

LINGUISTIC GLOBALIZATION AND LANGUAGE DIVERSITY: THE ROLE OF TRANSLANGUAGING IN MULTILINGUAL EDUCATION

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Abstract. Linguistic globalization has significantly transformed communication, education, and cultural interaction worldwide. While global languages such as English facilitate international communication, their growing dominance may threaten linguistic diversity and minority languages. This study examines the relationship between linguistic globalization and language diversity, with a particular focus on the educational practice of translanguaging. Translanguaging refers to the flexible use of multiple languages within a single communicative context, such as classroom instruction. Using qualitative classroom observations and student surveys conducted in several educational institutions in Tashkent, the study explores how translanguaging supports learning and maintains linguistic diversity. The findings indicate that translanguaging improves comprehension, increases student participation, and allows learners to draw upon their full linguistic repertoire.

Keywords: linguistic globalization, language diversity, translanguaging, multilingual education, bilingualism

Introduction

Globalization has significantly influenced the linguistic landscape of modern societies. Advances in technology, migration, international trade, and global communication have increased interactions among people from different linguistic backgrounds. As a result, some languages—particularly English—have become dominant in global communication, science, and education. While linguistic globalization facilitates communication across borders, it also raises concerns about the preservation of language diversity. In multilingual contexts such as Uzbekistan, especially in Tashkent, students often use Uzbek and English simultaneously in educational settings. This multilingual environment provides a valuable opportunity to examine the role of translanguaging in supporting both learning and linguistic diversity.

Literature Review

Crystal [2] explains that English has become the global lingua franca due to historical, economic, and technological developments. The expansion of international trade, global media, and the internet has significantly increased the use of English worldwide. However, Crystal also warns that the dominance of a global language can contribute to language shift, where speakers gradually abandon their native languages in favor of a more economically valuable language.

Fishman [3] focuses on the issue of language preservation. Language is deeply connected to cultural identity and social heritage. When a language disappears, important cultural knowledge and traditions may also be lost. Fishman emphasizes that education systems and government policies play a crucial role in reversing language shift and supporting minority languages.

García and Wei [5] introduced the concept of translanguaging, which refers to the flexible use of multiple languages in communication. Instead of separating languages

strictly, bilingual speakers combine linguistic resources from different languages to communicate more effectively. In educational contexts, translanguaging allows students to use their native language to understand complex academic concepts while still developing proficiency in a second language.

Baker [1] highlights the importance of bilingual and multilingual education models. According to Baker, allowing students to use multiple languages in learning environments improves comprehension, academic performance, and student engagement. These perspectives suggest that translanguaging can be an effective strategy for balancing linguistic globalization with the preservation of language diversity.

Methodology

This research uses a qualitative research design focusing on classroom practices and student experiences with multilingual learning. The research was conducted in Tashkent, the capital city of Uzbekistan, where multilingual communication is common in educational institutions. The study involved 15 university students, aged 16-22, and 5 different language teachers. Participants were selected from the University UzSWLU and secondary schools where English is taught as a second language.

Three main data collection methods were used:

1. Classroom observation
2. Student questionnaires
3. Teacher interviews

These methods allowed the researcher to examine how languages are used during lessons. The collected data were analyzed using thematic analysis, focusing on patterns related to language use, comprehension, and student participation.

Results

The findings show that translanguaging is commonly used in classrooms in Tashkent, where Uzbek, Russian, and English are present. Teachers mainly use English for instruction but switch to Uzbek or Russian to explain complex concepts.

Survey results from 15 students from both a secondary school and a university show that 12 students (80%) understand lessons better when teachers use both English and their native language. Additionally, 10 students (67%) reported feeling more confident participating in class discussions when translanguaging is allowed.

Classroom observations also indicated that students often discuss tasks in their native language before presenting answers in English. Five language teachers noted that this practice helps students understand academic content more clearly and participate more actively.

Discussion

The results indicate that translanguaging plays an important role in multilingual classrooms. The findings support García and Wei's [5] theory that bilingual learners benefit from using their full linguistic repertoire. Allowing students to use both their native language and English improves comprehension and increases participation. In the context of linguistic globalization, translanguaging can help balance the use of global languages with the preservation of local linguistic identity. Therefore, translanguaging can be considered an effective strategy in multilingual education.

Conclusion

Linguistic globalization has increased the importance of global languages such as English, but it also creates challenges for language diversity. This study shows that

translanguaging can support both language learning and linguistic diversity in multilingual classrooms. The findings from Tashkent demonstrate that using multiple languages in lessons improves understanding, encourages participation, and supports students' linguistic identity. Educational institutions should therefore consider incorporating translanguaging strategies into multilingual teaching practices.

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