

**Use(s) of authentic translation in an integrated
plurilingual approach to language learning:
A rationale for best practices**

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Abstract

Since the advent of the widespread Communicative Approach, especially since the 1980s, translation has either been banned from language learning or has been used following the Grammar-Translation Method, which bears no relation to everyday real-life practices or the professional performances of translators and interpreters. Here, a rationale for the use of translation, understood as a natural plurilingual practice (NPP) embedded in an integrated plurilingual approach (IPA), will be put forward as well as ways to close the gap between the practices of professional translators and those of language learners. This research-based proposal draws from Translation Studies and the literature in Education and in Additional Language Learning (ALL) to explore best practices that revolve around the use of translation for other learning contexts (TOLC). These learning contexts do not necessarily involve a high degree of professional expertise but provide the

students with a solid declarative and procedural level that develops their plurilingual competence.

Keywords

integrated plurilingual approach, natural plurilingual practices, plurilingualism, translation

Zastosowanie autentycznego tłumaczenia w zintegrowanym podejściu plurilingwalnym do nauki języków: Uzasadnienie najlepszych praktyk

Abstrakt

Od czasu rozpowszechnienia podejścia komunikacyjnego, zwłaszcza od lat 80. XX wieku, tłumaczenie zostało albo całkowicie wyeliminowane z nauki języków, albo stosowane jedynie w ramach metody gramatyczno-tłumaczeniowej, która nie ma związku z codziennymi, rzeczywistymi praktykami ani z profesjonalną działalnością tłumaczy i tłumaczy ustnych. Niniejszy tekst przedstawia uzasadnienie dla wykorzystania tłumaczenia rozumianego jako naturalna praktyka plurilingwalna (ang. *Natural Plurilingual Practice*, NPP), wpisująca się w zintegrowane plurilingwalne podejście (ang. *Integrated Plurilingual Approach*, IPA). Proponowane zostaną także sposoby na zbliżenie praktyk zawodowych tłumaczy do działań podejmowanych przez osoby uczące się języków.

To oparte na badaniach podejście czerpie z dorobku przekładowstwa oraz literatury z zakresu edukacji i nauczania języków obcych (ang. *Additional Language Learning*, ALL), aby zaproponować najlepsze praktyki dotyczące wykorzystania tłumaczenia w innych kontekstach edukacyjnych (ang. *Translation for Other Learning Contexts*, TOLC). Konteksty te nie muszą zakładać wysokiego poziomu profesjonalnych kompetencji, ale umożliwiają uczniom zdobycie solidnej wiedzy deklaratywnej i proceduralnej, rozwijając tym samym ich kompetencję plurilingwalną.

Słowa kluczowe

zintegrowane podejście plurilingwalne, naturalne praktyki plurilingwalne, plurilingwizm, tłumaczenie

1. Introduction: An integrated plurilingual approach (IPA) to language learning with a focus on translation for other learning contexts (TOLC)

For some years now, scholars and teachers alike have explored means to adapt to an increasingly plurilingual and intercultural environment through an informed search for open translingual spaces where all voices meet and learn from each other. In this context, strictly monolingual practices where languages are kept separate are being questioned. Studies in Education, Translation and Interpreting, Educational Psychology, and Linguistics, especially around Additional Language Learning,¹ are investigating how to manage what Stephen May called the Multilingual Turn (2014) from different perspectives. Increasingly, proposals have emerged to understand the situation and apply best learning and communication practices.² The outcomes so far are mainly theoretical, and few proposals offer informed classroom suggestions embedded in a clear pedagogical epistemology (some exceptions are Carreras et al 2018, Cummins and Early 2014, Duff 1991, González-Davies 2004, Kerr 2014, North et al 2022).

Here I will present the formative intervention model resulting from a long-term study that included six financed projects³

¹ We opted for the term “additional languages” because it reduces power-based hierarchical language classifications and meets real-life fluctuations regarding dominant languages in potential lifelong changing contexts where speakers add languages to those they know.

² Owing to the proliferation of publications, in this article only leading works are cited.

³ The two pilot studies in the first stage were financed by the Catalan Government: (1) DURSI (2003-05) Ref. 21/2001; (2) AGAUR-MQD (2010-13) Ref.

