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ENHANCING HUNGARIAN LANGUAGE LEARNING: THE ROLE OF TRANSLANGUAGING

ABSTRACT

This paper lays the groundwork for future research on the effectiveness of integrating translanguaging methodology into Hungarian as a Foreign Language (HFL) classrooms. Over time, language learning has undergone significant shifts: from frontal, monolingual instruction, typically delivered in the learners' native language and centred on grammar drills, to full-immersion approaches where teachers exclusively use the target language to develop comprehension and fluency. While immersion methods have gained recognition, they often restrict learners from drawing on their full linguistic repertoires. In contrast, translanguaging embraces multilingual resources as pedagogical tools. Cenoz and Gorter (2011, 2017) strongly advocate for the use of translanguaging in educational contexts, arguing that it fosters deeper and more effective language acquisition.

The present study aims to enrich HFL curricula by introducing translanguaging-based practices that encourage learners to draw flexibly on all of their linguistic knowledge. The practical component of this research considers a diverse group of students enrolled in higher education programs, who must achieve specific HFL proficiency levels as part of their academic requirements. Within this context, the study investigates how translanguaging strategies can facilitate both communicative competence and academic success.

The primary challenge addressed is the limited promotion of translanguaging in current HFL instruction, which remains heavily reliant on traditional methods. By exploring feasible strategies for incorporating translanguaging, this research seeks to contribute to the creation of multilingual-friendly learning environments. Furthermore, it examines how both students and educators can be encouraged to adopt and actively engage with translanguaging as a sustainable, innovative pedagogical approach.

Keywords: pedagogy, translanguaging, multilingualism, Hungarian language, classroom

IZVLEČEK

IZBOLJŠANJE POUČEVANJA MADŽARSKEGA JEZIKA: VLOGA ČEZJEZIČNOSTI

Prispevek postavlja temelje za prihodnje raziskave o učinkovitosti uvajanja čezjezičnosti pri pouku madžarščine kot tujega jezika (MTJ). Poučevanje jezikov je z leti doživelo pomemben preskok: od frontalnega enojezičnega poučevanja, ki običajno poteka v materinem jeziku učencev in je osredotočeno na učenje slovnice z mehničnim ponavljanjem, h konceptu popolne potopitve, pri kateri učitelji za razvoj razumevanja in tekočnosti uporabljajo izključno ciljni jezik. Kljub svoji uveljavljenosti metode jezikovne potopitve učence pogosto omejujejo pri izkoriščanju celotnega jezikovnega repertoarja. Po drugi strani čezjezičnost omogoča pouk z uporabo večjezičnih virov. Cenoz & Gorter (2011; 2017) se odločno zavzemata za čezjezičnost v izobraževanju, saj menita, da spodbuja bolj poglobljeno in učinkovitejše učenje jezika. Namen naše raziskave je obogatiti učne načrte za pouk MTJ z uvedbo praks, ki temeljijo na čezjezičnosti in učence spodbujajo, da brez omejitev uporabljajo vse svoje jezikovno znanje. V praktičnem delu raziskave smo se osredotočili na raznovrstno skupino visokošolskih študentov, ki morajo v skladu z zahtevami svojega študijskega programa doseči določeno raven znanja MTJ. V prispevku ugotavljamo, kako lahko strategije čezjezičnosti izboljšajo tako komunikacijske sposobnosti kot študijski uspeh učencev. Kot glavni izziv izpostavljamo omejeno spodbujanje čezjezičnosti pri pouku MTJ, ki še danes v veliki meri temelji na tradicionalnih pristopih. S proučevanjem primernih strategij za uvajanje čezjezičnosti pri pouku želimo prispevati k ustvarjanju učnih okolij, naklonjenih večjezičnosti. Hkrati iščemo načine za spodbujanje študentov in učiteljev, da sprejmejo in aktivno uporabljajo čezjezičnost kot trajnosten in inovativen pedagoški pristop.

