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Translanguaging as a resource for Uzbek-English academic language education

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Annotation: This article develops a context-sensitive model for using translanguaging in Uzbek higher-education English classrooms. It addresses the tension between students' multilingual repertoires as resources for reasoning and the need to build disciplinary control of English academic genres. A comparative document analysis examines five policy and pedagogical sources: UNESCO's Education in a Multilingual World, the CEFR Companion Volume, García and Li Wei's translanguaging framework, Canagarajah's analysis of translingual practice, and Hyland's account of academic interaction. Four analytic dimensions were coded: recognition of repertoire, mediation between languages, genre-specific English development, and assessment of learning. The resulting crosswalk shows stronger explicit treatment of plurilingual mediation than of assessment alignment, while academic genre instruction supplies an important bridge between flexible meaning-making and target-language performance. The article proposes a staged translanguaging cycle—activate, compare, compose, and reflect—with safeguards against treating multilingual practice as unstructured switching. The counts represent an author-coded comparison of five sources, not a measure of classroom prevalence or instructional effect. The proposed model is intended for adaptation and empirical testing in Uzbek-medium and English-medium university courses.

Keywords: translanguaging; Uzbek; English for academic purposes; multilingual education; mediation; academic literacy.

Introduction

The present article addresses a question that is central to translanguaging as a resource for Uzbek English academic language education: how can educators move from broad commitments to a defensible, observable design? The problem matters because a concept can be endorsed in policy or scholarship without specifying what a teacher, learner, or analyst should do. This paper therefore brings together a bounded set of influential sources and develops a practical analytic model. Its claim is deliberately limited: it offers a transparent synthesis and a proposition for further testing, not a causal estimate or a report of participant outcomes.

The topic is especially relevant in Uzbekistan, where educational institutions work across changing linguistic, cultural, disciplinary, and technological conditions. A model imported without adaptation may overlook local curriculum, access, institutional policy, and the knowledge communities learners bring. The analysis consequently treats local context as part of the research question. It does not assume a single learner profile or present national generalizations unsupported by data.

The paper has three objectives. First, it identifies how selected sources address the dimensions most relevant to the topic. Second, it reports an explicit cross-source coding matrix so readers can inspect the basis of the synthesis. Third, it translates the pattern into a design sequence, an implementation matrix, and a set of questions for empirical follow-up. The contribution lies in connecting theory and policy to a replicable decision process.

Three research questions guide the work: (1) which dimensions receive explicit attention in the selected source set; (2) where does the comparison reveal an operational gap or tension; and (3) what

design principles can address that gap while preserving the intellectual aims of the field? These questions structure the methods and results below.

Materials and Methods

The analytic corpus contains five deliberately selected texts that address multilingual policy, language-use theory, proficiency descriptors, translingual practice, and academic discourse. UNESCO (2003) supplies a policy-level account of multilingual education; Council of Europe (2020) supplies operational descriptors for mediation and plurilingual/pluricultural competence; García and Li Wei (2014) conceptualize translanguaging as meaning-making across a repertoire; Canagarajah (2011) examines translingual practice in academic communication; and Hyland (2006) describes disciplinary interaction and metadiscourse. The selection is purposive, not exhaustive. It is suited to comparing conceptual affordances, not ranking the evidence quality of entire fields.

A directed document analysis used four dimensions: repertoire recognition, mediation, genre-specific English development, and assessment alignment. Each source was coded explicit, partial, or not explicit. The reported count includes explicit and partial support, while the matrix preserves the distinction between conceptual coverage and operational guidance. One analyst coded the texts and retained an evidence note for each decision. The counts summarize five selected documents; they are not frequency estimates of practice or effect sizes.

Analytic framework and procedure

The unit of analysis was a source-level statement or concept relevant to one of the four dimensions listed in Table 1. Explicit, partial, and not explicit categories were used to prevent absence of a detailed procedure from being mistaken for rejection of a principle. During synthesis, the analyst compared the coded pattern with the intended educational task, noted contradictions, and drafted a design response. Counts are descriptive bookkeeping for this selected corpus. They are not inferential statistics, prevalence estimates, or evidence of effectiveness. A replication should specify exact editions, passages, coder training, and adjudication rules.