(2003–2022), all of which were carried out by the research group GREDA-CILCEAL (Blanquerna-University Ramon Llull, Barcelona, Spain). The main outcome of this long-term research is an integrated plurilingual approach (IPA) to language learning. This approach includes research on authentic uses of translation for learning contexts other than translation studies *per se*, that is, translation for other learning contexts (TOLC). The formative intervention model focuses on the development of the plurilingual competence of students in primary and secondary schools, and higher education. On the one hand, it stems from observations of the use of natural plurilingual practices, that is, “natural communicative actions carried out habitually by plurilingual speakers” (González-Davies and Soler-Ortínez 2021: 19) in – supposedly – monolingual language learning contexts. On the other, it derives from the belief in the potential cognitive, meta-cognitive, and socio-emotional benefits for both the students in the welcoming community and for migrant students who, despite often speaking more than one language, cannot speak that of the welcoming community. Additionally, we aimed to narrow the gap between academic research and classroom practices and, so, set out to investigate the situated (i.e. contextualized) needs of teachers in their specific working contexts to provide support for them to integrate plurilingual practices in their syllabus. Finally, we analyzed the impact that plurilingual teaching practices had on the plurilingual competence of the participating students.

2010MQD00139. Two consecutive projects were financed by the Spanish Ministry of Science, Innovation and Universities: (3) (I+d+i) (2013-15) Ref. EDU2012-38452, and (4) (I+d+i) (2016-19) Ref. FFI2015-6374R. Another project was financed by the European Union: (5) *ENROPE. European Network for Junior Researchers in the Field of Plurilingualism and Education* (2018-21). KA 203. Ref. 2018-1-DE01-KA203-004253. (6) Finally, the Spanish government financed an “Excellence Network” EDUPLUS (2018-22) (I+ d + i) Ref. RED2018-102774-T.

2. The theoretical framework

Our theoretical framework originated mainly from Jim Cummins' Interdependence Hypothesis (IH) (Cummins 1984, 2008). Cummins opposed the interference hypothesis whose main aim was to underline the differences between languages that hinder learning instead of highlighting the similarities that enable connections from many perspectives: phonological, syntactic, lexical, stylistic and so on. These potential connections are often presented in the form of an Iceberg Analogy where a Common Underlying Proficiency between languages is depicted underneath the surface while the differentiated languages are depicted above. The Interdependence Hypothesis brought about a sea change that became especially visible since the mid-1990s when a new post-monolingual condition era supported the advantages of adopting a plurilingual paradigm that favoured studying positive language connections in opposition to continuing with the compartmentalisation of languages (G. Cook 2010, chapter 1).

Nowadays research and publications⁴ in this line proliferate and have expanded to include the role of multicompetence (V. Cook 2007, 2016), translanguaging (Canagarajah 2011, Garcia, 2009), mediation (CEFR 2018, 2021), and the relationship between agency, identity and socio-affective issues in learning (Arnold 1999, Esteve 2020, Vygotsky, 1978 [1930]). From the pedagogical perspective, however, there is not much research that takes into account pedagogical approaches, classroom design and procedures, or teachers' and students' voices. Our theoretical framework integrates the latter points "challenging the view of 'practice' as secondary to research, policy and scholarship" (Canagarajah 2023: 1).

We first defined our positioning regarding the main concepts in the integrated plurilingual approach (IPA): plurilingualism,

⁴ Owing to the proliferation of publications, here only the pioneering works for each concept are cited.

multi-competence, natural plurilingual practices, translanguaging, and translation.

Regarding multilingualism and plurilingualism, we subscribe to the Companion Volume to the *Common European Framework of Reference for Languages*, which distinguishes between:

multilingualism (the coexistence of different languages at a social or individual level) and plurilingualism (the dynamic and developing linguistic repertoire of an individual user/learner) [...] However, the fundamental point is that plurilinguals have a single, inter-related, repertoire that they combine with their general competences and various strategies in order to accomplish tasks. (2018: 28)

Regarding multi-competence, Vivien Cook defined it as ‘the knowledge of two or more languages in the same mind and community’ (2016: 2). The characteristics of the multi-competent mind include an expanded cognitive capacity, beyond the linguistic sphere, to encompass other aspects of learning. Specifically, it requires the learner to critically reflect on and make decisions about how, why, and whether to provide access to information and knowledge [...] how language problems can be resolved [...] “developing deeper linguistic understandings (e.g. linguistic, pragmatic, sociolinguistic) but also intersemiotic understandings (e.g. how cultural concepts can exist in one culture but not in another)” (Muñoz-Basols et al 2023: 176).