Ključne besede: pedagogika, čezjezičnost, večjezičnost, madžarski jezik, razred

1 INTRODUCTION

In the current global educational landscape, language learning constitutes an essential component of the university curriculum. For instance, in the context of Hungarian universities, the Hungarian language serves as a mandatory subject for incoming foreign students enrolled under the scholarship programme *Stipendium Hungaricum*. This underscores the necessity of recognizing pedagogical translanguaging as the essential approach to ensuring the effective facilitation of the language learning process. Pedagogical translanguaging (TL) enables students to integrate their multilingual resources into the classroom setting. This pedagogical stance was supported by the increased research

emphasis on multilingual pedagogical approaches in diverse educational contexts (Cenoz & Gorter, 2017), thus supporting the valorisation of linguistic diversity and the use of the complete linguistic repertoire to enhance the learning results (Cenoz & Gorter, 2020). In fact, recent research on translanguaging has been widely disseminated and investigated from the perspective of assisting and improving the process of language learning by students of any foreign language, especially within the classroom context. Translanguaging, as an approach, helps multilingual speakers apply their full linguistic repertoire and has gained significant attention in educational settings over the past twenty years (García & Lin, 2017). Taking into account the language course provided by the University of Pannonia as a mandatory course with attendance and an exam at the end of the curriculum, translanguaging aims to work as an innovative and transformative tool that aligns with the trends in second language teaching.

Despite the growing scholarly interest in translanguaging, not every classroom supports this pedagogical model and instead relies on traditional “frontal-teaching” and “full-immersion” approaches. In the 1980s, Stephen Krashen mentioned the positive effects of comprehensive immersion environments as a methodology to acquire, maintain and develop proficiency in foreign languages. While translanguaging offers valuable insights into modern multilingual education, traditional monolingual methodology maintains several compelling advantages that warrant serious consideration. Specifically, it allows learners to concentrate fully on one linguistic system at a time, reducing cognitive load and enabling deeper structural understanding without the mental complexity required by constant code-switching. Furthermore, monolingual approaches offer clearer benchmarks for measuring proficiency and progress, allowing educators to identify specific areas requiring improvement and provide targeted intervention, while creating controlled immersion environments that necessitate intensive target language engagement. However, translanguaging itself is the method that should be implemented in contemporary educational settings. Cenoz and Gorter (2020) argued that students underutilize their linguistic resources within monolingual pedagogical frameworks, particularly in the development of multilingual competence. The substantial cognitive benefits derived from extracting information from various sources, including language acquisition and academic content mastery, demonstrate the efficacy of multilingual approaches.

The translanguaging framework is experiencing growing academic recognition across Central and Eastern Europe, notwithstanding its conceptual origins within Western theoretical traditions. Hungary exemplifies a regional setting where this pedagogical approach has undergone systematic empirical changes, as demonstrated by Szilágyi and Szécsi's (2023) study, exploring participants' experiential engagement with translanguaging in daily communicative contexts. Their research outcomes indicated that multilingual households strategically implement translanguaging practices for familial discourse, employ Hungarian to foster linguistic competence and cultural identification, and utilize English for the expression of sophisticated conceptual content.

In institutional academic contexts, translanguaging has been operationalized to advance linguistic parity and strengthen cognitive advancement, as illustrated through the Hungarian-English bilingual curriculum at AraNY János Hungarian School in New York (Golubeva & Csillik, 2018). This educational case study demonstrates the concrete implementation of translanguaging theoretical principles in preserving heritage linguistic abilities, while supporting scholastic success within multilingual learning environments.

Nevertheless, regardless of the extensive research corpus investigating translanguaging across diverse linguistic settings, empirical investigations specifically targeting Hungarian as a second language pedagogy remain markedly limited. The little published scholarship available indicates that translanguaging approaches may enhance language learning by establishing more engaging and comprehensive educational contexts that acknowledge students' full multilingual capabilities, although additional research is required to validate these initial observations within Hungarian language instructional frameworks.

