionally embedded part of the instructional process. Notably, this suggests that strict adherence to language policy prescriptions is not always observed. The study further

found that teachers' strategic switching between languages was effective in enhancing comprehension and engagement, indicating that controlled language flexibility serves as a productive and deliberate pedagogical approach.

This can be related to Jonsson and Blåsjö's (2020) finding, which explains that translanguaging can take both planned and spontaneous forms. When it is planned, teachers intentionally design lessons that integrate learners' various languages and linguistic backgrounds, which may involve using multilingual materials, grouping learners to support language diversity, or offering assessments in more than one language (Smith, 2020). In other words, this means that translanguaging can occur in two ways: it can be planned, where teachers deliberately design lessons using multiple languages through materials, groupings, or assessments, and it can be spontaneous, where teachers switch languages during instruction in response to learners' immediate comprehension needs. In contrast, spontaneous translanguaging arises naturally during classroom interactions, as learners draw on their different languages to support understanding and express themselves more effectively in real time (Jonsson & Blåsjö', 2020). This multilingual interaction reveals that many pupils in lower primary had not yet been fully immersed in the English language, which encouraged them to rely on their mother tongues to communicate basic needs. The fact that teachers accommodated these linguistic choices reflects a classroom culture that recognizes and supports translanguaging as a bridge between home language environments and formal education. Overall, this finding illustrates that while translanguaging may not be systematically incorporated into formal lesson planning at the upper primary level, it is deeply embedded in teaching strategies across the board and is explicitly acknowledged and structured in the planning and instructional practices of lower primary education, where learners are still in the early stages of English language acquisition.

4.1.7 Content and theme in translanguaging

The findings revealed that translanguaging was blended with a strong link to cultural referents and the learners' family background or experiences. Teachers moved between English and Leblango not just to explain difficult words, but to make the lesson content clearer by using culturally-based examples that made it possible for learners to relate to from their own lives. Topics such as agriculture and farming, marriage and home life, and culture and leadership were often first introduced in English. This helped learners understand the themes more deeply because the lessons connected with what they already knew from their communities. For

example, when talking about the environment, teachers referred to common local practices like sweeping the compound or taking part in community clean-ups, and they explained these in Leblango to make the topic more meaningful. In lower classes, teachers used storytelling in both English and Leblango, often mixing in cultural elements that made the content feel familiar and engaging. In an observation, there was a notable use of translanguaging in teaching listening and comprehension as a key skill in language. For instance, in a comprehension lesson, the teacher narrated a folk tale about a greedy hyena first in Leblango and later in English. The story illustrates the consequences of excessive greed and lack of self-control. It emphasizes that insatiable desire, even for things that are already available, can lead to harm or destruction. By presenting the hyena's behavior and its eventual downfall, the narrative highlights the dangers of ignoring warnings and acting impulsively for immediate gratification. The personification of the spoiled leftovers, which plead for mercy, underscores the idea that even what seems harmless can have consequences if consumed without caution. The story conveys a broader moral lesson: contentment, restraint, and careful judgment are essential for survival and well-being. By presenting the story in the familiar language, the teacher simplified the content and ensured every learner followed the sequence of events. Learners then compared the two versions, identified the hyena's motives, and discussed the moral lesson. This use of translanguaging not only made the lesson clearer but also strengthened learners' analytical and comprehensive skills as they moved from recalling events to evaluating behavior and drawing conclusions.

What stood out is that translanguaging helped shape not just how language was used, but also how the themes themselves were taught, showing that lessons were built around what made sense to learners in their own cultural and linguistic setting. This means that the translanguaging pattern was more than just switching between languages; it was a way of teaching that respected who the learners are and used what they already understand to help them connect with new ideas.

The finding that translanguaging in the government-aided primary schools of Kwanja District was strongly linked to cultural referents and the learners' family backgrounds or lived experiences corresponds closely with the view advanced by Tsokolidou (2020), which positions translanguaging as both a sociolinguistic and culturally sustaining practice. In both cases, translanguaging is not treated as a mere instructional technique but as a deeper pedagogical approach that validates learners' cultural identities and facilitates meaning-making

through familiar linguistic and cultural resources. In the Kwanja study, teachers intentionally moved between English and Leblango to introduce themes such as farming, marriage, and leadership using local proverbs, folk narratives, and culturally grounded examples. No doubt, this mirrors Creese and Blackledge (2015), who claim that translanguaging and cultural referents occur in cahoots, a pattern already established between the revelation of this study and Tsokalidou's (2020) emphasis on the relationship between translanguaging and culture or learners' background, by creating inclusive classroom spaces where learners' full linguistic repertoires are recognized and legitimized. All these similar revelations demonstrate that translanguaging contributes to deeper learner engagement by making abstract or foreign concepts more accessible through cultural contextualization. Furthermore, just as Tsokalidou (2020) underscores the idea that translanguaging affirms learners' identities and fosters cultural pride, the classroom practices in Kwanja reflected a pedagogy that allowed learners to see themselves and their communities represented in the content. Teachers functioned not only as conveyors of knowledge but also as cultural mediators who used language as a tool for building bridges between curriculum themes and the learners' social realities. Therefore, the finding from Kwanja aligns with Tsokalidou's (2020) and Creese and Blackledge's (2015) proposition that sustaining language use in the classroom is inherently tied to sustaining the culture it expresses, and that translanguaging offers a meaningful pathway for creating equitable and culturally affirming learning environments.

4.1.8 Conclusions

The findings of the current study revealed that translanguaging is a prominent and functional instructional practice in the selected government-aided primary schools of Kwanja District, embedded in both formal and informal aspects of classroom interaction. The patterns of translanguaged instruction demonstrated an interesting, deliberate and spontaneous shift between English and local languages, particularly Leblango, to support learners' understanding and participation. The manner and practicality of translanguaging proved context-sensitive, aligning with the immediate communicative needs of learners and shaped by teachers' adaptive strategies. Within competence-based learning, translanguaging contributes to a supportive classroom atmosphere, encouraging engagement and comprehension. The practice extended into teaching and learning materials, where resources were occasionally modified or interpreted bilingually to suit learners' linguistic realities. Assessment also reflected elements of translanguaging, though largely in informal forms of evaluation, suggesting its influence on

how learners express knowledge. Nevertheless, analysis of patterns of translanguaging confirms what other studies established, for example, Jonsson and Blåsjö (2020), who note that translanguaging can occur in both planned and spontaneous forms; DeFalco (2023), who examines how translanguaging is employed in assessment contexts, and Makalela (2018) which explores its role in democratizing knowledge systems within South African educational materials, among others.

4.2 Factors that facilitate translanguage instruction in the selected government-aided primary schools in Kwanja District

In this section, I present findings concerning the factors that promote translanguaging in selected government-aided primary schools in Kwanja District. It offers an analytical account of the contextual, institutional, and pedagogical elements that facilitate the practice of translanguaging in the classroom. The presentation draws on perspectives from teachers, learners, and school administrators and other stakeholders to provide a comprehensive understanding of the enabling conditions. I examined factors such as favorable attitudes towards multilingual language use, supportive school policies, availability of relevant teaching and learning materials. I also examined how the presence of linguistically diverse classroom environments contributes to the adoption and sustenance of translanguaging practices.

4.2.1 The existence of multilingual classroom

To obtain results on the existence of multilingual classroom, teachers and administrators were asked to rate responses on a scale of 1 to 5 in order to capture the extent to which they agree with the findings on the existence of multilingual classrooms. The purpose of this question was to establish whether participants were proficient in more than one language and also to establish whether they agreed on the need for teachers to be proficient in more than one language. The results from the questionnaire have been captured in Table 2 below:

Table 2
Teachers' Proficiency in Multiple Languages

Responses	Frequency	Percent
Agree	45	56.25
Disagree	35	43.75
Total	80	100.0

Source: Primary Data, 2025

As indicated in Table 2, the study established that 45 respondents, representing 56.25% of the teachers and headteachers, agreed that teachers, who serve as the primary facilitators of translanguaging, are proficient in multiple languages. Conversely, 35 respondents, accounting for 43.75 %, disagreed with this statement. This finding suggests that a significant number of educators in the selected government-aided primary schools in Kwanja District possess multilingual competence, which is essential in supporting translanguaging practices. The observation that many teachers are proficient in several languages was evident in their ability to communicate in Leblango and English, which are widely used within the district.

Furthermore, the data from interviews with teachers revealed that some teachers demonstrated additional proficiency in languages such as Kiswahili, Lebacoli, and Ateso. This multilingual capacity indicates that these educators are well placed to facilitate translanguaging in their classrooms by switching between languages to enhance learners' understanding. The ability to explain complex concepts in more familiar languages is only possible, in multilingual contexts, i.e. when teachers share the same linguistic background with their learners. When a teacher switches to a familiar language, abstract ideas are broken down into simpler, culturally relevant terms that learners can easily connect with. For example, a scientific or moral concept that seems difficult in English becomes clearer when illustrated through a local proverb, story, or everyday experience expressed in the learners' home language. This practice not only fosters inclusivity but also supports comprehension by reducing the language barrier. At the same time, it encourages active engagement since learners feel more confident to participate in discussions when the language resonates with their lived experiences. While the majority of this category of the participants affirmed their multilingual ability, classroom observations revealed that some teachers only used isolated words or phrases from other languages. Nonetheless, interviews confirmed that a number of teachers were indeed proficient in more than one language, and one participant remarked that having a teacher who speaks multiple languages is a gift to learners, as it makes the translation of concepts much easier and promotes better understanding. It can therefore be concluded that teachers' multilingual abilities, even with varying degrees of proficiency, significantly contributes to the promotion of translanguaging and enhances the effectiveness of teaching and learning in multilingual classroom settings.

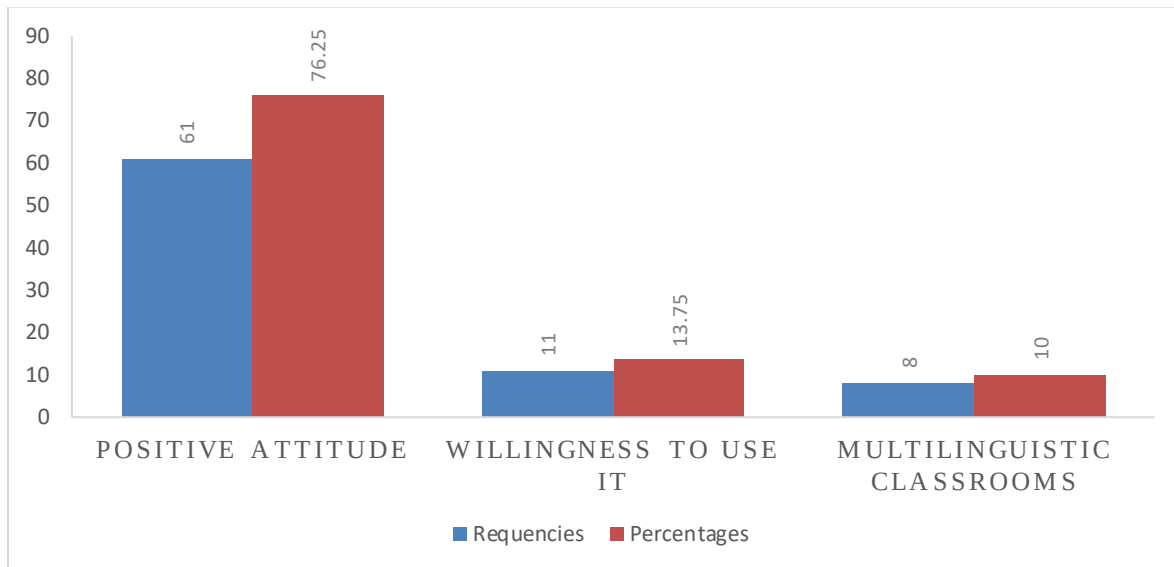
The finding that a substantial number of teachers in the selected government-aided primary schools in Kwanja District are proficient in multiple languages and capable of facilitating translanguaging is strongly supported by Carstens (2016), who observed that multilingual

classrooms where teachers possess knowledge of several languages offer considerable pedagogical benefits. Carstens (2016), study, conducted among university learners in South Africa, revealed that translanguaging strategies assisted in scaffolding concept learning, enhancing emotional engagement, building learner confidence, enriching vocabulary, and promoting cohesion in classroom interactions. Although her research was conducted in a tertiary education setting, the core implication that teacher multilingualism enhances instructional effectiveness directly supports the present study's findings at the primary school level.

A similar observation was made by Khairunnisa and Lukmana (2020), who found that teachers in Indonesian classrooms had acquired and used more than two languages, including the vernacular, national, and English languages. This is consistent with the situation in Kwanja District, where teachers demonstrated proficiency in Leblango and English and, in some cases, in additional languages such as Kiswahili and Lebacoli. The study also aligns with earlier findings by Banda (2018), as cited by Khairunnisa and Lukmana, which demonstrated that multilingual teachers naturally integrated translanguaging into their instructional practices by shifting across languages to simplify complex concepts. Furthermore, Omidire and Ayob (2022) reaffirmed that using multiple languages in the classroom is not merely incidental but forms a legitimate and structured aspect of translanguaged instruction. These studies converge with the present investigation in showing that teacher multilingualism is a key enabler of translanguaging and plays a central role in enhancing the clarity and inclusiveness of classroom instruction across various educational contexts. However, study by Desmond (2024) presents a contrasting perspective to the findings in Kwanja District regarding the role of teachers' multilingual proficiency in facilitating effective translanguaging practices. While the Kwanja District study revealed that a substantial number of teachers possessed competence in multiple languages, enabling effective translanguaging and enhancing student comprehension and engagement, Desmond's (2024) research highlights the limitations faced by monolingual teachers in multilingual classrooms. The study showed that teachers lacking proficiency in students' home languages struggled to implement translanguaging strategies effectively, which constrained their ability to clarify complex concepts and support active learner participation. This divergence underscores the critical role of teachers' linguistic competence in realizing the pedagogical benefits of translanguaging, suggesting that multilingual proficiency is not merely advantageous but essential for fostering inclusive and comprehensible instruction in diverse classroom settings.

4.2.2 Positive attitude

Analysis of data from the participants revealed that a positive attitude was one of the crucial factors promoting the use of translanguaged instruction in the classroom. The data were derived from participants' ratings and structured responses obtained through the questionnaire survey, supplemented by information gathered from interviews, which served to enrich and validate the findings from the questionnaire. This information is presented in the figure below.



Source: Primary Data, 2025

Figure 6: Showing responses on positive attitude

Analysis of findings from the questionnaire shows that a substantial majority of respondents, specifically 61 participants representing 76.25%, identified a positive attitude as a central factor promoting the use of translanguaged instruction in the classroom. The dominance of positive attitude in the responses suggests that the general perception of translanguaging among key educational stakeholders is favorable and that this favorable disposition plays a critical role in its successful adoption and practice. This finding is further reinforced by data from interviews with learners and members of the Parents and Teachers Association (PTA), who confirmed that they regard translanguaging as an effective and inclusive instructional strategy. Interviewees noted that a teacher's openness to using more than one language, and the learners' receptiveness to the approach, enhances communication, encourages active participation, and makes it easier for learners to understand and engage with content. This mindset reduces linguistic barriers and promotes a classroom culture in which learners feel comfortable expressing themselves using the languages they are most familiar with. The significance of

positive attitude, as demonstrated in these findings, lies in its capacity to influence both pedagogical decisions and learner responsiveness, thereby creating a supportive environment for translanguaged instruction to thrive. The current data, therefore, highlight that beyond structural factors such as linguistic diversity, attitudinal factors are pivotal in driving the practical integration of translanguaging in teaching and learning. This underscores the importance of nurturing a shared positive orientation toward multilingual practices among teachers, learners, and other stakeholders as a foundation for inclusive and effective education in linguistically heterogeneous communities like Kwanja District. Interesting to note, the findings indicate that attitude towards translanguaged instruction was not uniform among the participants. Although 61 respondents (76.25%) identified positive attitude as a factor promoting the use of translanguaging in the classroom, the remaining participants expressed less favourable or negative views. The quantitative and qualitative findings, therefore, reflect differences in how educational stakeholders perceive and respond to translanguaging rather than unanimous positions. While some teachers, learners and PTA members considered the approach inclusive and helpful in improving comprehension, participation and communication, others did not share the same level of acceptance. These differing views are not contradictory; rather, they represent the naturally occurring variation in participants' experiences, beliefs and perceptions of multilingual instructional practices. The predominance of positive responses demonstrates general support for translanguaging, while the negative responses highlight the reservations that may affect its implementation. Recognising both positions provides a more balanced interpretation of the findings and acknowledges that attitudes towards translanguaging are shaped by individual experiences and educational contexts.

A positive attitude plays a vital role in strengthening the implementation and outcomes of translanguaged instruction. Carstens (2016) highlights that university learners in South Africa demonstrated a generally positive perception of translanguaging, noting that it supported conceptual learning, improved emotional engagement, built confidence, expanded vocabulary, and promoted cohesion in the learning process. The findings of the present study echo this observation, as participants similarly linked a positive attitude to effectiveness and inclusivity of classroom instruction. The point of divergence between Carstens (2016) study and the current study, however, lies in the scope of participants: whereas Carstens' study focused solely on learners, the current investigation incorporated both learners and facilitators. This distinction implies that the present study provides a more comprehensive perspective, capturing not only how learners experience translanguaging but also how teachers perceive and

implement it. Such dual insight is significant because it underlines the shared responsibility of both learners and facilitators in sustaining an environment where translanguaging thrives, thus broadening the practical and pedagogical implications of the approach.

The study by Khairunnisa and Lukmana (2020) further affirms this perspective, demonstrating that teachers who actively used translanguaging in their classrooms were not only aware of its pedagogical benefits but also exhibited a favourable disposition toward its practice. This concurrence is significant because it confirms that translanguaging is not simply a structural adaptation to multilingual settings but a consciously embraced pedagogical strategy supported by both teachers and learners.

