

**Working within the Plurilingual Paradigm. Use of Translation to Enrich  
Additional Language Learning and Plurilingual Competence in Secondary  
Education in Catalonia**

**Jaclyn Wilson**

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## DOCTORAL THESIS

Title	Working within the Plurilingual Paradigm. Use of Translation to Enrich Additional Language Learning and Plurilingual Competence in Secondary Education in Catalonia
Presented by	Jaclyn Wilson
Centre	Faculty of Psychology, Education and Sports Sciences Blanquerna
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*Words are, in my not-so-humble opinion,  
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Albus Dumbledore



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## ABBREVIATIONS

In order to ensure the thesis is as reader-friendly as possible, full wording of abbreviations will be used at the beginning of each new chapter. Furthermore, abbreviations will not be used in titles.

AL	Additional language
ALL	Additional language learning
AVT	Audiovisual translation
BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
CEFRL	Common European Framework of Reference for Languages
CG	Control group
CBI	Content based instruction
CLIL	Content and Language Integrated Learning
CLL	Collaborative language learning
ESO	<i>Educació Secundària Obligatòria</i>
ILT	Integrated language teaching
IPA	Integrated Plurilingual Approach
LIT	Language Identity Texts
PS/MC	Plurilingual Student/Monolingual Classroom
RD	Researcher's diary
SSI	Semi-structured interview
TD	Teacher's diary
TG	Treatment group
TILT	Translation in Language Teaching

TOLC	Translation for Other Learning Contexts
UOT questionnaire	Use of Translation in the AL class questionnaire

## TRANSLATIONS

Translation of terms specific to our context. Throughout this thesis, we use the original Catalan term.

<i>Ajuntament de Barcelona</i>	Barcelona City Council
<i>Batxillerat</i>	Post-compulsory secondary education
<i>Departament de Cultura</i>	Catalan Culture Department
<i>Departament d'Ensenyament</i>	Catalan Education Department
<i>Educació Secundària Obligatòria</i>	Compulsory secondary education
<i>Generalitat de Barcelona</i>	Government of Catalonia

The translations from Catalan to English of the semi-structure interview transcriptions found throughout this thesis are our own translations and have been revised by three separate individuals. The transcriptions were done by third parties and have been proof read. We have not corrected the cases in which students have used grammatically incorrect Catalan or borrowed words from Spanish when speaking in Catalan, as we did not deem it appropriate to tamper with the students' words.

For this thesis, we use the term additional language (AL) to refer to the language being learnt (sometimes referred to the foreign language), in our case, English and first language (L1), when referring to the other languages involved in our didactic proposal, that is to say Catalan or Spanish. We only make use of other terms when quoting or paraphrasing from other authors.



# Introduction

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## *Justification and Motivation*

It has been estimated that nowadays around 17 million Europeans have moved elsewhere in Europe Union (EU) to live and work (European Commission, 2019a), and, as of January 2018, 2.3 million non-EU citizens were living in the European Union (European Commission, 2019b). As immigration and migration numbers undoubtedly continue to grow, our already slim chances of finding a monolingual community will evidently continue to decrease. Such huge-scale levels of immigration and migration along with the growing recognition and use of world languages and minority languages has resulted in the development of a new linguistic reality across Europe.

If we refer specifically to our own particular context, Catalonia, a high level of immigration is visible. In 2018, almost 20% of the total population was formed by individuals born in another country. Naturally, this is also reflected in the education system, where just under 13% of the student population was represented by immigrant students in 2018 (*Departament de Cultura*, 2018) having increased by 10.000 in comparison with the previous year.

In order to address this linguistic diversity, plurilingualism has become a much sought after educational goal for many. As a consequence, language behaviour policies are naturally coming under question and being encouraged to address the increasing need for competent plurilingual speakers capable of executing plurilingual skills within pluricultural contexts. On a European-level, we can refer to the *Common European Framework for Reference of Languages* (henceforth CEFRL) (Council of Europe, 2001) and *Companion Volume with New Descriptors* (henceforth, *Companion Volume*) (Council of Europe, 2018) which makes explicit reference to descriptors for plurilingual competence. Meanwhile, specifically in Catalonia, the *Departament d'Ensenyament* (Catalan Education Department) published a new language framework under the title, “The language model of the Catalan education system. Language learning and use in a multilingual and multicultural educational environment” (*Departament d'Ensenyament*, 2018), in which the concept of plurilingual education goes beyond the teaching or learning of

different languages, and views all languages as contributors to students' communicative competence and knowledge acquisition.

One such reason for this is the generally poor level of English among Spanish speakers. A Eurostat report (European Commission, 2019c), drawing on data obtained in 2016, showed Spain to be, once again, at the tail end of language learning (AL) with just over only 54.3% of 24-64-year-olds claiming to know at least one additional language. This infamously low level, has therefore made English become a main priority – bordering on obsession – for students, families and, ergo, schools. Schools pride themselves on being multilingual and developing students' plurilingualism, often using these terms interchangeable as synonyms for one other. Being plurilingual is understood as knowing lots of different languages and the measures schools take to achieve this status include increasing the number of sessions in which students are exposed to the AL. However, these sessions remain primarily monolingual in order to ensure maximum exposure to the AL. Throughout this thesis, we defend the position that multilingualism and plurilingualism are not interchangeable terms. On the one hand, in keeping with definitions offered by the CEFRL (2001) and its *Companion Volume* (2018), multilingualism makes reference to the coexistence of languages in a particular community. On the other hand, plurilingualism refers to an individual's linguistic repertoire. Plurilingualism goes beyond the act of knowing lots of languages. It does not refer to static competences in different languages, but rather a shape shifting communicative competence that is constructed from the language knowledge and experience that individuals encounter throughout their lives.

