

## TRANSLANGUAGING AND ASSET-BASED MULTILINGUAL PRACTICES AS CORE EFL METHODOLOGY

<https://doi.org/10.5281/zenodo.20521559>

**Rayimaliyeva Yoqutxon**

*English teacher of Uzbek State World Languages University*

*Telephone: +99897 7680320*

[yokutkhon20@gmail.com](mailto:yokutkhon20@gmail.com)

*Orcid ID: 0009-0008-0520-8202*

### **Abstract**

The growing linguistic diversity of modern classrooms has challenged traditional monolingual approaches in English as a Foreign Language (EFL) education. Recent pedagogical research increasingly emphasizes translanguaging and asset-based multilingual practices as effective methodologies that recognize learners' full linguistic repertoires as valuable educational resources. This article explores translanguaging as a core EFL methodology and examines its influence on learner autonomy and motivation. Drawing on contemporary theories of multilingualism, sociocultural learning, and bilingual education, the paper argues that translanguaging creates inclusive learning environments where students actively construct knowledge through flexible language practices. Furthermore, asset-based multilingual approaches enhance learners' confidence, participation, and self-regulated learning by validating their linguistic identities and prior knowledge. The article concludes that integrating translanguaging into EFL pedagogy promotes deeper cognitive engagement, strengthens learner motivation, and supports the development of autonomous language learners in multilingual educational contexts.

### **Key words**

Translanguaging, Multilingual, methodology, EFL pedagogy, approach, asset-based multilingual practices

### **Introduction**

Globalization, migration, technological development, and intercultural communication have transformed the ways people use language in everyday life. In multilingual societies, individuals frequently move across linguistic boundaries and combine linguistic resources dynamically during communication. One of the most influential concepts emerging from this shift is translanguaging. Initially introduced in Welsh bilingual education by Cen Williams during the 1980s and

1990s, translanguaging referred to the pedagogical practice of using two languages alternately for input and output activities. Later, the concept expanded significantly and became a broader theoretical framework for understanding multilingual communication. Today, translanguaging is viewed not only as a pedagogical strategy but also as a sociolinguistic and cognitive process that reflects how multilingual speakers naturally use language. Instead of treating languages as separate systems, translanguaging recognizes the speaker's entire linguistic repertoire as an integrated communicative resource. This approach challenges monolingual ideologies and offers a more realistic understanding of multilingual identity and interaction.

English as a Foreign Language (EFL) teaching has traditionally been influenced by monolingual ideologies that prioritize exclusive use of the target language in the classroom. In many educational systems, students are discouraged from using their first languages during English learning processes because multilingual practices are often perceived as interference rather than support. However, globalization, migration, technological advancement, and increased intercultural communication have transformed classrooms into multilingual and multicultural environments. As a result, scholars and educators have begun questioning the effectiveness of monolingual teaching models in multilingual educational settings.

Recent developments in applied linguistics and bilingual education have introduced translanguaging as an alternative pedagogical framework that reflects authentic language use among multilingual learners. Rather than treating languages as isolated systems, translanguaging recognizes learners' entire linguistic repertoire as an integrated communicative resource. This approach allows students to draw upon all available linguistic knowledge to construct meaning, solve problems, and interact socially.

At the same time, asset-based multilingual practices have emerged as an educational perspective that views linguistic diversity as a strength rather than a deficiency. Asset-based approaches reject deficit-oriented assumptions about multilingual learners and instead emphasize the cognitive, cultural, and social advantages associated with multilingualism. In EFL education, such practices encourage students to use their home languages strategically to support English acquisition and academic achievement. This article examines translanguaging and asset-based multilingual practices as core EFL methodologies. It focuses particularly on their impact on learner autonomy and motivation, two crucial factors influencing successful language learning.

Translanguaging as a Dynamic EFL Methodology

The concept of translanguaging originated in bilingual education research conducted by Cen Williams in Wales during the 1980s. Initially, translanguaging referred to the pedagogical practice of alternating languages for input and output activities. For example, learners could read information in one language and discuss or write about it in another language. This strategy aimed to deepen comprehension and strengthen bilingual competence.