Omidire and Ayob (2022) point out that multilingual teachers are central in advancing translanguaged instruction, especially in settings where many languages coexist. This aligns with the findings of the present study, which reveal that teachers' attitudinal readiness is not only important but also shapes how translanguaging is practiced. When educators approach multilingualism with openness and flexibility, they deliberately use different languages to clarify complex ideas, connect lessons to learners' backgrounds, and create a more inclusive classroom atmosphere. This demonstrates that the success of translanguaging depends as much on teachers' positive attitudes as on their linguistic competence. Alrayes (2023) adds another dimension by linking positive attitude with broader psychological and social benefits, such as improved mental and physical health, enhanced interpersonal relationships, and increased resilience and optimism. These benefits suggest that a positive attitude toward translanguaging does not merely facilitate instructional outcomes but also cultivates a more harmonious, supportive, and mentally enriching learning environment. In this regard, the agreement across these studies reinforces the conclusion that positive attitude is not only a foundational driver of translanguaged instruction but also a powerful agent in improving both academic and holistic learner development, confirming the critical role of affective factors in multilingual educational contexts such as those in Kwanja District. However, while the study from Kwanja District highlights a predominantly positive attitude towards translanguaging among educators and stakeholders, contrasting perspectives exist in the literature. For instance, a study by Burton and Rajendram (2019) reveals that some teachers negatively perceive translanguaging as an obstacle to language acquisition, expressing concerns that frequent use of students' first languages may impede their proficiency in the target language. Burton and Rajendram (2019) further argue that educators indicate that translanguaging could potentially reduce

opportunities for students to practice and master the target language, thereby hindering their overall language development. Moreover, the study notes that not all students share the same first language, which can complicate the integration of translanguaging practices in a manner that is accessible and beneficial to everyone in the classroom. This divergence underscores the necessity of considering teachers' attitudes and perceptions when implementing translanguaging strategies, as their beliefs can significantly influence the effectiveness and inclusivity of such pedagogical approaches.

4.2.3 Motivation

Analysis of interview and observation data revealed that motivation is a critical factor in promoting translanguaged instruction in the classroom. This finding was consistently emphasized by learners, School Management Committee (SMC) members, and Parents and Teachers Association (PTA) representatives, highlighting the role of intrinsic and extrinsic motivation in encouraging teachers to use multiple languages effectively. The participants consistently described motivation as both a driving force for teachers to adopt translanguaging strategies for learners' engagement and active participation in class activities. In an interview with learners, it was revealed that when teachers use multiple languages during instruction, it creates a more dynamic and relatable learning environment that motivates learners to pay attention, ask questions, and contribute more freely to classroom discussions. For instance, one learner remarked, "When our teacher mixes English with Leblango, I enjoy the lesson more because I understand better and I don't feel left out. It becomes fun and I want to listen more." This statement illustrates how the strategic use of familiar languages not only supports comprehension but also fosters emotional and intellectual involvement in the learning process. Members of the SMC and PTA similarly observed that learners are more excited to attend school and participate when the medium of instruction includes their home languages. They noted that motivation grows stronger when learners feel understood and valued, and this emotional connection is often facilitated through translanguaging. In their view, a motivated learner is more likely to remain focused, complete tasks, and perform well academically, which enhances the overall effectiveness of teaching and learning. Teachers, they added, are also more motivated to apply translanguaging when they observe its positive impact on learner responsiveness and performance. The findings therefore suggest that motivation functions as a reinforcing loop in translanguaged instruction, where the inclusive and flexible use of languages enhances learner interest and involvement, which in turn encourages teachers to maintain and improve these strategies. In conclusion, motivation acts as a powerful enabler in

the classroom, sustaining the implementation of translanguaging by nurturing a supportive and enthusiastic learning atmosphere for both teachers and learners.

The current findings on motivation as a key factor in promoting translanguage instruction in classrooms within Kwanza District align closely with existing scholarship on the role of motivation in multilingual pedagogical practices. Participants in the present study, particularly learners, expressed that the use of familiar languages alongside English made lessons more engaging and accessible, thereby increasing their interest and participation. This closely reflects the assertion by Adams (2020) that motivated individuals in multilingual contexts naturally shift between languages to clarify complex ideas or bridge comprehension gaps. The learners' enthusiasm to engage when their languages were used in class echoes Kagan's (2012) observation that motivation can stem from a desire to communicate one's cultural and linguistic identity. Furthermore, the learners' ability to express themselves more fully when familiar languages were incorporated validates Ta and Wong's (2023) claim that translanguaging allows individuals to draw on the language resources that best reflect their thoughts and experiences.

The present study also supports Alrayes (2023), who underscores motivation as a driving force behind the successful use of translanguaging strategies, noting that the internal drive to communicate and connect enables more fluid language use. Similarly, the learners' confidence in speaking various languages in class, which stems from encouragement and inclusion by the teachers, affirms Wei's (2018) view that motivation strengthens one's ability to express themselves freely and enhances communication. Alrayes (2023) further highlights the link between motivation and confidence, arguing that motivated learners are more likely to use their full linguistic repertoire without fear of judgement, a sentiment echoed by several learners in Kwanza who appreciated the freedom to speak multiple languages in class. Additionally, the findings concur with Omidire and Ayob (2022), who suggest that a sense of commitment to learning and using multiple languages can intensify motivation, a perspective that was evident in this study where both learners and educators showed a willingness to adopt translanguaging due to its perceived benefits in comprehension and engagement. Collectively, the current study substantiates these prior works by demonstrating that motivation not only promotes the effective use of translanguaging but also fosters a classroom environment where learners feel confident, valued, and empowered to communicate across languages.

4.2.4 Favourable curriculum and school policies

Teachers and headteachers who participated in the study were asked to rate the assumption that favourable school policies have contributed to the promotion of translanguage instruction in teaching and learning. The results are presented in Table 3 below.

Table 3

Responses on Rating Favourable School Policies

Responses	Frequency	Percent
Agree	39	48.75
Disagree	41	51.25
Total	80	100.0

Source: Primary Data, 2025

The findings in Table 3 present the responses from teachers and headteachers regarding whether favourable school policies have contributed to the promotion of translanguage instruction. From the data, 39 respondents (48.75%) agreed that school policies have played a positive role, while 41 (51.25%) disagreed with this fact.

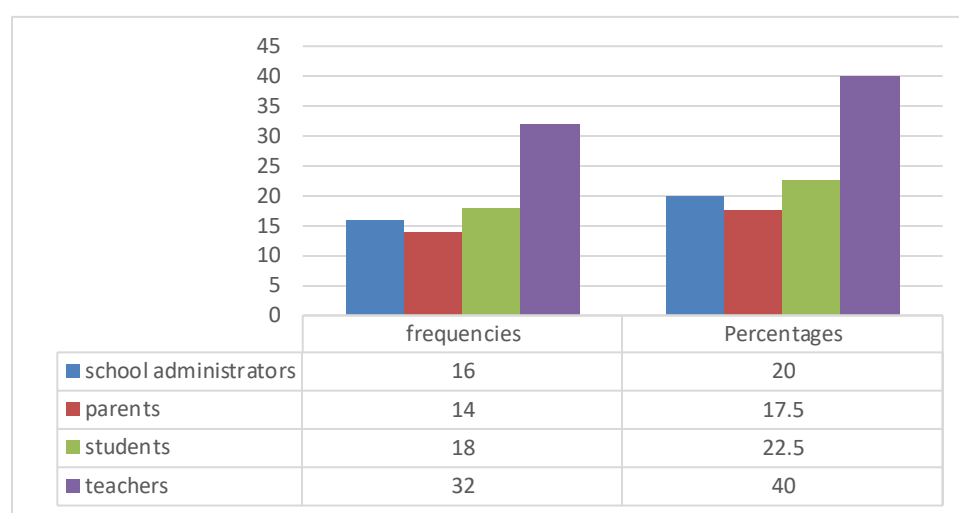
These figures indicate a near-equal split in perception, with a slight majority expressing disagreement about the contribution of favourable school practices in facilitating learning. Follow-up interviews revealed that those who disagreed often felt that school policies were not consistently implemented or were disconnected from classroom realities. Teachers and headteachers noted challenges such as limited resources, unclear guidelines, and lack of monitoring, which reduced the perceived effectiveness of these policies. This indicates that the disagreement reflects practical limitations in policy execution rather than a lack of understanding of the policies' intended role. However, further insights obtained from the interviews conducted with learners, School Management Committee (SMC) members, Parent Teacher Association (PTA) members, headteachers, and teachers reveal a more specific perspective. A significant number of these interview participants acknowledged that government policies, particularly those that emphasise the use of local languages in the early years of schooling, have enabled the adoption of translanguage instruction. For instance, one of the participants observed that the thematic curriculum and the National Language Policy mandate the use of local languages as the medium of instruction from Primary One to Primary

Three, which has created space for multilingual classroom practices. These policies are implemented at the school level and allow teachers to draw from learners' linguistic repertoires when delivering lessons, especially in classrooms where learners speak different home languages. Several teachers and headteachers reported that such policy frameworks empower them to make instructional decisions that include translanguaging strategies, which in turn foster better comprehension and learner participation.

This revelation is what we find in Tembe and Norton (2011) who posit the local language is used as the medium of instruction. However, the findings of the current study challenge the Tembe and Norton's (2011) claim, in that, although lower primary is officially expected to use a local language as the medium of instruction, with English reserved for upper primary, observations revealed that English was also used in lower primary classrooms during lesson planning, as shown in Figure 5, and even more prominently during actual classroom instruction. English is the medium of instruction from Primary Five to Primary Seven, while Primary Four serves as a transitional stage in which English and the local language are used concurrently for teaching and learning (Tembe & Norton, 2011). English is also taught as a subject at all primary school levels (Tembe & Norton, 2011). Members of the Parent-Teacher Association (PTA) and School Management Committee (SMC) supported the implementation of these language policies, observing that learners appear more engaged and responsive when teachers use languages familiar to them. This reinforces the view that school-level enforcement of favourable national language policies creates opportunities for dynamic language use in the classroom, even though not all respondents may have directly recognised or acknowledged this connection in the questionnaire responses. Therefore, while the statistical data suggest a slight division in opinion, the interview narratives affirm that school and government policies have been instrumental in promoting translanguaged instruction across various education stakeholders. Furthermore, the findings regarding the mandate of the curriculum, as noted by the learners, align with that of Tembe and Norton (2011), who observe that the thematic curriculum and the National Language Policy require the use of local languages as the medium of instruction from Primary One to Primary Three, with English reserved as the medium of instruction for upper primary classes. For instance, one of the participants pointed out that this arrangement is intended to ground learners in their mother tongue during the early years before transitioning to English in the later stages of primary education.

4.2.5 Support from stakeholders

The findings from the questionnaire on the role played by stakeholders in facilitating translanguaging show that stakeholder support is vital in promoting translanguaged instruction. From the findings 40% teachers, 22.5% of learners, 20% of school administrators and 17.5% of parents, respectively agreed with stakeholder-role as vital. Generally, teachers, school administrators, learners and parents were identified as the main stakeholders in facilitating translanguaged instructions. Figure 7 below shows the details of the findings.



Source: Primary Data, 2025

Figure 7: Showing the response rate on support from the stakeholders

The findings on stakeholder involvement in promoting translanguaged instruction in government-aided primary schools in Kwanja District clearly show that teachers are the most influential group, with 40% of the responses (32 participants) identifying them as the key implementers of this approach to learning. Their support is demonstrated not only through their endorsement of the method but also by actively initiating and applying translanguaging strategies in the classroom. The role of teachers as key stakeholders in translanguaged instructions can be strengthened by findings obtained during interview sessions with the teachers. The interviews revealed that many teachers purposefully use both English and the learners' mother tongue when teaching, especially in lower primary classes, to simplify abstract concepts and enhance learners' understanding. One teacher explained that using both languages offers justice to the learners' linguistic backgrounds and ensures no child is left behind.

The data obtained from the questionnaire indicates that learners were the second most important group of stakeholders, accounting for 22.5% of the responses (18 participants). As

stakeholders in translanguaged instruction, learners play a central role by actively engaging in classroom interactions where both English and the local language are used. They respond to teachers' prompts, contribute ideas in multiple languages, and draw on their home language to clarify meaning, which enhances comprehension and participation. In doing so, learners not only benefit from translanguaging but also sustain and legitimize its practice in the classroom. Furthermore, the role played by school administrators in facilitating translanguaged instructions accounted for 20% of the responses. Participants acknowledged the contribution of school administrators with respect to creating a conducive school environment that allows and encourages the use of multiple languages in teaching. They play a strategic role by aligning school policies with the national language-in-education framework that supports local language use in lower primary in rural areas and providing scholastic material.

The final category of stakeholders consists of parents, who accounted for 17.5% of the responses. Their contribution was acknowledged in several ways, including assisting children with homework in both English and the local language, thereby extending translanguaged learning beyond the classroom. Parents also supported learning by providing necessary school materials and paying school fees, ensuring that learners benefit from government policies. The role of parents as stakeholder was revealed during the interviews conducted, which showed that active parental involvement directly reinforces the use of multiple languages in learning and enhances educational outcomes. These findings show that while teachers lead in operationalizing translanguaged instruction, the active involvement of learners, school administrators, and parents collectively strengthens the implementation and sustainability of multilingual classroom practices.

The findings of the current study strongly align with those of Banda (2018), particularly in recognizing the pivotal role of educational stakeholders in promoting translanguaged instruction. Banda emphasizes that the successful implementation of translanguaging strategies in schools is closely linked to the deliberate engagement and support of various actors within the education system, such as school leaders, teachers, and community members. This view is equally reflected in the current study, where participants consistently identified school administrators, teachers, parents, and learners as key enablers of translanguaging. The study revealed that teachers played the most influential role, with 40% of respondents indicating their centrality in initiating and sustaining translanguaged classroom practices. Teachers deliberately used both English and the mother tongue, especially in the lower primary classes, to ensure

learners grasp complex concepts with ease and fairness. Likewise, parents were found to provide substantial support at home by helping learners with homework and meaningful academic discussions using both English and their first language. This involvement not only enhanced comprehension but also validated the learners' linguistic identities. School administrators, although rated slightly lower in frequency, were acknowledged for supporting school-level policies and practices that accommodate linguistic diversity. These findings confirm Banda's (2018) conclusion that stakeholder engagement is not peripheral, but rather essential in institutionalizing translanguaging in formal education settings, particularly where language diversity reflects the social fabric of the community.

The present findings also resonate with the study by Khairunnisa and Lukmana (2020), which documented that teachers in Indonesia were inherently multilingual, possessing proficiency in the vernacular, the national language, and English. This multilingual capacity enabled them to employ translanguaging not as an improvised strategy, but as an informed and intentional pedagogical approach. Similarly, the teachers in the current study demonstrated an ability and willingness to fluidly navigate between English and Leblango, a local language in the area the study was conducted from, to ensure clarity and inclusiveness in instruction. Learners in the current study confirmed during interviews that this method not only made lessons more interesting but also enhanced understanding, especially when unfamiliar English words were explained in their mother tongue. Furthermore, Rodriguez (2023) argues that translanguaging empowers learners when their entire linguistic repertoire is recognized as a legitimate learning tool. This is consistent with observations from this study, which showed that stakeholders viewed multilingualism as a resource rather than a limitation. In both studies, the teachers' linguistic awareness and cultural sensitivity facilitated inclusive education, while learners developed confidence in expressing themselves freely across languages. This reinforces the idea that when stakeholders value and intentionally integrate learners' linguistic assets, translanguaged instruction becomes both feasible and effective. The current study, therefore, does not merely echo prior research but strengthens the argument that translanguaging is most impactful when driven by a collective, stakeholder-supported vision of multilingual pedagogy.

4.2.6 Availability of teaching learning materials

The findings from interviews and observation of the study reveal that the availability of translanguaged instructional texts and classroom learning materials plays a pivotal role in promoting the use of translanguaged instruction in the selected government-aided primary

schools. Participants, particularly teachers and headteachers, repeatedly pointed out that the provision of textbooks and learning resources containing multilingual content, especially those combining English and local languages such as Leblango, has significantly enhanced the teaching and learning process. The participants explained that these materials enable learners to access content in a language they are familiar with, thereby improving their comprehension and participation during lessons. They further noted that the presence of translanguaged texts legitimizes the use of multiple languages in the classroom and reduces the dominance of English-only instruction, which often alienates learners who are not proficient in the language. Figures 3 and 4, under subsection 4.1.4 on *Translanguaging patterns in teaching and learning materials*, which present photographic evidence of these translanguaged materials, were referenced by participants to illustrate the practical integration of multilingual instruction within actual classroom settings. Participants cited the availability of such textbooks as a major contributor to the success of translanguaged instruction, observing that learners are more motivated and confident when they see their home languages represented in formal learning materials. Moreover, teachers highlighted that these resources have supported their own instructional practices by aligning with learners' linguistic realities, thus enabling more effective delivery of content. The issuance of these materials, often facilitated by the Ministry of Education and development partners, was viewed not as an isolated intervention but as a strategic step toward embedding translanguaging into mainstream education. Overall, the evidence from the field strongly suggests that the presence of translanguaged instructional texts and materials has not only facilitated comprehension and learner engagement but has also served as a foundation for normalizing and sustaining translanguaged instruction within the school system.

The findings of the current study align closely with the observations made by Rodriguez (2023), Makalela (2018), Hornberger and Link (2012), and Poza (2017), as they collectively underscore the importance of instructional materials in facilitating translanguaged instruction. Both the participants in the study and Rodriguez (2023) highlight the critical role of bilingual or multilingual teaching aids in reinforcing learning and promoting comprehension through accessible language representation. The agreement lies in the shared emphasis on the visibility and functionality of multilingual materials as scaffolds that support both learners and teachers in navigating instructional content. Rodriguez's focus on involving learners in designing bilingual graphics complements the current study's finding that learners engage more meaningfully with materials when their home languages are represented, while Makalela's

(2018) view of multilingual resources as instruments of epistemic access further supports the idea that translanguage texts legitimize local knowledge systems in the classroom. Hornberger and Link's (2012) concept of contextually nested multilingualism resonates with the way participants in this study acknowledged the contextual relevance of combining English with local languages in official materials, making learning more culturally and linguistically responsive. Finally, the presence of multilingual instruction within government-issued textbooks, as observed in this study and affirmed by Poza's (2017) shift from subversive to normalized translanguage (subversive translanguage refers to language practices that face resistance or are seen as problematic because they break established rules, while normalized translanguage describes practices that have overcome these barriers and are accepted as standard strategies in the classroom), illustrates a broader educational transformation in Global South contexts, where translanguage materials are no longer marginal but are becoming integral to formal pedagogy.

Interestingly, the participants in this study emphasized that materials combining English and local languages, such as Leblango, enhance learners' comprehension, increase participation, and legitimize the use of multiple languages in formal education. This finding is in direct contrast with the study by Dovchin (2024), which reveals a significant divergence regarding the presence of translanguage instruction and its practical use. Dovchin (2024) found that even when multilingual resources are provided, translanguage practices may remain limited or ineffective due to persistent monolingual language ideologies and resistance among educators. In other words, the presence of teaching materials alone does not automatically guarantee successful implementation of translanguage; attitudes, beliefs, and systemic constraints strongly influence whether these resources are used meaningfully. While the Kwana District study emphasizes the practical and positive impact of resource availability on learners and teachers, Dovchin's (2024) research demonstrates that without a supportive ideological and pedagogical environment, similar materials may fail to produce the same benefits. This divergence clearly illustrates that the effectiveness of translanguage materials is contingent not only on their presence but also on the broader linguistic and educational culture in which they are deployed.

