



TRANSLANGUAGING AS A PEDAGOGICAL APPROACH IN UZBEK EFL CLASSROOMS: OPPORTUNITIES, CHALLENGES, AND INSTITUTIONAL FACTORS

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Abstract: *This study examines translanguaging as a pedagogical approach in Uzbek EFL classrooms. While traditionally viewed as a problem, the use of multiple languages in instruction can serve as a powerful tool for enhancing comprehension and participation. Drawing on classroom observations and teacher reflections, this study highlights that translanguaging is already present but inconsistently applied. Additionally, institutional factors such as teacher reassignment across classes are explored as influencing teaching quality. The findings suggest that translanguaging, when used strategically, contributes to more effective and inclusive language learning environments.*

INTRODUCTION

English language teaching in Uzbekistan has historically followed traditional, form-focused approaches, in which English is treated as a separate system from students' first language. In many classrooms, teachers attempt to maintain an English-only environment; however, in practice, Uzbek is frequently used to explain difficult concepts.

This study argues that such practices should not be seen as weaknesses but as opportunities.

Translanguaging allows teachers and students to draw on their full linguistic repertoire, making learning more accessible and meaningful.

The purpose of this paper is to explore how translanguaging functions in real classroom settings and how it can be reframed as a component of quality education.

2. Literature Review

Translanguaging is defined as the flexible and dynamic use of multiple languages as an integrated system (García & Wei, 2014). Unlike code-switching, which assumes separation between languages, translanguaging emphasizes fluidity and meaning-making.

Research shows that translanguaging enhances comprehension, supports identity, and increases participation (Creese & Blackledge, 2010).

In EFL contexts, it is particularly useful for bridging gaps between known and new knowledge. However, many education systems still prioritize monolingual norms, limiting its structured use in classrooms.

3. Methodology



This qualitative study is based on classroom observation and teacher reflection in an Uzbek secondary school context. The observed learners were intermediate-level students with a shared first language (Uzbek).

The data include classroom practices, interaction patterns, and teaching strategies related to language use.

The study also incorporates contextual analysis of institutional practices affecting teaching and learning processes.

4. Findings and Discussion

In the observed classroom, English was mainly used for vocabulary, grammar exercises, and receptive skills such as reading and listening.

However, Uzbek was frequently used for explaining meanings and instructions.

This helped students understand the material but limited their exposure to spoken English.

Teachers used translanguaging differently. Some preferred English-only instruction, while others relied heavily on Uzbek. This variation shows that translanguaging is present but not systematically applied.

A key observation was that students often understood concepts well in Uzbek but struggled to express themselves in English. For example, students could explain grammar rules in Uzbek but hesitated when asked to produce sentences in English.

Another important factor affecting classroom practice is institutional policy. In many schools, teachers do not consistently teach the same class each year.

Due to administrative decisions, teaching loads, or scheduling issues, teachers are often reassigned to new classes annually.

This disrupts continuity in teaching and learning.

As a result, both teachers and students must adapt to new classroom dynamics each year. Teachers need time to understand students' levels and needs, while students must adjust to new teaching styles.

This transition can negatively impact learning quality, particularly in language classrooms where consistency and gradual development are essential.

In this context, translanguaging can play a stabilizing role. By using students' first language strategically, teachers can quickly build understanding and establish communication, even in new classroom environments.

5. Conclusion

This study demonstrates that translanguaging is not a problem but a valuable pedagogical resource in Uzbek EFL classrooms. When used strategically, it supports comprehension, participation, and confidence.

Furthermore, institutional factors such as teacher reassignment should be considered when evaluating teaching effectiveness.

A more systematic approach to translanguaging, combined with greater stability in classroom teaching, can significantly improve the quality of language education.



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