

THE IMPACT OF TRANSLANGUAGING ON DEVELOPING SPEAKING SKILLS OF ENGLISH LANGUAGE LEARNERS

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Abstract: The growing linguistic diversity of educational settings has encouraged researchers and educators to reconsider traditional monolingual approaches to language teaching. Translanguaging, which refers to the strategic use of multiple linguistic resources by bilingual and multilingual speakers, has emerged as an effective pedagogical practice in second and foreign language education. This article examines the impact of translanguaging on the development of speaking skills among English language learners (ELLs). Drawing on contemporary theories of bilingualism and sociocultural learning, the study explores how translanguaging facilitates oral communication, enhances learners' confidence, promotes interaction, and supports the acquisition of communicative competence.

Keywords: translanguaging, speaking skills, English language learners, bilingual education, communicative competence, multilingualism

Аннотация: Растущее языковое разнообразие образовательной среды побуждает исследователей и преподавателей пересматривать традиционные монологические подходы к обучению языкам. Транслингвизм (translanguaging), который подразумевает стратегическое использование многоязычными учащимися всех своих языковых ресурсов, стал эффективной педагогической практикой в обучении второму и иностранному языкам. В данной статье рассматривается влияние транслингвизма на развитие навыков говорения у изучающих английский язык. Опираясь на современные теории билингвизма и социокультурного обучения, исследование анализирует, каким образом транслингвизм способствует развитию устной коммуникации, повышает уверенность обучающихся, стимулирует взаимодействие и поддерживает формирование коммуникативной компетенции.

Ключевые слова: транслингвизм, навыки говорения, изучающие английский язык, билингвальное образование, коммуникативная компетенция, многоязычие.

Annotatsiya: Ta'lim muhitidagi til xilma-xilligining ortib borishi tadqiqotchilar va pedagoglarni tillarni o'qitishning an'anaviy monolingval yondashuvlarini qayta ko'rib chiqishga undamoqda. Translanguaging, ya'ni ikki yoki undan ortiq tilli o'quvchilarning barcha til resurslaridan strategik foydalanishi, ikkinchi va chet tillarni o'qitishda samarali pedagogik amaliyot sifatida e'tirof etilmoqda. Ushbu maqolada translanguagingning ingliz tilini o'rganuvchilarning gapirish ko'nikmalarini rivojlantirishga ta'siri tahlil qilinadi. Bilingvizm va sotsiokultural ta'limning zamonaviy nazariyalariga tayangan holda, tadqiqot translanguagingning og'zaki muloqotni rivojlantirish, o'quvchilarning o'ziga bo'lgan



ishonchini oshirish, o‘zaro hamkorlikni kuchaytirish hamda kommunikativ kompetensiyani shakllantirishdagi rolini yoritadi.

Kalit so‘zlar: translanguaging, gapirish ko‘nikmalari, ingliz tilini o‘rganuvchilar, bilingval ta’lim, kommunikativ kompetensiya, ko‘p tillilik.

The development of speaking skills remains one of the primary objectives of English language teaching. Effective oral communication enables learners to participate actively in academic, professional, and social contexts. However, many English language learners encounter difficulties in speaking due to limited vocabulary, fear of making mistakes, anxiety, and insufficient opportunities for meaningful interaction.

In recent years, translanguaging has gained considerable attention as a pedagogical approach that recognizes learners’ entire linguistic repertoires as valuable resources for learning. Unlike traditional language teaching methods that often separate languages rigidly, translanguaging encourages learners to draw upon all their linguistic knowledge to construct meaning and communicate effectively. This approach has been particularly beneficial in multilingual classrooms where students possess varying levels of proficiency in multiple languages.

This article investigates the role of translanguaging in enhancing speaking skills among English language learners and discusses its pedagogical implications for language education.

The term “translanguaging” was initially introduced by Cen Williams in the context of bilingual education in Wales and was later expanded by scholars such as Ofelia García and Li Wei. Translanguaging refers to the dynamic process through which multilingual speakers utilize their complete linguistic resources to understand, communicate, and learn.

Rather than viewing languages as separate systems, translanguaging theory considers bilingual competence as an integrated repertoire. Learners naturally combine linguistic features from different languages to facilitate communication and meaning-making. This perspective challenges monolingual ideologies and supports more inclusive language learning environments.