Regarding translanguaging, we worked with Canagarajah’s definition: “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (2011: 401). To this definition we added Garcia’s nuance, which is very relevant in Education Studies: “... to make sense of their multilingual worlds” (2009: 140). Our results have led us to expand this definition to include translanguistic conceptualisation which we define as “[t]he capacity to connect and express the same concept efficiently in different languages (e.g. quantity, politeness...)” (Esteve and González-Davies 2016: 14).

Regarding translation, we understand that it is not a static and decontextualised word-for-word rendering of written texts, but a “dynamic process of communication” (Hatim and Mason 1990: 223), whether using verbal or non-verbal codes, and inter- or intra- translation of languages and cultures. Therefore, contrary to monolingual instruction where the languages and cultures in the classroom are kept separate, in an integrated plurilingual approach (IPA) we aim to build on what Hamman calls “critical translanguaging spaces”. These spaces are described as “a dialogic classroom environment that encourages students to experiment with language and draw upon their entire linguistic repertoire for meaning-making, while also prioritizing the minority language and minority language speakers” (2018: 38). In an IPA collaborative educational context, the teacher’s and students’ linguistic repertoires are connected in an informed way to create these critical translanguaging spaces. That is, we move from additional language only to additional language mainly contexts where natural plurilingual practices, including translation as TOLC, are embraced (Wilson and González-Davies, 2016).

These guiding premises are transferred to classroom practices following a three-stage continuum: 1. Making languages visible, 2. Using languages effectively, and 3. Establishing (explicit) connections among languages. The underlying principles behind the continuum are the following (Corcoll 2019: 4-5):

- (a) A humanistic and socioconstructivist pedagogical approach based on scaffolding and on the appropriate balance between linguistic and cognitive challenges: an approach where context-embedded and cognitively demanding tasks are intertwined.
- (b) The enhancement of (linguistic and cultural) identity by tending to the singularities held within the pluralities that make up multilingual classrooms.
- (c) Flexible plurilingual education understood as the constant adaptation of linguistic resources in the service of meaning-making.
- (d) Making learning visible, that is, teachers help learners become aware of their own learning process. In other words, the aim of

the teacher should not be so much helping learners learn but helping them become learners.

Natural plurilingual practices are interwoven in this three-stage continuum and are at the core of the design of critical translanguaging spaces. These spaces are considered holistically, that is, we consider that learning can take place not only in formal spaces like classrooms or labs, but also in non-formal and in informal environments. Non-formal learning may take place within some kind of organisational framework, for example, sports clubs of various kinds, reading groups, and so on. Informal learning arises from the learner's involvement in ludic or other open activities that are not undertaken with a learning purpose and are part of daily life. It follows that formal language learning may transfer informal and non-formal learning instances such as the use of the L1(s), code-switching, identity narratives, and translation for other learning contexts (TOLC). These natural plurilingual practices offer authentic communicative interaction and pedagogical opportunities while enhancing the relationship between language and identity. As a real-life example from our research, here follows a transcript from a primary school classroom interaction (*sic*):

Context: The teacher shows pictures of waterfalls on a screen.

Teacher: OK. Sorry. Do you know what is a *cascada*? OK. How do you say this in English? No? In Urdu? You know?

Students: [speaking Urdu].

Teacher: Listen to him, please! [points at a student]

Student 1: [speaking Urdu]

Teacher: Can you repeat that?

Student 1: [repeats word]

Teacher: Oh, it's a long word! Good! Wait, wait, wait. In Arabic? Can you speak without...? If you speak with your T-shirt on your mouth, it's difficult to understand you.

Student 2: [speaking Arabic]

Teacher: Oh! It's very similar! Very similar!

Student 3: *Se parece.* ('It is similar')

Teacher: In Panjabi?

Student 4: [speaking Panjabi]

Teacher: Also, similar. Because Panjabi and Urdu are similar.

3. Translation for other learning contexts (TOLC): a rationale

Translation and translanguaging have always been key natural plurilingual communicative practices which, paradoxically, were left out of additional language learning with the rejection of the Grammar-Translation method and the advent of the Direct, Natural, and Communicative Approaches to language learning. These approaches emphasised speaking and listening skills taught by excluding “use of the students’ own language from the classroom, whether for translation or for explanation and commentary” (G. Cook 2010: 7). This monolingual paradigm was based mainly on three premises: (a) the additional language is best learnt when it follows a child’s acquisition path of the L1, (b) native proficiency is the goal to be achieved and, so, (c) the L1 should not be present because it causes interferences. For decades this was the training that additional language teachers received. However, since the 1990s with the rise of Translation Studies and with increased globalised mobility, this rejection has been questioned in research and in real-world practices where students with different languages and backgrounds coincide in the same educational institution and use translanguaging in a natural way.