4.2.7 Media influence and sensitization

Another important factor revealed in the study as promoting the use of translanguage in government-aided primary schools is the influence of media platforms such as local radio and

television stations. Participants noted that educational programs broadcast in both English and local languages, especially Leblango, have greatly contributed to normalizing translanguaged communication among learners, teachers, and the community at large. For example, a programme like *Mango Tree*² often features bilingual discussions and interviews with educators on issues such as mother tongue education. These programs not only disseminate information but also invite feedback through SMS and call-ins, where listeners actively comment, ask questions, and share experiences. Such interaction demonstrates how radio has become a practical platform for normalizing translanguaged communication, as community members positively respond to and engage with bilingual content. These platforms often feature bilingual lessons, public awareness campaigns and interview with educators on the value of mother tongue education. As learners are frequently exposed to such multilingual content outside the classroom, it becomes easier for them to transfer this linguistic flexibility into the school setting. Teachers similarly become more open to using translanguaged instruction after hearing or watching respected education figures on the media advocating for bilingual approaches. The widespread accessibility of these platforms, especially radios, strengthens this effect by reaching rural areas where the bulk of learners reside. The study also revealed that such media efforts have helped demystify misconceptions that using a local language in school limits academic performance, thereby shifting public attitudes and encouraging the practice of translanguaging within formal education.

In addition, the study found that ongoing sensitisation of teachers to embrace the thematic curriculum, which emphasizes instruction in both English and local languages in lower primary classes, has been critical in promoting translanguaging. Participants highlighted that teacher workshops, district-led seminars, and community-based outreach have contributed significantly to equipping teachers with a better understanding of how to implement the curriculum through multilingual strategies. In the Lango sub-region, programs such as the *Emergence of Leblango* ‘Dongo Leblango’ initiative (The programme is designed to promote the proper use of Leblango. It focuses on identifying and correcting errors made by speakers in the use of the language.) in Alebtong, Lira, and Kwanja have trained teachers, caregivers,

² Mango Tree Educational Enterprises is an employee-owned Ugandan company established in 2000 that prioritizes mother-tongue education. It develops innovative learning materials that make education engaging and effective, mainly working with international NGOs in sectors such as health, education, and agribusiness. Headquartered in Kampala, with offices in Lira and Juba, the company promotes culturally relevant, language-based learning (Mango Tree, 2025).

and community members on the effective use of local languages alongside English. These engagements have strengthened teachers' capacity to implement the curriculum through multilingual strategies, thereby reinforcing the role of translanguaging in classroom instruction. From a translanguaging perspective, Chibita (2006) highlights that media using local languages alongside English enables learners and the community to engage with content across languages, supporting comprehension, participation, and the normalization of multilingual communication. Teachers who initially viewed the thematic curriculum with skepticism gradually come to appreciate its value in supporting learner comprehension, especially when training focuses on the role of language in cognitive development. This finding resonates with studies such as that of Kyeyune (2017), who found that targeted teacher orientation sessions in central Uganda resulted in increased teacher confidence in using Luganda and English interchangeably in lessons. Similarly, Nabirye (2021) observed that structured teacher capacity-building programs in eastern Uganda led to improved classroom practices and positive learner outcomes when local languages were intentionally integrated into instruction. These studies support the idea that sensitisation not only increases knowledge but also helps to shift teacher beliefs and practices, making them more open to the pedagogical use of learners' full linguistic repertoires. Together, the impact of media and professional sensitisation efforts demonstrates how translanguaging can be strengthened through deliberate and coordinated strategies that bridge policy, community awareness, and teacher development.

4.2.8. Conclusion

This subsection focused on identifying the factors that promote the use of translanguaged instruction in teaching. This was objective two. The findings revealed several key enablers, including teachers' positive attitudes towards multilingual practices, strong support from stakeholders such as school administrators, parents, and learners, the availability of teaching and learning materials with multilingual content, and favourable school policies that encourage the use of both English and local languages in the classroom. These factors collectively create an enabling environment for the effective implementation of translanguaged instruction, demonstrating how institutional, pedagogical, and community support intersect to sustain multilingual practices. The findings align with the theoretical perspectives of García and Lin (2016), who posit that translanguaging emerges as a socially situated and flexible practice that draws on learners' full linguistic repertoires, highlighting the role of educational contexts and resources in facilitating multilingual interaction.

Chapter Five

Challenges Affecting Translanguaged Instruction and Strategies to Address the Challenges

5.0 Introduction

This chapter presents a critical analysis and interpretation of the data gathered in relation to the challenges affecting translanguaged instruction in selected government-aided primary schools in Kwanja District and strategies to address the challenges which are third and fourth objectives of the study. The findings are obtained from the questionnaires, interview and observation methods. Drawing from the voices of teachers, headteachers, and other relevant stakeholders, the chapter explores the underlying factors that hinder the effective implementation of translanguaged practices in classroom settings. In discussing these findings, the study draws on García and Lin's (2016) translanguaging theory, which conceives bilingualism as a single dynamic system rather than two separate codes. The high level of support for teacher training highlights that teachers recognize the need to mobilize diverse linguistic and multimodal resources in classroom practice, aligning with the theory's view that learners and teachers draw from an integrated repertoire to meet different communicative and pedagogical goals. The findings seek to answer research question three and four of the study, which are:

- i. What challenges affect translanguaged instruction in government-aided primary schools in Kwanja District?
- ii. What strategies can be utilized to address challenges affecting translanguaged instruction in government-aided primary schools in Kwanja District?

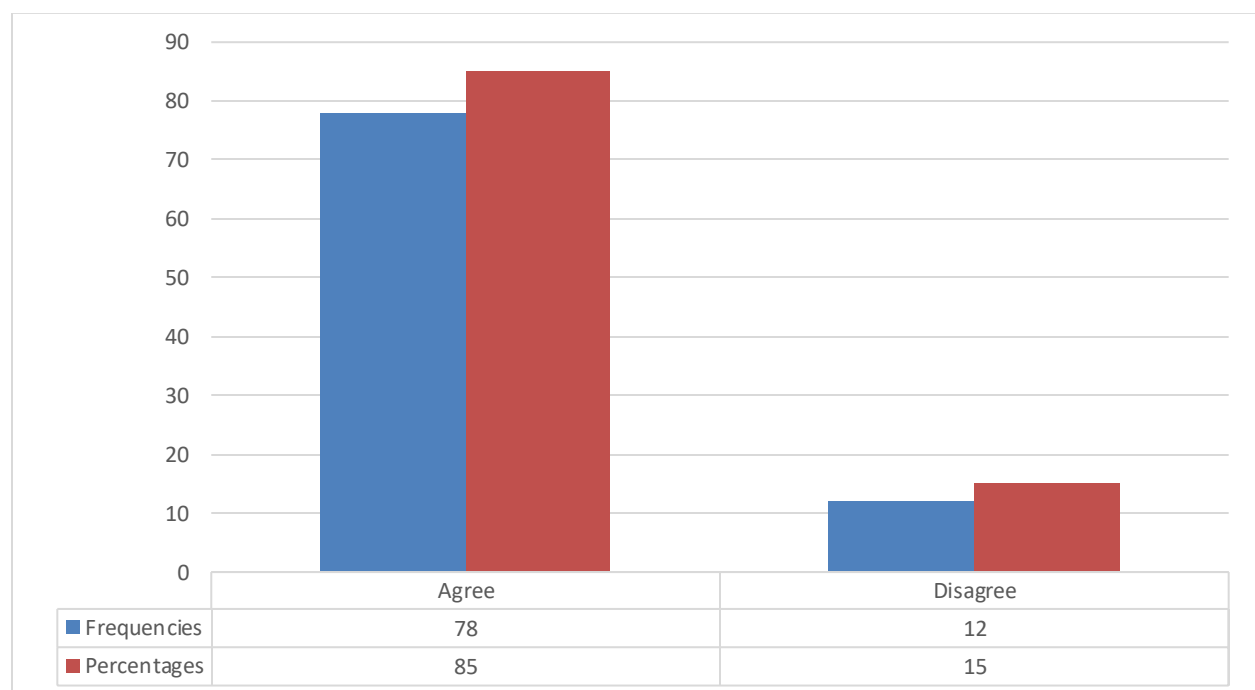
Generally, the challenges which affect translanguaged instructions include structural, institutional, and attitudinal barriers that impact both teaching and learning processes. Additionally, the chapter discusses practical and contextually relevant strategies proposed by participants to overcome these challenges, with an emphasis on promoting inclusive, learner-centered pedagogy. The analysis aims to provide a comprehensive understanding of the obstacles faced on the ground and to highlight feasible interventions that can strengthen the integration of translanguaging into the mainstream education system in the district.

5.1 Challenges affecting translanguage instruction in selected government-aided primary schools in Kwania District

This subsection deals with the key challenges that limit the effective use of translanguage in classroom practice. The findings reveal that although translanguage offers valuable opportunities for enhancing learning, teachers and learners encounter obstacles that affect its successful application. These challenges are discussed below.

5.1.1 Limited teaching material in a translanguage context

Earlier analysis of the results from Chapter Four from interviews indicated the presence of teaching and learning materials that support translanguage instruction. However, further examination of the challenges hindering the successful implementation of translanguage revealed that, although translanguage materials exist, they are highly limited in quantity and accessibility, which negatively affects the consistent use of translanguage instruction in the classroom. Specifically, Participants were asked to indicate whether they agreed or disagreed with the statement that limited learning materials hinder the effective application of translanguage instruction. The majority, 78 participants (85%), agreed that the scarcity of materials poses a significant challenge, while 12 participants (15%) disagreed with this. Refer to Figure 8 below for a visual representation of these findings.



Source: Primary Data, 2025

Figure 8: Showing response rates on lack of materials

The findings presented in Figure 8 offer a nuanced perspective on the role of teaching and learning materials in facilitating or hindering the implementation of translanguage instruction. Specifically, when teachers and headteachers were asked to indicate whether materials that facilitate translanguage instruction are readily available and in the required number 78 (85%) of participants acknowledged that there was a scarcity of materials needed to provide a translanguage instruction, while 12 (15%) indicated that there was an available number of resources needed for teaching. This informs the study by highlighting that while resource scarcity is a significant barrier to translanguage instruction in most schools, some teachers are able to access or create sufficient materials. It shows that challenges are not uniform, indicating variability in implementation conditions and pointing to the need to consider contextual factors when promoting translanguage practices. Much as there are divergent views on the availability of resources, a good number of participants generally show the inadequate resources in the selected government-aided primary schools in Kwanja District. For those who agreed, the limited access to multilingual instructional texts, charts, and other classroom resources restricts the extent to which teachers can integrate both English and local languages in daily instruction. They explained that the lack of printed materials in Leblango, such as textbooks, visual aids, and supplementary readers, makes it difficult to create a balanced bilingual learning environment, thus undermining the goals of the thematic curriculum which encourages the use of learners' home languages alongside English. The interviews and classroom observations revealed that limited teaching and learning materials hinder the effective implementation of translanguage instruction. Teachers reported a shortage of multilingual resources, including textbooks, visual aids, and supplementary readers in both English and Leblango, which constrains their ability to integrate multiple languages in daily classroom practice. Observations confirmed that many classrooms lacked these essential materials, making it difficult to create a balanced environment where learners can move fluidly between languages.

Learners, in particular, expressed challenges in accessing reading materials written in both English and Leblango. Some noted that classroom texts were either too few or only available in English, which made it difficult for them to follow lessons and complete assignments without additional teacher explanation in their local language. SMC members highlighted logistical delays in the procurement and distribution of multilingual materials, pointing out that while some schools received government-issued thematic textbooks, the quantities were insufficient to serve all learners. PTA members, on their part, expressed concern over the reliance on

English-only textbooks in upper primary, which they believed placed undue pressure on learners who are still developing proficiency in English. Collectively, these responses underscore the material dimension of the challenge, where the limited availability and uneven distribution of multilingual resources act as a barrier to the consistent and equitable application of translanguaged instruction. If left unaddressed, this shortfall threatens to widen the gap in learning outcomes and compromise the effectiveness of mother-tongue based on bilingual education initiatives in the district.

The findings of the current study closely resonate with those of other scholarly works that have examined the relationship between the availability of instructional materials and the effective implementation of translanguaged instruction. Babaci-Wilhite (2015) argues that the scarcity of learning materials in learners' mother tongues fundamentally limits the success of multilingual education initiatives. In her study, it was established that where teaching resources in local languages were inadequate, both teachers and learners found it difficult to maintain instructional coherence across multiple languages, which aligns with the responses from teachers and learners in Kwanja District who cited limited access to materials that feature more than just one language as a major barrier. Similarly, Heugh (2011) offers a compelling critique of multilingual education in sub-Saharan Africa, demonstrating that even where policies support the use of home languages in early education, the lack of adequate and context-specific materials severely hampers effective classroom delivery. This aligns with the concerns raised by the SMC and PTA representatives in the current study, who noted that even where thematic materials were provided, they were often insufficient or delayed, thereby compromising the intended bilingual learning outcomes.

5.1.2 Negative attitude

The questionnaire required teachers and headteachers to evaluate the assumption that opposition or negative attitudes from certain stakeholders toward the use of translanguaged instruction in the classroom present a significant challenge. The corresponding results are presented in Table 4 below.

Table 6*Agreement on the Importance of Promoting Teacher Training in Translanguaging*

Responses	Frequency	Percent
Agree	41	51.25
Disagree	39	48.75
Total	80	100.0

Source: Primary Data, 2025

The statistical findings presented in Table 4 offer a critical reflection on the extent to which negative stakeholder attitudes influence the implementation of translanguaged instruction in classrooms. Among the eighty respondents comprising teachers and headteachers, 41 participants (51.25%) agreed that opposition or unfavourable perceptions from stakeholders presents a considerable challenge to the adoption of translanguaging practices. Meanwhile, 39 participants (48.75%) disagreed with this assertion. The narrow margin between these two positions reflects a notable division in perspective, suggesting that while resistance is not universally experienced, it is significantly present and cannot be overlooked. This resistance often originates from deeply ingrained language assumptions within both the school and home environments that English is the only proper language for teaching, viewing local languages as informal or inferior, or thinking that children should use only one language in the classroom to learn effectively.

Evidence from interviews further substantiates this interpretation. For instance, one learner remarked, “At home, my parents do not allow me to use Leblango when doing homework. They say I must use English so that I become better at it.” This statement exemplifies how some families reinforce English-only practices, even in informal learning settings, thereby undermining the goals of inclusive, bilingual instruction. Additionally, some teachers reported that certain administrators view English as a symbol of academic excellence, thereby discouraging the use of local languages. Strictly speaking, the study participants observed that certain talking compounds in the schools previously prohibited the use of local languages. Since the inception of policies incorporating local languages, administrators have officially

removed these talking compounds. Despite this change, they continue to verbally discourage learners from using local languages. PTA representatives were also cited as having concerns that using native languages might impair learners' performance in national exams, which are primarily administered in English. These viewpoints illustrate the complex socio-cultural barriers that educators face when attempting to implement translanguaging strategies, despite their proven pedagogical benefits. Unless these attitudinal constraints are addressed through policy engagement and community sensitisation, they will continue to obstruct the full integration of translanguaging into Uganda's multilingual educational context.

The findings of the current study closely relate to previous scholarly investigations that have identified sociolinguistic attitudes and perceptions as critical obstacles to the successful implementation of translanguaging in educational contexts. Specifically, Brock-Utne (2014) argues that prevailing societal preferences tend to elevate the status of international languages, particularly English, while devaluing local languages. This ideological inclination directly corresponds with the present study's finding that some stakeholders, including parents and school authorities in Kwanja District, resist the use of indigenous languages like Leblango in formal education settings. For example, one learner explicitly noted that their parents only permitted them to use English during homework and other school-related activities, thereby exemplifying how such attitudes are internalized and enforced even within the home environment. This mirrors Brock-Utne's (2014) conclusion that linguistic hierarchies embedded in society are perpetuated within educational structures, systematically marginalizing local languages. Furthermore, García (2009b) contends that such sociolinguistic biases negatively impact learners' sense of identity and belonging, which in turn undermines their engagement and academic success. This directly aligns with the current study's observation that learners from linguistically diverse backgrounds face challenges in accessing materials and participating fully when their linguistic identities are not validated in the classroom. In support of these findings, García's (2016) translanguaging theory provides a comprehensive theoretical framework that elucidates the fluid, hybrid, and multimodal nature of language use. The theory's emphasis on dismantling fixed linguistic categories to accommodate the full communicative repertoires of learners is especially relevant to the current study's context, where learners naturally draw on both English and Leblango in navigating classroom discourse.

5.1.3 Time constraints

In relation to time constraints, the findings obtained from the questionnaire guide show that 62 (77.5%) of the participants agreed that limited time from teachers' perspective during lesson delivery poses a challenge to implementing translanguaging in teaching and learning, while 18 (22.5%) disagreed with this fact. This indicates that the majority view time as a significant barrier to effective use of translanguage instruction. Refer to the figure below for detailed results.

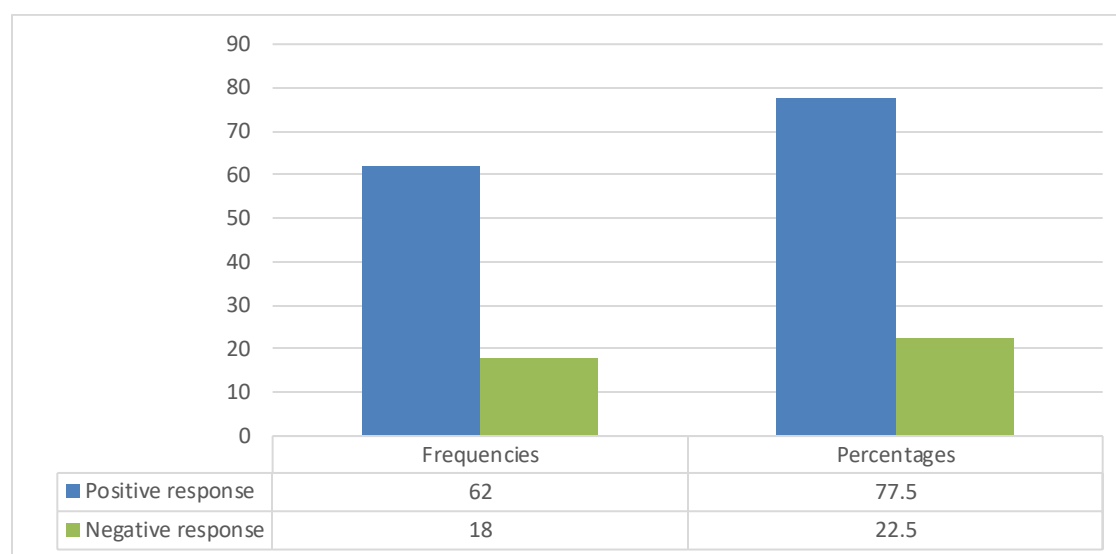


Figure 9: Showing response rates on time constraints

The findings on time constraints highlight a critical dimension in the implementation of translanguage instruction, especially within the context of multilingual classrooms in government-aided primary schools. With 77.5% of the teachers and head teachers affirming that limited time hinders effective use of translanguaging, the data underscores the inherent pressure educators face when attempting to deliver the same content in both English and the learners' native languages. This dual-language approach, while pedagogically sound, often requires additional time for lesson planning, delivery, and learner engagement, thereby clashing with rigid school schedules. Interview responses from teachers reinforced this concern, as several of them noted that although translanguaging enriches learners' comprehension, it demands more classroom time than monolingual instruction. One teacher remarked that balancing translanguaging with other instructional methods such as group discussions, role play, and project-based learning becomes overwhelming within the confines of a limited lesson period. These methods, which are central to Uganda's learner-centered pedagogical framework, already require substantial time for effective execution, and when

combined with translanguaging, the strain is even greater. Moreover, a headteacher observed that with the current curriculum coverage expectations, especially in upper primary, there is barely enough time to repeat content across languages without compromising the syllabus. Consequently, while translanguaging is a valuable tool for inclusion and comprehension, its practical integration is challenged by time limitations, forcing some educators to revert to more time-efficient yet less inclusive teaching approaches. This finding signals the need for curriculum and timetable adjustments if translanguaged instruction is to be sustainably implemented in multilingual settings.