This study aims to examine the possible strategies of implementing translanguaging pedagogy into the Hungarian language classroom, with a focus on enhancing and optimizing the educational process for international students. It critically examines methodologies to bridge students' complete linguistic repertoire and analyses successful implementation strategies employed by different language institutions and universities.

2 TRANSLANGUAGING AS AN ALTERNATIVE PEDAGOGICAL METHOD

The terms *translinguality*, *translingualism* and *translanguaging* are gaining popularity in applied linguistics and are often used interchangeably. The term “translanguaging” itself is the most widely used in the literature, and as such carries numerous definitions. Williams (1994) coined the term translanguaging, and in the decades since it has been developed in multiple ways. Translanguaging embraces deviations from linguistic norms as a positive outcome of multilingual interaction. By acknowledging the dynamic connection between languages, translanguaging recognizes that these deviations can generate new linguistic resources and revitalize language use. This perspective challenges traditional views that prioritize adherence to rigid language rules and instead values the creative potential that arises from the fluidity of multilingual practices.

Translanguaging presents an alternative to L1-only (in this case English, as the medium of instruction) monolingual system for foreign language learning. García et al.'s (2021) proposal reframes the language as a unitary system, rather than a structurally separated one. Thus, the emphasis of translanguaging “centres racialised bilingual students' repertoires and life ways rather than attempting to remediate them” (García et al., 2021: p. 13). Moreover, translanguaging pedagogical practices should be regarded as more than mere teaching strategies, emphasizing the classroom's potential to foster

inclusivity and the chance to engage students with their full linguistic knowledge. Thus, the classroom will involve both teachers and students in the challenging process of language learning. Therefore, in the context of pedagogical translanguaging, prior linguistic knowledge is an asset in the classroom, and can help to strengthen the focal languages. Yet, the process and strategies have to be tailored and adapted to various linguistic, social and classroom contexts.

The Hungarian language is a compulsory subject at Hungarian universities for students who have been granted the Stipendium Hungaricum scholarship by the Tempus Public Foundation. As one of the prerequisites to maintain this support, students are required to attend classes weekly (four hours in total), and complete a final examination at the end of the first year, successfully passing the exam after completing Hungarian 1 and Hungarian 2 courses. This scholarship programme operates at most Hungarian universities, but this paper considers only the University of Pannonia. The classes are designed in the following way: the first class of the week is grammar / language concept introduction and the second class is practical, where students apply the knowledge they have gained and address any gaps or issues in their knowledge. This thus means that the week is split in two parts, with Monday and Tuesday being theoretical classes, and Wednesday and Thursday practical classes. The student must choose one day for theory and one for practice, as the schedule varies from department to department. The teaching method remains largely traditional, characterized by frontal instruction, with the minimum use of the Hungarian language, relying on English as the medium. However, this might not be the case at other universities. A comparative analysis of the different teaching systems in place could thus be conducted with larger-scale research, involving all of the major Hungarian universities that are obliged to provide a “Hungarian as a foreign language” course to foreign students.

Hungarian is perceived by the majority of international students as a difficult language, resulting in infrequent use in daily life (Szabó, 2018), and English remains the sole language used in class. However, there are instances, such as when discussing the grammatical aspects of Hungarian, when additional languages, like Russian, Spanish, German, French and many more, have been used to clarify the concept(s) for some students. This ensured quicker understanding and assisted those who could not fully grasp the idea being discussed by drawing on their knowledge of English. It is important to note that English differs significantly from Hungarian in most linguistic structures, thus making it more likely that students will look for some connections to their native or other familiar languages. Therefore, the classroom sessions have to be systematically planned based on different skills (listening, speaking, reading, writing) in two or more languages. This challenges traditional language separation practices, which typically assign each language to a distinct subject area. For example, task planning could involve presenting material in Hungarian, followed by an English summary and/or a word-for-word translation, with key points underlined.