Ethical and evidentiary boundaries

No human participants, student records, classroom observations, or unpublished institutional data were collected for this article. The worked examples and proposed tools are illustrative. Citations identify the source base; interpretations and matrices are the author's synthesis. This distinction is necessary because a useful framework can be analytically original without being mislabeled as an intervention result.

Results

Comparative document-analysis results

Table 1 presents the source-level crosswalk. "Explicit" means directly addressed in the examined source; "partial" indicates conceptual relevance without a full operational procedure; "not explicit" means that the dimension was not developed in the passages reviewed. Table values are judgments under the stated codebook, not independent ratings of source quality.

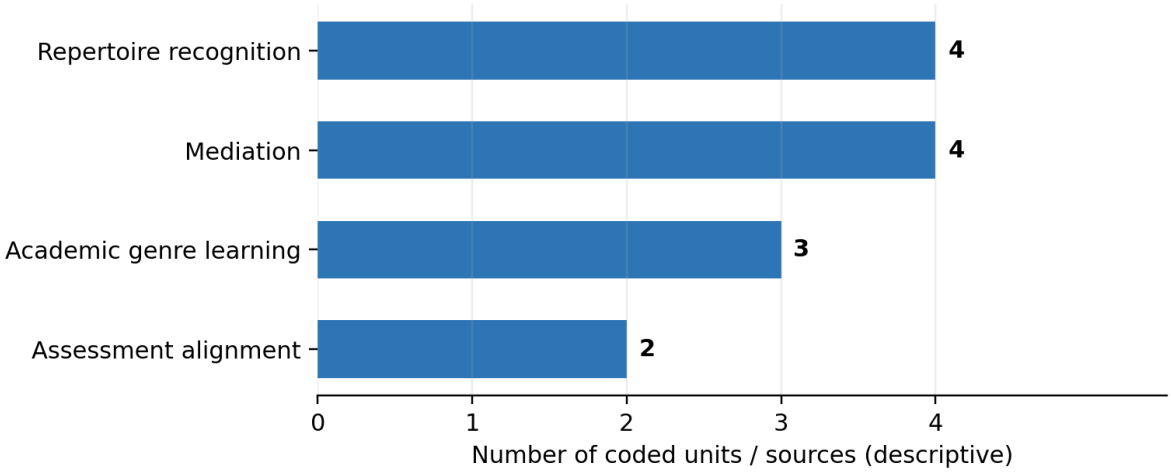
Table 1. Cross-source analytic matrix

Source	Repertoire recognition	Mediation	Academic genre learning	Assessment alignment
UNESCO multilingual education	Explicit	Partial	Not explicit	Not explicit
CEFR Companion	Explicit	Explicit	Partial	Explicit

Source	Repertoire recognition	Mediation	Academic genre learning	Assessment alignment
Volume				
García & Li Wei	Explicit	Explicit	Not explicit	Not explicit
Canagarajah	Explicit	Explicit	Explicit	Not explicit
Hyland	Not explicit	Not explicit	Explicit	Partial

Across-source counts are repertoire recognition: 4 of 5; mediation: 4 of 5; academic genre learning: 3 of 5; assessment alignment: 2 of 5. The pattern identifies emphasis within the selected documents; it does not measure classroom prevalence or learner benefit.

Figure 1. Descriptive source counts by analytic dimension



Note. Counts are derived from the bounded corpus and codebook described in Materials and Methods; dimensions can co-occur.

Interpretive synthesis

The comparison separates an ideological question from an instructional one. Recognition of Uzbek, Russian, English, and other repertoire elements does not itself specify how a student learns to write a literature review, lab report, or policy brief in English. Conversely, an English-only product standard does not show that reasoning must occur monolingually. The design problem is therefore temporal and functional: which language resources help learners understand and organize disciplinary meaning, and what explicit work helps them produce the required English genre with increasing independence?