The current study's findings concerning time constraints in implementing translanguaged instruction provide a similar revelation to other studies. For instance, Nyimbili and Mwanza (2021) identified that both teachers and learners in first-grade literacy classrooms in Zambia viewed translanguaging as a time-consuming process, often challenging to implement within the rigid structure of the school timetable. This mirrors the perspectives of teachers in the current study who reported that delivering the same content in both English and indigenous languages significantly strain lesson time, especially when combined with other active learning methodologies such as group discussions and project work. In a similar vein, Arocena et al. (2015) argued that translanguaging, though pedagogically rich, could appear impractical and confusing in actual classroom settings, particularly when sufficient planning time and curriculum alignment are lacking. These sentiments were echoed by participants in the current study who acknowledged the theoretical value of translanguaging but struggled with its application due to insufficient instructional time. García (2009b) further highlighted the complication caused by the absence of clear multilingual policies in schools, which often forces teachers to improvise linguistic strategies without standardized guidance, thereby consuming more time in lesson preparation and delivery. This challenge was also noted in the present study, where teachers expressed frustration over the lack of structured support and materials to facilitate efficient translanguaged instruction. Taken together, these studies confirm that the practical demands of translanguaging, especially in time management and planning, pose a considerable challenge to its consistent and effective use in multilingual classrooms, thus validating the findings of the current investigation.

5.1.4 Assessment-related problems

Analysis of the interview findings revealed a critical tension between Uganda's current assessment policy and the implementation of translanguaged instruction, particularly in

government-aided primary schools. Respondents consistently indicated that while translanguaging, using both English and a local language such as Leblango, can greatly aid comprehension during teaching, assessment practices in Uganda remain rigidly monolingual, with English as the exclusive language of evaluation. This presents a contradiction that frustrates both teachers and learners. Educators expressed concerns that learners who show strong understanding during lessons conducted bilingually often underperform during assessments because they are unable to articulate their knowledge effectively in English. One teacher noted, *“Even if you use Leblango to help a child understand in class, when the test comes, it’s all in English. You end up marking what the child cannot write, not what they truly know.”* This mismatch forces teachers to abandon effective instructional strategies in favor of preparing learners for English-only examinations, ultimately stifling pedagogical innovation and learner-centered teaching. Furthermore, the absence of standardized assessment tools in local languages discourages schools from fully embracing mother-tongue-based bilingual education, as the risk of poor exam results remains high. Headteachers added that even formative assessments are often conducted in English, not because it is the best pedagogical choice, but because it aligns with national standards, which emphasize evaluation in the English language. This system reinforces the dominance of English and implicitly signals that indigenous languages are not valid tools for academic achievement, creating an environment in which translanguaging is perceived as a risk rather than a resource.

The disconnect between instructional language and assessment language in Uganda mirrors challenges observed in several multilingual contexts globally. Heugh (2011) asserts that in African educational systems, learners are often taught using a mix of languages or their mother tongue during early years of education, but are assessed exclusively in colonial languages such as English and French. This policy disjuncture places children at a disadvantage, especially those whose cognitive development and classroom engagement have been nurtured in their home languages. Benson (2004) reinforces this view by explaining that assessments conducted in a language unfamiliar to learners yield inaccurate reflections of their true capabilities, thereby lowering both academic performance and self-esteem. Walter and Dekker (2011), in their study of early grade multilingual education in the Philippines, discovered that learners taught in local languages excelled when assessed in those languages, but struggled significantly when assessed in English. This inconsistency between instruction and evaluation reduces the effectiveness of bilingual programs, even when such programs are well-intentioned and carefully implemented. Trudell (2016) further highlights that unless educational policies

recognize the legitimacy of multilingual assessments, the benefits of inclusive instruction will remain undermined. These findings strongly align with the current study's observations from Kwania District, where the dominance of English in Uganda's assessment policy continues to suppress the educational potential of translanguaged instruction, despite its proven value in enhancing comprehension, participation, and learner confidence.

5.1.5 Lack of proper training for teachers on translanguaged instruction

When teachers and headteachers were asked to express their views on whether they agreed with the assumption that educators lack adequate orientation specifically designed for implementing translanguaged instruction in teaching and learning, the following results were obtained:

Table 2

Response rates on inadequate training of teachers on translanguaging

Responses	Frequency	Percent
Positive responses	7	8.8
Negative responses	31	38.8
Total	80	100.0

The data presented in Table 5 reveals a significant trend regarding teachers' and headteachers' perceptions of translanguaged instruction. Of the 80 respondents, only 7 (8.8%) agreed with the notion that there is inadequate orientation or training tailored toward the use of translanguaging in the classroom. In contrast, 31 participants, representing 38.8%, disagreed with this assumption. This distribution suggests that a substantial portion of teachers have received some level of preparation or possess the necessary skills and understanding to implement translanguaging effectively in the teaching and learning process. The relatively low percentage of agreement (8.8%) indicates that most educators may not view insufficient training as the primary obstacle to translanguaged instructions. Rather, it could imply that other factors, such as material availability, stakeholder attitudes, or assessment constraints, weigh more heavily in influencing their classroom practices. However, the existence of a notable minority who do acknowledge a gap in orientation cannot be overlooked. Interviews conducted alongside the questionnaire responses add qualitative weight to this interpretation. Some

teachers admitted that while they were informally using both English and local languages in class, they had not undergone any structured professional development explicitly focusing on translanguaging pedagogy. This suggests that while confidence in current practices exists, there is a lack of institutionalized or policy-backed training programs aimed at enhancing translanguaging strategies systematically.

The implication here is twofold. First, the perception of adequate preparation among many respondents may stem from practical classroom experience rather than formal training, which raises concerns about consistency and methodological soundness. Second, the minority view points to a gap in pre-service and in-service teacher education that could hinder the broader institutionalization of translanguaging. As multilingual classrooms become the norm, the need for targeted and context-sensitive training becomes more pressing, especially to bridge the gap between informal linguistic accommodation and structured translanguaged pedagogy. Without such training, translanguaging risks remaining an improvised rather than a pedagogically grounded approach.

This interpretation is reinforced by López (2009), whose study of bilingual education in Latin America showed that educators often developed flexible multilingual teaching practices informally, compensating for the absence of professional training programs. He found that this kind of “practical bilingualism” could yield short-term classroom benefits but lacked the consistency and depth necessary for long-term learner development, especially in terms of literacy and cognitive skills in both languages. Similarly, a study by Kirkpatrick and Liddicoat (2017) on multilingual education in Southeast Asia revealed that many teachers were expected to deliver instruction in more than one language without clear guidelines, training, or pedagogical frameworks. Their research emphasizes that successful translanguaging goes beyond simply switching between languages; it requires a deep understanding of how languages interact cognitively and contextually during instruction. Without formal training, educators may default to code-switching or adhoc translations that do not effectively scaffold learning, especially for learners at lower proficiency levels. In light of this, the current findings raise concerns that many of the teachers who reported no challenge with orientation may be unaware of what structured translanguaging entails, potentially limiting their capacity to meet curriculum objectives fully. Moreover, Ball (2010), in a review commissioned by UNESCO, highlighted that a lack of investment in teacher training specific to multilingual pedagogies remains one of the most serious constraints in implementing inclusive language education

policies across Sub-Saharan Africa. According to Ball (2010), even where national policies promote the use of local languages, the absence of teacher preparation and professional development aligned with such policies leads to implementation gaps and inconsistent practices in the classroom. The findings from this current study suggest a similar pattern in Kwanza District: although some teachers may not perceive orientation as a major obstacle, the absence of consistent, formalized training undermines the broader goals of mother-tongue based multilingual education. If the success of translinguaging depends on informed and systematic classroom practice, then the gap between teacher perception and actual professional development must be critically addressed.

5.1.6 Teachers' lack of proficiency in many languages

The findings from the study reveal a crucial constraint in the implementation of translinguaged instruction: most teachers possess limited multilingual proficiency, often restricted to English and one local language, primarily Leblango. While this bilingual ability is somewhat helpful, it does not align with the full linguistic diversity of learners in government-aided primary schools in Kwanza District. Translinguaging, by its very nature, draws from multiple linguistic repertoires to enhance understanding and learner engagement. However, when teachers are only fluent in two languages, and learners predominantly know only their mother tongue with minimal proficiency in English, the instructional flexibility that translinguaging demands is severely compromised. In an interview with the teachers, it was revealed that this situation has created a disjointed communicative environment in which learners who do not understand either of the teacher's languages face marginalisation during the teaching and learning process. From the interviews, teachers admitted that their linguistic capacity often limits how effectively they can implement translinguaging strategies. One teacher observed, "Sometimes I want to help a child understand, but if they do not speak Leblango or English, I have no language left to use." This highlights a critical gap in multilingual inclusivity. Interviews with the teachers also revealed that some teachers are also posted to schools where they do not speak the local language of the area, which can affect the implementation of translinguaged instruction. Similarly, learners shared their frustrations, especially those who enter school speaking only their mother tongue and with little or no exposure to English. A primary four pupil explained, "When the teacher speaks in English or Leblango, I just keep quiet because at home we only speak our language. I don't understand everything." Such sentiments show how learners' inability to comprehend the instructional languages used in class affects their participation and confidence.

Stakeholders such as PTA members and SMC representatives further confirmed that teachers' limited language knowledge has implications on the inclusivity and effectiveness of instruction. Parents expressed concern that their children struggle to follow lessons when neither English nor Leblango is spoken at home. One parent remarked, "Our children only know our home language, and sometimes they tell us they don't understand what the teacher says. We cannot help them either." SMC members noted that while translanguaging is a good initiative, it is failing to serve its intended purpose because most teachers lack the ability to work with the broad range of languages learners bring into the classroom. They recommended more robust teacher preparation that includes training in managing linguistically diverse classrooms and the strategic use of multiple local languages, even if only passively. Additionally, this linguistic mismatch becomes more pronounced during classroom activities such as project work, group discussions, and learner-centred methods that require collaborative dialogue. These methods rely heavily on learners understanding instructions and contributing meaningfully, which becomes a challenge when linguistic gaps exist between the teacher and the learners, or even among the learners themselves. While translanguaging is designed to promote inclusivity and scaffold understanding across languages, the absence of broader language proficiency among both teachers and learners reduces its effectiveness to a mere switch between English and one dominant local language. This narrow application, rather than enhancing learning, ends up reproducing the very language-based exclusions translanguaging is meant to resolve.

Across both the literature and the current study, a shared concern emerges about the disconnect between the linguistic realities of learners and the language practices employed in schools. In Kwania District, teachers struggle to accommodate learners who speak languages other than English or Leblango, often leaving some pupils silent and disengaged. This mirrors what Nyimbili and Mwanza (2021) describe as the outcome of persistent monolingual ideologies, where languages are compartmentalised rather than fluidly used to support learning. The present findings demonstrate how such rigid practices persist in classrooms despite the multilingual backgrounds of learners. In another layer of convergence, teacher preparedness features prominently. Palmer et al. (2014) highlight how teacher education programs tend to sideline translanguaging approaches, leaving teachers without the tools to manage linguistic diversity effectively. This same issue surfaces in the current study, where teachers candidly expressed their inability to reach all learners due to their limited multilingual proficiency. The

emphasis across both studies is not only on the absence of linguistic flexibility but also on the structural gaps in teacher development, which inhibit the practical use of translanguaging.

Notably, while the contexts differ slightly, Palmer et al. (2014) speak broadly of Sub-Saharan Africa, and the current study focuses specifically on Kwania District Primary Schools, the problem remains consistent: multilingual learners are present, but systems and personnel are ill-equipped to support them. In both cases, translanguaging is recognised as a valuable practice but is reduced to limited code-switching between dominant languages, which ultimately reproduces exclusion rather than alleviating it. These convergences reveal a broader systemic issue: the potential of translanguaging is curtailed not by its conceptual weakness but by the realities of educational ideologies and underprepared teachers. Whether in broader regional analyses or localized Ugandan classrooms, the pattern remains, learners are linguistically rich, but schooling does not yet reflect or respond to that richness.

5.1.7 Conclusion

In conclusion, the analysis of findings highlights several critical factors that hinder the effective implementation of translanguaged instruction in government-aided primary schools in Kwania District. These include negative attitudes toward translanguaging among some stakeholders, challenges in assessing learning within multilingual classrooms, limited language proficiency among teachers beyond English and Leblango, and time constraints that restrict the flexible use of multiple languages during lessons. Collectively, these barriers limit the inclusivity and overall effectiveness of translanguaging, despite its demonstrated potential to enhance learner engagement and understanding in linguistically diverse classrooms. Importantly, this study contributes new knowledge by identifying contextual and practical factors, such as teacher postings to schools where they do not speak the local language, and subtle resistance embedded in school practices, that previous research has not sufficiently explored. By foregrounding these under-researched challenges, the study offers a deeper understanding of the conditions necessary for successful translanguaged instruction and provides empirical evidence to inform policy and teacher support initiatives in multilingual educational settings.

5.2. Strategies that can be utilized to address challenges affecting translanguaged instruction in selected government-aided primary schools in Kwanja District

This objective aimed to explore practical and transformative strategies for addressing the core challenges that hinder the effective implementation of translanguaging in teaching and learning. These strategies include raising awareness among implementers, reforming assessment practices, and developing contextually relevant teaching and learning materials, etc., as elaborated below.

5.2.1 Promoting training of teachers on the use of translanguaged instruction

Participants were asked to rate their opinion on whether they agreed that promoting sufficient training on translanguaging among teachers could help address the challenge of inadequate training, which hinders its effective use. The findings showed that 71 participants (88.75%) agreed that promoting training on translanguaging would enhance its successful implementation in classroom settings, while 9 participants (11.25%) disagreed.

Table 3:

Response Rates on Promoting Teacher Training on Translanguaging

Responses	Frequency	Percent
Agree	71	88.75
Disagree	9	11.25
Total	80	100.0

The quantitative findings indicate that a significant majority of respondents, 71 out of 80 participants (88.75%), believe that promoting adequate training on translanguaging among teachers is a crucial step toward addressing the challenge of limited teacher preparedness, which continues to hinder the effective use of translanguaging in classroom settings. Only a small fraction, 9 respondents (11.25%), disagreed with this position. The 11.25% who disagreed likely reflect teachers who are either confident in their current methods, view translanguaging as impractical within existing policy and classroom constraints, or simply prefer traditional approaches. This overwhelming level of agreement underscores a widespread recognition among the study participants of the importance of teacher capacity-building in enhancing the implementation of translanguaging as a pedagogical strategy. This result carries considerable weight for the overall study, which seeks to explore patterns, challenges, and

perceptions surrounding translanguaging in government-aided primary schools in Kwanja District. The finding confirms that insufficient training is not just a peripheral issue but is central to the difficulties teachers face in applying translanguaging techniques effectively. By highlighting training as a key variable, the data suggests that any policy or educational reform aimed at promoting multilingual classroom practices must first and foremost prioritize structured and systematic teacher professional development programs specifically tailored to translanguaging.

The statistical evidence is further enriched by the qualitative insights obtained from the interview data. Several interviewed teachers explicitly expressed the need for targeted training to equip them with the practical skills and theoretical knowledge necessary to implement translanguaging methodologies. One teacher noted, *"We were never trained on how to use more than one language in the classroom. Even when we try, we are not sure whether we are doing it the right way or whether it is allowed."* Another participant remarked, *"Sometimes we switch between English and Leblango to help pupils understand, but we don't have any official guidance. Training would help us use this approach properly."* These insights revealed that while some teachers may be informally engaging in translanguaging practices, the absence of formal training leaves them uncertain and unsupported. This disconnect between policy ideals and classroom realities points to a critical gap in the education system, one that could be bridged through deliberate and well-structured professional development initiatives. Moreover, the findings suggest that translanguaging, when properly understood and applied, holds promise for improving learner comprehension, engagement, and academic achievement, especially in multilingual contexts like Kwanja District primary schools. However, without a strong foundation in training, teachers are likely to continue struggling with implementation, which may in turn limit the potential benefits of this approach. This highlights the need for government and educational stakeholders to invest in teacher training programs, workshops, and continuous professional development sessions that address the pedagogy, planning, and classroom management aspects of translanguaging.

The findings of this study closely mirror conclusions drawn in earlier research, particularly regarding the necessity of preparing teachers to implement translanguaging effectively. Li Wei (2011) highlights the need for a shift in how schools approach linguistic diversity, calling for a system that not only accepts but actively works with the full range of learners' languages. This view is reflected in the present study, where the vast majority of participants

acknowledged that teacher training is key to overcoming the lack of preparedness that currently limits translanguaging practices. Lankiewicz (2021) also stresses that practical application of translanguaging requires intentional training, a point clearly supported by the voices of teachers in this study who admitted to lacking both the knowledge and confidence to apply the method systematically. Uncertainty around whether their efforts are even allowed points to a broader issue raised by Mazak and Carroll (2017), who argue for formal policy changes that validate translanguaging as a legitimate classroom strategy. These concerns are not theoretical; they are echoed in the hesitation and improvisation seen among teachers in Kwanja District. Duarte (2020) adds that curriculum reform must go hand in hand with these efforts, creating space for learners to use all their linguistic resources. While the current study does not directly assess curriculum design, the absence of structured approaches reported by teachers reflects a misalignment between practice and educational frameworks. Together, these studies reinforce the conclusion that sustainable use of translanguaging depends not only on teacher attitudes but on institutional commitment through training, clear policy, and supportive curriculum design.

5.2.2 Provision of more materials to facilitate translanguaging

In addition to highlighting the importance of promoting teacher training as a key solution to the challenges of implementing translanguaging, the analysis of findings also revealed an important perspective on the need for the provision of more teaching and learning materials to address the issue of resource inadequacy, as illustrated in Table 7 below.