3 THEORETICAL ADVANTAGE

It has been confirmed that using two or more languages in the classroom has a positive effect, for instance in improving pre-existing knowledge for further learning, as facilitated by the cross-linguistic transfer across two or more languages (Baker & Wright, 2017). Besides, being multilingual has several positive effects, and one of them is developing metalinguistic awareness, especially when it comes to third language acquisition (Cenoz, 2003; 2013). Translanguaging practices can thus help speakers to be more aware of their own resources, which can be applied for learning and practice. The following table outlines the various types of pedagogical translanguaging and is adapted from Cenoz and Gorter (2021).

Table 1: Pedagogical translanguaging practices

Practice	Sample activities
Enhancing metalinguistic awareness	Students use two or more languages in the same class and focus on analysing and reflecting on languages cross linguistically.
Use of whole linguistic repertoire	Students are encouraged to use two or more languages in the same class to carry out different activities: find sources in different languages, change language for input and output, etc.
Integrated language curriculum	Students only use the target language in class. The syllabuses of the language classes are coordinated so that languages reinforce each other.

Enhancing metalinguistic awareness is not only one of the most powerful forms of translanguaging practice, but also helps to reactivate prior language knowledge. Such an approach helps students to find parallels and differences at various language levels. Based on this practice, the study conducted by Leonet, Cenoz, and Gorter (2017) reported a positive influence on the students' morphological awareness. Galante (2020) confirmed the effect by analysing the impact on vocabulary acquisition.

The **use of the whole linguistic repertoire** is another strong approach, though it is not fully compatible with the previously discussed practice. This approach is based on encouragement, as it was done by Williams (2002) in Wales, where students received an input in one language and made the output in the other.

Such practices can be widely applied to public service announcements (PSAs). According to García, Ibarra Johnson and Seltzer (2017), the choice of the appropriate practice relates to students' choice of various PSA formats (posters, oral presentations).

An **integrated language curriculum** suggests including two or more languages in the school programme. This is considered the weakest form of translanguaging as it separates the instructional space for each language, yet it provides space to focus on cross-linguistic similarities and differences in the individual languages.

Translanguaging is more than just a language-use philosophy. The methods discussed above, when integrated into the language curriculum – even if considered weaker forms of translanguaging, – still support cross-linguistic analysis. These approaches make translanguaging both visible and practical in classroom teaching.

4 CULTURAL AND COGNITIVE DIMENSIONS

Despite the positive effects and the considerable number of applications of translanguaging, teachers have to be introduced to the framework itself. Tian and Zhang-Wu (2022) developed a tripartite framework to assist teachers in familiarizing themselves with translanguaging theory, practice its incorporation in the classes and develop strategies for future use. As a result, teachers will have a broader understanding of the mechanics and application of the current theory. Besides, Tian and Shepard-Carey's (2020) framework of translanguaging co-design, co-stance and co-shift was elaborated by Fine (2022), leading to more effective engagement with teachers' ideologies regarding language teaching, which further developed understanding of translanguaging's interpretive capacity, changing the pedagogy in a positive way, supplemented by a positive relationship with students.

Using the above mentioned practices can create a safe space for learners, resulting in the emergence of new translingual identities (Dovchin, 2022). For instance, emotions related to one or another language provide the opportunity to navigate easily through learners' linguistically diverse identities, looking for better concept representation with the help of expressions, positive or negative, through translingual representation (Ollerhead, 2019; Back et al., 2020).

Moreover, incorporating online resources into the language classroom can enhance target language acquisition. Internet tools that can be used for this include quizzes, videos, materials and guides, offering students diverse ways to improve their language skills. Language learners have a chance to interact with native speakers of their target language, contributing to both language development and cultural understanding (Olivares Garita et al., 2019). In this context, the use of online tools has led to significant changes to traditional ways of teaching and the adoption of more sophisticated approaches (Haleem et al., 2022; Lo, 2023; Zhang, 2023). As such, the internet and its applications should be gradually implemented to improve the quality of the language learning process, in terms of both learning and teaching.

