

LINGUISTIC FEATURES OF THE PROCESS OF TRANSLANGUAGING AND BILINGUALISM IN MULTILINGUAL LITERARY DISCOURSE

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Annotation. *Multilingual communication has grown widespread in today’s globalized society. Bilingualism and translanguaging are two important terms used to explain multilingual language use. Even though these terms are frequently used synonymously, they reflect distinct linguistic viewpoints. The aim of this thesis is to explore the similarities and differences between translanguaging and bilingualism, while highlighting their theoretical foundations and real-life applications.*

Keywords: *diaspora literature, translanguaging, bilingualism, linguistic hybridity, multilingualism, lingua-cultural features, identity.*

Introduction. Traditionally, the concept of “*bilingualism*” refers to an individual’s ability to use two languages. Bloomfield defines bilingualism as “native-like control of two languages,” implying equal proficiency and clear separation between linguistic systems.¹ However, later scholars challenge this strict interpretation.

Grosjean argues that “bilinguals use their languages for different purposes and in different contexts, activating them as needed rather than maintaining constant balance.”² It can be noted that Grosjean’s view highlights the functional nature of bilingualism, showing that bilingual speakers strategically use their languages according to context and communicative needs. This perspective challenges the idea of equal proficiency and supports a more flexible understanding of bilingual language use.

Main part. ““*Translanguaging*” refers to the process by which multilingual speakers employ their entire linguistic repertoire without rigidly separating languages.”³ Translanguaging rejects the notion of languages as fixed and autonomous systems, emphasizing instead flexibility, creativity, and meaning making. García and Li Wei describe translanguaging as a dynamic process in which speakers draw on all available linguistic resources to communicate effectively. “In educational contexts, translanguaging is particularly visible, as learners use multiple languages simultaneously to understand academic content and express ideas.”⁴ In my view, translanguaging provides a more realistic understanding of how multilingual individuals use language in everyday and academic settings. Rather than treating languages as separate systems, this concept acknowledges that multilingual speakers naturally

¹ Bloomfield, L. (1933). *Language*. University of Chicago Press.

² Grosjean, F. (1982). *Life with Two Languages*. Harvard University Press.

³ García, O., & Li Wei. (2014). *Translanguaging: Language, Bilingualism and Education*. Palgrave Macmillan.

⁴ Canagarajah, S. (2011). Translanguaging in the classroom. *Applied Linguistics Review*.

integrate their linguistic resources to construct meaning. By allowing learners to draw on all their languages, translanguaging can enhance comprehension, participation, and identity affirmation in the classroom.

“In diaspora literature, translanguaging is an important tool for expressing the author’s cultural and linguistic experience, as well as his role in the formation of identity. Through the blending of languages, writers express complex identities shaped by migration, displacement, and cultural hybridity.”⁵ Such linguistic practices enable readers to engage more deeply with the author’s cultural world and social realities. “This phenomenon helps the reader not only understand the text but also get closer to the cultural world of the author.”⁶ In my view, translanguaging in diaspora literature functions as a bridge between the author and the reader, allowing cultural and linguistic experiences to be conveyed more authentically. By reflecting hybrid identities, it deepens the reader’s understanding of the social and cultural realities behind the text.

“From a linguistic point of view, translanguaging differs from code-switching. While code-switching involves alternating languages, translanguaging involves merging languages, which increases the naturalness and creative freedom of speech.”⁷ In this way, translanguaging more accurately reflects the real speech experience of individuals living in multilingual environments.

The use of multiple languages is a component of both bilingualism and translanguaging, which are strongly associated with identity, culture, and thought. But their theoretical approach is where they diverge most. “Translanguaging promotes fluid language practices and integration, whereas bilingualism concentrates on language competency and separation. As a truer representation of multilingual conversation in real life, translanguaging can be seen as an extension of bilingualism.”⁸

“In diaspora literature, translanguaging is an important tool for expressing the author’s cultural and linguistic experience, as well as his role in the formation of identity. This phenomenon helps the reader not only understand the text but also get closer to the cultural world of the author.”⁹ “Translanguaging also enhances the realism of the text and reflects the authentic speech environment of diaspora communities. This actively involves the reader in the cultural world of the author and allows the reader to understand more deeply the connection between language and culture.”¹⁰ In my opinion, the use of translanguaging in diaspora literature goes beyond a stylistic choice and becomes a powerful means of identity construction. By blending languages within a single text, authors reflect their hybrid cultural realities and express the complexity of living between multiple linguistic and cultural spaces.

⁵ Bhabha, H. K. (1994). *The Location of Culture*. Routledge. Pavlenko, A. (2004). *Negotiation of Identities in Multilingual Contexts*. Multilingual Matters.

⁶ Ashcroft, B., Griffiths, G., & Tiffin, H. (1989). *The Empire Writes Back*. Routledge.

⁷ Poplack, S. (1980). Sometimes I’ll start a sentence in Spanish y termino en español. *Linguistics*, 18(7–8).

⁸ García, O., & Li Wei. (2014). *Translanguaging: Language, Bilingualism and Education*. Palgrave Macmillan.

⁹ Kramsch, C. (1998). *Language and culture*. Oxford University Press. Pavlenko, A. (2004). *Negotiation of identities in multilingual contexts*. Multilingual Matters.

¹⁰ Pavlenko, A. (2004). *Negotiation of identities in multilingual contexts*. Multilingual Matters.

Translanguaging allows writers to preserve cultural authenticity while simultaneously challenging dominant linguistic norms. As a result, readers are not only exposed to the lived experiences of diaspora communities but are also encouraged to recognize language as a central element in shaping cultural belonging and identity.

Conclusion. The distinctions and characteristics between bilingualism and translanguaging have been examined in this thesis. Translanguaging stresses fluid language practices and the use of an integrated linguistic repertoire, whereas bilingualism generally sees languages as distinct systems and concentrates on linguistic ability. The two methods are related even if they are conceptually different, with translanguaging expanding on conventional notions of bilingualism. Acknowledging translanguaging offers a more precise and comprehensive framework for examining multilingual communication, especially in diasporic and educational settings.

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