If we consider the statistics quoted above, language classrooms in Catalonia could be perceived as melting pots of diverse linguistic repertoires in which students have the chance to develop their plurilingual and pluricultural competences. Yet this is, unfortunately, not quite the reality in many cases. For years, monolingual teaching methods and approaches have dominated AL teaching and learning and the native speaker has been idolised as the pinnacle of language learning. Native-speaker teachers have been favoured and students and teachers have been encouraged to measure themselves against the native speaker. Furthermore, despite the encouraging findings from the surge research carried out since the 1980s into the benefits of plurilingualism, students' previous linguistic knowledge continues to be ignored or discouraged from the AL classroom. If we consider how an AL is taught and learnt in Catalonia, monolingual approaches to teaching and learning still tend to prevail. Languages in the curriculum – that is to say, Catalan, Spanish and the ALs – are not integrated and the presence

of languages other than those included in the school curriculum, are often perceived as a hindrance rather than a source of value.

This results in what we call the Plurilingual Student/Monolingual Classroom (PS/MC) phenomenon (Wilson, 2014; Wilson & González Davies, 2016), in reference to the somewhat incongruous scenario in which, in order to develop their plurilingual competence, plurilingual students are learning in monolingual classrooms. The rationale behind this thesis is a direct reaction to this scenario. From what we can see, policy makers, in our case, the *Departament d'Ensenyament*, have recognised the need to work towards developing plurilingual competence. However, as we have stated, the process to reach this final goal, remains monolingual. This could be down to different factors. On the one hand, a misunderstanding on behalf of teachers and schools as to what plurilingualism entails and how it differs from multilingualism. Or, on the other hand, as mentioned above, the need to ensure maximum exposure to the AL due to concerns over students' AL levels (specifically, English). Either way, while on paper plurilingualism may be the goal, as long as languages are being kept separate both in the school and, in theory, students' minds, and connections between them are being discouraged, schools cannot claim to be truly working towards plurilingualism.

In this line, this thesis defends the shift away from this so-called “multilingual education” model based in monolingual teaching and learning practices and insists on the importance of striving towards a truly plurilingual approach that is integrated, humanistic and situated. Our research sets off from the premise that the AL classroom should reflect the reality of what occurs in a plurilingual individual's brain. That is to say, the notion of compartmentalisation is dismissed as the languages of their linguistic repertoire interact and connections between them are encouraged. Rather than focus on possible interferences, the notion of interdependence is promoted, drawing on Cummins (1979b, 1984, 2008) Interdependence Hypothesis. The use of plurilingual practices that form part and parcel of plurilingual individuals' daily lives, such as translanguaging (Canagarajah, 2011; García, 2009a, 2009b, 2012) code-switching (Corcoll, 2013, 2019; Corcoll & González Davies, 2016; Macaro, 2001, 2009); L1 use (Butzkamm & Caldwell, 2009; Cook, V., 2001; Hall & Cook, 2012; 2013) and translation (Carreres, 2014; Carreres et al., 2017; Cook, 2010; Corcoll & González Davies, 2016; Corcoll & Mitchell-Smith (2020); Cummins, 2008; González Davies, 2002, 2007, 2012a, 2012b, 2014, 2018, 2020; House, 2007, 2009; Kerr, 2014; La Rocca, 2012; Leonardi, 2010; Laviosa, 2014, Pintado, 2018;



Sugranyes & González Davies, 2014; Sugranyes, 2017; Wilson & González Davies, 2016) are not only acknowledged but are incorporated in an informed way into the AL classroom.

The mounting research into the advantages of plurilingualism, in particular, the incorporation of features of plurilingual speech, has shown fruitful results, as we outline in Chapter 1 Part 1 (more specifically, section 1.3). With regards to translation, a large number of studies have been carried out with positive outcomes regarding different aspects of additional language learning (ALL) (section 1.3.2). We focus this thesis not just on the use of translation in the AL classroom, but more specifically on the use of Translation for Other Learning Contexts (TOLC). TOLC, as we stress throughout this thesis, goes beyond pedagogical translation and draws on pedagogy, linguistics, education psychology, and finally, translation studies. This approach argues that translation is both a key mediation skill and a dynamic communication process (González Davies 2020a). In this sense, it can cater to all four modes of communication as presented in the CEFRL *Companion Volume* (2018): interaction, mediation, production and reception.

With this in mind, our current research seeks to identify and propose ways in which translation can be incorporated into the language of class in an integrated, humanistic and situated way, drawing on the approach, the Integrated Plurilingual Approach (IPA) (Esteve & González Davies, 2016, Esteve et al., 2017), and, evidently, TOLC (Corcoll & González Davies, 2016; González Davies, 2012a, 2012b, 2014, 2018, 2020; Sugranyes & González Davies, 2014; Wilson & González Davies, 2016) within a secondary-school context in order to contribute positively to ALL and plurilingual competence.

At its core, the following six objectives are found:

- O1** Analyse the literature on the plurilingual paradigm and, specifically, on IPA and TOLC, to build a situated theoretical framework for the study;
- O2** Analyse the literature on the plurilingual paradigm and, specifically, on IPA and TOLC, to identify the indicators that suggest best pedagogical practices of TOLC for ALL regarding the learning of grammar, vocabulary and the four skills (listening, reading, speaking and writing);
- O3** Analyse the literature on the plurilingual paradigm and, specifically, on IPA and TOLC, to identify the indicators that suggest best pedagogical practices of TOLC for the development of plurilingual competence;

- O4** Observe, suggest and implement informed pedagogical practises and ALL activities related to IPA, in particular TOLC;
- O5** Identify how (in what ways) and when (for what reasons) students use translation in the AL learning process;
- O6** Identify students' perceptions towards the use of translation in the AL classroom and the effect that IPA-based classroom practices may have on this perception.