Later, scholars such as Ofelia García and Li Wei expanded translanguaging into a broader sociolinguistic and pedagogical framework. According to García, translanguaging involves multilingual speakers using their complete linguistic repertoire without strict separation between named languages. From this perspective, multilingual communication is fluid, dynamic, and context-dependent.

In EFL classrooms, translanguaging enables students to access prior knowledge through their first language while simultaneously developing English proficiency. Learners may compare grammatical structures across languages, discuss complex concepts in familiar languages before expressing them in English, or use multilingual resources to support collaborative learning. Consequently, translanguaging transforms the classroom into a more flexible and inclusive learning environment. Importantly, translanguaging does not reduce exposure to English. Instead, it strategically integrates multiple linguistic resources to facilitate deeper understanding and more meaningful communication. Research demonstrates that learners who can utilize their full linguistic repertoire often demonstrate stronger comprehension, increased participation, and greater confidence in language learning activities.

### **Asset-Based Multilingual Practices in EFL Education**

Asset-based multilingualism refers to educational approaches that recognize multilingual learners' linguistic and cultural backgrounds as strengths. Unlike deficit perspectives that portray first-language use as an obstacle to English learning, asset-based approaches value multilingual competence as a cognitive and social resource.

In multilingual EFL classrooms, students bring diverse linguistic experiences, cultural knowledge, and communication strategies. Asset-based pedagogy encourages teachers to incorporate these resources into instruction rather than suppress them. This may include multilingual discussions, bilingual scaffolding, collaborative translation tasks, multilingual projects, and comparative linguistic analysis. Scholars argue that recognizing learners' linguistic identities contributes positively to emotional well-being and classroom engagement. When students feel that their languages and cultural backgrounds are respected, they are more likely to participate actively in classroom interaction and develop positive attitudes toward

learning English. Furthermore, asset-based multilingual practices align closely with sociocultural theories of learning, particularly those emphasizing interaction, collaboration, and mediation. Through multilingual interaction, learners negotiate meaning collectively and construct knowledge socially. As a result, multilingual practices support both linguistic development and academic achievement.

### **Impact on Learner Autonomy**

Learner autonomy refers to students' ability to take responsibility for their own learning through self-regulation, independent decision-making, and strategic learning behaviors. In language education, autonomous learners actively monitor their progress, select learning strategies, and engage in meaningful communication beyond the classroom. Translanguaging and asset-based multilingual practices significantly contribute to learner autonomy in several ways. First, these approaches encourage learners to use familiar linguistic resources strategically to understand new information. Students become active participants in knowledge construction rather than passive recipients of instruction.

Second, translanguaging supports metalinguistic awareness. By comparing and connecting linguistic systems, learners develop deeper understanding of language structures and communication patterns. This heightened awareness allows students to make independent linguistic choices and apply effective learning strategies.

Third, multilingual pedagogical practices promote confidence and agency. Students who can use their first languages alongside English often feel less anxious and more capable of expressing complex ideas. Reduced linguistic insecurity enables learners to participate more actively in discussions, collaborative tasks, and problem-solving activities.

Additionally, digital environments further strengthen learner autonomy through translanguaging practices. Online platforms provide access to multilingual resources, translation tools, videos, forums, and international communication networks. Learners can independently navigate these resources to support personalized learning experiences and expand their linguistic competence. Thus, translanguaging fosters autonomy by empowering learners to use all available resources to achieve communicative and academic goals.

### **Impact on Learner Motivation**

Motivation is widely recognized as one of the most influential factors in second and foreign language acquisition. Students who are motivated demonstrate greater persistence, engagement, and willingness to communicate.