The fact that translation is a natural communicative practice, however, does not guarantee a high level of proficiency as evidenced by the many instances of mistranslations that can be found in communicative situations and the media. It follows that an informed pedagogical scaffolding approach is needed to guide students towards an appropriate use of translation skills and strategies. Although the main aim of translation for other

(non-professional) learning contexts (TOLC) is not to prepare professional translators, the students can acquire sufficient translation competence for them to act appropriately in plurilingual situations in a way that will boost their personal relationships and professional opportunities. With appropriate scaffolding, TOLC translators can be described as “language users who can apply natural plurilingual practices in an informed way after acquiring translanguaging skills and strategies in formal contexts” (González-Davies 2020: 445). From this perspective, the complexity of translation is acknowledged and is far from being considered as a static product to solve a passing linguistic miscomprehension or as part of a grammar test in decontextualised written sentences. Rather, effective translation practices should meet these characteristics: (a) keep the source text message and effect or adapt as required by the translation assignment, (b) solve problems through appropriate translation techniques and resourcing, and (c) keep to the target community conventions and adapt to the translation assignment.

A translation assignment is the job allocated to a translator by a client. In a TOLC context, a source text may be translated by the students according to the task required by the teacher, or by the students themselves in a collaborative learning environment. For example, a local legend may be rendered as a comic strip, or an article or talk in the native language may be summarized in the additional language. The decision-making process behind an efficient translation choice that conforms to the assignment is central to professional translation practice and can be transferred to additional language learning.

Here, crucially, we move away from the popular belief that translation is a literal one-to-one correspondence to be carried out only with written texts. On the contrary, authentic practices of translation involve problem-spotting and solving, creativity, flexibility, decision-making, self-confidence, teamwork, and other skills and strategies. These can be exercised while engaging in genre-shifting and inter- or intra-linguistic and semiotic adaptations, always following a clear assignment. Thus, a balanced three-dimensional strategic framework may accompany

a successful learning process by working on cognitive strategies (constructing, transforming and applying knowledge), meta-cognitive strategies (managing and controlling learning in a general sense), and social and affective strategies (handling emotions, beliefs, attitudes, and motivation in [...] learning) (Oxford 2011: 16). In an integrated plurilingual approach to language learning, these skills and strategies are practiced through didactic sequences, that is, a chain of tasks that lead to a common end, or projects, where planned and unplanned tasks are designed to stimulate critical thinking, negotiating, and authentic language use to solve the challenges that may arise (see section 6.1).

4. The research design

A real-world, ecological, and formative approach to research was adopted to promote the execution of dialogic conceptual expansive cycles. This approach led to changes in the teaching practices introduced by the participants themselves where “situations [were] described from the perspective of those involved” (Engeström 2011, Robson and McCartan 2017: 20). The participants in our research worked in Faculties of Education, of Translation Studies, and of Linguistics, as well as in schools, so we operated in cross-field groups that included university and schoolteachers at the interface of education research, language and translation teaching, and professional development. This was achieved by promoting situated inquiry-based research that was sensitive to the linguistic ecology of classrooms and where meaning was “constructed by human beings as they interact and engage in interpretation” (Robson and McCartan 2017: 24). Likewise, the research contexts were diverse: we worked in primary and secondary schools as well as in higher education. Institutionally, we also collaborated with the Catalan and Balearic Government Departments of Education, and the Council of Europe.

In the first stage of our research (2003 – 2013), two pilot studies were carried out with the participation of students in Translation Studies (n=28) and in Education Studies (n=45). In the

second stage (2013 – 2019), the epistemological foundations of the integrated plurilingual approach (IPA) were established. Its potential for viability in primary (n=6 schools, 288 students) and secondary schools (n=6 schools, 256 students), and in higher education (n=5 institutions, 111 students) was verified through a formative intervention model. In the third stage (2018 – 2022), our objectives were to delve further into the operability of the approach and the formative intervention and, so, to guide pre-service and in-service teachers in plurilingual teaching. Finally, we aimed to study the impact that plurilingual teaching practices have on the plurilingual competence of the participating students and on the attitudes of the teachers. To meet our aims, our interrelated research projects (2003 – 2022) sought answers to three overarching questions and held six objectives in common:

RQ1. (How) can we build a theoretical framework that helps us identify the indicators that shape plurilingual competence in the classroom following an integrated plurilingual approach (IPA) to language learning?