To address these objectives, we analyse the literature on the plurilingual paradigm, paying close attention not only to research that promotes plurilingual education, but also, the counter arguments in order to understand the reluctances of incorporating translation into the AL classroom. Despite there being no hard evidence verifying translation as a disadvantageous practice – such proof was not deemed necessary (Cook, 2010) – its association with the Grammar Translation Method has not played in its favour. On the other hand, its reputation as an advanced practice is also behind the disinclinations of teachers to include it in the AL classroom. Bearing all this in mind, we have created a didactic proposal, based in the IPA and incorporating TOLC, with the aim of demonstrating that translation can indeed be a beneficial practice in the AL classroom.

The observational and interpretative study outlined in this thesis was carried out in order to measure the effectiveness of our IPA-based didactic proposal. This study forms part of a wider research project led and executed by the Research Group in Interlinguistic and Intercultural Competence in the Teaching and learning of Languages (CILCEAL). The wider research project has been developed in three stages: 2009-2013 (MQD<sup>1</sup> URL), 2013-2015 (i+d, UPF<sup>2</sup>) and 2016-2019 (i+d URL and other institutions<sup>3</sup>).

The didactic proposal was embedded ecologically into the school's syllabus and carried out over the course of two terms. The students were in their 3rd year of secondary school and the school could be considered linguistically diverse. In line with Situated Learning, the activities, tasks and projects that make up the didactic proposal were developed for our particular context.

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1 This grant from the Universitat Ramon Llull is destined towards projects that aim to improve teaching quality.

2 This stage of was funded by the Spanish Ministry of Economy and Competitiveness under grant reference EDU2012-38452 and is discussed in Esteve et al. (2017).

3 The final stage was supported by the Spanish Ministry of Economy and Competitiveness under grant reference FFI2015-63741-R, 2016-19.

However, they have also been designed in a way so that they can be transferred or adapted to other contexts or education levels. Data were collected via instruments designed to measure three main dimensions, namely, the effect that carrying out TOLC practices as part of the IPA-based didactic proposal can have on students’:

- Performance in terms of ALL in terms of grammar, vocabulary and the four skills (listening, reading, speaking and writing);
- Performance in terms of the development of plurilingual competence;
- Performance and perceptions regarding the use of translation in AL classroom;

Final results and discussions thereof should conclude that the implementation of IPA-based classroom practices in the AL classroom, specifically focussing on TOLC, can contribute to students’ ALL, considering grammar, vocabulary and the four language skills, disputing the arguments voiced by advocates of monolingual approaches that translation can impede ALL or cause attrition. In addition to this, results should also suggest that the advantages of working with IPA-base classroom practices extend beyond ALL and other aspects, for example, students’ plurilingual competence benefit from this approach. Lastly, it has been argued that students’ naturally make use of translation, even when not explicitly asked to do so, and therefore, it will be interesting to see whether, participation in explicit translation-based classroom practices will have an effect on how students use translation and their opinion regarding its use.

By proposing ways in which translation can return to the AL classroom as an informed and effective practice, we can contribute to the plurilingual paradigm, focussing on an education level that has not yet been widely dealt with. Furthermore, in doing so, we can ideally shine a light on the teaching and learning opportunities for AL classrooms that can arise when plurilingual students are treated as such – that is to say, individuals with a distinct linguistic repertoire and previous linguistic knowledge – rather than encouraged to act like monolinguals.

### *Structure of this Thesis*

The structure of the thesis is described here. First of all, in Chapter 1, we start by situating our study on two levels. In Part 1, we consider the historical context, by offering a historical overview of the use of L1 and, more specifically, translation in AL teaching and learning. Here

we take into account how the role it has played has evolved, and how the nature of this role has been affected by changes in both society and educative needs. In Part 2, we consider the linguistic reality of Catalonia, taking into account its official languages, educational system and approach to language teaching and learning, specifically with regards to the AL teaching and learning.

Chapter 2 presents our theoretical framework and is divided into two parts. In the first part, we present the operative definitions of the key terms that are used throughout this thesis but are particularly relevant to Chapter 2. The second part of this chapter is dedicated to discussing the premises of the IPA, taking into consideration the particular context of our study, that is to say Catalonia. We draw on three main observations, namely:

- Teachers' attitudes and beliefs regarding the use of L1 and translation
- The social, linguistic and cultural realities of 21<sup>st</sup>-century classrooms in Catalonia
- The paradoxical scenario in which plurilingual students are expected to function like monolinguals

From here, we consider research into plurilingualism, specifically that which focusses on the coexistence of languages within the plurilingual brain and how these languages connect.

In Chapter 3, we focus on our pedagogical framework. Once again, we begin this chapter by outlining the operation definitions of terms that are used throughout this thesis and are key to Chapter 3. Our pedagogical framework is presented following a three-layered interrelated instructional framework, consisting of three main elements: approach, design and procedures (Richard & Rogers, 2014). In addition, we draw on the IPA five-dimensional instructional framework (IPA-5DIF), one of the outcomes of the wider research project of which this study forms part (Corcoll, Mitchell-Smith & González-Davies, forthcoming; González Davies 2020; González Davies & Soler, forthcoming; González Davies & Wilson, forthcoming). The five dimensions are developed from the three-layer instructional framework: approach, design, procedures (Richard and Rogers, 2014)<sup>4</sup>, which are independent and interconnected.

