

## TRANSLINGUAL PRACTICES IN ESL/EFL CLASSROOMS IN UZBEKISTAN

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### Annotation

Translingual refers to the practice of using multiple languages flexibly in communication, rather than strictly separating them. It allows speakers to draw on different linguistic resources to express ideas more effectively. In ESL/EFL classrooms, translingual practices help learners use their first language (L1) alongside the second language (L2) to enhance understanding and participation. This approach recognizes language fluidity and supports more natural language acquisition in multilingual settings. Translingual practices play an essential role in ESL/EFL classrooms, allowing students and teachers to use multiple languages for better communication and learning. Instead of rigid monolingual methods, enabling bilingual students to think critically and articulate their ideas freely in both their first (L1) and second language (L2), improving understanding and participation. This article reviews

studies on bilingual language use and code-switching in ESL/EFL classrooms, focusing on how both teachers and students use these strategies. While many studies explore teachers' use of code-switching, fewer examine how students' language choices influence teaching. Additionally, strict "English-only" policies may limit the benefits of translanguaging. Findings suggest that flexible language practices enhance learning when used carefully. However, excessive reliance on L1 may slow L2 progress. Further research is needed to explore the long-term implications of balancing bilingual advantages with effective second language development.

#### Аннотация

Транслингвальность — это практика гибкого использования нескольких языков в общении, а не их строгого разделения. Это позволяет говорящим опираться на различные языковые ресурсы для более эффективного выражения своих мыслей. В классах ESL/EFL (английский как второй или иностранный язык) транслингвальные практики помогают учащимся использовать свой родной язык (L1) наряду со вторым языком (L2), чтобы лучше понимать материал и активнее участвовать в занятиях. Этот подход признаёт языковую гибкость и способствует более естественному освоению языка в многоязычной среде. Транслингвальные практики играют важную роль в ESL/EFL-классах, позволяя студентам и преподавателям использовать разные языки для более эффективного общения и обучения. В отличие от жёстких монолингвальных методов, этот подход позволяет билингвальным учащимся критически мыслить и свободно формулировать свои идеи как на родном (L1), так и на втором языке (L2), улучшая понимание и участие в занятиях. В данной работе рассматриваются исследования по использованию билингвальных стратегий и код-свитчинга в ESL/EFL-классах, уделяя внимание тому, как преподаватели и учащиеся применяют эти методы. Хотя многие исследования изучают, как учителя используют код-свитчинг, меньше внимания уделяется тому, как выбор языка студентами влияет на процесс обучения. Кроме того, строгая политика

"только английский" может ограничивать преимущества транслингвальности. Результаты исследований показывают, что гибкие языковые стратегии улучшают процесс обучения, но чрезмерное использование родного языка (L1) может замедлить освоение второго языка (L2). Для более глубокого понимания необходимо дальнейшее исследование, направленное на поиск оптимального баланса между билингвальными преимуществами и эффективным изучением второго языка.

### Annotatsiya

Translingualizm bu muloqot jarayonida bir nechta tillardan erkin foydalanish amaliyotidir, ya'ni ularni qat'iy ajratish o'rniga ulardan birgalikda mohirona foydalanish tushuniladi. Bu usul so'zlovchilarga turli tillarning lingvistik resurslaridan foydalangan holda o'z fikrlarini yanada samarali ifodalash imkonini beradi. ESL/EFL (Ingliz tili ikkinchi yoki chet tili sifatida o'qitiladigan) sinflarida translingual amaliyotlar o'quvchilarga o'z ona tili (L1) bilan ikkinchi tilni (L2) birga ishlatib, tushunishni va dars jarayonida faol ishtirok etishni rag'batlantirishga yordam beradi. Bu yondashuv til moslashuvchan xarakterga ega ekanligini tan olib, ko'p tilli muhitda tabiiy ravishda til o'rganishni qo'llab-quvvatlaydi. Translingualizm ESL/EFL da muhim rol o'ynaydi, chunki u talaba va o'qituvchilarga bir nechta tillardan foydalanish orqali samaraliroq muloqot qilish va bilim olish imkonini beradi. An'anaviy monolingval (bitta til asosida) usullardan farqli ravishda, bu yondashuv ikki tilli o'quvchilarga mantiqiy fikrlash va o'z fikrlarini erkin ifodalash imkonini yaratadi, shu bilan birga ularning tushunishi va darsda qatnashishini rag'batlantiradi. Ushbu maqolada ESL/EFL sinflarida ikki tillilik va kod-almashish bo'yicha tadqiqotlar ko'rib chiqilgan. Ko'plab tadqiqotlar o'qituvchilarning kod-almashishidan qanday foydalanishini o'rgangan bo'lsa-da, talabalarning til tanlovi o'qitish jarayoniga qanday ta'sir ko'rsatishi kamroq tadqiq etilgan. Bundan tashqari, qat'iy "faqat ingliz tili" siyosati translanguagingning afzalliklarini cheklashi mumkin. Tadqiqot natijalari shuni ko'rsatadiki, moslashuvchan til strategiyalari o'rganish jarayonini yaxshilaydi,

lekin ona tiliga haddan tashqari bog‘lanish ikkinchi tilni (L2) o‘zlashtirishni sekinlashtirishi mumkin. Kelajakda bilingval afzalliklarini saqlab qolgan holda samarali ikkinchi til rivojlanishini qanday ta‘minlash mumkinligini chuqurroq o‘rganish lozim.