RQ2. (How) can teachers be empowered so that they can embrace the epistemological concepts of a situated integrated plurilingual approach (IPA), and become changemakers in their institutions?

RQ3. What is the impact of plurilingual teaching practices (didactic sequences and projects) on the development of the learners' additional language (AL) and plurilingual competence (cognitive, metacognitive, and socio-affective dimensions)?

Objective 1: Analyze the current scientific literature in relation to plurilingual competence to identify the indicators that shape plurilingual competence in the classroom and design appropriate research instruments.

Objective 2: Take research on the integrated plurilingual approach (IPA) and translation for other contexts (TOLC) closer to classroom practice by assisting in the expansive process of shared learning.

Objective 3: Design and implement IPA and TOLC interventions as didactic sequences and plurilingual projects and modify them according to the results of the analysis.

Objective 4: Analyze the development of the teachers' teaching identity. Record and determine the impact of perceptions and actions on teacher attitudes related to the IPA and TOLC.

Objective 5. Analyze the development of students' plurilingual identity. Record and determine the impact of perceptions and actions related to the IPA and TOLC.

Objective 6: Assess the impact of IPA and TOLC on the development of students' linguistic and plurilingual competence by collecting examples of cross-language awareness and AL learning outcomes.

5. Applying the IPA formative intervention model in schools: A four-phase collaborative reflective cycle

Here, specifically, I will outline the IPA formative intervention that took place in schools. We gathered data from students (n=544), teachers (n=18), and school principals (n=12). The formative intervention model followed a *four-phase collaborative reflective cycle*, which lasted the whole academic year in each school, that is, 6-8 months (see 4.2). The main instruments were (1) linguistic repertoire questionnaires (teachers and students), (2) IPA/TOLC-oriented questionnaires (teachers and students (pre- and post-)), (3) semi-structured focus groups (teachers and school principals (pre- and post-) and students (post)), (4) inquiry seminars (teachers and researchers), (5) Catalan govern-

ment official language tests (students), (6) classroom observation sheets (researchers), (7) video recordings of classroom sessions (teachers, students and researchers), (8) rubrics (teachers). The instruments were adapted for very young learners in primary schools.

5.1. Starting out: Preliminary tasks

As preliminary tasks, first, the teachers and students completed a linguistic background survey to record their use of languages in different domains: the public, the personal, the educational and the occupational. (*Common European Frame of Reference for Languages* (henceforth, CEFR) 2001: 10). They also completed a questionnaire regarding their use of plurilingualism in general and translation in language learning. The school principals also completed this questionnaire. Secondly, the official compulsory “Basic Competences Test” designed by the Catalan government to gauge the students’ general linguistic competence was implemented at the beginning and end of the project in each participating institution.

Once the previous tasks were completed, a *four-phase collaborative reflective cycle* followed since, in line with Lantolf and Esteve (2019: 32), our agency-oriented formative intervention conceives that “AL teacher education should be based neither on theoretical instruction on what is to be taught and how, nor on one-off experiences provided by workshops and/or a few hours of classroom instruction. Instead, it should first challenge the teachers’ own beliefs about language and the way to teach it”.

Phase 1. Pre-focus groups

Two semi-structured focus groups were conducted for teachers and school principals working together: one at the beginning of the project and a second at the end. In both focus groups, they talked about their perceptions and expectations regarding the process of appropriation and transfer of plurilingual compe-

tence by questioning and analysing the situation regarding language education in their settings. They discussed questions such as: Where are we now? What do we do? How do we do it? Why do we do it? Thus, the teachers and principals together verbalised their preconceptions about plurilingualism and became aware of contradictions and of their different understandings of the term and of the actions to be taken.

Phase 2. Inquiry seminars and task design

The recordings of the pre-focus groups and the results of the questionnaires were transcribed following a thematic analysis (Atlas-ti) to tailor needs-based inquiry seminars, which were also recorded (video camera SONY HDR-PJ410, digital recorders Olympus stereo 2GB). Thus, the teachers and principals were presented with their pre-understandings in an organised way. This allowed them to contrast their ideas with other proposals such as published academic and mainstream articles. The resulting reflections led to the collaborative design of plurilingual didactic sequences and projects by the teachers guided by members of the research group as required in each institution.