Table 7
Participants' Responses on the Availability of Teaching and Learning Aids

Responses	Frequency	Percent
Agree	76	95
Disagree	4	5
Total	80	100.0

Statistical findings showed that 76 out of 80 respondents, representing 95%, agreed that increasing access to multilingual instructional materials would help address the problem of inadequate resources, which currently undermines the application of translanguaging strategies. This high percentage demonstrates a strong consensus among teachers that without

appropriate materials, the success of translanguaging is severely limited. It indicates that materials designed to include only one or two languages are not comprehensive for classrooms where learners regularly interact using multiple languages. To support translanguaging, instructional content must reflect the linguistic diversity of learners by integrating more than one language, particularly those spoken in the learners' communities. This view is reinforced by qualitative data from teacher interviews, which revealed that most teaching materials currently used are either monolingual, predominantly in English, or, in a few cases, bilingual, often limited to English and one local language. Teachers expressed concern that such materials fail to capture the multilingual reality of their classrooms, where learners often communicate in more than one language. As a result, teachers are forced to improvise, relying on spontaneous code-switching or peer translation, which, though helpful, is unstructured and inconsistent. Several teachers emphasized that the effectiveness of translanguaging would significantly improve if they had access to materials deliberately designed to support the flexible use of multiple languages. These could include storybooks, charts, vocabulary lists, and reading passages that blend languages in a pedagogically intentional way. The quantitative data obtained from the questionnaire and the qualitative data from interview findings confirm that the availability of multilingual teaching and learning materials is not just a supplementary concern, but a central requirement for implementing translanguaging effectively. Therefore, developing and distributing materials that represent the full linguistic repertoires of learners should be prioritized alongside teacher training. This measure would provide structured support to teachers, reduce their dependence on improvisation, and create an inclusive classroom environment where learners' linguistic backgrounds are recognized as assets rather than obstacles.

The current study found that a significant majority of participants (76 out of 80, representing 95%) agreed that the lack of multilingual teaching and learning materials presents a major barrier to the effective implementation of translanguaging in classrooms, while (only 4 out of 80, representing 5%) of participants indicated that the lack of multilingual teaching and learning materials does not pose a significant barrier to the effective implementation of translanguaging in classrooms. Interviews further confirmed that most existing instructional resources are either monolingual or, at best, bilingual, often excluding the full range of languages spoken by learners. This finding is strongly supported by similar studies in other multilingual educational contexts. In Zambia, Ngalande and Mheta (2021) reported that teachers in first-grade multilingual literacy classrooms were constrained by the unavailability

of multilingual materials, making it difficult to apply translanguaging strategies meaningfully. Likewise, Phongsa, Mohamed, and Ismail (2023), in a study of English as a Foreign Language (EFL) teachers in Thailand, observed that monolingual-oriented policies and the absence of multilingual instructional aids discouraged teachers from adopting translanguaging, despite recognizing its pedagogical value. Similarly, Lin and He (2021) emphasized in their research in Hong Kong that the success of translanguaging in English-Medium Instruction science classrooms was heavily dependent on access to appropriate multilingual materials, where such resources were lacking, translanguaging practices were inconsistent or avoided altogether. These findings, when considered alongside the results of the present study, demonstrate a consistent global pattern: without adequate, linguistically inclusive teaching materials, efforts to promote translanguaging remain limited. Therefore, investment in the development and distribution of resources that reflect learners' full linguistic repertoires emerges as a necessary and practical measure for advancing effective translanguaging pedagogy.

5.2.3 Promoting research on translanguaging as a medium of instruction

Another important revelation that emerged from the interviews was the suggestion to promote research on translanguaging as a practical step towards addressing the persistent challenges associated with its implementation. Teachers expressed the view that limited scholarly inquiry into translanguaging practices, particularly within local contexts, contributes to a knowledge gap that hinders effective application in classrooms. By encouraging more targeted research, education stakeholders would be better positioned to generate empirical data on how translanguaging functions across diverse linguistic settings. This would help inform more context-specific strategies for classroom practice, as well as contribute to the refinement of existing pedagogical frameworks. Moreover, ongoing research can offer insights into the most effective methods for integrating learners' multiple languages in instruction, the kinds of materials that support this process, and the professional development teachers need to confidently adopt translanguaging techniques. Promoting research would also enable the development of monitoring and evaluation tools that track the impact of translanguaging on learner engagement and academic achievement. Additionally, a stronger research culture around translanguaging can support curriculum reform by providing evidence that justifies its inclusion as a formal strategy in language policy and teacher education programs. This would ultimately ensure that translanguaging is not merely seen as an improvised response to linguistic diversity, but as a well-grounded, research-informed approach that enhances inclusive and effective learning. By bridging the gap between theory and practice, research

becomes an essential driver of innovation, helping to address current implementation challenges and establish translanguaging as a sustainable educational model.

The revelation that promoting research on translanguaging can help address its implementation challenges aligns with findings from other scholarly works that emphasize the critical role of research in advancing effective language pedagogies. This study found that teachers viewed the lack of localized and practical research as a major contributor to confusion and inconsistency in applying translanguaging in classrooms. Similarly, García and Kleyn (2016) argue that continued research is essential for understanding how translanguaging operates in real classroom settings and for providing educators with concrete models that can be adapted to different linguistic contexts. Their study emphasizes that without empirical research, teachers are left without clear guidance, which limits the full realization of the potential of translanguaging pedagogy. Additionally, Conteh (2018) also supports the idea that research is a necessary foundation for shaping teacher education and curriculum design. She points out that engaging in systematic inquiry allows educators and policymakers to identify both the affordances and limitations of translanguaging, ensuring that the approach is grounded in practice rather than theory alone. Both of these studies agree with the current findings that research serves not only to validate the effectiveness of translanguaging but also to provide the tools, frameworks, and institutional support needed for its practical adoption in multilingual classrooms.

5.2.4 Sensitizing community members on the relevance of translanguaging³

The study highlights the critical role of raising awareness among community members about translanguaging in education. It emphasizes how understanding this practice can enhance learning and teaching. Sensitizing communities ensures broader acceptance and effective implementation of multilingual approaches in schools. Consider Figure 10 below

³ The role of parents in translanguaging in the classroom is quite complex. While parents cannot be said to physically influence classroom translanguaging by being present, their influence is implied through the language practices they enforce at home. As one participant noted, parents may sometimes restrict which language their children use, often limiting them to English only at home. This becomes particularly significant when learners are already limited in English, as such restrictions may reduce their confidence or opportunity to draw on their home languages in class. In this way, parents indirectly shape translanguaging by influencing the linguistic resources and attitudes learners bring into the classroom.

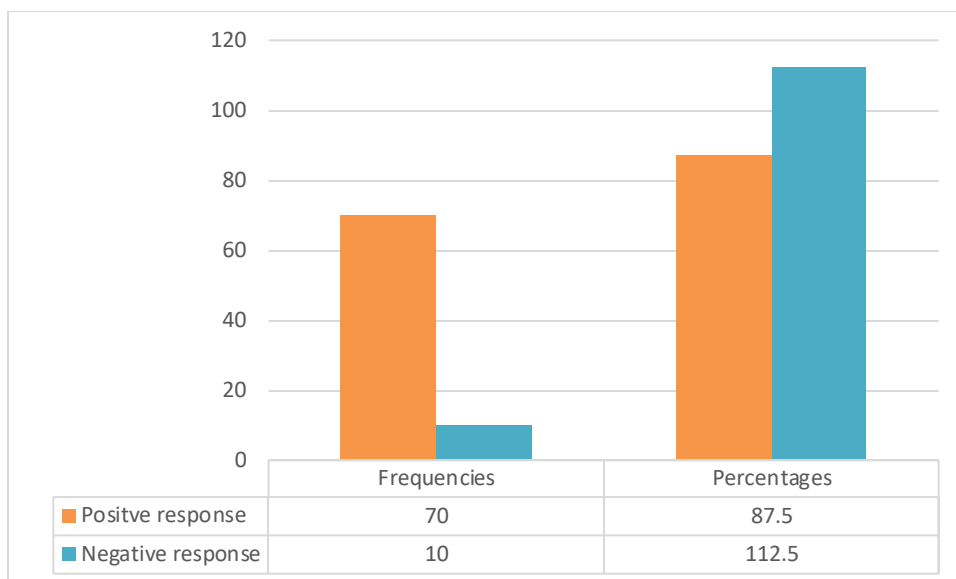


Figure 10: Response rates on sensitizing community members on the relevance of translinguaging

The study reveals a compelling insight into the importance of sensitizing community members about the relevance of translinguaging in education. This was strongly supported by quantitative findings, where 70 out of 80 respondents (87.5%) agreed that community sensitization is a key measure for promoting the successful adoption of translinguaging, while only 10 respondents (12.5%) disagreed that raising awareness within the community is an essential strategy for ensuring the effective adoption of translinguaging. This sentiment was reinforced during interviews with teachers, many of whom emphasized that the limited understanding of translinguaging among parents, guardians, and local stakeholders creates a major obstacle to its implementation in schools. Some participants observed that members of the community often perceive the use of local languages in formal education settings as a sign of laziness, incompetence, or deviation from academic standards. These negative perceptions can lead to resistance, discouragement, and, in some cases, pressure on teachers to conform to monolingual English-only instruction even in contexts where learners are more proficient in other languages.

Teachers shared examples where learners were discouraged from using their home languages both at school and at home, leading to reduced confidence and participation in class activities. This undermines the core value of translinguaging, which lies in empowering learners to draw on their full linguistic resources for learning and communication. Sensitizing the community, therefore, becomes essential to shifting attitudes and promoting an inclusive understanding of

language use in education. Awareness campaigns could focus on the benefits of translanguaging, such as improved learner engagement, cognitive development, cultural identity reinforcement, and equitable access to knowledge. Such efforts can be channeled through school-community meetings, radio programs, educational outreach, and collaboration with cultural leaders to promote the idea that using multiple languages is not only pedagogically effective but also socially empowering. Furthermore, community sensitization encourages a stronger school-home partnership, where parents are no longer passive observers but active supporters of translanguaging practices. It helps create a consistent linguistic environment where the values of multilingualism are reinforced beyond the classroom. This mutual understanding between educators and the wider community also reduces friction, strengthens trust, and opens space for community-driven support for teaching materials, policy advocacy, and learner encouragement. Ultimately, the findings demonstrate that for translanguaging to thrive in a sustained and meaningful way, the involvement of informed and supportive community members is not optional but central to its success. Sensitization, therefore, acts as a foundation for building the social acceptance and cultural legitimacy necessary for translanguaging to become a transformative force in multilingual education.

The study's finding that sensitizing community members on the importance of translanguaging is critical to its effective use complements insights from both the survey and interview data. With 87.5% of respondents supporting this intervention, coupled with teachers confirming that negative community perceptions undermine the strategy, it becomes clear that awareness-raising is a necessary condition for success. Many parents reportedly misunderstand translanguaging, equating it with academic weakness or a lack of formality, and thus oppose its use in schools. This view hampers learner confidence and complicates classroom practice. Comparable observations were made by Cummins et al. (2015), who found that when parents and communities are engaged and informed, learners perform better and show increased pride in their linguistic identities. Similarly, Mohanty (2019) emphasized that the success of multilingual teaching approaches depends on shifting deep-seated beliefs within communities through structured engagement and clear communication about the benefits of using multiple languages in education. These studies, like the present one, highlight the central role of community understanding and support in fostering effective language practices, pointing to the conclusion that sustainable translanguaging depends not only on teacher preparedness but also on informed and positive societal attitudes.

5.2.5 Improving assessment by incorporating translanguage features

The findings from the interviews with learners, head teachers, Parent Teacher Association (PTA) members, and School Management Committee (SMC) representatives reveal that incorporating translanguage features into assessment significantly improves the accuracy, inclusiveness, and relevance of evaluating learner understanding in multilingual classrooms. Learners expressed that being allowed to use their home languages alongside English during assessments reduced anxiety, improved comprehension, and enabled them to express their ideas more clearly, especially in subjects such as Science and Social Studies where content knowledge was often obscured by limited English proficiency. Head teachers confirmed that this approach allowed for a more authentic reflection of what learners actually understood rather than what they could express in English alone, and teachers observed noticeable improvements in participation, confidence, and academic outcomes among learners who were previously considered underachieving. PTA members supported this practice, explaining that it bridged the gap between school and home environments by enabling parents to engage with their children's learning in familiar languages, attend school activities with greater understanding, and assist with homework, thereby enhancing parental involvement in supporting learners. SMC representatives emphasized that translanguage in assessment encouraged critical thinking and improved learner retention by validating the learners' linguistic and cultural backgrounds. Despite the positive reception, concerns were raised regarding standardization and marking consistency, as educators lacked clear guidelines on how to grade responses that involved both English and local languages. There was also apprehension about the long-term implications of translanguage assessments on learners' transition to higher levels of education, where English remains the dominant medium of instruction and evaluation. Nevertheless, the stakeholders agreed that translanguage, when properly structured and supported by policy and teacher training, holds the potential to transform assessment into a more equitable and contextually grounded process that genuinely reflects learners' abilities and promotes inclusive education.

The findings that incorporating translanguage features into assessment improves learner expression, comprehension, confidence, and overall performance is strongly supported by existing scholarly literature, as it reflects the theoretical and practical implications outlined by Saputra and Akib (2018), Turner and Tour (2023), Liu and Fang (2022), Eberhard et al. (2020), Cummins (1981), and De Barros et al. (2020). The theory of translanguage, as described by Saputra and Akib (2018), emphasizes the importance of using learners' complete linguistic

resources to enhance instruction and assessment. This theoretical stance aligns with the finding, where learners performed better and showed more accurate understanding when allowed to express themselves using both English and their local languages.

Turner and Tour (2023) further argue that drawing on all the languages learners know promotes deeper learning and develops proficiency across their entire linguistic repertoire. In the same way, the finding demonstrates that assessment practices which validate and incorporate local languages not only improves learner outcomes but also promote inclusivity and learner-centered pedagogy. The challenge to monolingual ideologies described by Liu and Fang (2022) also resonates with the finding, where community stakeholders and school administrators questioned the fairness and effectiveness of English-only assessments and advocated for linguistically flexible approaches that reflect the learners' socio-linguistic realities. The concerns raised by head teachers and PTA members about learners being unfairly judged based on their command of English echo the critique by Eberhard et al. (2020) and Cummins (1981), who argue that educational systems often maintain colonial language hierarchies by prioritizing official languages in assessments and curricula. These hierarchies disadvantage learners whose primary languages are excluded, limiting their ability to demonstrate what they know. The finding also supports De Barros, Domke, Symons, and Ponzio's (2020) assertion that when assessment structures do not align with learners' linguistic abilities, learners are likely to struggle, underperform, and lose motivation, even when they possess the required content knowledge. Thus, the study's field-based evidence strongly corresponds with the theoretical literature, illustrating that the systemic marginalization of local languages in assessment undermines educational equity, whereas the deliberate incorporation of translinguaging fosters a more holistic, accurate, and inclusive evaluation of learner competence.

5.2.6 Abolishing Language-Based Punishment

The findings from the interviews reveal a critical need for school policies to explicitly support and encourage the use of multilingual environment, including indigenous languages of an area within the educational environment, without subjecting learners to punishment or ridicule. Respondents, particularly learners and community stakeholders, expressed deep concern that current school practices continue to privilege English as the sole acceptable language of communication, thereby discouraging the natural use of indigenous languages that are central to learners' identity and modes of understanding. This rigid enforcement of English-only policies not only undermines the development of a truly multilingual learning environment but

also contributes to the erosion of linguistic confidence and cultural pride among learners. One student candidly shared, “Sometimes when we speak Leblango at school, the teachers say we are disobeying the rules. But at home, I learn better in Leblango. I feel like I am doing something wrong when I use my language.” Such sentiments reflect a deeper institutional issue where indigenous languages are not only devalued but treated as liabilities within formal education settings. Data obtained from the interview with head teachers and PTA members also highlighted that this punitive approach restricts learners from fully engaging in classroom discourse, particularly when they are unable to express complex ideas fluently in English. The practice of coercing learners to use English by using punitive measures when found speaking their native languages inhibits cognitive development and limits the inclusivity of classroom interactions. The absence of protective and enabling policy frameworks further entrenches linguistic hierarchies, weakening efforts to create linguistically diverse and culturally responsive schools. Therefore, the development of school policies that recognize and equitably support the use of native languages such as Leblango is not merely a matter of language inclusion but a necessary condition for nurturing a multilingual educational system that affirms learner identity, promotes equity, and strengthens local linguistic capital.

Findings revealed that lack of school policies supporting the use of Leblango and other indigenous languages suppress the development of a multilingual environment is affirmed by a range of studies that expose similar patterns of linguistic marginalization in education systems. Skutnabb-Kangas (2009) underscores that penalizing learners for using their home languages in schools constitutes a form of linguistic human rights violation, which not only harms identity formation but also leads to educational underachievement. This corresponds with the current finding where learners expressed emotional discomfort and cognitive limitations due to restrictions on speaking Leblango. Similarly, García and Kleyn (2016) argue that schools entrenched in monolingual ideologies often reinforce language hierarchies, thus obstructing translanguaging practices that could empower learners from multilingual backgrounds. Their research demonstrates that when schools devalue learners’ native languages through punitive or neglectful policies, it reinforces linguistic insecurity and weakens academic participation. Tollefson and Tsui (2018) also document that restrictive language policies in schools disproportionately affect learners from non-dominant linguistic communities, leading to long-term consequences in academic performance and social integration. In the same vein, Ndhlovu (2017) criticizes how institutionalized language norms in African schooling systems continue to privilege colonial languages while denying the

pedagogical worth of African languages, a reality that echoes the voices of learners and community members in the current study. These studies reinforce the view that unless school policies are explicitly restructured to affirm and protect the use of native languages such as Leblango, multilingual education cannot flourish, and learners will continue to experience linguistic alienation, limited self-expression, and reduced educational equity.

5.2.7 Conclusion

The analysis of strategies for enhancing translanguaging demonstrates that its effective implementation hinges on three critical areas: raising awareness among educators and stakeholders about the pedagogical benefits of translanguaging, reforming assessment practices to account for learners' multilingual competencies, and developing teaching materials that are both culturally and linguistically relevant. Collectively, these strategies not only overcome practical barriers but also reflect the principle that learning is most effective when learners' complete linguistic repertoires are acknowledged, actively mobilized, and seamlessly integrated into classroom practice. This practical framework aligns closely with García and Lin's (2016) translanguaging theory, which conceptualizes bilingualism as a dynamic, integrated system of linguistic and semiotic resources, emphasizing that learners draw on all their linguistic and multimodal features to achieve communicative and educational goals.