Chapter 3, deals with the first two layers of the three-layered instructional framework: approach and design. To do so, we consider the theories and pedagogical approaches that contribute to

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<sup>4</sup> This correlation is illustrated in Chapter 3 in Table 4.

our pedagogical framework, namely, socioconstructivism, collaborative learning, humanistic learning and situated learning. From there, we discuss the main premises of IPA, dealing with concept-based instruction, reflective action-based learning and translanguistic conceptualization. Following this, we consider translanguaging from a pedagogical position before homing in specifically on TOLC.

The third element of Richard & Rogers' (2014) three-layered framework, procedure, is dealt with in Chapter 4, where we present out IPA-based didactic proposal. In this chapter, we first of all, present the design behind the didactic proposal, drawing on our pedagogical framework. The proposal is divided into three main didactic sequences:

1. Translation Skills & Strategies
2. Harry's World
3. The Intercultural Storytelling Blog

In Chapter 4, we provide a detailed step-by-step guide to each of the activities, tasks and projects found within the didactic proposal.

The aspects related to the design of our specific study are described in Chapter 5. We begin by presenting the research questions, hypothesis and objectives identified for the study. Then we contextualise our study, describing the participants involved. Following this, we discuss the variables and finally, we outline the method adopted for our study and the instruments designed for data collection. Finally, we discuss the ethical considerations deemed necessary for our study.

The results obtained from the instruments described in Chapter 5, are described and discussed in Chapter 6. The results are divided, first of all, according to the dimension to which they pertain:

- Students' performance in terms of ALL in terms of grammar, vocabulary and the four skills (listening, reading, speaking and writing);
- Students' performance in terms of the development of plurilingual competence;
- Students' performance and perceptions regarding the use of translation in AL classroom.

Following this initial division, the results are then organised according the research question they seek to answer. Lastly, when necessary, they are presented according to the nature of the data collected, that is to say, if it was quantitative or qualitative data.

Chapter 7 is concerned with bringing this thesis to an end and is, thus, divided into three parts. In the first part, the conclusions are presented in relation to the objectives of the research. The second part deals with the limitations encountered throughout the development of this research. The final part of Chapter 7, proposes future lines of research that have emerged from this thesis and could prove relevant to the plurilingual paradigm.

The bibliographical references used throughout this thesis are presented at the end. With regards to referencing, we have followed the style norms of American Psychological Association (APA) 7<sup>th</sup> edition. Any material that we consider complementary is included in the Appendix.

# 1. State of the Art

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## *Presentation*

The aim of the first chapter of this thesis is to provide readers with a detailed account of the state of the art regarding additional language (AL) education, especially with regards to Catalonia where our research is situated. For this reason, we have divided this section into two parts. In Part 1, we consider the plurilingual paradigm in AL teaching and learning. Throughout this part, we offer a historical overview of AL teaching and learning, taking a look at the changing role of the L1 throughout the last century. To do so, we provide a description of some of the most mainstream teaching methodologies, taking into account the arguments their advocates had for and also against condoning or involving the use of the students' L1(s).

In the second section of Part 1, we take a brief look at the research conducted into the use of the L1(s) in AL teaching, before bringing our attention specifically to translation. At this point, we consider in greater detail the role played by translation over the years as well as the research carried out on its use.

In Part 2 of this chapter, we focus on how languages co-exist in Catalonia and how this affects how they are learnt and taught. First, we consider the sociolinguistic dynamics of Catalonia, taking into account the official languages of the region as well as the other languages spoken here, due to immigration and globalisation. Following this, we home in on the Catalan education system, making reference to the immersion model it is built on, and its recommended methodology towards the teaching and learning of an AL, particularly with regards to secondary schools.

Finally, we will touch upon the new language model of the Catalan education system issued by the *Departament d'Ensenyament*, where a plurilingual approach to additional language learning (ALL) is favoured.

Part 1 - Historical Overview of the  
Use of L1 & Translation in AL  
Teaching and Learning



## 1.1. The Plurilingual Paradigm in Additional Language Teaching and Learning

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For much of the 20th century, professional discussion, debate and research within ELT has assumed that English is best taught and learned without the use of the students' own language(s).

(Hall and Cook, 2013, abstract)

These words from Hall and Cook (2013) reiterate the question that has long been a common source of debate in language teaching and learning: should the L1 have a role in AL classrooms? Over the years educators and linguists have sought to answer it. In this section, we present a historical overview of the most influential approaches and methods to AL teaching, focusing especially on the role played by the students' L1 and translation.

The historical overview is presented in chronological order, beginning with a description of the Grammar-Translation Method and finishing with the plurilingual approaches in place nowadays.

### 1.1.1. The Grammar-Translation Method

The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that results from foreign language study.

(Richard & Rogers, 2014, p. 5)

These words, by Richard and Rogers (2014), situating Grammar Translation, refer to the fact that, for centuries, the focus of scholarship in Europe was the study of classical antiquity. Once classical Latin, the vehicle of learning, ceased to be a living language, the learning of Latin became a primary objective. Languages were not learned as tools to communicate but rather the main goal of language education was to make it possible for scholars to access texts written by the Greeks or Romans, and thus, there was a need to know how to read texts in Latin and Greek. Naturally, therefore, the focus was firmly on the written word.

The Grammar-Translation Method was, thus, a means of studying language based on the analysis and memorization of grammar rules and the translation of texts from the L1 into the AL or vice versa. As a consequence, the L1 was always “maintained as the reference system” (Stern 1983, p. 455) during the acquisition of the AL.