5 PARTICIPANTS OF THE CURRENT STUDY AND PROGRAMME

The students included in this study come from diverse language and cultural backgrounds. None of them had had any significant interaction with the Hungarian language prior to their arrival in Hungary, and thus they had to learn it entirely from scratch. Only a very small

number of participants had actually looked up some basic words before arriving, or used an online language learning platform, e.g., Duolingo, to gain a basic understanding of what to expect. Nevertheless, most of them had a background of learning foreign languages, the majority having learned English, while others had also studied an additional language.

The number of participants was determined by the Hungarian scholarship foundation, Stipendium Hungaricum, as one of the prerequisites to maintaining the scholarship is as follows:

The scholarship holder (participating in bachelor, master or one tier master programmes, including the foundation (half)year) accepts to take part in Hungarian as a foreign language and culture course in the first year of his/her studies and as a compulsory obligation he/she has to pass the exam after the two-semester-long course. (A Stipendium Hungaricum program intézményi megvalósítását segítő, 2024: p. 85)

The figure below (Figure 1) shows the students' choice of faculties at the University of Pannonia, and it is essential to mention here that not all of them are pursuing degrees in linguistics. While this implies that there are differences in how they understand the concept of language learning, yet does not negate their ability to engage with it.

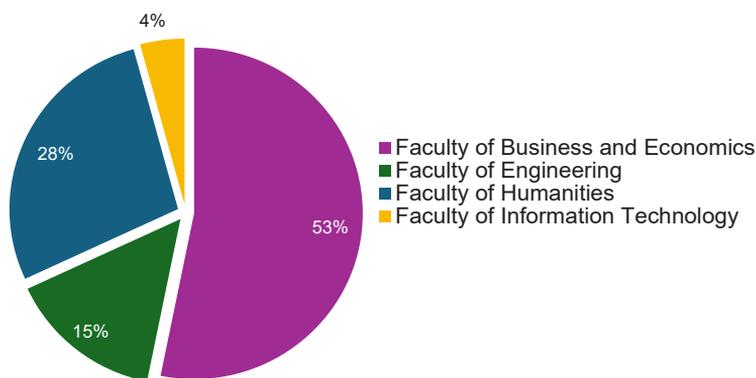


Figure 1: The distribution of the foreign students to the faculties

However, as the minimum requirement for admission to the university and scholarship programme, students must provide a B2-level language certificate. While the importance of presenting a broader overview of the Hungarian higher education system and scholarship policy is acknowledged, the scope of this study is intentionally limited to one institution, focusing specifically on data collected during the past academic year. As such, the inclusion of nationwide statistics – such as the overall number of foreign students, their nationalities, and language backgrounds – falls outside the intended parameters of the research. Nonetheless, this limitation opens opportunities for further, more detailed investigations and broader research in the future.

The Hungarian language is considered to be one of the most difficult languages, in category III according to the Foreign Service Institute (FSI), particularly given its location in Europe, where it is surrounded by languages from different families, rather than other members of the Finno-Ugric family. None of Hungary's neighbours share the same language, although certain linguistic elements have been distributed over historical periods.

Moreover, primary or secondary proficiency in widely spoken languages such as Arabic, Chinese, English or Spanish does not guarantee easy parallels with the Hungarian language itself. This creates conditions conducive to using a translanguaging approach, which allows learners to draw on their own interpretations and identify comparable similarities among all the languages they know.

The fact that students enter different fields of study from the beginning of their academic programmes only makes language learning even more complicated for them. Many students don't attend a Hungarian university with a primary goal of learning a foreign language that is only occasionally used in daily life or formal setting. Moreover, imposing language learning on students has rarely been a successful strategy. This observation forms the primary motivation to find more effective and engaging methods of language instruction – methods that lead to consistent progress and remove the feeling of being burdened by the obligation to attend classes regularly (in this case, twice a week).