The source matrix counted explicit or partial support for repertoire recognition in four of five sources, mediation in four, genre-specific English development in three, and assessment alignment in two. These values describe the selected texts and the author's codebook. They should be read as a map of emphasis, not a quality score. The relative scarcity of assessment alignment is analytically consequential: flexible classroom language practices can remain invisible to grading unless criteria distinguish conceptual quality, source use, disciplinary organization, and English-language control.

The synthesis identifies a productive division of labor among the sources. UNESCO's policy account legitimizes multilingual learning environments; the CEFR descriptors make mediation and plurilingual action assessable as communicative activities; translanguaging theory explains why

learners may draw on a unified repertoire; and academic literacies research clarifies why conventions vary across disciplines. No single source covers the full instructional pathway. This gap motivates an integrated model that makes the learning purpose of each language choice explicit and gradually shifts responsibility toward disciplinary English performance.

The proposed cycle contains four phases. Activate: learners use the language most available to surface prior knowledge and identify conceptual gaps. Compare: pairs examine key terms, claims, and evidence across languages, marking false equivalents and discipline-specific meanings. Compose: learners produce an English genre with scaffolds such as bilingual glossaries, model paragraphs, and source matrices, then revise for audience and register. Reflect: learners explain which resources supported understanding and which English features need further practice. The cycle can be shortened for a single class or extended across a writing unit.

Design model and practical application

Figure 2. Proposed process model



The sequence is a planning aid. Educators should adapt the steps to course aims, participant age, disciplinary norms, local resources, and applicable institutional guidance. It is not a validated instrument and should not replace professional judgment.

Table 2. Operational design and evidence to collect

Stage	Tool or evidence	Analytic purpose
Activate	Bilingual concept map or prior-knowledge note	Conceptual gaps surfaced
Compare	Terminology and evidence comparison	False equivalence identified
Compose	English genre draft with scaffold	Genre and language needs visible
Reflect	Short revision memo	Language choices linked to purpose

Extended analytical implications

The central pedagogical distinction is between the language of thinking during learning and the language of the assessed disciplinary product. The two can overlap, but they need not be identical at every stage. Learners may use Uzbek to clarify a difficult concept, Russian to consult a familiar technical explanation, and English to draft a target abstract. A course should make these decisions visible and purposeful instead of assuming that any non-English utterance is a failure. At the same time, learners need sustained practice in English conventions that carry disciplinary meaning, including hedging, source integration, paragraph organization, and field-specific terminology.

A translanguaging design should attend to unequal access within a multilingual classroom. Some students may command several languages confidently; others may have literacy in only one language or may not share the same home language as classmates. Pair work can therefore reproduce status differences if students are assigned translation labor without choice or recognition. Instructors can rotate roles, provide parallel glossaries, permit private planning, and avoid framing a particular

student as the class's language resource. The goal is access to meaning and academic participation, not the public display of a learner's linguistic identity.

Discipline-specific academic English is not a neutral container into which content is poured. Genres establish expectations for evidence, stance, audience, and accountability. An engineering report, a literature review, and a reflective essay make different claims and use sources differently. Students therefore benefit from comparing real examples in their field and identifying the rhetorical purpose behind a feature. Translanguaging can help them notice how a concept is expressed across resources, but explicit genre instruction is needed to produce a text that meets the intended academic community's expectations.

The proposed cycle can be adapted to one 90-minute lesson. The instructor opens with a concept question and gives students three minutes to note what they understand in any language. Small groups compare two terms from an assigned text and verify definitions from disciplinary sources. Students then draft one short English paragraph using a sentence frame only if needed. Peer review focuses separately on the claim, evidence link, and one language feature. A final reflection records one useful language resource and one revision goal. Such a micro-cycle makes the learning purpose visible without requiring a teacher to translate every contribution.

