

**TITLE: TRANSLANGUAGING AS A SCAFFOLDING STRATEGY IN
MULTILEVEL EFL CLASSROOMS IN UZBEKISTAN**

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Abstract. Meeting the varied demands of students with different levels of English proficiency is a problem for teachers in Uzbekistan's increasingly multilingual EFL classes. In order to promote language development in multilevel classrooms, this research investigates translanguaging as an engaging and inclusive scaffolding technique. Based on sociocultural theory and translanguaging pedagogy, I consider effective teaching methods and student reactions from my own experience working with ninth-grade Uzbek students getting ready for CEFR-based tests and IELTS examinations. According to the results, learners can access knowledge, gain metalinguistic awareness, and boost their confidence by strategically using Uzbek and Russian in addition to English. In order to enable EFL teachers to see multilingualism as a pedagogical asset rather than a hindrance, this presentation attempts to provide contextually sensitive, evidence-based techniques.

Overview I work with multiple EFL students in Tashkent as a TESOL-certified English teacher, and they bring a multitude of linguistic and cultural resources to the classroom. However, these resources are frequently ignored by the dominant monolingual philosophy in English language instruction, which encourages students to keep their first language (L1) distinct from their English language learning process. In Uzbekistan, where many students speak Russian or Uzbek at home and hardly ever interact with English outside of the classroom, this is particularly troublesome. I have used translanguaging as an educational technique to address this gap and help students connect their academic objectives with their language reality.

Conceptual Structure The sociocultural theory (Vygotsky, 1978) that underpins this work highlights the importance of social contact and cultural resources, such as language, in the learning process. According to García and Wei (2014), translanguaging is the process through which multilingual speakers strategically and

flexibly use their whole language repertoire. By acknowledging bilingualism as an integrated system, it transcends code-switching. According to García, Johnson, and Seltzer (2017), translanguaging sees Uzbek and Russian as essential instruments for meaning-making, cognitive growth, and identity construction rather than as interference with English education.

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Context of the Classroom Ten ninth-graders from Uzbek backgrounds, ranging in English level from CEFR A2 to B1, are in my class. Others have trouble forming simple sentences, while others are getting ready for international tests like the IELTS. The majority of the pupils have little exposure to English outside of the classroom, and they all speak Uzbek or Russian as their first language. For many pupils in this situation, a strictly English-only strategy has not worked. Students frequently worry about making mistakes or not understanding directions. According to Cummins (2000), pupils may become emotionally and cognitively disengaged when they are made to repress their L1s. I used translanguaging techniques in a unit on academic writing and terminology to combat this.

Classroom Methods and Results Among the translanguaging-based techniques I used were:

- **Multilingual Word Walls:** To help pupils link ideas, important vocabulary terms were presented in Russian, Uzbek, and English.

- **L1 Group Discussions:** Prior to writing assignments, students were urged to generate ideas in Russian or Uzbek and then translate them into English.

- **Dual-Language Journals:** Students used both English and Uzbek to reflect on their learning, which encouraged engagement from students who were less comfortable speaking the language.

- **Teacher Modeling:** I decreased misunderstanding and enhanced task completion by using specific Uzbek phrases to explain abstract grammatical rules or

exam instructions. As time went on, I observed that students were more involved in class, less anxious in the classroom, and performed better on formative writing tests.

Educational Consequences According to Hornberger and Link (2012), the findings bolster the idea that translanguaging is an effective scaffolding strategy, particularly when learners are using the same L1. In a multilevel class, it enables differentiation by providing information to students with lower skill levels and enabling students with higher competency levels to hone and experiment with their language use. A culturally sustainable approach that fits students' identities, linguistic origins, and cognitive demands is provided via translanguaging in EFL courses in Uzbekistan and comparable settings. It challenges educators to reconsider classroom conventions, affirm students' multilingualism, and support student autonomy (Canagarajah, 2013; Norton, 2013).

In conclusion The practical, theoretically based solution to the actual difficulties of mixed-ability language classrooms is translanguaging. It creates inclusive, interesting, and productive learning settings by reorienting the attention from language deficit to linguistic resource. Translanguaging helps close the gap between students' academic goals and their real-world experiences in Uzbekistan's changing educational environment, where English is becoming more and more significant but yet not completely incorporated into daily life.

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