Naturally, it is essential to understand motivation itself. According to the definition provided by Gardner (1985), motivation can be understood as an effort combined with a desire to strive and achieve specific goals – in this case, the goal of learning a language. The author also highlights the connection between attitude and motivation, which was confirmed by Asserraji et al. (2022), who argued that attitude determines how a learner approaches a goal, whereas motivation provides the reason for learning. Motivation helps to achieve specific goals through targeted activities, while attitude focuses primarily on specific objects, such as a language, culture, or educational experience (Baker, 1992).

6 EXAMPLES OF THE APPLICATION TRANSLANGUAGING STRATEGIES

The methodological part of translanguaging is based not only on the students' language repertoire, but also on that of the teachers. Considering the diversity of the students, it is often impossible to know all the given languages, and thus alternative techniques must be adopted. The most proficient student – typically the first to grasp, for instance, a grammatical concept – can then assist their peers in the learning process more effectively. This helps to create small groups based on shared languages, facilitating effective student-teacher and peer communication.

As Li (2018) notes, peer-assisted groups demonstrate significant progress in language development and conceptual understanding. Moreover, translanguaging helps “to

bridge communication disconnects, to activate creative thinking [...] to motivate learning, and to affirm learners' ethnic/cultural identities" (Lin & He, 2017: p. 243).

Translanguaging creates a safe space for learners, helping them to feel comfortable using their linguistic knowledge and further developing it. The methodology, carefully tailored to the classroom, can function as a bridge to achieve specific pedagogical goals, such as enhancing understanding of grammatical concepts, sentence constructions, and vocabulary. Another example of successful adaptation of translanguaging tools, and particularly online resources, was presented by Arndt et al. (2023), who confirmed the successful integration of online tools into English language study groups. This positively influenced verbal communication skills with native speakers, and increased the use of materials in the target language. The improvement of academic success through language learning was confirmed by Cummins (2007), who challenged the traditional monolingual strategies implemented in the classroom. Translanguaging helps to enhance language skills, including listening and reading comprehension, vocabulary acquisition, and the development of metalinguistic awareness (Canagarajah, 2011; Cenoz & Porter, 2015). Thus, while several practices are available for teachers to use, they must be narrowed down and, in some cases, tailored to meet the specific needs of the classroom. Perhaps the most appropriate method is to engage the full linguistic repertoire, a strategy validated by Williams (2002) and other scholars in the field of translanguaging. These studies highlight the potential of translanguaging in improving comprehension, promoting diversity, supporting low-proficiency students, and clarifying difficult content (e.g., Creese & Blackedge, 2010, García & Wei, 2014; Wang, 2016). Li and Zhu (2013) provided an in-depth exploration of the relationship between translanguaging and culture, based on a Chinese bilingual classroom. Their findings indicated comprehension was enhanced by allowing the students to navigate between languages fluidly. Raja et al. (2022) provided contrasting results regarding translanguaging practices. While a minority of students viewed the approach positively – recognizing its ability to aid communication, scaffolding, and comprehension – the majority, by contrast, associated it with embarrassment and their perceived deficiencies in English proficiency.

Translanguaging practices can be viewed as integrated and independent, in alignment with García and Wei (2014). In pedagogy, the instructor must recognize that the students' abilities extend beyond classroom interactions. Thus, the teacher is aware that students' home language can be utilized to enhance language learning. For instance, if the instructor is aware that the new student can perform mathematical operations in Russian, this knowledge can be used to teach these concepts in English, thereby bridging the two languages (Marrero-Colon, 2021).

7 CHALLENGES IMPLEMENTING TRANSLANGUAGING PRACTICES

Despite the increase in applying translanguaging in the classroom, long-accepted methods of teaching foreign languages, such as using English as the sole language of instruction and using the mother tongue only to teach other languages, still prevail. This continues to create barriers to the implementation of translanguaging methods.

The first, and in fact the most significant, issue lies in the language policy of a given institution, particularly when aligned with individual perceptions of language separation (Liu & Fang, 2020). In addition, teachers are often hesitant to adopt new methodologies due to the prevailing institutional and/or societal ideologies (Fallas-Escobar, 2020). Robinson et al. (2020) observed a tendency among students in a Teaching English to Speakers of Other Languages (TESOL) certification course to implement translanguaging as a teaching tool, leveraging their students' linguistic repertoires.