Assessment design is a crucial test of coherence. If the learning objective is conceptual understanding, a rubric that collapses conceptual accuracy and English grammar into one score may obscure what a student knows. If the objective is academic English, then language form must be assessed directly, but criteria should identify the relevant construct rather than penalize accent or unrelated difference. A two-layer rubric can report disciplinary reasoning and English genre control separately. Students then receive information they can act on, and departments can examine whether course outcomes align with language support.

The analysis also suggests a useful distinction between translanguaging as a resource and translation as a task. Translation asks learners to render a text or term from one language into another, which may be appropriate for a specific objective. Translanguaging describes broader meaning-making across a repertoire and may include comparison, paraphrase, gesture, note-taking, or strategic use of sources. Treating these as identical risks narrowing the theory to word replacement. The instructor should name the operation learners are practicing and explain why that operation supports the disciplinary task.

Institutional policy can either support or constrain these practices. A multilingual program needs clear statements about the language of instruction, permitted planning and discussion languages, assessment language, and accommodations. Ambiguity can lead instructors to impose inconsistent rules and students to avoid helpful strategies for fear of penalty. Policy should also be developed with students and faculty rather than assumed from the nominal medium of instruction. The framework proposed here can assist this discussion, but it cannot replace curriculum-level decisions about proficiency benchmarks or language requirements.

An empirical pilot could compare two versions of the same writing unit without assuming that one language practice is inherently superior. Evidence might include quality of disciplinary claims, accuracy of source use, genre awareness, revision patterns, and student reports of participation. Researchers should specify the students' language repertoires, course context, task demands, and scoring reliability. A small mixed-method pilot would first test feasibility and validity; causal claims would require a design capable of addressing selection and instructor effects. This staged research agenda would keep pedagogical enthusiasm separate from evidence of impact.

Discussion

The model positions translanguaging as planned mediation rather than indiscriminate code-switching. Its value depends on the fit between linguistic activity and learning objective. A bilingual concept map can expose misunderstanding; a final English abstract can develop compression and disciplinary register. Teachers should avoid assuming that all students share the same language

repertoire or that a language label predicts proficiency. Participation choices should be flexible, but the target genre and assessment criteria should remain visible. This distinction supports both linguistic dignity and explicit academic language development.

A practical assessment rubric can report four dimensions separately: disciplinary reasoning, evidence handling, genre organization, and English-language control. Early drafts can accept bilingual planning artifacts while final submissions meet the course's stated English requirements. Feedback should identify whether a difficulty is conceptual, lexical, grammatical, or genre-related instead of treating all differences as "language problems." Departments can build shared terminology lists from actual course texts and invite students to record cross-language equivalents with definitions and examples. These measures are proposed design implications and require local piloting.

Further analytical interpretation

The language used for thinking during learning and the language of the assessed product can overlap without being identical at every stage. Learners may use Uzbek to clarify a concept, consult Russian-language technical material, and draft an English abstract. A course should make these choices purposeful instead of assuming that non-English talk signals failure. Learners still need explicit practice in English conventions that carry disciplinary meaning, including hedging, source integration, paragraph organization, and field-specific terminology.

A multilingual classroom contains unequal access to languages. Pair work can reproduce status differences if one learner is repeatedly assigned translation labor. Teachers can rotate roles, provide parallel glossaries, allow private planning, and avoid treating a student as the class's language resource. The aim is access to meaning and academic participation, not the public display of identity. Repertoire labels should not be treated as reliable proxies for literacy or proficiency.

Academic English is not a neutral container: genres establish expectations for evidence, stance, audience, and accountability. An engineering report, literature review, and reflective essay organize claims differently. Students benefit from comparing real disciplinary examples and identifying the rhetorical purpose of a feature. Translanguaging can help learners notice how a concept travels across resources, while explicit genre instruction is needed to produce a text for the intended academic community.