Furthermore, as its name suggests, the L1 and translation were common practices in vocabulary acquisition, as this was taught “through bilingual word lists, dictionary study, and memorization” (Richard & Rogers, 2014. p.6) in order to understand the text in question. Richard and Rogers (2014) provide the following description of the standard steps followed in a Grammar-Translation lesson:

1. The grammar rules required to understand the text were presented deductively. A syllabus was followed and texts were sequenced in such a way that grammar points were taught systematically and in a structured way;
2. The vocabulary required to understand the text was presented in a bilingual word list;
3. Translation exercises were carried out.

As well as playing an important role in the pedagogical activities and tasks carried out, the L1 was also the language of instruction and was used to present and explain new concepts. Students were encouraged to rely heavily on their L1 and draw comparisons between their L1 and the AL being taught. With regards translation, its use was very much form-focused. It was used for reading and writing purposes with little or no emphasis on oral communication. The texts selected for students to translate were artificial, in order to work on a particular grammar point or vocabulary set and, furthermore, they were presented with no context.

Due to its strong focus on written texts and analysis of grammar rules, along with its lack of focus on speaking or listening, the Grammar-Translation Method received much criticism. Not only were these criticisms heard from the hordes of students who had passed through its classes and who considered their experience of learning an AL to be a monotonous one, but also from experts in the field, some of whom were more forgiving than others. Rouse (as quoted in Kelly, 1969) claimed that the objective of the Grammar-Translation Method was “to know everything about something rather than the thing itself.” In other words, the Grammar-Translation Method taught students everything there was to know about the grammatical rules behind the AL rather than how to use the language itself.

The Grammar-Translation Method dominated AL teaching and learning for centuries. In fact, despite criticism, “in modified form it continues to be widely used in some parts of the world today” (Richard & Rogers, 2014, p. 6), and, therefore, the negative criticisms of this method can still be felt today, especially by those who speak out in favour of incorporating the L1 or translation into the AL class.

### 1.1.2. The Reform Movement (1940s-1950s)

The most influential academic reasons for abandoning translation were the ideas formulated at the end of the 19th century by the self-styled ‘Reform Movement,’ a group of phoneticians and linguists, who also has some experience of teaching.

(Cook, 2010, p. 4)

In reaction to the Grammar-Translation Method, what is known as the Reform Movement was born as an attempt to offer alternative approaches and methods to teaching and learning ALs. The movement was supported by linguists across Europe, for example, Sweet, Viëtor and Passy (Richard & Rogers, 2014) and reinforced by the founding of The International Phonetic Association, an association that sought to improve AL teaching. What is more, social changes – namely increased migration initially brought about by the two World Wars - occurring at that time welcomed such a change in focus of AL teaching, as there became an increasing need for people to communicate with one another in different languages. A shift had come about in that language learners were no longer solely interested learning a new language in order to access its literature and acquire intellectual knowledge, but rather their goal was to be able to use the language for communication purposes.

According to Hall & Cook (2012, p. 275), the academics behind the Reform Movement “drew upon research in phonetics and psychology to vigorously oppose the grammar translation”. Where the Grammar-Translation Method had always placed its emphasis on written language, favouring reading and writing above listening or speaking, the Reform Movement, and its subsequent approaches and methods, looked for “a greater emphasis on spoken language, fluency and connected texts.” (Hall & Cook, 2012, p. 275) Pronunciation was taken into account in AL teaching and grammar was taught inductively rather than deductively, as had been the case in the Grammar-Translation Method. Literary texts began to give way to

dialogues and conversational texts and new concepts were taught “through establishing associations within the target language rather than by establishing associations with the native language” (Richard and Rogers, 2014, p.9). The main principles advocated by the “reformers” lay in that:

1. The spoken language is primary and this should be reflected in oral-based methodology;
2. The findings of phonetics should be applied to teaching and to teacher training;
3. Learners should hear the language first, before seeing it in written form;
4. Words should be presented in sentences, and sentence should be practices in meaningful contexts and not be taught as isolated disconnected inductively;
5. Translation should be avoided, although the native language could be used in order to explain new words or to check comprehension

(Richard & Rogers, 2014, p. 10).

The principles presented by the Reform Movement were in opposition to those of the Grammar-Translation Method. It presented a shift in importance from the written word to the spoken word and reconsidered how grammar should be taught (inductively rather than deductively). Teacher and learners’ roles also came under question, and there was a shift in focus from accuracy to fluency. However, the Reform Movement presented no outright opposition to the use of translation or L1 (Cook, 2010). For example, Henry Sweet, one of the lead reformists in Britain, backed the use of translation as a way of teaching vocabulary (Hall & Cook, 2013, p. 275).

The Berlitz Method was the first method to emphatically oppose the use of the students’ L1 in the AL class. One of the main principles of the method, stated on a number of its franchise’s websites<sup>5</sup> and by Hall and Cook (2012, p. 275) is as follows:

The Berlitz Method excludes any use of the student’s native language in either the classroom or in the student’s review materials. By totally immersing the student in the new language, we can most closely simulate the real-life situations in which he or she will be using the language, and eliminate the cumbersome process of introducing a concept first in the student’s language and then in the target language.

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<sup>5</sup> <https://www.berlitz.es/en/our-instructors>

The success of the Berlitz method meant that it soon became a model for other institutions and marked the way for monolingual AL teaching. The nature of the classes (for example, students spoke a wide variety of languages, teachers were monolingual native speakers) made anything other than monolingual teaching virtually impossible. Meanwhile, the first of its commandment-style guidelines for teachers, states “never translate: demonstrate” (Richard & Rogers, 2014, p. 12), emphatically accentuating its total rejection of translation and L1 use.