Chapter Six

Summary, Conclusion and Recommendations

6.0 Introduction

This chapter presents a synthesis of the study by summarizing the key findings, drawing conclusions based on the research objectives, and offering recommendations for policy, practice, and future research. It revisits the central issues explored in the study, particularly the patterns of translanguaged instruction, factors that promote the use of translanguaged instruction, challenges, and potential strategies, i.e. the study objectives, which were structured to answer research questions related to the implementation of translanguaging in teaching and learning within government-aided primary schools in Kwanja District. The study used the translanguaging theory advanced by García and Lin (2016) as its theoretical framework.

6.1 Summary

This study examined translanguaged instruction in selected government-aided primary schools in Kwanja District. It was guided by four core objectives: to identify the prevailing patterns of translanguaging in classroom settings; to explore the factors that promote translanguaged instruction; to assess the challenges that hinder its effective use; and to suggest viable strategies to address those challenges. The investigation was grounded in the translanguaging theory articulated by García and Lin (2016), which presents bilingualism not as a movement between separate languages, but as a unified and dynamic communicative system through which learners draw from their entire linguistic repertoire. This theoretical lens provided a robust framework for analysing the real-life multilingual practices occurring in classrooms.

The study revealed that translanguaged instruction followed identifiable patterns rooted in day-to-day classroom activities. These included the flexible use of English and local languages during formative assessment, the use of bilingual teaching aids, and deliberate language alternation during content delivery. Teachers were observed to shift between languages to clarify meaning, address learner diversity, and connect lessons to the cultural contexts familiar to pupils. Patterns also emerged in planning, with translanguaging appearing both as a planned instructional technique and as a spontaneous response to learner needs. Content with cultural and social relevance often triggered richer translanguaging practices, making lessons more accessible and meaningful.

A number of enabling factors were found to encourage the use of translanguaging in classrooms. Among these were positive attitudes from teachers, learners, and community members, which created an open environment for flexible language use. The existence of multilingual classrooms, coupled with the availability of some bilingual materials, contributed to the natural integration of multiple languages in instruction. Teachers' own bilingual backgrounds, particularly their ability to communicate in English and Leblango, further facilitated this practice. Additionally, learner engagement was significantly higher when instruction reflected the linguistic realities of their daily lives, highlighting the value of language familiarity in educational access.

However, the study also identified certain limitations that weaken the efficacy of translanguage instruction. These included resistance from some stakeholders who maintained rigid, monolingual views of language and education, believing that instruction should be confined to English. Further, the assessment systems in use were found to be incompatible with multilingual pedagogy, often penalising learners who demonstrated understanding in local languages. Teachers also expressed concern about their limited proficiency in multiple local languages, a challenge amplified by the linguistic diversity within classrooms. Time constraints and the absence of curriculum-aligned teaching materials further compounded the difficulties associated with sustaining meaningful translanguage instruction.

To address these gaps, the study proposed a range of strategies aimed at strengthening multilingual practices in schools. These included enhancing teacher preparation through targeted professional development in multilingual pedagogy, revising assessment frameworks to accommodate and value linguistic diversity, and ensuring that curriculum and school policies reflect the realities of multilingual classrooms. In addition, the production and distribution of context-relevant multilingual teaching resources were recommended, along with ongoing research into language use in classroom practice. These strategies were seen as essential for ensuring that translanguaging serves its full pedagogical potential in promoting inclusion, comprehension, and learner confidence.

6.2 General conclusion

This study clearly establishes that translanguage instruction is indispensable for addressing the intricate linguistic realities encountered by learners in multilingual educational contexts, specifically within government-aided primary schools in Uganda. The findings demonstrate that entrenched monolingual frameworks and rigid language policies fundamentally conflict

with the inherently dynamic and integrative nature of bilingualism and multilingualism that characterize these classrooms. Despite well-documented theoretical advantages of translanguaging, its implementation remains severely limited due to multiple interrelated factors: inadequate multilingual proficiency among teachers, assessment practices that disproportionately prioritize English to the detriment of local languages, and persistent negative attitudes among certain stakeholders. These limitations not only curtail the scope and efficacy of translanguaged instruction but also reinforce linguistic exclusion, thereby impeding learner engagement and comprehension. Furthermore, the study exposes a pronounced disconnect between the pedagogical potential of translanguaging and its actualization, highlighting systemic deficiencies in teacher training, curriculum formulation, and educational policy. Consequently, this research highlights the urgent need to critically re-evaluate and reform language-in-education policies and practices to genuinely accommodate linguistic diversity. Absence of decisive action to overcome these foundational obstacles, translanguaged instruction will remain marginalized and incapable of realizing its transformative potential to foster inclusive, equitable, and effective learning environments in multilingual settings.

6.3 Limitations to the study and mitigation measures

placing the limitations and mitigation measures in Chapter Three would still make them largely speculative, since this chapter outlines the proposed methodology before the actual engagement with participants. At that stage, it may be possible to anticipate potential limitations and suggest possible mitigation measures, but their practical relevance would not yet have been established through the research process. However, retaining them in Chapter Six, under the summary and conclusion, would allow them to reflect the actual challenges encountered during data collection and engagement with participants, together with the measures that proved necessary or appropriate in addressing them. This would therefore distinguish between limitations that are merely anticipated before the study and those that emerge from the actual research experience. In my view, Chapter Six is the more appropriate place because it allows the discussion to be grounded in the practical realities of the study rather than in assumptions made before the research is conducted.

Some respondents were not willing to provide the required information as they did not know the intention of the researcher. I thoroughly explained the purpose of the study to the respondents for them to be willing to provide the necessary information.

There was limited availability of up-to-date literature on translanguaged instruction in the local context. To mitigate this, the researcher expanded the review to include regional studies, reports, and policy documents, ensuring the study was informed by relevant and credible sources.

At the beginning of the study, challenges were encountered during lesson observation. Both pupils and teachers appeared reserved, as my presence made them uneasy, mistaking it for a government inspection. However, I encouraged them to remain calm and conduct their lessons naturally, clarifying that the exercise was purely academic.

6.4 Recommendations

The researcher suggests the following recommendations:

Educational institutions and teacher training colleges should incorporate comprehensive modules on translanguaged instruction, focusing on developing teachers' multilingual competencies and equipping them with practical strategies to manage linguistically diverse classrooms. This will enable educators to effectively implement translanguaging approaches that reflect the linguistic realities of their learners.

Education authorities should revise assessment policies and tools to accommodate translanguaging practices. Assessments must move beyond exclusive reliance on English and incorporate multiple languages to accurately measure learners' understanding and competencies, thereby supporting a more inclusive evaluation of multilingual learners' abilities.

Curriculum developers and education ministry must prioritize the production and distribution of teaching and learning resources that integrate multiple local languages alongside English. Such materials will facilitate translanguaged instruction and support both teachers and learners in utilizing their full linguistic repertoires to enhance comprehension and participation.

The study recommends that media groups and relevant educational stakeholders collaborate to promote and support translanguaged instruction. Media groups can raise awareness of the benefits of translanguaging in enhancing learners' academic performance and language development, while stakeholders such as school administrators, teachers, and policy makers can develop policies, provide training, and create inclusive learning environments that accommodate learners with diverse linguistic needs.

6.5 Area for further study

The study suggests the following areas for further studies:

An advanced study could investigate translanguaging as a transformative practice that challenges linguistic hierarchies inherited from colonial education systems. It could analyze how translanguaging repositions local languages and identities in formal education, thereby promoting linguistic justice and epistemic equity.

A future study could focus on how digital learning platforms, mobile applications, and social media support translanguaging practices in multilingual classrooms. It would explore how technology reshapes language choice, learner agency, and access to multilingual content.

Future study could examine how translanguage instruction influences cognitive processes involved in reading comprehension, vocabulary acquisition, and conceptual development among early-grade learners. This would require an experimental or mixed-methods approach linking psycholinguistic insights to classroom language practices.

References

- Adams, B. L. (2020). How English-speaking Teachers Can Create a Welcoming Environment That Allows Learners to Maintain and Utilize Their Language Through Translanguaging: A Qualitative Case Study. *Journal of Culture and Values in Education*, 3(2), 196-211.
- Adinolfi, L., & Astruc, L. (2017). An Exploratory Study of Translanguaging Practices in an Online Beginner-Level Foreign Language Classroom. *Language Learning in Higher Education*, 7(1), 185-204.
- Akmajian, A., Farmer, A. K., Bickmore, L., Demers, R. A., & Harnish, R. M. (2017). *Linguistics: An Introduction to Language and Communication*. Cambridge, Massachusetts: MIT Press.
- Aleksić, G., & García, O. (2022). Language Beyond Flags: Teachers Misunderstanding of Translanguaging in Preschools. *International Journal of Bilingual Education and Bilingualism*, 25(10), 3835-3848.
- Alrayes, M. (2023). Correlation Factors of Translanguaging Practices on English as a Foreign Language Contexts: The Perception of Teachers. *Education and Information Technologies*, 1-11.
- Altinyelken, H. K., Moorcroft, S., & Van Der Draai, H. (2014). The Dilemmas and Complexities of Implementing Language-in-Education Policies: Perspectives from Urban and Rural Contexts in Uganda. *International Journal of Educational Development*, 36, 90-99.
- Andrews, J., Fay, R., & White, R. (2018). What shapes everyday translanguaging? Insights from a global mental health project in Northern Uganda. *Translanguaging as Everyday Practice*, 257-273.
- Annavarappadu, Ongole Pradesh, A. (2024). *International Journal on Studies in English Language and Literature (IJSELL)* Vol 9, no. 3, 2021, 20-31. doi: <https://doi.org/10.20431/23473134.0903003>.
- Arocena, M., González-Lloret, M., & Marín-Jiménez, C. (2015). Second Language Acquisition: A Long-term Perspective on Grammar Development. *Modern Language Journal*, 99(3), 468-483. <https://doi.org/10.1111/modl.12246>.
- Ascenzi-Moreno, L., García, O., & López, A. A. (2024). Latinx bilingual learners' translanguaging and assessment: A unitary approach. In S. Melo-Pfeifer & C. Ollivier (Eds.), *Assessment of plurilingual competence and plurilingual learners in educational settings: Educative issues and empirical approaches* (pp. 48-61). London: Routledge.
- Asiimire, B. (2017). *Uglish: Understanding the variety of English spoken in Uganda* (Doctoral dissertation). Accessed online on the 11th October, 2024 at https://www.academia.edu/72551563/Uglish_Understanding_the_Variety_of_English_Spoken_in_Uganda.

- Atim, T., & Proctor, K. (2013). *Modern Challenges to Traditional Justice: The Struggle to Deliver Remedy and Reparation in War-affected Lango*. Justice and Reconciliation Project. Retrieved from <https://www.justiceandreconciliation.org>.
- Auer, P., & Eastman, C. M. (2010). Code-switching. *Society and Language Use*, 7, 84. Accessed online on 1st May, 2024 at <https://www.torrossa.com/en/resources/an/5016606#page=99>.
- Babaci-Wilhite, Z. (2015). *Local languages as a human right in education: Comparative and international education*. Rotterdam: Sense Publishers.
- Baker, C. (2011). *Foundations of Bilingual Education and Bilingualism*. Bristol: Multilingual Matters.
- Banda, F. (2018). Translanguaging and English-African Language Mother Tongues as Linguistic Dispensation in Teaching and Learning in a Black Township School in Cape Town. *Current Issues in Language Planning*, 19(2), 198-217.
- Bauer, E. B., Presiado, V., & Colomer, S. (2017). Writing Through Partnership: Fostering Translanguaging in Children Who are Emergent Bilinguals. *Journal of Literacy Research*, 49(1), 10-37.
- Benson, C. (2004). The importance of mother tongue-based schooling for educational quality. *Commissioned Study for EFA Global Monitoring Report 2005*.
- Beres, A. M. (2015). Translanguaging as a strategy to boost human learning: An event-related potential Investigation (Doctoral Dissertation). Bangor University (United Kingdom).
- Berlianti, D. G. A., & Pradita, I. (2021). Translanguaging in an EFL classroom discourse: To what extent it is helpful for the learners? *Communications in Humanities and Social Sciences*, 1(1), 42-46.
- Bisai, S., & Singh, S. (2019). Bridging the Divide: Collaborative Learning and Translanguaging in Multilingual Classrooms. *Fortell-A Journal of Teaching English Language and Literature*, 39(2), 46-57.
- Blackledge, B. W. (2025). *Towards a Mechanistic Understanding of Marine Oxygen Dynamics* (Doctoral Dissertation, University of Bristol).
- Blumberg, E. J., Hovell, M. F., Kelley, N. J., Vera, A. Y., Sipan, C. L., & Berg, J. P. (2005). Self-report INH Adherence Measures Were Reliable and Valid in Latino Adolescents with Latent Tuberculosis Infection, *Journal of Clinical Epidemiology*, 58(6), 645-648.
- Bredtmann, J., Otten, S., & Vonnahme, C. (2021). Linguistic Diversity in the Classroom, Student Achievement, and Social Integration. *Education Economics*, 29(2), 121-142.
- Brock-Utne, B. & Mercer, M. A. (2014). Language of instruction and learning: Lessons from East Africa. In P. Sercombe & R. Tupas (Eds.), *Language, education and nation-building* (pp. 201–215). Palgrave Macmillan.

- Brooks, E. (2022). Translanguaging and the Shifting Sands of Language Education. *Language Teaching Research*, 26(4), 456–470. <https://doi.org/10.1177/13621688211012345>.
- Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge University Press.
- Bryson, E. (2023). Translanguaging: Embracing the Power of Multilingualism in Your Classroom. *Ellii*. <https://ellii.com/blog/translanguaging-embracing-the-power-of-multilingualism-in-your-classroom>.
- Canagarajah, S. (2011). Code Meshing in Academic Writing: Identifying Teachable Strategies of Translanguaging. *The Modern Language Journal*, 95(3), 401-417.
- Canagarajah, S. (2011). Translanguaging in the Classroom: Emerging Issues for Research and Pedagogy. *Applied Linguistics Review*, 2(2011), 1–28. <https://doi.org/10.1515/9783110239331.1>.
- Canagarajah, S. (2012). *Translingual Practice: Global Englishes and Cosmopolitan Relations*. London: Routledge.
- Cardoso, A., & Pereira, S. (2019). L1 Grammar Instruction in Primary School. III *International Conference on Teaching Grammar* (pp. 158-159).
- Cenoz, J. (2017). Translanguaging in School Contexts: International perspectives. *Journal of Language, Identity & Education*, 16(4), 193-198.
- Cenoz, J., & Gorter, D. (2020). Teaching English Through Pedagogical Translanguaging. *World Englishes*, 39(2), 300-311.
- Cenoz, J., & Gorter, D. (2022). Pedagogical Translanguaging and its Application to Language Classes. *RELC Journal*, 53(2), 342-354.
- Charamba, E., & Zano, K. (2019). Effects of Translanguaging as an Intervention Strategy in a South African Chemistry Classroom. *Bilingual Research Journal*, 42(3), 291-307.
- Chukwuebuka, N. B., & Elias, D. T. M (2020). Exploring the Prevalence of Abortion and its Impact on the Academic Performance of Medical Female Learners in Delta State University, Abraka.
- Cohen, J. (1960). A coefficient of agreement for nominal scales. *Educational and Psychological Measurement*, 20(1), 37–46. <https://doi.org/10.1177/001316446002000104>
- Creese, A. & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal*, 94(1), 103–115.
- Creese, A., & Blackledge, A. (2015). Translanguaging and identity in educational settings. *Annual review of applied linguistics*, 35, 20-35.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, Quantitative, and Mixed Methods Approach*. Thousand Oaks: Sage Publications.

- Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49*(2), 222–251.
- Cummins, J. (1981). The Role of Primary Language Development in Promoting Educational. *Schooling and Language Minority Learners: A Theoretical Framework*, 16.
- Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction. In B. Street & N. H. Hornberger (Eds.), *Encyclopedia of language and education* (pp. 71–83). Springer.
- Cummins, J. (2008). Teaching for transfer: Challenging the two solitudes assumption in bilingual education. *Encyclopedia of language and education (2nd Ed.)*/Springer Science/Business Media LLC.
- Cummins, J. (2019). The Emergence of Translanguaging Pedagogy: A Dialogue Between Theory and Practice. *Journal of Multilingual Education Research*, 9(13), 19-36.
- Cummins, J., & Early, M. (2010). Identity Texts: The Collaborative Creation of Power in Multilingual Schools. In *Trentham Books Ltd*. <http://ci.nii.ac.jp/ncid/BB07510265>.
- De Barros, S., Domke, L., Symons, C., & Ponzio, C. (2020). Challenging Monolingual Ways of Looking at Multilingualism: Insights for Curriculum Development in Teacher Preparation. *Journal of Language. Journal of Language, Identity & Education*, 20(4), 239-254. doi:10.1080/15348458.2020.1753196.
- De Klerk, V., & Gough, D. (2002). Defining Black South African English. *Language in South Africa*. (p. 356-357).
- De Korne, H. (2021). *Language Activism: Imaginaries and Strategies of Minority Language Equality* (p. 243). Berlin/Boston: De Gruyter Mouton.
- Desimone, L., Nolly, G., & von Frank, V. (2011). Outcomes: Content-focused Learning Improves Teacher Practice and Student Results. *The Learning Professional*, 32(4), 63.
- Desmond, W. (2024). Translanguaging and the Monolingual Teacher: Leveraging Students' Full Linguistic Competencies within Literacy Development. *ORTESOL Journal*, 41, 4-20.
- Dillon, A. M., & Gallagher, K. (2019). The Experience of Co-Teaching for Emergent Arabic-English Literacy. *Qualitative Report*, 24(7), 1556.
- Dovchin, S. (2024). The resistance to translanguaging: Language ideologies and pedagogical practices. *Language and Education*, 38(2), 123–137. <https://doi.org/10.1080/15427587.2024.2336469>
- Duarte, J. (2016). Translanguaging in Mainstream Education: A Sociocultural Approach. *International Journal of Bilingual Education and Bilingualism* 2019, Vol. 22, No. 2, 150–. Groningen: Netherlands. 164 <http://dx.doi.org/10.1080/13670050.2016.1231774>.