Phase 3. Observation and recordings of plurilingual classroom practices

In phase 3, the teachers implemented their plurilingual didactic sequences and/or projects, thus moving from reflection to action by examining and testing the new model. The main instruments for obtaining directly observable data on the application of the designed tasks in the classroom were two video recordings and two classroom observations in a 4-to-6-week interval, depending on the availability of the institutions. As the *Common European Framework of Reference for Languages* (2018, 2020) is the guiding document for educational linguistic policies in Catalonia and is familiar to the teachers after the publication of *The Language Model of the Catalan Education System* (2018), the descriptors included in that document served as a blueprint for

classroom observation and rubrics. Here follow some examples of descriptors used for different levels in our research:

Plurilingual comprehension

B1+ Can recognize similarities and contrasts between the way concepts are expressed in different languages, in order to distinguish between identical uses of the same word root and 'false friends'.

Exploiting plurilingual repertoire

A2 Can use words and phrases from different languages in his/her plurilingual repertoire to conduct a simple, practical transaction or information exchange.

Phase 4. Post-focus group

The teachers answered a post-questionnaire and participated in a post-focus group to reflect on the process and the results in order to consolidate the new model and plan future lines of experimentation. The students completed the official linguistic competence test once more and participated in a post-focus group in each institution. Finally, an oral or written semi-structured interview was held with a school principal. As an example, here follows a transcription of the pre-and post-focus group with teachers in a participating Secondary school (*sic*):

Pre-focus group (excerpt)

Teacher 1: If we could meet in the same time slot, the English teacher with the group teacher, those children can share the information they were looking for, because when they do a certain project, they could look for it in English, Catalan, Spanish, and in their own language and we are losing all this, and it is a brutal richness, and we are losing it through the watertight compartments. But I think that now would be the time to make a training session on strategies, on how students learn from the interaction that they would do with other Catalans. I think that we should do training in interaction

strategies making us aware of the strategies that sometimes we do them unconsciously, but if we do them consciously, we will do them much better, or things that may not have occurred to us, who, look, responding in this or that way, we go forwards.

Post-focus group (excerpt)

Researcher: And how have you experienced the methodological and organizational change?

Teacher 1: I, in a positive way, because we are more organized. Before, the 3 departments did not organize ourselves to see what we did and what we did not do. And the methodological change, then, I think that making them part of the learning for me has been very positive. I think they've learned a lot.

Teacher 2: I have also experienced it positively, and I think what has surprised me the most is that the students have adapted quite well, quite easily. At first it was hard for them and they didn't understand exactly where things were going, but they have adapted quite well.

Researcher: From your experience up to now, what are the most salient aspects of IPA?

Teacher 2: For me, it increases very clearly and obviously the time in the class we spend thinking, making connections. It also greatly increases their awareness of their own language, their mother tongue. Also, other languages and the languages they are learning. It teaches them the pleasure of discovering what, linguistic or non-linguistic, that they had not seen before. It is fantastic when between them the project provokes something that perhaps they had not encountered before a situation in which they talk and discover, with colleagues in the same mother tongue, the characteristics of the language which they may not have noticed.

Interview with the school principal (excerpt)

I would add the opportunity represented by the IPA to connect with students' personal experiences, both when it comes to making the languages of use of families present in the class-room and when it comes to inspiring them to write, for example, a narrative inspired by characters that have common characteristics in different cultures. As an English teacher, I am very motivated to be able to join the other languages and refer to content worked on in parallel to the three languages.

The three research questions were answered, and the six objectives were attained satisfactorily. For space reasons, the detailed results of each of the six research projects cannot be included here. However, here follows a synthesis of the main findings:

RQ1. The theoretical framework was found to be sound and flexible enough to introduce ongoing updated research.

RQ2. The empowerment of teachers was attained using the four-phase reflective cycle (5) as evidenced in the gradual conceptual transformation of the reflections in the post-focus group, the post-questionnaires, and the plurilingualism-based class-room procedures that they designed. The five-dimensional pedagogical framework (Table 1) was also deemed very useful by the teachers and the principals. They reported that this framework provided them with clear guidelines to design their syllabus and rubrics, and to justify their linguistic policy suitably.

RQ3. As to the impact of the IPA and TOLC on the development of the learners' additional language (AL) and plurilingual competence, the (meta)cognitive results were also satisfactory. There was a clear evidence of an increase in the results of the linguistic post-test compared to the pre-test, and no linguistic attrition was observed caused by the informed use of translation and home languages. Unexpectedly, and encouragingly, their test results also improved in the other two compulsory languages

studied in the schools: Catalan and Spanish. The positive effect of this transferential and holistic approach to language learning was also apparent in the students' attitudes towards the home languages and cultures of their peers.