The pedagogical value of translation – other than a tool for teachers to ensure understanding – was clearly dismissed. This active dismissal would lead to “strict monolingualism in the target language” being considered the most appropriate and effective way to teach (Pintado, 2018, p. 2). As a consequence, “monolingual teaching” (Widdowson, 2003, p. 149) was favoured over bilingual teaching and the path was laid for perhaps the most predominant method of the era, the Direct Method. The Direct Method focused mainly on oral communication, new concepts were introduced orally and vocabulary was explained via demonstration and gestures rather than using – or resorting to - translation. The L1 was no longer the vehicle language in the classroom, as classes were carried out solely in the AL. Advocates of the Direct Method aimed to imitate “the way that children learn their first language, emphasizing the avoidance of translation and the direct use of the foreign language as the medium of instruction in all situations” (Yu, 2000, p. 176). Classrooms became monolingual spaces under the belief that languages were stored in different compartments in the brain and should, therefore, be kept separate to avoid negative interferences.

The Direct Method gained a great following, due, perhaps, to its success in language academies and led to the creation of many other approaches and methods setting off from a monolingual premise. The majority of approaches and methods to emerge during what has become to be known as the “methods era,” including, the Audiolingual Method, the Oral Approach and Situational Language Teaching, although not explicitly opposed to translation or the use of L1, were in themselves monolingual approaches and/or methods and, thus, the use of translation or L1 were not even considered. These particular approaches relied on drills and dialogues and the vehicle language of the class was, at all times, the target language.

Language learners’ needs had changed and these approaches and methods sought to react to this change and fulfill these new needs. No longer were languages learnt in order to access the literature of the target language, as was the case in more traditional, Grammar-Translation-

based teaching, but rather, language had become a tool for communication. However, the goal of language teaching seemed to be “to prepare students to communicate in monolingual environments and to emulate as far as possible the use of the new language by its native speakers” (Hall & Cook, 2013, p. 276). The fact that many language learners would go on to use their language in multilingual environments was not considered. As such, the development of skills that are required, and even valued, in such environments, for example, code-switching and translation, was not given any importance (Hall & Cook, 2012). Furthermore, while adopting a firm position against the practices of Grammar-Translation, some of the characteristics of this method were still visible. Cook (2010, p. 22) stresses that “teaching was nevertheless still structured by an attention to form, and a conception of the languages as a set of grammar rules to be learnt,” with the exception that classes were now carried out in the target language.

Curiously, although the use of students’ L1(s) or translation was banned, discouraged or simply ignored, there was, in fact, a growing interest in the L1 and its effects on the AL being learned. As Hall and Cook (2012, p. 276) claim, “knowledge of learners’ own language and its relation to the new language was therefore present in the background of monolingual teaching, even when not allowed in the foreground”.

That said, the research into the students’ L1(s), although of interest, was engrained in reformist ideas and, thus, biased towards monolingual teaching approaches. As a result, the main focus of research was to identify those situations in which students fell back on their L1, in order to propose possible ways in which this could be avoided, both to ensure maximum exposure to the target language and avoid cases of negative transfer from the L1. The concept of transfer came into relevance and linguists adopted analysis from behaviourism in that linguistic competence was considered to be a series of habits (Odlin, 1989). Consequently, “native language influence was thus the influence of old habits, some potentially helpful, some potentially harmful” (p. 15) to the learning of a new language. The relevance of contrastive analysis (Lado, 1957) was also brought into question, which led to the assumption that if the errors committed in the AL were provoked by L1 interference, then the way to overcome these errors was to remove the L1(s) from the AL classroom, and, thus keep the languages compartmentalized in the brain (Cook, V. 2006).

### 1.1.3. The 1960s- 1980s and their Effect on Additional Language Teaching

The 1960s brought about many changes to language learning studies, namely through the groundbreaking theories of Chomsky and Lenneberg, who sought to understand the process of learning a language, be it an L1 or AL. First of all, Chomsky introduced the theory of Universal Grammar, referring to the inborn ability of children to acquire language and understand grammar. According to this theory, each individual is born with the ability to learn a language, due to the fact that we are born with a hypothetical tool he called the Language Acquisition Device. Chomsky argued that the Language Acquisition Device was hard-wired to the brain and held the fundamental rules for language, thus helping us learn language. Universal Grammar means that humans have an innate predisposition to learn and use them.

Furthermore, we find Lenneberg's 1967 Critical Period Hypothesis, which claimed that language is instinctive to humans, but with the condition that it must be acquired or learnt before the age of puberty. From puberty, our capacity to learn languages decreases. Evidence for this hypothesis lies in the case of feral children who, having not come into contact with language during this "critical period", have not been able to fully acquire language to the extent of children not brought up in linguistic isolation. That said, this "evidence was based on the relearning of impaired L1 skills, rather than the learning of a second language under normal circumstances (Abello-Contesse, 2008, p. 170). Current research, however, make reference to multiple critical periods or sensitive periods. The "critical period" coined by Lenneberg is between the ages of 2 and 13 and implies a somewhat abrupt end, beyond which language would never fully be acquired.

However, other authors including Bee Chin & Wigglesworth, (2007) claim that the cut-off point is by no means so strict and, while some continue to argue that pre-pubescent children are capable of applying strategies that allow them to be more effective language learners than their adult counterparts, other factors, aside from neurological ones, also play a part in a language learners ability to learn. According to Bee Chin & Wigglesworth (2007, p. 12-13) such factors include "aptitude, attitude, identity and motivation". Here, attitude and motivation are key, especially if we consider whether the language learner is learning the language in a formal or natural context. For example, the motivation of an adult learner learning a language in order to secure a good job may result in him or her advancing much faster than a primary school pupil

learning English at school. Furthermore, older learners tend to have specific characteristics that can facilitate language learning for example, a greater learning and analytical capacity, pragmatic skills and deeper knowledge of the real world as well as the functioning of their own L1(s) (Celaya, 2012 p. 6, see also Celaya & Navés, 2009; Muñoz, 2006). The superior cognitive maturity of older learners can give them an advantage on younger learners when we consider aspects such as syntax or skills and strategies related to literacy (Cummins & Swain, 1986). On the contrary, some features of language learning are more difficult for adults to acquire, such as oral fluency of pronunciation due to the fact that “these appear to be among the least cognitively demanding aspects of L1 and L2 proficiency” (Muñoz, 2006, p. 8). What is more, the “saturation” effect as well as reduced hours dedicated to learning in an adult’s life is considerably less compared to that of a child.