**Key words:** Bilingual education, Bilingual education approach, Classroom communication, ESL/EFL classrooms, Language alternation, Second language development.

## INTRODUCTION

"Translingualism" as a concept was introduced and developed by multiple scholars across different fields. Steven G. Kellman is credited with popularizing the term in 2000 in the context of literature, describing writers who operate across multiple languages. Later, scholars like Suresh Canagarajah, Bruce Horner, Min-Zhan Lu, and John Trimbur expanded the concept into applied linguistics, composition studies, and education. Their work, particularly from 2011 onward, emphasized that language is fluid, constantly evolving, and shaped by social interactions rather than being confined to rigid categories like bilingualism or multilingualism.

## Methodology

In language education, relying solely on monolingual methods can limit students' ability to engage deeply with the learning process. A more effective approach is to utilize multiple languages, allowing learners to draw on their linguistic resources to enhance comprehension and communication. Despite its advantages, some educators still hesitate to adopt translingual strategies in the classroom. However, research suggests bilingual discourse remains a powerful tool for fostering both linguistic and cognitive development. A flexible language approach helps students navigate complex concepts more effectively while boosting their confidence in using the target language. Additionally, incorporating a powerful approach that considers students' emotions and motivation further supports meaningful language acquisition. This paper explores how



code-meshing can be implemented in ESL/EFL classrooms to maximize student engagement and learning outcomes. According to researches García, O., and Wei, L. García and Wei examine the idea of translanguaging in the context of education, highlighting its function in bilingualism, in their book *Translanguaging: Language, Bilingualism and Education*. They contend that translanguaging offers a framework for comprehending the fluidity of language use in education and challenges established linguistic limits. Translanguaging as a pedagogical method to promote bilingual learners and improve educational results is covered in their work. (L. García, 2021).

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On the other hand, Huang and Chalmers investigate the use of translanguaging in English as a Foreign Language (EFL) classes in their systematic review, *Implementation and Effects of Pedagogical Translanguaging in EFL Classrooms*. (Huang, X., & Chalmers, H., 2023). They concentrate on the benefits of translanguaging in EFL instruction, such as increased student involvement and language competency. Moreover, reported by Li, W. (2020) Li offers translanguaging as a theoretical framework for comprehending language use in multilingual environments in addition to being a practice in *Translanguaging as a Practical Theory of Language*. He contends that a more realistic understanding of how multilingual people use their language resources and how these resources might be incorporated into teaching methods is offered by translanguaging.

### Discussion

This article shows the use of translanguaging in an ESL/EFL classroom in Uzbekistan, where students naturally transition between Uzbek, Russian, and English to aid learning. The study was carried out at a secondary school with students aged 14 to 16 and focused on how they use their linguistic skills to comprehend and communicate in English. A qualitative study strategy was adopted, with real-time language interactions being captured through classroom observations and video

recordings. These recordings provided insight into how students and teachers used translanguaging tactics in various classroom activities. Furthermore, semi-structured interviews were done with both students and teachers to learn about their attitudes regarding translanguaging, its perceived effectiveness, and the difficulties they encountered. The obtained data were evaluated using discourse analysis, which looked at how pupils switched between languages to negotiate meaning and interact with English. The study also used an ecological approach, taking into account Uzbekistan's broader socio-cultural and educational policies that influence language use in the classroom. The investigation sought to discover patterns in language alternation, its role in learning, and the institutional elements that influence translanguaging practices. This methodology provides for a more in-depth study of how translanguaging contributes to second-language learning in a multilingual environment while also taking into account Uzbekistan's particular linguistic and educational background.

The research of classroom observations and interviews showed several major conclusions about the usage of translanguaging in ESL/EFL schools in Uzbekistan.

Firstly, Translanguaging improves comprehension and engagement by enabling students to utilize Uzbek and Russian alongside English. Many students used their first languages to clarify complex vocabulary, grammar structures, and abstract notions, resulting in increased participation in class discussions. Teachers also endorsed this technique, explaining difficult words in numerous languages before returning to English.

Secondly, Enhancing Multilingual Competence: Active translanguaging among students leads to improved English communication skills. Drawing on their linguistic resources, individuals were able to create more coherent responses and participate more confidently in classroom activities. The findings indicate that, rather than impeding English acquisition, translanguaging offered a scaffold for progressive improvement in language skills.

