

**Translanguaging in Multilingual Classrooms: Empowering EFL Learners through Linguistic Flexibility**

Author: **Nafosat Mirvafoeva**

Student: **Odiljonova Gulandon JDPU**

Affiliation: TESOL Educator, Tashkent, Uzbekistan

Email: [nmirvafoeva@webster.edu](mailto:nmirvafoeva@webster.edu)

**Abstract.**

In multilingual education, translanguaging has become a potent instructional strategy that gives students the freedom to utilize their whole language repertoire. This article examines how translanguaging techniques are used in EFL classes, especially in multilingual environments like Uzbekistan. The study explores the advantages of translanguaging for language development, identity construction, and classroom equity, drawing on current research and classroom practice. Additionally, it clarifies common misunderstandings regarding translanguaging and offers helpful advice for language instructors.

**Introduction**

The idea of translanguaging has become essential to contemporary English Language Teaching (ELT) in a world where linguistic boundaries are becoming more hazy. I work with students who alternate between Uzbek, Russian, and English on a regular basis as a TESOL teacher in Uzbekistan. This rich language context is sometimes overlooked by traditional monolingual approaches in ELT. On the other hand, translanguaging enables students to use all of their languages as tools for communicating, learning, and creating meaning (García & Wei, 2014).

**Translanguaging: What is it?**

Code-switching is only one aspect of translanguaging. It describes the dynamic process through which speakers of many languages integrate and move fluidly between them for learning and communication. Translanguaging in the classroom can include brainstorming before writing in English, comparing grammar structures, or explaining hard concepts in the students' native language (L1).

**The Significance of Translanguaging in EFL Settings**

1. Encourages Confidence and Understanding Particularly for learners with lesser proficiency, letting pupils analyze concepts in their first language (L1) before expressing them in English lowers cognitive burden and increases engagement.
2. Validates Multilingual Personas Translanguaging promotes a sense of belonging and self-worth by validating students' linguistic backgrounds rather than marginalizing native languages (Cummins, 2007).
3. Encourages Deeper Education The ability to compare and contrast languages helps learners develop metalinguistic awareness, which is essential for learning vocabulary and grammar.
4. Fills in the Language and Content Gaps In CLIL (Content and Language Integrated Learning) contexts, translanguaging facilitates comprehension of academic English as well as the subject matter.

**Challenges and Misconceptions.**

## THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

### VOLUME-5, ISSUE-4

- **Fear of L1 Overuse:** A common concern among educators is that permitting L1 use may impede students' progress in learning English. However, studies reveal that using L1 strategically promotes language development rather than impeding it (Garcia, 2009).
- **Lack of Training:** Teachers frequently do not receive adequate instruction on how to successfully apply translanguaging. To transition from automatic to deliberate translanguaging methods, professional growth is crucial.
- **Policy Restrictions:** English-only policies are enforced by certain schools. In order to change attitudes and institutional norms, advocacy and awareness-raising are required.

#### **Practical Strategies for Teachers**

1. **Bilingual Brainstorming:** Before students present in English, allow them to come up with ideas in their first language.
2. **Contrastive Analysis:** Examine the differences between Uzbek and English vocabulary or grammar.
3. **Multilingual Resources:** To scaffold learning, make use of multilingual dictionaries, glossaries, or subtitles.
4. **Adaptable Group Work:** Before reporting in English, let students talk in their own tongue.
5. **Reflection Journals:** In any language, encourage pupils to consider what they have learned.

#### **Conclusion**

The actual linguistic activities of our students are reflected in translanguaging. To encourage deeper learning and inclusivity, we must utilize students' entire linguistic resources rather than stifling their linguistic backgrounds. Translanguaging provides an efficient, culturally sensitive, and humanizing method of teaching EFL in multilingual classrooms such as those in Uzbekistan. Encouraging students to use all of their languages creatively and confidently should be our aim as educators, not policing language usage.

#### **References**

- Cummins, J. (2007). *Rethinking monolingual instructional strategies in multilingual classrooms*. *Canadian Journal of Applied Linguistics*, 10(2), 221–240.
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley-Blackwell.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.