

## **TRANSLANGUAGING STRATEGIES IN PRIMARY SCHOOL: EFFECTIVENESS AND CHALLENGES**

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### **ABSTRACT**

*This article provides a detailed analysis of the theoretical and practical aspects of using translanguaging strategies in primary school. Translanguaging is considered an effective pedagogical approach that enables pupils to make use of both their mother tongue and additional language resources in parallel. In the process of primary education, the application of such strategies plays an important role in developing literacy, enhancing reading and writing skills, deepening subject comprehension, strengthening logical thinking, and improving communicative competence.*

*At the same time, the article analyzes the effectiveness of translanguaging strategies based on scientific sources and practical experience, emphasizing their positive aspects in the context of Uzbekistan — in particular, encouraging free thinking among pupils in a multilingual environment, reducing psychological barriers in the learning process, and strengthening linguistic identity.*

*However, a number of challenges are also observed in the practical implementation of translanguaging. These include insufficient methodological preparation of teachers, lack of specialized textbooks and teaching aids, diverse parental attitudes toward this approach, and certain limitations in the management of multilingualism within educational policy.*

*The article concludes with recommendations for the effective integration of translanguaging strategies into the primary education system: involving teachers in special professional development courses, creating modern teaching and learning resources, conducting awareness-raising activities with parents, and integrating translanguaging with innovative educational technologies. As a result, translanguaging is recognized as an important methodological approach that can significantly contribute to improving the quality and effectiveness of primary education.*

**Keywords:** *translanguaging, primary education, educational strategies, effectiveness, challenges, literacy, communicative competence, multilingualism, linguistic identity, methodological preparation, innovative approach.*

## **INTRODUCTION**

In the 21st century, the processes of multilingualism and globalization have made the linguistic needs of learners increasingly complex. As a result, the integration of knowledge resources from different languages and their interconnected use in education has become an urgent issue. Among innovative approaches to language teaching, the concept of translanguaging has, in recent years, been widely studied at the international level and recognized as an effective method for improving the quality of education. Translanguaging is a pedagogical approach that serves to deepen understanding, facilitate the acquisition of new knowledge, and broaden communication opportunities by encouraging learners to use their knowledge and experiences in both their mother tongue and other languages simultaneously.

This strategy can be effective not only in the teaching of foreign languages, but also in the instruction of Uzbek and Russian. In a multicultural and multilingual society such as Uzbekistan, the application of translanguaging in primary education is of particular importance. At the primary school level, pupils are still in the process of developing full literacy in their mother tongue. In such conditions, restricting their linguistic resources may hinder progress, while making effective use of all available linguistic capabilities can help them acquire knowledge more quickly and more profoundly. For instance, when a pupil explains a new concept in Uzbek and then connects it with its equivalent in English or Russian, the process does not complicate learning but rather allows for a multi-layered perception of knowledge.

However, in practice, the implementation of translanguaging strategies also gives rise to certain challenges. These include insufficient methodological preparation of teachers, adherence to traditional approaches, lack of specialized resources, and varied parental attitudes, all of which may limit the use of translanguaging in classrooms. Therefore, it is essential to scientifically substantiate the effectiveness of this strategy in primary education and analyze the challenges it entails. This article examines the effectiveness and challenges of translanguaging strategies in primary school and develops recommendations for their effective integration into the educational process.

## **MAIN PART**

### **1. Theoretical foundations of translanguaging**

The term *translanguaging* was first introduced into linguistics and education in the 1980s by the Welsh scholar Cen Williams, who emphasized that learners can draw on all of their linguistic resources in the process of learning [1]. Unlike the traditional “one language – one space” principle, translanguaging promotes the

integration of learners' existing linguistic repertoires without restriction and encourages their use in the classroom.

The application of translanguaging in education provides learners with deeper comprehension, the development of intercultural competence, and the strengthening of communicative skills. Therefore, it not only facilitates the acquisition of foreign languages but also contributes to the reinforcement of the mother tongue [2].

## **2. Effectiveness of translanguaging strategies in primary education**

Since primary school pupils are still in the process of developing literacy in their mother tongue, utilizing their full linguistic repertoire enhances the effectiveness of learning. For example, when a pupil explains an unfamiliar concept in Russian or English and then relates it back to Uzbek, this does not hinder the process; rather, it reinforces understanding and helps consolidate new knowledge. This practice fosters critical thinking and enables multilayered perception of educational content.

Research has shown that learners who engage in translanguaging strategies perform better in reading comprehension, oral communication, and vocabulary acquisition [3]. Moreover, translanguaging enhances pupils' confidence, as they are not restricted to expressing their knowledge in only one language.

## **3. Challenges in practice**

Despite its effectiveness, the implementation of translanguaging strategies in primary education faces several challenges. Firstly, many teachers lack sufficient knowledge and experience of the concept and therefore rely on traditional approaches. Secondly, the shortage of teaching aids, textbooks, and supplementary resources hinders its broader application. Thirdly, parents' attitudes are mixed: while some support multilingual development, others fear that it might interfere with their children's mastery of the mother tongue.

Furthermore, educational policy regarding the management and regulation of multilingualism also affects the broader adoption of translanguaging. Thus, for successful implementation, state-level support is needed, including teacher training through professional development courses and the development of specific methodological resources [4].