For further accounts of the research, see Corcoll 2019, Corcoll and González-Davies 2015, González-Davies and Enríquez 2017, Esteve 2020, Esteve and González-Davies 2016, Fonseca-Mora and González-Davies 2022, González-Davies 2014, 2017, 2018, 2020, González-Davies and Soler-Ortínez 2021, Wilson and González-Davies 2017.

6. Classroom dynamics for an authentic use of translation (TOLC) in an integrated plurilingual approach (IPA)

The didactic procedures proposed to promote the reflective use of languages and acquire plurilingual competence in an integrated plurilingual approach (IPA) that includes translation for other contexts (TOLC) were articulated in didactic sequences and plurilingual projects that saw learners “as plurilingual, pluricultural beings [...] allowing them to use all their linguistic resources when necessary, encouraging them to see similarities and regularities as well as differences between languages and cultures” (CEFR 2020: 30). As previous linguistic knowledge was integrated into new knowledge and this was done socially, the optimal pedagogical framework was iterative (i.e. non-linear), collaborative and situated (González-Davies and Enríquez 2017, Vygotsky 1978 [1930]). To gauge the pedagogical quality of the didactic sequences and projects, we devised an instrument, namely, the *five-dimensional pedagogical framework* (5-DPF) (Table 1), based on the three-level instructional design by Richards and Rodgers (1986/2014). Following the 5-DPF, after reflecting on their theoretical *approach* to language learning (see sections 2 and 3), the teachers *designed* classroom dynamics and the didactic sequences and tasks (*procedures*) (see some examples in section 6.1). Thus, they counted with a clear

specific framework to contrast the process and product of their pedagogical actions (the lines in Table 1 are not continuous to underline the interdependence of the concepts).

Table 1
Five-dimensional pedagogical framework (5-DPF)

3 layers of instructional design	5 dimensions of the study
Approach	
Theories of (plurilingual) language learning, translation, and didactics	<ol style="list-style-type: none"> 1. (Socio)constructivist approach to learning: Reflective learning based on (inter)action. 2. Holistic approach to language and learning: Problem and concept-based instruction, and transfer of learning. 3. Balanced implementation of learning strategies: cognitive, metacognitive and socio-affective.
Design	
Classroom dynamics, including syllabus design and teacher/learner roles	4. Iterative, collaborative, and situated learning.
Procedures	
Specific teaching and learning techniques and tasks	5. Use of natural plurilingual practices to promote effective plurilingual mediation.

In our research, we have observed that the most effective plurilingual tasks are either included in the mainstream syllabus alongside other tasks when required, or that projects are developed in parallel to the topic at hand.

6.1. Classroom examples of translation tasks (TOLC) in the integrated plurilingual approach (IPA)

In translation as TOLC, professional translation techniques such as footnotes, calques, cultural adaptations, reformulations, substitutions, omissions, or additions can be adapted to language learning (cf. Carreras et al. 2018, Cummins and Early 2014, Duff 1991, González-Davies 2004, Kerr 2014, North et al. 2022). Other strategies to develop plurilingual competence frequently observed in our research included the following:

- (a) **sandwiching**: if the student said a word in L1, the teacher repeated the L1 utterance and then said it in L2 asking the student to repeat it in L2.
- (b) **recasting**: if the student said a sentence or expression in L1, the teacher rephrased it in L2 and asked the students to repeat it.
- (c) **learner as translator**: the students who shared a common language acted as translators instead of the teacher – this was deemed useful not only when the teacher did not speak the student’s language, but also to empower the students.
- (d) **“once-only” translation**: the teacher warned that he or she would translate unknown words and expressions only once, so that the learners were compelled to remember them and not ask again.
- (e) **bidirectional linguistic or cultural reflection**: in-depth reflection and actions were completed regarding interlinguistic and intercultural instances.

The above strategies were included in procedures such as the following:

- (a) **sight translation**: The students translated a text aloud, at normal reading speed, with or without previous preparation depending on their level.

- (b) **reverse translation:** A text was dictated in one language and taken down in another, followed by comments on the process and the product.
- (c) **linguistic landscapes, a project:** An observation and analysis of the linguistic and visual notices, billboards, and other public signs in their neighbourhood were performed to raise plurilingual awareness, reflect on the communicative purposes of written expressions in different languages and boost guided plurilingual practices such as translation. Here follows one of the products written in Catalan by the secondary students in a high complexity school which integrated the three instructional languages (Catalan, Spanish, English) and the students' home languages (Figure 1).