- Duarte, J. (2019). Translanguaging in Mainstream Education: A Sociocultural Approach. *International Journal of Bilingual Education and Bilingualism*, 22(2), 150-164.
- Duarte, J. (2020). Translanguaging in the Context of Mainstream Multilingual Education. *International Journal of Multilingualism*, 17(2), 232-247.
- Ebong-Opyene, J. (1996). *Forms of Peasant Agricultural Co-operatives in Uganda: A Case Study in Lango*. Dakar: OSSREA.
- Encyclopædia Britannica*. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Britannica%2C+E.+%282016%29.+Noet+Edition.+Chicago%2C+IL%3A+Encyclop%C3%A6dia+Britannica.
- Erling, E. J., Clegg, J., Rubagumya, C., & Reilly, C. (2022). Multilingual Learning and Language Supportive Pedagogies in Sub-Saharan Africa. London: *Routledge*, <https://doi.org/10.4324/9781003028383>. doi:10.4324/9781003028383.
- Escobar, C. F. (2019). Translanguaging by Design in EFL Classrooms. *Classroom Discourse*, 10(3-4), 290-305.
- España, C., Herrera, L. Y., & García, O. (2019). Translanguaging in Educating Teachers of Language-Minoritized Learners. In *Oxford Research Encyclopedia of Education*. Oxford, Oxford University Press.
- Facciani, C. (2021). Multilingual Discourse: The Creativity and Flexibility of Translanguaging Practices. In *Cultural Diversity in Cross-Cultural Settings. A global Approach* (pp. 21-61). Cambridge: Cambridge Scholars Publishing.
- Freeborn, D. (1998). *From Old English to Standard English: A Course Book in Language Variation Across Time*. Ottawa: University of Ottawa Press.
- Freeborn, D., & Freeborn, D. (1992). Middle English IV—East Midlands and London dialects. *From Old English to Standard English: A Course Book in Language Variation Across Time*, 94-103.
- Fu, D., Hadjioannou, X., & Zhou, X. (2019). *Translanquaqing for Emergent Bilinguals: Inclusive Teaching in the Linguistically Diverse Classroom*. Teachers College Press.
- Brock-Utne, B. (2014). Language of Instruction in Africa - *The Most Important and Least Appreciated Issue*. 1(1), 4-18. doi:10.25159/2312-3540/2.
- Gallagher, M., Jori, S.B., Michelle, M. B., & Ramirez, E. (2023). Supporting Multilingual Learners' Reading Competence: A Multiple Case Study of Teachers' Instruction and Student Learning and Motivation. *Frontiers in Education*, 8, Article 1085909. <https://doi.org/10.3389/feduc.2023.1085909>.
- García O. (2009a, 2009c). *Bilingual Education in the 21st Century: A global Perspective*. Oxford: Wiley-Blackwell.
- García, O. (2009). Education, multilingualism and translanguaging in the 21st Century. In T. Skutnabb-Kangas, R. Phillipson, A. K. Mohanty, & M. Panda (Eds.), *Social Justice through Multilingual Education* (pp. 140-158). Bristol. Multilingual Matters.

- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley-Blackwell.
- García, O. (2009b). Education, Multilingualism and Translanguaging in the 21st century. *Social Justice Through Multilingual Education*, 140-158.
- García, O., & Klevn, T. (2016). Translanguaging with Multilingual Learners. *Learning From Classroom Moments*. New York, London: Routledge.
- García, O., & Lin, A. M., May, S. (2017). Translanguaging in Bilingual Education. *Bilingual and Multilingual Education*, 117-130, DOI: 1007/978-3-319-02258-19.
- García, O., & Sylvan, C. E. (2011). Pedagogies and Practices in Multilingual Classrooms: Singularities in Pluralities. *The Modern Language Journal*, 95(3), 385-400.
- García, O., & Wei, L. (2014). Language, bilingualism and education. In O. García & L. Wei (Eds.), *Translanguaging* (pp. 46-62). London: Palgrave Macmillan.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. PalgraveMacmillan.
- García, O., Klevn, T., Entigar, K.E., Fine, C. G., Pek, Y. (2016). Translanguaging Theory in Education. *Translanguaging with Multilingual Learners: Learning from Classroom Moments*, (pp 9-33). London: Routledge.
- García, O., Wei, L., García, O., & Wei, L. (2014). Translanguaging in Education: Principles, Implications and Challenges. *Translanguaging: Language, Bilingualism and Education*, 119-135.
- Garrote, P. R. (2014). Second Language Learning in a Multilingual Classroom: Didactic Interaction Development. *Journal of Educational and Social Research*, 4(3), 429-436.
- Gelderen, E. V. (2014). A History of the English Language. In E., V. Gelderen (Eds.). *A History of the English Language* (pp 1-358). Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Geofrey, M (2021). *Competence-based curriculum in Uganda: The reality on ground, successes, challenges and recommendations*. Institute of Educational Development–East Africa, Aga Khan University. Retrieved from <https://www.researchgate.net/publication/351458460>
- Gorter, D., & Arocena, E. (2020). Teachers' Beliefs about Multilingualism in a Course on Translanguaging. *System*, 92, 102272.
- Gration, E. (2021). English Language Statistics: How Many People Speak English Worldwide?https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Grati+n%2C+E.+%282021%29.+English+language+statistics%3A+h+many+people+speak+English+worldwide
- Groves, R. M., Fowler Jr, F. J., Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2009). *Survey Methodology* (Vol. 561). Hoboken, New Jersey: John Wiley & Sons.

- Hélot, C. (2014). Rethinking Bilingual Pedagogy in Alsace: Translingual Writers and Translanguaging. In A. Blackledge & A. Creese (eds.), *Heteroglossia as Practice and Pedagogy* (pp.217–238). Dordrecht: Springer Science Business Media.
- Hesson, S., Seltzer, K., & Woodley, H. H. (2014). *Translanguaging in Curriculum and Instruction: A CUNY-NYSIEB guide for educators*. New York: CUNY-NYSIEB.
- Heugh, K. (2011). *Theory and Practice – Language Education Models in Africa: Research, Design, Decision-making, and Outcomes*. In A. Ouane & C. Glanz (Eds.), *Optimising Learning, Education and Publishing in Africa: The Language Factor*. UNESCO.
- Heugh, K. (2011). *Theory and practice – Language education models in Africa: Research, design, decision-making, and outcomes*. In A. Ouane & C. Glanz (Eds.), *Optimizing learning, education and publishing in Africa: The language factor* (pp. 105–156). UNESCO Institute for Lifelong Learning.
- Heugh, K., & Mathias, B. (2014). Implementing Local Languages Medium Education in the Early Primary Curriculum of Ugandan Schools: *A Literacy and Adult Basic Education (LAFE) Intervention in Six Districts in North and North West Uganda*.
- Heugh, K., Harding-Esch, P., & Coleman, H. (2021). Southern Multilingualism, Translanguaging and Transknowledging in Inclusive and Sustainable Education. *Language and The Sustainable Development Goals*, 37- 47.
- Hungwe, V. (2019). Using a translanguaging approach in teaching paraphrasing to enhance reading comprehension in first-year learners. *Reading & Writing-Journal of the Reading Association of South Africa*, 10(1), 1-9.
- James, C. L. (2017). Review of García, O. & Wei, L.(2014). Translanguaging: Language, Bilingualism and Education. New York, NY: Palgrave Macmillan. *BC TEAL Journal*, 2(1), 46-48.
- Jaspers, J., & Madsen, L. M. (2019). Fixity and Fluidity in Sociolinguistic Theory and Practice. In J. Jaspers & M. L. Madsen (Eds.), *Critical Perspectives on Linguistic Fixity and Fluidity* (pp. 1-26). London: Routledge.
- Jaspers, J., Madsen, L.M., Hoof, S.V. (2016). Diglossia and beyond. *Oxford Handbook of Language and Society*, 179-196.
- Jones, D. V., & Martin-Jones, M. (2004). Bilingual Education and Language Revitalization in Wales: Past Achievements and Current Issues. *Medium of Instruction Policies: Which Agenda? Whose Agenda*, 43-70.
- Jones, M., Heller, M. (2007). Bilingualism, education and the regulation of access to language resources. In M. Heller (Ed.), *Bilingualism: A social Approach* (pp. 161-182). London: Palgrave Macmillan.
- Jonsson, C., & Blåsjö, M. (2020). Translanguaging and multimodality in workplace texts and writing. *International Journal of Multilingualism*, 17(3), 361-381.

- Joonas, V. (2019). Why Does There Seem to Be So Much Disagreement Among Linguists. https://www.google.com/search?q=comments+of+Joonas+Vakkilainen+about+disagreement+among+linguists&oeq=comments+of+Joonas+Vakkilainen+about+disagreement+among+linguists&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCTUxMDc5ajBqOagCALACAA&sourceid=chrome&ie=UTF-8.
- Juvonen, P., & Källkvist, M. (Eds.). (2021). *Pedaqoical Translanquaqinq: Theoretical, Methodological and Empirical Perspectives* (Vol. 132). Bristol: Multilingual Matters.
- Kabir, S., M., S., (2016). Methods of Data Collection. Accessed Online on 25th April, 2024 at [file:///C:/Users/DELL/Downloads/MethodsofDataCollection%20\(1\).pdf](file:///C:/Users/DELL/Downloads/MethodsofDataCollection%20(1).pdf).
- Kagan, O. (2012). Intercultural Competence of Heritage Language Learners: Motivation, Identity, Language Attitudes, and the Curriculum. In *Proceedings of Intercultural Competence Conference* (Vol. 2, pp. 72-84).
- Khairunnisa, K., & Lukmana, I. (2020). Teachers' Attitudes Towards Translanguaging in Indonesian EFL Classrooms. *Journal Penelitian Pendidikan*, 20(2), 254-266.
- Krause, L. S., & Prinsloo, M. (2016). Translanguaging in a Township Primary School: Policy and Practice. *Southern African Linguistics and Applied Language Studies*, 34(4), 347-357.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30(3), 607-610.
- Kucukali, E., & Koçbaş, D. (2021). Benefits and Issues of Translanguaging Pedagogies on Language Learning: Learners' Perspective. *Turkish Online Journal of English Language Teaching (TOJELT)*, 6(3), 55-85.
- Lawton, R. (2008). Language Policy and Ideology in The United States: A critical Analysis of 'English Only' Discourse. In *Lancaster University Postgraduate Conference in Linguistics & Language Teaching* (Vol. 2, pp. 78-103).
- Lee, G. Y. (2019). Benefits and Drawbacks of a Bilingual Education When Comparing it to a Monolingual Education (Master's thesis). Hamline University, Saint Paul, Minnesota. Retrieved from https://digitalcommons.hamline.edu/hse_all/4484/.
- Leonet, O., Cenoz, J., & Gorter, D. (2020). Developing Morphological Awareness Across Languages: Translanguaging Pedagogies in Third Language Acquisition. *Language Awareness*, 29(1), 41-59.
- Leppänen, S., Sebba, M., Mahootian, S., & Jonsson, C. (2012). Linguistic and Discursive Heteroglossia on the Translocal Internet: The Case of Web Writing. *Language Mixing and Code-switching in Writing: Approaches to Mixed-Language Written Discourse*, 233-254.
- Lewis, B. (2024). Writing Strategies for English Language Learners. An online source obtained on 6th October, 2024 at <https://writing4pleasure.com/2024/07/22/writing-strategies-for-english-language-learners/>.

- Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Origins and Development from School to Street and Beyond. *Educational Research and Evaluation*, 18(7), 641-654.
- Lin, A. M. Y. & He, P. (2021). Translanguaging in English-Medium Instruction science classrooms: Pedagogical possibilities. *International Journal of Science and Mathematics Education*, 19(5), 949–968.
- Liu, Y., & Fang, F. (2022). Translanguaging theory and practice: How stakeholders perceive translanguaging as a practical theory of language. *RELC Journal*, 53(2), 391-399.
- MacSwan, J. (2017). A Multilingual Perspective on Translanguaging. *American Educational Research Journal*, 54(1), 167-201.
- Madut, K. K. (2020). *The Luo People in South Sudan: Ethnological Heredities of East Africa*. Cambridge Scholars Publishing. <https://www.cambridgescholars.com/product/978-1-5275-5743-7>.
- Makalela, L. (2015). Moving out of linguistic boxes: The effects of translanguaging strategies for multilingual classrooms. *Language and Education*, *29*(3), 200–217.
- Mander, J. (2017). How to Use Qualitative and Quantitative Research to Your Advantage. Retrieved from GlobalWebIndex: <https://blog.Globalwebindex.com/trends/qualitative-vs-quantitative>.
- Mango Tree. (2025). Interpersonal communication tools, grassroots education, mother tongue education, graphic design, illustration, writing & text editing, and training of trainers. <https://ug.linkedin.com/company/mango-tree-uganda>.
- Marino, J., & Dolan, C. (2021). Speaking Rights: Translanguaging and Integration in a Language Course for Adult Refugees in Uganda. In K. Maloney & M. Hultgren (Eds.), *Refugee Education Across the Lifespan: Mapping Experiences of Language Learning and Use* (pp. 429–447). Bristol: Multilingual Matters.
- Marrero-Colón, M. (2021). Translanguaging: Theory, Concept, Practice, Stance or All of The Above. *Center for Applied Linguistics*. <https://www.cal.org/resource-center/publications-products/translanguaging>.
- Martin-Jones, M., & Jones, K. (Eds.). (2000). *Multilingual Literacies: Reading And Writing Different Worlds* (Vol. 10). Amsterdam: John Benjamins Publishing.
- McCracken, M. (2017). Translanguaging as a Tool to Preserve L1 Languages and Promote Multilingualism. In *Proceedings Van Schools Tot Scriptie III: Een Colloquium Over UniversitairTaalvaardigheidsonderwijs, Held at Leiden University on 2 December 2016* (pp. 20-38).
- Meierkord, C. (2010). The Bochum Gateway to World Englishes. An online source accessed on 11th October, 2024 at <https://www.ruhr-uni-bochum.de/wegate/Africa/Uganda.html>.

- Meierkord, C. (2016). A Social History of English (es) in Uganda. In C. Meierkord, B. Isingoma & S. Namyalo (Eds.), *Ugandan English: Its Sociolinguistics, Structure and Uses in a Globalizing Post-protectorate*. Amsterdam: John Benjamins, 51-71.
- Meisinger, E. B., Schwanenflugel, P. J., Bradley, B. A., & Stahl, S. A. (2004). Interaction Quality During Partner Reading. *Journal of Literacy Research*, 36(2), 111-140.
- Ministry of Education (2014). *Education Curriculum Framework 2013*. Lusaka: Curriculum Development Centre.
- Mohanty, A. K., Panda, M., Phillipson, R., & Skutnabb-Kangas, T. (2009). *Multilingual Education for Social Justice Globalising the Local*. New Delhi, India: Orient Blackswan.
- Mohohlwane, N. L., Taylor, S., & Fleisch, B. (2023). Reading Skills Transfer Best from Home Language to a Second Language: Policy Lessons from Two Field Experiments in South Africa. *Journal of Research on Educational Effectiveness*, 17(4), 729–748. <https://doi.org/10.1080/19345747.2023.2279123>.
- Mwanza, D.S. (2020). In Search of High Literacy Levels in Zambian Primary Schools: Does Duration of Mother Tongue Instruction Before Transitioning into a Second Language Matter. *International Journal of Education and Research*. 8 (2): 119-134.
- Mwanza, D.S., & Bwalya, V. (2019). Democratisation or Symbolic Violence? An Analysis of Teachers' Language Practices in Selected Multilingual Classrooms in Chibombo District, Zambia. *International Journal of Humanities Social Sciences and Education*, 6(5), 60–73. <https://doi.org/10.20431/2349-0381.0605006>.
- Mwanza, F. N. (2020). Education Financing in Zambia: Challenges and Prospects for Sustainable Financing Models. *Journal of Education Finance & Policy Research International*, 13(1), e1-e14.
- Nagy, T. (2018). On Translanguaging and its Role in Foreign Language Teaching. *Acta Universitatis Sapientiae, Philologica*, 10(2), 41-53.
- Nankindu, P. (2020). The History of Educational Language Policies in Uganda: Lessons from the Past. *American Journal of Educational Research*, 8(9), 643-652.
- NCDC, (2008). The Republic of Uganda. Ministry of Education and Sports. Primary School Curriculum.
- Ngalande, J. & Mheta, G. (2021). Translanguaging challenges faced by teachers and learners in first-grade multilingual literacy classrooms in Zambia. *Journal of Education and Practice*, 12(10), 45–55.
- Nurjannah, I., & Siwi, S. M. (2017). Guidelines for Analysis on Measuring Interrater Reliability of Nursing Outcome Classification. *International Journal of Research in Medical Sciences*, 5(4), 1169-75.
- Nyimbili, F & Mwanza, D. S. (2021). Translanguaging Challenges Faced by Teachers and Learners in First Grade Multilingual Literacy Classrooms in Zambia. *International Journal on Studies in English Language and Literature (IJSELL)*, 9(3), 20-31.

- Nyimbili, F. (2017). The Usage of Learner Centred Techniques in the Teaching of English Language in the Secondary Schools of Lundazi District. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 5(3), 143-149.
- Ochieng, P. (2018). Assessing the Translation Quality of the English Bible (Master Thesis), Makerere University (Kampala).
- Omidire, M. F., & Ayob, S. (2022). The Utilization of Translanguaging for Learning and Teaching in Multilingual Primary Classrooms. *Multilingua*, 41(1), 105-129.
- Ooi, W. Z., & Aziz, A. A. (2021). Translanguaging Pedagogy in the ESL Classroom: A Systematic Review. *International Journal of Academic Research in Progressive Education and Development*, 10(3), 676-709.
- Ouane, A., & Glanz, C. (2011). Optimising Learning, Education and Publishing in Africa: The Language Factor; A Review and Analysis of Theory and Practice in Mother-Tongue and Bilingual Education in Sub-Saharan Africa. *UNESCO Institute for Lifelong Learning*.
- Oxford University Press ELT. (2014, December 4). Why Language Learners Should Take Notes - Teaching English with Oxford. *Teaching English with Oxford*. <https://teachingenglishwithoxford.oup.com/2014/12/04/why-language-learnersshould-take-notes/>.
- Palmer, D. K., Martínez, R., García, S., & Henderson, K. (2014). Reframing the Debate on Language Separation: Towards a Vision for Translanguaging Pedagogies in the Dual Language Classroom. *Modern Language Journal*, 98(3), 757-772. doi:10.1111/j.1540-4781.2014.12121.x.
- Palmer, D., & Martínez, R. A. (2013). Language Transfer: A Review of First Language Influence on Second Language Vocabulary Acquisition. *International Journal of English Studies*, 13(2), 73-90.
- Paulsrud, B., Rosén, J., Straszer, B., & Wedin, Å. (Eds.). (2018). *Translanguaging as a pedagogical practice: A Scandinavian perspective*. Multilingual Matters.
- Pfeifer, S. M., & Ollivier C. (2023). Assessment of Plurilingual Competence and Plurilingual Learners in Educational Settings: In M. S. Pfeifer & C. Ollivier (Eds.), *Routledge Research in language education: Educative issues and empirical approaches* (pp. 48-61). London: Routledge.
- Phongsa, M., Mohamed, A. R., & Ismail, S. A. M. M. (2023). EFL teachers' perceptions of translanguaging in Thai classrooms: Opportunities and challenges. *TESL-EJ*, 27(1), 1-19.
- Piñón, L, Carreón-Sánchez, S & Bishop, S. (2022). Emergent Bilingual Learner Education – Literature Review. An Online Source Obtained on 5th October, 2024 at <https://files.eric.ed.gov/fulltext/ED629281.pdf>.
- Pinto, J. (2020). Chinese Teachers' Attitudes Towards Translanguaging and its Uses in Portuguese Foreign Language Classrooms. *Theory and Practice of Second Language Acquisition*, 1(6), 11-30.