Towards the end of the 1960s and the 1970s, the Humanistic Approach and its subsequent methods emerged seeking alternatives to grammar-based approaches. Among these were the Silent Way, introduced by Gattegno, Suggestopedia, developed by Lozanov, Neurolinguistic Programming developed by Bandler and Grinder, or Curran’s Community Language Learning. Once again, L1 use and translation were not encouraged. Supporters of The Total Physical Response Method, developed by Asher, for example, emphasized the importance of conveying meaning, and claimed it ought to be done so through the use of gestures, actions and imperatives which required a physical response from learners rather than translation.

The 1970s saw the revolutionary series of hypotheses set out by Krashen on second language acquisition. These five hypotheses had implications for language learning which resonate nowadays. Comprehensible input must be presented as often as possible, and whatever can aid comprehension should be used. Reading and listening are the main points of focus in the classroom, speaking, on the other hand, is allowed to develop with time and not forced. A relaxed classroom climate is essential in ensuring that the affective filter is kept low, allowing students to focus on meaningful communication as opposed to focussing on form.

The five hypotheses of Krashen are the following (Richard & Rogers, 2014):

1. **The Acquisition-Learning hypothesis:** In the Acquisition-Learning hypothesis, Krashen distinguishes between acquisition and learning in that acquisition is when language is subconsciously picked up, whereas learning is a conscious process that involves aspects such as error correction or explicit instruction. Acquisition refers to



the naturalistic way in which a child acquires their first language, while learning refers to a non-naturalistic process.

2. **The Monitor hypothesis:** The Monitor hypothesis refers to when the acquired language system initiates an utterance and the learning systems acts as a monitor, by calling on previously learnt knowledge, to check the utterance for errors and correct them. This can only take place, however, if the learner is provided with enough time to select and apply a learnt rule, if the learner is focussing on form rather than fluency and, lastly, if the learner has knowledge of the rule.
3. **The Natural Order hypothesis:** In this hypothesis, Krashen claims that learners acquire aspects of language in what can be considered a predictable order and that this is case for both first and second language acquisition. According to the Natural Order hypothesis, similar errors occur in learners even if they do not share the same L1, because errors represent naturalistic development processes.
4. **The Input hypothesis:** This hypothesis makes reference to the connection between the input a learner receives, that is to say, the language they are exposed to and the learner's acquisition of that language. It refers to acquisition of language rather than the learning of language and insists that language is acquired best if the input is comprehensible, that is to say, just beyond their current level,  $i+1$ . The Input hypothesis emphasizes that learners are not taught to speak fluently, but rather this fluency appears over time as the learner develops linguistic competence due to understanding input.
5. **The Affective Filter hypothesis:** Krashen claims that the attitude or state of mind of the learner can be viewed as an adjustable filter that can allow for input to pass and allow for acquisition, or alternatively, block such input. He refers to low affective filters and high affective filters, the former being desirable as it deters less input necessary for acquisition. Research into second language acquisition has identified three types of attitudinal variables: motivation, self-confidence and anxiety. In general, learners with higher motivation, self-confidence and self-image tend to achieve better results. On the other, high levels of personal and classroom anxiety are hindering to second language acquisition.

From these hypotheses, the Natural Method was born (Krashen & Terrell, 1983), drawing also on the Direct Method. The principles of the Natural Method, as its name would suggest, are considered to comply with the principals of naturalistic language learning, drawing on how young children acquire their L1(s). In line with Krashen's hypotheses (presented above), the Natural Method placed great emphasis on the need for high input or exposure to the language

being learnt, and comprehension was the main priority. Language was understood as a means of communication and, thus, it was considered that grammatical structures should not be dealt with explicitly neither by the teacher nor the student.

The 1970s also witnessed the development of more communicative approaches for example communicative language teaching which set off from the development of second language acquisition as well as communicative competence (Hymes, 1972) and put emphasis on interaction as both a means to an end as well as the end goal in itself in language learning. Both the Natural Method and communicative language teaching, prioritized meaning over form and fluency over accuracy. Language was, above all, about communication and, for that reason, focus on form was only to contribute in order to communicate, not as a point of interest on its own grounds (Cook, 2010). The effects these developments had on the use of L1 and translation were considerable. Evidently, the student's L1 had no place in the AL class, given that the target language remained the language of instruction. Furthermore, due to the fact that, until then, the use of translation had been considered a decontextualised classroom activity solely focused on form, meant that this practice was actively dismissed.

#### 1.1.4. Reconsidering L1 and Translation

As mentioned previously, most research into the use of the students' L1 before and during the 1990s often took off from a reformist perspective and was therefore biased regarding the incorporation of L1(s) into the AL classroom (Cook, 2010). In most cases, research was aimed at detecting the situations in which students would use their L1. In order to propose ways in which this could be avoided and students could be exposed as much as possible to the AL. However, there were exceptions to the rule, including research from Dodson (1967) in which he presented his bilingual method. Other examples of research comparing bilingual and monolingual techniques – finding the former to be more advantageous - were carried out by Sastri (1970) and Walatara (1973).