Destaca l'ús del francès per a les botigues de roba, l'italià en els restaurants i en llocs de cultura, urdú en botigues de comestibles. L'anglès denota modernitat, en les botigues més innovadores sempre l'utilitzen, així com en els graffitis. I hi ha i tot rètols en 3 llengües i rètols amb jocs de paraules.

Ara bé, no en veiem representació de totes, (a Catalunya es parlen més de 300 llengües), només d'aquelles amb més alt nombre de parlants. A partir d'ara, segur que quan passegem pel nostre barri o ciutat mirem amb altres ulls els usos lingüístics al carrer.

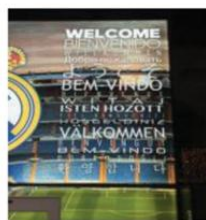


Figure 1

Linguistic landscapes published in the school newsletter by the students (excerpt)

Translation: ‘French stands out for clothing stores, Italian for restaurants and places of culture, Urdu for grocery stores. English denotes modernity, in the most innovative shops they always use it, as well as in graffiti, and there are signs in 3 languages and signs with puns. However, we do not see a representation of all of them (more than 300 languages are spoken in Catalonia), only those with a higher number of speakers. From now on, when we walk around our neighbourhood or city, we will look with different eyes at the linguistic uses of the street.’

- (d) **digital competence**: Translation as TOLC also favoured the development of digital competence with real-world activities such as critical analysis of software translations, audiovisual translations, dubbing, subtitling, audio descriptions, flipped learning, machine translation (google, ChatGPT...), speech recognition technology and so on (Muñoz-Basols et al 2023, Wilson and González-Davies 2016).
- (e) **collaborative online international learning** (COIL) projects were carried out in higher education, where plurilingualism, translanguaging and translation played a crucial part. Importantly, these were not conducted only by language or translation teachers, but also by teachers from other non-language-based disciplines such as Psychology or Sports Studies after carrying out an adapted version of the four-phase reflective cycle (5). These originated in “internationalization at home” programmes which sought to foster collaboration and links between the international educational community and the universities. Examples of COIL-Blanquerna were syllabus co-designs, projects, virtual visits to schools, shared tutoring, webinars, synchronous classes, and increased research contacts.

7. Conclusions

In this paper, I have presented a synthesis of the long-term research path (2003-2022) that has led to an integrated plurilingual approach (IPA) to language learning. The main focus has been on how authentic translation practices in language learning (TOLC) may improve students' plurilingual competence in primary and secondary educational contexts. Our main aim was to prepare them for lifelong learning and increase their personal and professional opportunities in a globalised world. Our global aims were to build an epistemological framework to help narrow the gap between academic research and classroom practices, on the one hand, and between translation studies and additional language learning, on the other. Moreover, we sought to explore the situated needs of teachers in plurilingual educational contexts, and to discuss how they can integrate natural plurilingual practices naturally in their syllabus.

The sustainability of the research is visible in the gradually increasing IPA-oriented linguistic and interdisciplinary projects of the participating schools. The teachers became changemakers in their institutions and organised cascade training to continue reflecting on whether and how languages can be learnt through other languages, the development of plurilingual and intercultural competence, and the advancement of identity building through fostering teacher and student agency. Another positive outcome has been the active participation of several teachers, postgraduate and doctoral students as members of the ENROPE network (European Network for Junior Researchers in the Field of Plurilingualism and Education).

Some aspects that need to be taken into consideration for a successful outcome include the need to present the integrated plurilingual approach (IPA) clearly with explicit specific reflective guidance and examples of outcomes not only for the teachers and principals, but also for the students. Also, time and flexibility are key factors to accommodate and assimilate the new paradigm. The participation of the school principals was found to be a key predictor of success in ensuring permission to carry

out the specific research proceedings and enable a global pedagogical transformation in each institution. Other predictors of success include the participation of all the educational community, a regular and natural embedding of plurilingual tasks in the mainstream syllabus, and the application of situated collaborative learning along with individual work to favour (inter)action and reflection. This approach enabled the participants to move beyond a purely cognitive dimension of learning to include, explicitly, the metacognitive and socio-affective dimensions and, so, move towards an inclusive society grounded on inclusive classrooms.

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