Assessment is a test of instructional coherence. If the objective is conceptual understanding, a rubric that collapses accuracy and grammar into one score may obscure what a student knows. If the objective is academic English, language form should be assessed directly, with criteria that identify the construct rather than penalize accent or unrelated difference. A two-layer rubric can report disciplinary reasoning and English genre control separately and give learners actionable feedback.

Language policy should specify the language of instruction, permitted planning and discussion languages, assessment language, and accommodations. Ambiguity can lead to inconsistent rules and make students avoid useful strategies. Policy should be discussed with students and faculty, not inferred from the nominal medium of instruction. Future pilots should record language repertoires, course genres, task conditions, revision quality, and learner accounts, while minimizing personal data collection.

The framework does not claim that multilingual resources are beneficial in every moment. A planned English-only activity may be appropriate when spontaneous English interaction is the stated objective. The question is whether the language rule serves that objective and whether learners have practiced the relevant skill. Flexibility and rigor can coexist when the course makes the purpose of each language choice explicit.

Table 3. Evidence trace supporting the coding decisions

Source or scene	Evidence anchor	Reason for interpretation	Analytic use
UNESCO multilingual	Policy principles	Legitimizes multilingual learning; limited task procedure	Policy context

Source or scene	Evidence anchor	Reason for interpretation	Analytic use
education			
CEFR Companion Volume	Mediation descriptors	Operationalizes plurilingual action	Descriptors
García & Li Wei	Translanguaging framework	Explains repertoire-based meaning making	Theory
Canagarajah	Classroom practice discussion	Raises pedagogical and research implications	Practice questions
Hyland	Academic discourse and genre	Clarifies disciplinary rhetoric and audience	Genre bridge

Reproducibility and operational codebook

A replication should preserve the exact version of each source and specify which sections were reviewed. The unit is a relevant source passage or descriptor, but the reported matrix aggregates judgments at source level. A source is coded explicit if at least one clear passage addresses the dimension; partial if the dimension is implied without practical development; and not explicit if it is absent from the reviewed material. Researchers should record quotations or section markers so that another analyst can inspect the decision.

Independent coding would help test whether the distinctions between repertoire recognition, mediation, genre instruction, and assessment are sufficiently clear. Reviewers should not treat an absent category as a negative position: a policy text may simply have another scope. Any expansion to local syllabi or student work should use a separate codebook and should report language, discipline, course level, and assessment conditions. Those data could establish whether the proposed cycle fits actual Uzbek higher-education practice.

The codebook below states what evidence qualifies and where the concept stops. A single source may support more than one dimension. The counts in the figure represent source coverage under the rule and cannot be summed into an overall quality score.

Table 4. Operational definitions and boundary cases

Dimension	Operational rule	Boundary / exclusion
Repertoire recognition	Source treats a learner's multilingual resources as relevant to learning or communication.	Mention of "language" alone is insufficient.
Mediation	Source addresses explaining, comparing, or transferring meaning across linguistic resources.	Generic translation is not automatically mediation.
Academic genre learning	Source supports explicit development of disciplinary academic conventions.	General proficiency guidance alone is partial.
Assessment alignment	Source links evaluation criteria to language and disciplinary learning aims.	Assessment mention without criteria is partial.

Limitations and future research

The analysis draws on five influential sources chosen for conceptual coverage. It is not a systematic review and cannot establish how Uzbek university teachers currently use translanguaging. The coding is single-analyst and binary, so nuanced distinctions are compressed. English academic genres differ by field, and the model may work differently in engineering, medicine, humanities, and teacher education. Future studies should include Uzbek policy documents, course materials, classroom observations, and learner writing, with independent coding and explicit outcomes such as genre awareness and revision quality.

Conclusion

Translanguaging can support English academic development when multilingual meaning-making is connected to explicit genre instruction and transparent assessment. The comparative analysis shows that policy legitimacy, mediation descriptors, language theory, and academic discourse scholarship each contribute a different part of the design. The proposed activate–compare–compose–reflect cycle makes those connections teachable while leaving room for local repertoire and disciplinary variation. Its classroom effectiveness remains an empirical question for future study.

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