Traditional monolingual EFL instruction can sometimes create anxiety and frustration among multilingual learners, particularly when students are prohibited from using their strongest linguistic resources. In contrast, translanguaging creates psychologically supportive learning environments where students feel validated and included. By allowing learners to draw upon their complete linguistic repertoire, translanguaging reduces cognitive overload and increases comprehension. Students are better able to engage with academic content when they can connect new information to existing linguistic knowledge. As comprehension improves, learners often experience greater confidence and motivation. Moreover, asset-based multilingual practices strengthen intrinsic motivation by affirming students' identities and cultural experiences. Learners no longer perceive their home languages as barriers but rather as valuable assets contributing to academic success. This positive recognition fosters stronger emotional connection to learning processes.

Collaborative multilingual activities also enhance social motivation. Students participate more actively in peer interaction when they can communicate flexibly and negotiate meaning together. Such interaction creates supportive classroom communities where learners feel respected and empowered. Research in bilingual education further indicates that translanguaging contributes to long-term motivation because it promotes meaningful communication rather than mechanical language production. Learners use English not simply as an academic requirement but as part of a broader multilingual communicative practice.

#### Challenges of Implementing Translanguaging in EFL Contexts

Despite its advantages, implementing translanguaging as a core EFL methodology presents several challenges. One major challenge involves persistent monolingual ideologies within educational systems. In many contexts, English-only policies remain dominant, and teachers may fear that allowing first-language use will reduce exposure to English. Another challenge concerns teacher preparation. Effective translanguaging pedagogy requires teachers to understand multilingual learning processes and develop flexible instructional strategies. However, many teacher education programs continue to emphasize monolingual teaching methods. Assessment practices also create difficulties. Standardized language testing often measures language competence according to monolingual norms, which may not accurately reflect multilingual learners' communicative abilities.

Furthermore, classrooms with high linguistic diversity may complicate translanguaging implementation because teachers and students may not share the same linguistic backgrounds. Nevertheless, scholars argue that even in highly

diverse classrooms, translanguaging can function through collaborative interaction, multimodal communication, and strategic multilingual support.

### Conclusion

Translanguaging and asset-based multilingual practices represent transformative approaches in contemporary EFL education. By recognizing learners' full linguistic repertoires as valuable educational resources, these methodologies challenge traditional monolingual ideologies and create more inclusive learning environments.

The findings discussed in this article demonstrate that translanguaging enhances learner autonomy by encouraging strategic language use, metalinguistic awareness, and independent learning behaviors. At the same time, asset-based multilingual approaches strengthen learner motivation by validating students' identities, reducing anxiety, and promoting meaningful participation in classroom interaction. As multilingualism continues to shape global education, EFL pedagogy must move beyond restrictive monolingual models toward more flexible and socially responsive approaches. Integrating translanguaging into classroom practice not only supports language acquisition but also empowers learners to become confident, autonomous, and motivated multilingual communicators.

### REFERENCES:

1. Baker, C. (2011). *Foundations of Bilingual Education and Bilingualism*. Bristol: Multilingual Matters.
2. Chinazbekova, A., & Iskandarova, D. (2024). IMPLEMENTING MODERN TECHNOLOGIES IN LANGUAGE TEACHING. ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ, (48-4).
3. Creese, A., & Blackledge, A. (2010). *Translanguaging in the bilingual classroom*.
4. García, O. (2009). *Bilingual Education in the 21st Century*. Oxford: Wiley-Blackwell.
5. García, O., & Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education\**. London: Palgrave Macmillan.
6. Jaspers, J. (2018). *The transformative limits of translanguaging*.
7. Lewis, G., Jones, B., & Baker, C. (2012). *Translanguaging: Origins and development*.
8. Swain, M. (2013). *The inseparability of cognition and emotion in second language learning*.

9. Suzuki, W., & Storch, N. (2020). *Languaging in Language Learning and Teaching\**. Amsterdam: John Benjamins.
10. Wei, L. (2011). Moment analysis and translanguaging space. *Journal of Pragmatics*, 43, 1222-1235.
11. Wei, L. (2017). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 1-23.
12. Williams, C. (1996). *Secondary education: Teaching in the bilingual situation*.