Thirdly, Translanguaging Improves Classroom Interaction and Collaboration: Group discussions and peer activities demonstrated that it promotes collaborative learning. Students routinely moved between Uzbek, Russian, and English to explain concepts to their classmates, ensuring that everyone grasped the topic. This technique promoted teamwork and enabled students with lower competence levels to participate more actively in sessions.

That is way, Challenges and Institutional Constraints: While there are benefits, some students and teachers are concerned about relying too much on Uzbek and Russian, which may hinder English competence growth. Furthermore, rigorous educational rules that promoted English-only instruction hindered the natural use of translanguaging, making teachers unwilling to fully include it in their teaching practices.

However, Teacher Perspectives on Translanguaging: While most teachers recognize the benefits of translanguaging, perspectives on its effectiveness differ. Some saw it as a good tool for beginners and intermediate learners, but they preferred to limit its use at advanced levels in order to promote full English immersion. Others contended that a more adaptable strategy, in which pupils could gradually transition to increasing English use, was more beneficial in preserving interest and comprehension.

## OVERALL SUMMARY

The importance of translanguaging in ESL/EFL (English as a Second Language/English as a Foreign Language) instruction in Uzbekistan can be seen through various benefits. One of the primary advantages of translanguaging is that it allows students to leverage their native languages to facilitate understanding and learning of English. By utilizing their full linguistic repertoire, students can bridge gaps in understanding, especially when faced with complex concepts in English. This approach not only enhances comprehension but also helps students engage more deeply with the material. Moreover, translanguaging encourages active participation from

students. In traditional English-only environments, students who are less confident in their English skills may feel reluctant to engage in classroom discussions or activities. By allowing students to use their home languages alongside English, they feel more comfortable contributing their ideas, asking questions, and participating in conversations. This, in turn, fosters a more inclusive learning environment and promotes a greater sense of involvement in the learning process.

The findings of this study emphasize the importance of translanguaging in ESL/EFL schools in Uzbekistan. The findings show that allowing children to use their entire linguistic repertoire, which includes Uzbek, Russian, and English, improves comprehension, engagement, and overall language acquisition. However, these advantages must be balanced against worries regarding over-reliance on students' first languages, which may hold down English competence growth.

One of the most important findings of this study is that translanguaging acts as a cognitive and social scaffold for language acquisition. The capacity to switch languages allows pupils to learn complex subjects, participate more actively, and articulate their views more confidently. These findings are consistent with prior research showing that bilingual and multilingual learners benefit from employing all of their linguistic resources to aid learning. The collaborative nature of translanguaging also facilitates peer-assisted learning, in which students assist one another by explaining concepts in their shared first language before returning to English. This approach promotes greater comprehension while maintaining an engaged classroom environment.

However, despite these benefits, several difficulties persist. Institutional limitations, such as English-only policies, impede instructors' ability to adopt translanguaging solutions. Some Uzbek educational institutions emphasize strict monolingual techniques, sometimes with the notion that full immersion in English will result in improved language competency. While immersion has its advantages, research indicates that a strict English-only strategy can lead to disengagement and



dissatisfaction, particularly among lower-proficiency learners. A more adaptable technique, in which translanguaging is gradually lowered as pupils acquire confidence, could provide a better balance.

Another important issue is Uzbekistan's sociopolitical attitude toward languages. English is frequently seen as a renowned global language connected with academic and professional accomplishment, although Uzbek and Russian are the primary languages used in daily communication. The varying statuses of these languages influence students' perceptions of their own language use in the classroom. Some students may be hesitant to utilize Uzbek or Russian in academic settings because they believe English is the "proper" language for studying. This emphasizes the importance of a more inclusive linguistic worldview, in which students are encouraged to use their entire linguistic repertoire as a resource rather than viewing their first languages as a hindrance.

## CONCLUSION

Translanguaging is an effective method for enhancing ESL/EFL instruction in Uzbekistan, but it must be carefully managed to achieve its full potential. Rather than replacing English practice, translanguaging should be used as a tool to support comprehension and engagement. Educators can strategically incorporate students' native languages to clarify difficult concepts or vocabulary, while maintaining English as the primary language of instruction. This balanced approach ensures that students receive the benefits of both language immersion and the support of their home language.

Educational institutions should reconsider their strict English-only policies and recognize the advantages of flexible, multilingual teaching methods. While English immersion is essential, rigid policies may limit student participation and comprehension, particularly for those still mastering the language. Allowing controlled translanguaging can create a more inclusive, supportive learning environment.

Future research should focus on the long-term impact of translanguaging on students' English proficiency. Investigating how translanguaging affects language acquisition over time and identifying the most effective practices for its integration into formal education systems could help educators and policymakers refine their approaches to ESL/EFL instruction. By doing so, translanguaging could become a valuable strategy in developing multilingual competences while enhancing English learning outcomes in Uzbekistan and beyond.

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