Yet the question remains open: how can we cultivate a positive attitude not only among students, but also among teachers toward the translanguaging practices? One of the greatest concerns is the perceived usefulness of translanguaging, as the traditional teaching methodologies assert that immersive learning, using only the target language, is the most effective approach. While Krashen (1982) emphasized the positive effects of comprehensive immersion environments for foreign language acquisition, maintenance and develop proficiency, translanguaging offers a more contemporary and inclusive approach for multilingual education. Traditional monolingual methods, although allowing learners to focus on a single linguistic system, often lead students to underutilize their full linguistic resources when developing multilingual competence.

In contrast, translanguaging allows students to integrate their multilingual resources into the classroom. This approach has been shown to positively impact learning, particularly by reinforcing existing knowledge and supporting further learning. It is facilitated by the cross-linguistic transfer across two or more languages, and is especially effective in developing multilingual awareness in the context of third-language acquisition. As a result, learners become more aware of their resources available for learning and practical application. Furthermore, translanguaging aims to bridge communication gaps, stimulate creative thinking, motivate learning, and affirm learners' cultural identities, creating a safe space for experimentation and practice.

Overall, in order to realize the full potential of translanguaging, pre-service and in-service teachers would benefit from external guidance and structured support in implementing this methodology, as it has the potential to transform education systems with regard to both academic and language learning outcomes. Accordingly, establishing external workshops for the language teachers to collaborate and discuss the practical application of translanguaging would be highly recommended. These could begin with foundational questions, such as "*What is translanguaging?*", and progress to more applied activities, for example, working with bilingual texts, where students first read a

passage in the target language and then in their L1 (or a shared language) for clarification. Creating supportive teacher communities equipped with clear guidelines for applying translanguaging practices can be seen as another effective means of promoting the most impactful and sustainable use of this evolving methodology.

8 DISCUSSION

In the past, learning a language other than one's mother tongue was a key factor in achieving a higher socioeconomic status, setting the competitive standard for job positions, educational institutes and other contexts.

Today, however, knowledge of a foreign language is considered standard practice, yet the wide spectrum of languages, learning formats, methods and theories that exist can cause cognitive overload. Learners often experience difficulty determining what the best method is, how to learn and where to start. Should they attend frontal-teaching classes? Should they rote-learn vocabulary? Should they immerse themselves entirely in the target language? All of these questions are difficult to answer definitively; however, finding and researching a suitable approach is far more feasible. That is why, in this article, ideas of translanguaging have been discussed to identify the most appropriate one.

Moreover, Cenoz and Porter (2011) have already provided a functional framework with techniques to support the use of multiple languages in the classroom. Based on this, the tasks presented in the textbooks can be expanded through the use of different languages, and even drawing parallels with English can be helpful in this context. Students should be encouraged to provide examples from their own languages to help themselves and others grasp the focal concepts more quickly, thereby making vocabulary learning more efficient and fostering a positive atmosphere in the classroom. One idea could involve utilizing the assistance of students who demonstrate exceptional understanding of the material, creating small groups in which they act as sub-teachers and explain the content using their full linguistic repertoire.

Nowadays, most people have already attained multilingual status, whether due to the political circumstances, education requirements, or language policy in their home countries. This means they possess what Li (2018) refers to as a "translanguaging instinct", which enables them to navigate differences, inconsistencies, and linguistic ambiguities. This instinct provides an ideal foundation for the intentional use of the translanguaging strategies. In situations where a learner feels lost or confused, deliberate translanguaging can help overcome the language barriers that many experience at various points in their language learning journey.

Given the perceived difficulty of the Hungarian language, the translanguaging approach is highly recommended to support international students' language acquisition and

motivation. This method encourages learners to draw upon their full linguistic repertoire, positioning their existing language knowledge as a resource for acquiring Hungarian.