Speaking is a productive language skill that involves the ability to express ideas, opinions, and emotions through oral communication. According to communicative language teaching principles, speaking competence includes several components:

- Grammatical competence
- Sociolinguistic competence
- Discourse competence
- Strategic competence

Developing these competencies requires extensive interaction, meaningful communication, and opportunities to negotiate meaning with others.

One of the most significant benefits of translanguaging is its contribution to oral fluency. Learners often struggle to express complex ideas when restricted to using only English.



Translanguaging allows them to utilize their first language as a cognitive support mechanism while gradually incorporating English vocabulary and structures.

By reducing communicative barriers, learners can maintain conversational flow and focus on expressing meaning rather than worrying about linguistic limitations. As a result, they participate more actively in classroom discussions and develop greater fluency over time.

Language anxiety is a common obstacle to speaking development. Many learners fear making grammatical mistakes or being judged by peers. Translanguaging creates a supportive learning environment where students can draw upon familiar linguistic resources when necessary.

This flexibility reduces anxiety and encourages learners to take risks in communication. Increased confidence often leads to greater participation in speaking activities, discussions, presentations, and collaborative tasks.

Social interaction plays a crucial role in language acquisition. Translanguaging enables learners to engage in more meaningful communication by allowing them to use all available linguistic resources during collaborative activities.

Group discussions, peer interactions, and problem-solving tasks become more productive when students can switch between languages strategically. Such interactions facilitate negotiation of meaning, vocabulary acquisition, and communicative competence development.

Vocabulary limitations frequently hinder oral communication. Translanguaging helps learners bridge lexical gaps by drawing connections between words and concepts across languages. Through comparisons, translations, and multilingual discussions, students deepen their understanding of vocabulary and improve lexical retrieval during speaking tasks.

Consequently, learners become better equipped to express themselves accurately and effectively in English.

Research indicates that bilingual and multilingual individuals often demonstrate enhanced cognitive flexibility. Translanguaging encourages learners to analyze information from multiple linguistic perspectives, fostering critical thinking and metalinguistic awareness.

These cognitive advantages contribute to more sophisticated oral communication, as learners can formulate ideas, justify opinions, and engage in complex discussions with greater ease.

Several instructional strategies can effectively incorporate translanguaging into speaking activities:

Teachers can encourage students to brainstorm ideas using both their first language and English before presenting their thoughts in English. This approach facilitates idea generation and reduces communicative anxiety.

Students may discuss solutions in multiple languages and subsequently present their conclusions in English. Such activities promote both content understanding and speaking practice.

Role-plays and dialogues can be designed to allow strategic language switching during preparation stages while emphasizing English production during performance stages.

More proficient learners can assist classmates through explanations and clarifications in shared languages, thereby supporting oral language development.

Despite its advantages, translanguaging also presents certain challenges. Some educators express concerns that excessive reliance on the first language may reduce exposure to English. Others worry about difficulties in classroom management when multiple languages are used simultaneously.

Furthermore, successful implementation requires teachers to possess positive attitudes toward multilingualism and sufficient pedagogical knowledge.

Educational institutions must provide appropriate training and support to ensure effective translanguaging practices.

Nevertheless, current research suggests that when applied strategically, translanguaging complements rather than hinders English language development.

The findings highlight the need for language educators to recognize learners' multilingual resources as assets rather than obstacles. Teachers should design speaking activities that encourage meaningful communication and allow flexible language use when appropriate.

Teacher education programs should include training on translanguaging pedagogy, multilingual classroom management, and inclusive language practices. Curriculum developers should also consider integrating translanguaging strategies into language teaching materials and assessment frameworks.

Translanguaging has emerged as a powerful pedagogical approach that supports the development of speaking skills among English language learners. By enabling students to utilize their full linguistic repertoires, translanguaging enhances oral fluency, increases confidence, promotes interaction, facilitates vocabulary development, and strengthens cognitive flexibility. Although certain challenges exist, the benefits of translanguaging outweigh its limitations when implemented thoughtfully and strategically.

As multilingualism continues to characterize educational environments worldwide, translanguaging offers a valuable framework for fostering communicative competence and creating more inclusive and effective language learning experiences. Future research should continue exploring the long-term effects of translanguaging on speaking proficiency across diverse educational contexts.

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