- Portolés, L., & Martí, O. (2017). Translanguaging as a Teaching Resource in Early Language Learning of English as an Additional Language (EAL). *Bellaterra Journal of Teaching & Learning Language & Literature*, 10(1), 61-77.
- Pustika, R. (2010). Improving Reading Comprehension Ability Using Authentic Materials for Grade Eight Learners of MTSN Ngemplak, Yogyakarta. *Topics in Language Disorders*, 24(1), 92-93.
- Ramothwala, M., Mandende, M., & Cekiso, M. (2022). The Impact of Language Policy on Early Bilingual Education in South Africa: A case study. *South African Journal of Education*, 42(3), 321-335. DOI: 10.15700/saje.v42n3a2362.
- Sahib, R. (2019). Translanguaging as a Pedagogical Strategy in EFL Classroom. *ELT-Lectura*, 6(2), 139-146.
- Saputra, W. A., & Akib, E. (2018, July). Translanguaging in English as Foreign Language (EFL) Classroom Assessment: A Discourse Analysis in Indonesian University. *In The 65th TEFLIN International Conference* (pp. 12-14).
- Scheele, A. F., Leseman, P. P., & Mayo, A. Y. (2010). The Home Language Environment of Monolingual and Bilingual Children and Their Language Proficiency. *Applied Psycholinguistics*, 31(1), 117-140.
- Smith, C. (2020). Le projet MultiDES: premières réflexions sur la synonymie et étude de cas de synonymie translangue. *Syntaxe & Sémantique*, 21(1), 55-86.
- Solorza, C. R. (2019). "Trans"+ "Languaging:" Beyond" Dual Language Bilingual Education. *Journal of Multilingual Education Research*, 9(15), 99-112.
- Suits, B. (2003). Guided Reading and Second Language Learning. Accessed online on the 5th October, 2024 at <https://files.eric.ed.gov/fulltext/EJ775329.pdf>.
- Svensson, H. (2024). Language learning, gender and education: Understanding the agency and affordances of refugee-background women with emergent literacy. *Linguistics and Education*, 81, 101309.
- Tembe, J., & Norton, B. (2011). English education, local languages and community perspectives in Uganda. *Dreams and realities: Developing countries and the English language*, 114-136.
- Terry, N. P., & Irving, M. A. (2010). Cultural and Linguistic Diversity: Issues in Education. *Special Education for All Teachers*, 5, 109-132.
- Thompson, N. E., & Wheeler, J. P. (2008). Learning Environment: Creating and Implementing a Safe, Supportive Learning Environment. *Journal of Family and Consumer Sciences Education*, 26 (National Teacher Standards 2), 33-43.
- Tosh, J. (1973). *Political Authority Among the Langi of Northern Uganda, Circa 1800-1939*. (Doctoral Dissertation) University of London, School of Oriental and African Studies (United Kingdom).

- Trudell, B. (2016). Language Choice and Education Quality in Eastern and Southern Africa: A review. *Compare: A Journal of Comparative and International Education*, 52(3), 281-293. doi:10.1080/03050068.2016.1185252.
- Trudell, B. (2016). The impact of language policy and practice on children's learning: Evidence from Eastern and Southern Africa. *UNICEF Office of Research*.
- Tsokolidou, R., & Skourtou, E. (2020). Translanguaging as a Culturally Sustaining Pedagogical Approach: Bi/multilingual Educators' Perspectives. *Inclusion, Education and Translanguaging*, p. 219-235.
- Tuba, Y., & Ester, D. E. (2020, p.13). Translanguaging as a Boundary Crossing Mechanism: A Turkish-American Youngster and Her Linguistic Negotiation of Three Discursive Spaces. *Australian Journal of Applied Linguistics*, 3 (1), 11-25 (2020) <https://doi.org/10.29140/ajal.v3n1.284>.
- Turner, M., & Tour, E. (2023). Literacies in the English Classroom: Leveraging and Extending the Linguistic Repertoire of All Learners. *The Australian Journal of Language and Literacy*, 1-14.
- Velasco, P., & García, O. (2014). Translanguaging and the Writing of Bilingual Learners. *Bilingual Research Journal*, (37)1, 6-23. DOI: 10.1080/15235882.2014.893270.
- Vogel, S., & García, O. (2017). *Translanguaging*. *Oxford Research Encyclopedia*. Oxford: Oxford University Press.
- Walter, S. & Dekker, D. (2011). Mother tongue instruction: The key to improving learning outcomes. *Current Issues in Comparative Education*, 13(2), 30–40.
- Wang, D., & East, M. (2023). Integrating Translanguaging into Assessment: Learners' Responses and Perceptions. *Applied Linguistics Review*, (0). <https://doi.org/10.1515/applirev-2023-0063>
- Wei, L. (2011). Moment Analysis and Translanguaging Space: Discursive Construction of Identities by Multilingual Chinese Youth in Britain. *Journal of Pragmatics*, 43(5), 1222–1235. <https://doi.org/10.1016/j.pragma.2010.07.035>.
- Wei, L. (2018). Translanguaging as a Practical Theory of Language. *Applied Linguistics*, 39(1), 9-30.
- Wei, L., & Lin, A. M. (2019). Translanguaging Classroom Discourse: Pushing Limits, Breaking Boundaries. *Classroom Discourse*, 10(3-4), 209-215.
- Wildsmith-Cromarty, R. (2018). Building a Knowledge Base for Language Teaching Through Translanguaging. *Journal for Language Teaching*, 52(2), 100-120.
- Yang, L., & Fan, F. (2022). Translanguaging theory and practice: How Stakeholders Perceive Translanguaging as a Practical Theory of Language. *Journal of Language and Linguistic Studies*, 18(2), 210-223. <https://doi.org/10.14746/jlls.2022.18.2.3>.
- Yimbili, S. M. (2017). Challenges Facing Effective Implementation of Learner-Centred Instruction in Secondary School English Language Classrooms: A Case Study from

- Tanzania (Doctoral Dissertation). University of Dar es Salaam: University of Dar es Salaam Press; 2017.
- Yunxian, C., & Zhonghui, W. (2024). Integrating Translanguaging in Formative Assessments. *Research Studies in English Language Teaching and Learning*, 2(3), 116– 131. <https://doi.org/10.62583/rselt.v2i3.46>
- Zulianti, H., & Hastomo, T. (2022). Partner reading strategy: An effective strategy for improving learners' reading comprehension. *Premise: Journal of English Education and Applied Linguistics*, 11(1), 175-188.
- Chuang, J., Rauage, D., Manning, C., Heer, J. (2012). Interpretation and trust: designing model-driven visualizations for text analysis. <https://doi.org/10.1145/2207676.2207738>.
- Nazmul Hasan, N., Rana², R, U., Chowdhury³, S., Dola⁴, A, J., Rony, M, K, K.,. (2021). Ethical Considerations in Research. *Journal of Nursing Research, Patient Safety and Practise*. <http://journal.hmjournals.com/index.pht/JNRPSP>.
- Flores, N. D. (2019). Translanguaging into raciolinguistic ideologies: A personal reflection on the legacy of Ofelia García.
- Creese, A., Blackledge, A., & Hu, R. (2018). Translanguaging and translation: The construction of social difference across city spaces. *International Journal of Bilingual Education and Bilingualism*, 21(7), 841-852.
- McKinney, C. (2020). Decoloniality and language in education: Transgressing language boundaries in South Africa. *The dynamics of language and inequality in education: Social and symbolic boundaries in the global south*, 115.
- Bauer, E. B., Presiado, V., & Colomer, S. (2017). Writing through partnership: Fostering translanguaging in children who are emergent bilinguals. *Journal of Literacy Research*, 49(1), 10-37.
- Sánchez, M. T. (2023). 25translanguaging in Dual Language Bilingual Education in the United States. *The Handbook of Dual Language Bilingual Education*.
- Ponzio, C. M. (2021). *Ideological Reckoning & Translanguaging Reimagining: An English Language Teacher Educator's Critical Autoethnography*. Michigan State University.
- De Meulder, M., Kusters, A., Moriarty, E., & Murray, J. J. (2019). Describe, don't prescribe. The practice and politics of translanguaging in the context of deaf signers. *Journal of Multilingual and Multicultural Development*, 40(10), 892-906.

Appendices

Appendix A

Krejcie and Morgan's statistical table for sample size determination

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix B

Observation Guide

A: Preliminary data

Researcher

Teacher's nickname

Number of years in service

Highest level of qualification

A: Preliminary data

Researcher

Teacher's nickname

Number of years in service

Highest level of qualification

Preliminary Observation Data Collection Sheet

Date	Class	Subject	Topic	Sub-topic	Duration	Enrollment
					Start: End:	Males: Females: ... Total:

B: General Observations

S/No.	Features to be observed	Field notes
1.	Classroom Language Use Which languages are predominantly used during instruction?	
	Do teachers pedagogically switch between languages? If yes, how often?	
	Are there specific points in the lesson where translanguaging occurs (e.g., explanations, answering questions)?	
2.	Teacher-Pupil Interaction How do teachers facilitate understanding using multiple languages?	
	Do pupils respond in the same language as the teacher or use a strategic mix of languages?	
3.	Learning Materials Are instructional materials (e.g., textbooks, charts) in one language or multiple languages?	
	How do teachers adapt the use of materials to accommodate different languages?	
4.	Lesson Flow Is translanguaging planned or spontaneous?	

Appendix C

Survey Questionnaire (For Objectives II, III, and IV: For Teachers and Headteachers)

Dear Respondent,

I am Ogwal Joseph, a student of Gulu University conducting a study titled “Translanguaged Instruction in Uganda: The Case of Selected Government-Aided Primary Schools in Kwanja District”, which will lead to the award of the degree of Master of Arts in Literature and English Linguistics of Gulu University.

The purpose of this questionnaire is to help me gather information on the topic of the study above and will only use it for academic purposes. Kindly answer the following questions according to the directions given to the best of your knowledge. Your responses will be kept confidential. Do not write your name and the name of your school anywhere on this paper.

For questions with boxes, please put a tick in a box of your choice while questions with dashes, please write your views freely and endeavor to respond to all questions.

Thank you in advance.

Section A: Demographic Information

What is your sex? Male ☐ Female ☐

Your age.....

Position in school. Teacher ☐ Headteacher ☐

Number of years in this position:

Section B: Factors Facilitating Translanguaged Instruction

This questionnaire contains statements about teaching practices that take place in your classes. You are asked whether each practice occurs or not. Please tick what best suits your experience at a Likert scale of 1-5. 1=Strongly Disagree (SD), 2=Disagree (D), 3=Neutral (N), 4=Agree (A), 5=Strongly Agree (SA).

S/No.	ITEMS	SD	D	N	A	SA
		1	2	3	4	5
1.	Teachers are proficient in multiple languages.					
2.	Pupils understand lessons better when multiple languages are used strategically.					
3.	Parents and community members support the use of strategic multiple languages in school.					
4.	School policies strategically encourage teachers to use multiple languages during lessons.					

5	Learners are interested in pedagogically switching between languages.					
6	Teachers initiate translanguaging.					

Section C: Challenges Affecting Translanguaged Instruction

S/No.	ITEMS	SD	D	N	A	SA
		1	2	3	4	5
1.	Lack of teaching materials in multiple languages					
2.	Limited proficiency of teachers in some local languages					
3.	Resistance from parents or community members to translanguaging					
4.	Difficulty in assessing pupils who use different languages					
5.	Time constraints during lessons make translanguaging challenging					
6	Lack of training for teachers on translanguaging instruction					

Section D: Strategies for Addressing Challenges Affecting Translanguaged Instruction

S/No.	ITEMS	SD	D	N	A	SA
		1	2	3	4	5
1.	Provide training for teachers on translanguaging techniques					
2.	Develop and distribute teaching materials in multiple languages					
3.	Involve parents and community leaders in sensitization programs about translanguaging					
4.	The curriculum designers should revise the language of instruction to enhance translanguaging.					
5.	Integrate translanguaging into school policies and teacher evaluations					

Open-Ended Questions:

1. What additional factors facilitate translanguage instruction in your school?

- (i).....
- (ii).....
- (iii).....
- (iv).....
- (v)

2. What other challenges do you face while implementing translanguage instruction?

- (i).....
- (ii).....
- (iii).....
- (iv).....
- (v)

3. Suggest any other strategies you believe would improve translanguage instruction in your school.

- (i).....
- (ii).....
- (iii).....
- (iv).....
- (v)

Thank you very much for your time.

Appendix D

Interview Guide (for PTA, SMC & Pupils)

Dear respondent,

I am Ogwal Joseph, a student of Gulu University conducting a study titled “Translanguaged Instruction in Uganda: The Case of Selected Government-Aided Primary Schools in Kwanja District”, which will lead to the award of the degree of Master of Arts in Literature and English Linguistics of Gulu University.

The purpose of this interview guide is to help me gather information on the topic of the study above and I will only use it for academic purposes. Kindly answer the following questions according to the directions given to the best of your knowledge. Your responses will be kept confidential. Do not write your name and the name of your school anywhere on this paper.

Please, write your views freely and endeavor to respond to all questions.

Thank you in advance.

1. Patterns of translanguaged instruction

- a. Are you aware of the practice of switching from one language (e.g., Leblango) to another (e.g., English) during lessons at your school?
- b. Have you observed teachers using different languages while teaching? If yes, in which subjects or situations does this happen most often?
- c. How do teachers decide when to switch from one language to another during a lesson?

2. Factors Facilitating Translanguaged Instruction

- a. Do you support the practice of using more than one language in the classroom? Give reasons for your answer.
- b. Are there materials (e.g., books, posters, or lesson guides) that could help teachers and pupils benefit more from using both languages?
- c. Do you think switching between languages helps pupils understand lessons better? Why or why not?
- d. What are some of the factors that promote switching between languages in class?

3. Challenges Affecting Translanguaged Instruction

- a. What challenges do teachers or pupils face when using both English and local language during lessons?

- b. Are there any factors (such as parents' opinions, school policies, or examination requirements) that discourage the use of multiple languages in teaching?

4. Strategies for Addressing Challenges Affecting Translanguaged Instruction

- a. What can be done to help teachers use both English and the local language more effectively in the classroom?
- b. How can school administrators encourage teachers to use both languages in a way that benefits pupils' learning?
- c. What further suggestions do you have for improving pupils' understanding when both languages are used during lessons?

5. Further Comments

- a. Do you have any other related thing you would like to say in general? If yes, please, go ahead.

Thank you very much for your time.

Appendix E

Consent Declaration

Dear Participant,

My name is Ogwal Joseph, a Master's student at Gulu University. I am carrying out data collection on the topic **“Translanguaged Instruction in Uganda: The Case of Selected Government-Aided Primary Schools in Kwanja District”**, which will lead to the award of the degree of Master of Arts in Literature and English Linguistics of Gulu University.

Our study procedures will be guided by the following:

Your informed consent is sought and willingness to participate in this study follows your freedom in giving information for this study.

Anonymity of your name is assured and issues discussed will be reserved for research purposes only. Confidentiality in all the information provided shall be upheld. The duration of the discussion will be thirty (30) minutes.

Date of discussion will be:

The time will be:

Consent Declaration

I have read and understood the above information and procedures pertaining to this study for research purposes. I also understand that by signing this consent letter, I have agreed to participate in this study with consent willing to provide information required voluntarily.

.....

Signature

.....

Date

GULU

P.O. Box 166
Gulu, Uganda



UNIVERSITY

Tel: +256-471-32924

Fax: +256 471343095

Emails: ul@gu.ac.ug

URL: www.gu.ac.ug

OFFICE OF THE UNIVERSITY LIBRARIAN

PLAGIARISM CHECK

Declaration for Originality Form

This form must be completed and signed for all scholarly work produced.

Name: _____ **OGWAL JOSEPH (MR)** _____

Personal File No.(staff) Reg. (student). _____ **REG. NO. 20/U/1894/MEL/PS** _____

Faculty/Institute: _____ **FACULTY OF EDUCATION AND HUMANITIES, GULU UNIVERSITY**

Department: _____ **LANGUAGES AND LITERATURE** _____

Title and bibliographic description of the work

**TRANSLANGUED INSTRUCTION IN UGANDA: THE CASE OF
SELECTED GOVERNMENT-AIDED PRIMARY SCHOOLS IN KWANIA DISTRICT**

Declaration.

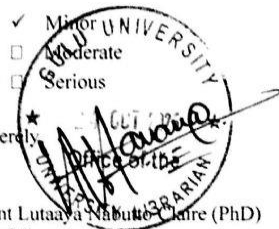
1. I understand what plagiarism is and I am aware of the University policy on this regard,
2. I declare that this ... **Dissertation** ... (Proposal, thesis, essay, assignment, paper, report etc.) is my original work and has not been submitted elsewhere for examination, award of a degree or publication. Where other people's work or my work has been used, this has been properly acknowledged and referenced in accordance with Gulu University requirements,
3. I have not sought or used the services of any professional agency to produce this work,
4. I have not allowed, and shall not allow anyone to copy my work with the intention of passing it off as his/her own,
5. I understand that any false claim of this work shall result in disciplinary action in accordance with University Policy on Plagiarism.

Signature _____ *Phillose* _____

Date 27.10.2025

Originality Report

The article/thesis/document titled above have been subjected to plagiarism check and the level was found to be.....**19%** (percent) this is classified as:



Yours sincerely,

Dr. Clement Lutaaya Nabute (PhD)
University Librarian

for

GULU

P.O. BOX 166 GULU



UNIVERSITY

TEL: +256471432922;

**OFFICE OF THE DEAN, FACULTY OF EDUCATION AND
HUMANITIES**

April 8, 2025

TO : WHOM IT MAY CONCERN

This is to introduce to you Mr. Ogwal Joseph (Reg No. 20/U/1894/MEL/PS) a student pursuing a programme of study leading to an award Master of Arts in Literature and English Linguistics of Gulu University, Master of Gulu University.

He is undertaking research on the Topic:

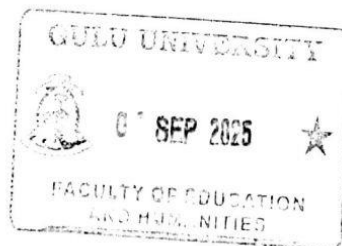
**TRANSLANGUAGED INSTRUCTION IN UGANDA: THE CASE OF SELECTED
GOVERNMENT- AIDED PRIMARY SCHOOLS IN KWANIA DISTRICT**

Which is in partial fulfilment of the requirements for the award.

Any assistance rendered to him in relation to this research work will be highly appreciated.

Yours faithfully,

for [Signature]



Dr. Denis Thaddeus Ofoyuru

Dean, Faculty of Education and Humanities