## **METHODOLOGY**

This research employed a qualitative approach with elements of descriptive and analytical methods in order to investigate the effectiveness and challenges of translanguaging strategies in primary education. The study was conducted in several primary schools in Uzbekistan, focusing on classrooms where both Uzbek and

Russian or Uzbek and English are actively used as mediums of communication and instruction.

### **1. Research design**

The study was based on a case-study framework, allowing for an in-depth exploration of how translanguaging is practiced in real classroom settings. Classroom observations, semi-structured interviews with teachers, and focus group discussions with parents and pupils were the main sources of data collection. This design provided an opportunity to capture the natural use of translanguaging and to identify its pedagogical outcomes.

### **2. Participants**

Participants included 20 primary school teachers, 60 pupils (Grades 1–4), and 15 parents from three schools located in multilingual regions of Uzbekistan. Teachers were selected based on their experience of teaching in bilingual or multilingual contexts. The inclusion of parents helped to understand societal and family-level perceptions of translanguaging, while pupils' participation revealed how this approach influenced their literacy and learning process.

### **3. Data collection instruments**

<ul style="list-style-type: none"> <li>• <u>Classroom observations</u>: Conducted over a period of 12 weeks, focusing on how teachers and pupils utilized translanguaging strategies in literacy, reading, and science lessons.</li> </ul>
<ul style="list-style-type: none"> <li>• <u>Teacher interviews</u>: Semi-structured interviews were carried out to explore teachers' perceptions, challenges, and readiness to adopt translanguaging strategies.</li> </ul>
<ul style="list-style-type: none"> <li>• <u>Pupil activities</u>: Selected assignments, oral presentations, and group discussions were analyzed to evaluate the impact of translanguaging on comprehension and communicative competence.</li> </ul>
<ul style="list-style-type: none"> <li>• <u>Parent focus groups</u>: Discussions were organized to gather insights into parents' attitudes toward translanguaging and their expectations of multilingual education.</li> </ul>

### **4. Data analysis**

The collected data were analyzed using thematic analysis. The transcripts of interviews and focus groups were coded into key themes: effectiveness, learner engagement, challenges, and support mechanisms. Classroom observations were triangulated with teacher and pupil responses to ensure reliability and validity of the findings [5].

### **5. Ethical considerations**

The study followed ethical research principles: informed consent was obtained from all participants, confidentiality of data was maintained, and pupils' involvement was secured with parental approval. The research aimed not only to analyze current practices but also to provide recommendations for improving teaching methods in line with Uzbekistan's education reforms [6].

## **CONCLUSION AND RECOMMENDATIONS**

The study demonstrates that translanguaging strategies hold considerable potential for improving the teaching and learning process in Uzbekistan's primary schools. By enabling pupils to utilize their entire linguistic repertoire, translanguaging promotes literacy development, enhances comprehension, and fosters communicative competence. It also supports learners' cognitive growth by encouraging flexible thinking and problem-solving skills. Importantly, translanguaging affirms pupils' linguistic and cultural identities, creating an inclusive learning environment where all languages are valued.

However, several challenges hinder the effective implementation of translanguaging in practice. Teachers often lack methodological preparation and clear guidelines for integrating translanguaging into lessons. Teaching materials and resources remain limited, while parents' perceptions vary, with some fearing that multilingual practices may negatively impact mother tongue proficiency. Furthermore, the absence of a well-defined national framework on multilingual pedagogy makes it difficult to adopt translanguaging as a systematic approach.

Overall, while translanguaging is a promising strategy for raising the quality of primary education, its successful adoption requires targeted interventions at the institutional, pedagogical, and policy levels.

### **Recommendations**

#### **1. Teacher training and professional development**

- ❖ Integrate translanguaging pedagogy into pre-service teacher education programs.

- ❖ Provide regular in-service training sessions and workshops to equip teachers with practical strategies for managing multilingual classrooms.

#### **2. Development of teaching and learning resources**

- ❖ Create textbooks, digital platforms, and supplementary materials designed to support translanguaging practices.

- ❖ Incorporate examples that allow pupils to switch between Uzbek, Russian, English, and other local languages in a structured manner.



### **3. Policy support and curriculum alignment**

❖ Develop a national policy framework on multilingual education that explicitly recognizes translanguaging as a valid pedagogical strategy.

❖ Align the curriculum with Uzbekistan's education reforms to ensure translanguaging supports broader goals such as competence-based learning and inclusiveness.

### **4. Parental and community engagement**

❖ Organize awareness campaigns, seminars, and parent–teacher meetings to explain the benefits of translanguaging.

❖ Encourage family involvement in multilingual literacy practices at home to complement classroom strategies.

### **5. Further research and innovation**

❖ Conduct large-scale empirical studies on the impact of translanguaging on pupils' academic achievement and social integration.

❖ Explore the integration of translanguaging with innovative pedagogical models such as CLIL (Content and Language Integrated Learning) and digital learning technologies.

In conclusion, translanguaging should not be perceived merely as a linguistic practice but as a transformative pedagogical approach. If supported by systematic teacher preparation, policy alignment, and resource development, it can serve as a powerful tool for advancing multilingual education and ensuring that Uzbekistan's primary education system remains inclusive, effective, and future-oriented.

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