Classroom sessions should be strategically designed to integrate multiple skills (listening, speaking, reading and writing) across languages. For instance, providing Hungarian texts with English summaries or translations can enhance understanding through cross-linguistic transfer. Activities that promote metalinguistic awareness, such as comparing grammatical structures across languages, can improve vocabulary development and morphological understanding. Organizing students into small groups based on shared languages allows peer teaching, wherein more proficient students support others as sub-teachers. Teachers should also incorporate students' native languages when introducing new concepts, fostering a supportive and culturally affirming environment. In addition, supplementing lessons with gamified digital resources (e.g., progress streaks, interactive tasks) can also increase engagement and encourage active learning (Luo, 2023).

Translanguaging functions as both a curricular and psychological strategy, enriching the curriculum when the necessary teacher awareness and support are provided. While it offers an innovative alternative to monolingual teaching, limited institutional promotion and ongoing adherence to traditional methods often hinder its implementation. Moreover, the question of how best to implement translanguaging at the classroom level remains open.

It is essential to examine teachers' attitudes toward the use of multiple languages in pursuit of target language fluency. Some teachers may view this approach as mere code-mixing, potentially leading to confusion and pedagogical complications. Should the teacher be familiar with the languages used in the classroom, or is it sufficient for the teacher to simply be receptive to students' use of their languages in discussing topics? Considering these issues, one should evaluate the proportion of TL in the classroom: should it be 20% or 80%. Delegating the entire class time to a mix of languages may lead students to over-rely on their L1. A balanced approach, tailored to each context, is likely more effective, and this is one of the potential limitations of the translanguaging approach that warrants further research. Therefore, it is essential to cultivate positive attitudes toward translanguaging among both students and teachers. Moreover, teachers may resist unfamiliar methodologies, and thus institutional support, dedicated workshops, and professional communities are necessary to facilitate adoption and deepen understanding. The commitment of educators is crucial to realizing the full potential of translanguaging and extending its application beyond language-focused classrooms. A key objective in this remains engaging both teachers and learners in embracing and actively applying translanguaging practices.

In conclusion, future research should be encouraged to explore the implementation of translanguaging methodology in foreign language classrooms, especially given the increasing number of learners with diverse linguistic repertoires.

9 CONCLUSION

The current paper explores the possibility of implementing pedagogical translanguaging into the curriculum of Hungarian as a foreign language at universities in Hungary. Such an approach would not only increase the effectiveness of language learning, but would also allow students and the teachers to work collaboratively, moving away from traditional frontal teaching methods. Language learning itself is a process of making mistakes and engaging in constant exploration. However, the inclusion of the learners' entire linguistic repertoire, various instructional techniques and online resources can only support the learner in the meticulous process of acquiring the target language. Moreover, this method may ease the workload of teachers, creating more time and space for practically oriented classroom activities rather than monotonous explanations of grammar, vocabulary and other language components.

The approach of integrating the mother tongue and/or other languages from the learner's linguistic repertoire can enhance the learning process and help reduce the time required to master the target language. Of course, this methodology should not be considered as a universal solution that guarantees immediate clarity, but rather as a supportive tool throughout the language learning journey. In addition, the current study sets directions for further research and the integration of new ideas into the language classroom, in this case for Hungarian as a foreign language. Exploring possible tasks and materials can improve the effectiveness of language instructions, as each resource can be tailored to the specific needs of teachers and learners alike.

Potential challenges identified in the study include the need to update the curriculum with new ideas that promote diverse language use in the classroom, which as a consequence improve students' comprehension of the material. Creating a coherent collection of tasks and resources, along with securing the teacher's commitment to engage in this type of instruction, is crucial for realizing the full potential of translanguaging. After all, the classroom is not solely about students receiving information, but is also about teachers encouraging students to draw upon all available resources to support their learning. Translanguaging is not just a method, it is a pedagogical stance for the 21st-century's multilingual classrooms.

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