

## THE CONCEPT OF TRANSLANGUAGING AND ITS ROLE IN FOREIGN LANGUAGE TEACHING METHODOLOGY

FAYZULLAYEVA MUKHAYYO RAKHMATILLAEVNA

PhD, senior teacher

Department of Linguistics and English literature  
Uzbekistan State University of World Languages

email: [muhayyo\\_uzswlu2706@mail.ru](mailto:muhayyo_uzswlu2706@mail.ru)

**Annotation:** Translanguaging refers to the practice of using multiple languages in a flexible, dynamic way to make meaning and facilitate communication. The idea that in foreign language classes the use of L1 can be beneficial for students is gaining ground in foreign language teaching methodology. Translanguaging is a relatively newly coined term that is often used to refer both to the process of switching between two languages and the methodology that lies behind it. After presenting the main characteristics of translanguaging and the possibility of implementing it as a pedagogical method in English language classrooms, the paper presents a translanguaging activity and also shows how the students evaluated their participation in this practice. The paper concludes that in order to employ translanguaging practices in the classroom, it is necessary to adopt a new mindset to teaching that allows for multiple language use in class and also encourages language learners to embrace their entire linguistic potential.

**Keywords:** Translanguaging, Multilingualism, Pedagogical Shifts, Cognitive Support, Encouraging Critical Thinking and Reflection.

When it comes to teaching a foreign language, teachers face the difficulty of having to choose the teaching strategies and methods that are appropriate for the needs of a specific class. While in the past a monolingual approach was considered the right path to follow in teaching foreign languages, due to the effects of increased globalization and the spread of multilingualism all over the world, a new approach to teaching is called for [1]. Nowadays, educational practices are frequently carried out in a bilingual or multilingual setting, where traditional approaches and methods often become obsolete and need to be redefined or reformulated in order to meet the learners' needs. The term translanguaging originates from Cen Williams, a leading educationalist in the 1980s, who used the term trawsieithu to describe a language practice that implied the planned and systematic use of two languages within the same lesson. The term, later translated into English as translanguifying but then changed to translanguaging by Baker (2001), was meant to describe a language

practice that involved a deliberate alternation between the language of input and output in the classroom (Lewis et al. 2012: 643). Later, however, it also came to be used to encompass the mode and purpose of this linguistic process [2,167–201]. Today, translanguaging is used to refer both to a language practice that involves the deliberate process of switching between languages and the theoretical considerations behind it.

#### Key Principles of Translanguaging:

1. Fluid Language Use: Learners draw on their full linguistic repertoire, allowing them to move between languages as needed, whether for understanding, expression, or clarification.
2. Cognitive Support: Translanguaging can aid learners in understanding complex content by allowing them to use the language they are most comfortable with when necessary, without restricting them to a single language.
3. Inclusivity: It supports learners' varied linguistic backgrounds, helping to create a more inclusive and accessible learning environment.

#### The Role of Translanguaging in Foreign Language Teaching:

##### 1. Enhancing Comprehension and Communication:

Translanguaging allows students to better understand content by providing them with access to their full linguistic repertoire. For instance, when learning a foreign language, students may struggle to grasp complex grammar, vocabulary, or ideas. Allowing them to use their native language or other languages they know helps reduce cognitive load and facilitates deeper comprehension. It enables them to express their ideas more effectively and engage more meaningfully with the content [3].

##### 2. Promoting Active Participation:

In traditional foreign language teaching, students are often expected to use only the target language, which can create barriers for learners who may not yet have sufficient proficiency in the target language. Translanguaging, however, empowers students to use their first language when needed, allowing them to participate actively and confidently. This encourages more student engagement, as learners are less afraid of making mistakes or not being able to communicate their ideas fully.

##### 3. Encouraging Critical Thinking and Reflection:

Translanguaging encourages learners to think more critically about the relationship between languages and their use in different contexts. By reflecting on their understanding of content in both the target language and their native language, learners deepen their cognitive skills and language awareness. It promotes

metacognitive strategies by requiring students to switch between languages and understand how ideas can be conveyed in different linguistic systems.

#### 4. Contextualizing Language Use:

Rather than seeing languages as isolated systems, translanguaging views language as a holistic tool for communication. In real-world communication, people often switch between languages depending on the situation, the audience, or the topic. By incorporating translanguaging into the classroom, educators mirror these real-world practices and help students develop language skills that are applicable outside the classroom, fostering more authentic language use.

#### 5. Supporting Identity and Motivation:

For many learners, their native language is a significant part of their identity. Translanguaging helps validate and affirm students' linguistic and cultural backgrounds, which can foster greater motivation and confidence. By encouraging students to use their full language repertoire, educators create an environment where learners feel respected and empowered to contribute to discussions without fear of being judged for their language proficiency [4].

#### Pedagogical Implications of Translanguaging:

- **Shifting Teaching Methods:** Traditional methods often promote monolingual teaching, where the target language is separated from other languages in the classroom. Translanguaging challenges this approach and requires teachers to adopt more flexible, interactive teaching strategies that encourage students to use their full range of linguistic abilities.

- **Teacher Training:** Teachers may need professional development to understand how to effectively integrate translanguaging into their classrooms. This includes knowing when to allow students to use their native language or other languages and how to balance this with the development of the target language.

- **Assessment Adjustments:** Standard language assessments typically focus on proficiency in the target language, but translanguaging challenges this model. New assessment methods may need to evaluate how well students can use all their languages to communicate and understand content, rather than focusing exclusively on their performance in the target language [5].

#### Conclusion:

Translanguaging is a powerful concept in foreign language teaching methodology. It creates a more inclusive, interactive, and effective learning environment by allowing students to use all their linguistic resources. By breaking down the traditional boundaries between languages, translanguaging enhances comprehension, promotes critical thinking, and fosters a deeper connection to both

the target language and the learners' own identities. As foreign language teaching continues to evolve, integrating translanguaging practices can play a key role in supporting multilingual students and improving language learning outcomes.

**References:**

1. Baker, Colin. 2001. Foundations of Bilingual Education and Bilingualism (3rd ed.). Clevedon: Multilingual Matters.
2. MacSwan, Jeff. 2017. A multilingual perspective on translanguaging. *American Educational Research Journal* 54(1): 167–201.
3. Oxenden, Clive–Christina Latham-Koenig–Paul Seligson. 1997. *New English File Pre-Intermediate Student's Book*. Oxford: Oxford University Press.
4. Stathopoulou, Maria. 2015. *Cross-Language Mediation in Foreign Language Teaching and Testing*. Clevedon: Multilingual Matters.
5. Wenger, Etienne. 1998. *Communities of Practice: Learning, Meaning and Identity*. Cambridge: Cambridge University Press.