Research tended to focus, however, on comparing monolingual and bilingual teaching methods (Butzkamm & Caldwell, 2009), or on observing general L1(s) use, rather than focus on the specific use of translation or code-switching as ways of incorporating the L1(s) (Corcoll, 2013; González Davies, 2018, 2020). It tended to focus on how L1(s) were used in the AL classroom- especially by teachers, rather than how it *could* be used.

The 1980s, however, saw a possible breakthrough in the conciliation of the approaches and methods deemed most appropriate for teaching and learning languages, due, mainly, to their monolingual nature and the use of the students' L1(s), in particular by means of translation (Cook, 2010; Pintado, 2018). On the one hand, from the field of translation studies, this breakthrough came about due to the recognition that there was a need to explicitly distinguish the difference between the act of professional translating and the types of translation that could be found in AL teaching. Authors such as Delisle (1980), Cordero (1984), Lavault (1985) and Duff (1989) were pinnacle in this development. Cordero (1984, p. 352), for example, spoke out in defense, but insisted that:

Much of the controversy of the place of translation in second language acquisition has been at cross-purposes, since the nature of translation is frequently misunderstood, and its function in the learning process not specified.

As a result of this statement, researchers and linguists began to consider how translation ought to be reintroduced into language teaching. Delisle and Lee-Jahnke (1998) considered didactic translation and pedagogical translation as synonyms and defined them as “a mode of translation practiced as an exercise for the purpose of learning a language” (p. 167). While on its own, this definition may seem fairly obvious and could quite easily apply to Grammar-Translation-style teaching, the fact that researchers were, once again, discussing the prospect of using translation in the language class marked “an intellectual and empirical turning point for ushering in a deliberate and thoughtfully argued return of translation into the FL classroom” (Pintado, 2018, p.5).

On the other hand, the birth of New Transfer in the 1990s demonstrated a growing acceptance that the students' L1(s) play a significant role in the acquisition of an AL, facilitated by the development of Cummins' groundbreaking Interdependence Hypothesis (1979b, 1984, 2008) which claims that, despite external or 'surface' differences between languages, under the surface there are commonalities that can and are transferred when learning new languages, shattering notions of languages being stored nearly in separate compartments in the brain. He refers to this as a Common Underlying Proficiency. The Interdependence Hypothesis makes visible the notion that L1(s) knowledge can be transferred from the L1(s) to the AL in the process of acquisition, given that learners also receive the necessary exposure to the AL in question and sufficient motivation to learn it (Cummins, 1986, p. 20). This is especially the

case when that knowledge is related to academic uses. If the L1 has been developed considerably before exposure to the AL, children will possess linguistic knowledge and language skills that are highly useful in developing the same knowledge and skills in the AL. Auerbach (1993, p. 7) states that “starting with the L1 provides a sense of security and validates the learners’ lived experiences, allowing them to express themselves.” This reflection is also in line with Cummins’ Literacy Threshold, in which he says the learner should have a high degree of literacy in L1(s) in order for the Interdependence Hypothesis to be applied effectively (Cummins, 1979a).

Alongside the Interdependence Hypothesis, Cummins (1979b, 1984, 2008) identified two different types of language interaction: Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS, or conversational language, referring to syntax and the language required and manifested in successful social interaction in the AL. On the other hand, CALP, or academic language, is necessary as it deals with high-order thinking skills such as the ability to analyze, create and evaluate, or in Baker’s (2011, p. 175) words “deeper, subtle language skills of meanings and creative composition.” Cummins argues that before they can master CALP, students must have first been given the adequate time and exposure to the language to develop BICS. The development of these skills takes approximately two years for BICS and around five years for CALP. Later, in 2000, he would rephrase BICS and CALP as Conversational Language Proficiency and Academic Language Proficiency and claimed that one of the reasons for failure among language learners is that they are expected to develop CALP before they have had the opportunity to sufficiently develop BICS.

Cummins’ theories raised awareness on the valuable resource being wasted by ignoring the potential role of the L1(s) in the learning of an additional language. Thus, although pedagogical translation had already gained attention, it could be argued that Cummins’ theories were key in re-sparking interest and acceptance of the L1(s) and translation in AL learning.

#### **1.1.1.1. Alternating Language Approaches and Methods**

In his paper “Using the First Language in the Classroom”, V. Cook (2006, p. 402-423) presents examples of alternating language approaches and methods that have been put into use in

bilingual communities. These approaches and methods consist of two languages – an L1 of the students and an AL – which are intentionally used alongside one another.

- a. **The Key School Two-way Model:** this model teaches two languages (V. Cook takes English and Spanish as an example) at different times of the day. That is to say, classes are taught through one language in the morning and in another language in the afternoon.
- b. **The Alternative Days Approach:** this model is based on teaching the subjects of the standard curriculum in different languages on alternate days.
- c. **Dual Language Programs:** the minority and majority languages are used in these programmes to teach the school curriculum. As the children get older the percentage of time dedicated to each of these languages is altered.
- d. **Reciprocal Language Teaching:** students learn each other's languages on alternating occasions in groups or pairs.
- e. **Two-Way Immersion Model:** this model involves periods of instruction in each of the languages in question. During these periods, only one language is used.
- f. **Bilingual texts:** the use of bilingual texts reduces the time need to look up vocabulary and can allow for contrastive analysis as grammatical structures and structural differences between languages can be seen.
- g. **Language Tandem Learning:** where authentic communication takes place between two speakers of different languages, in which the native language of one member of the pair is the AL being learnt by the other.

Nonetheless, although these alternating language methods take into account that students do not arrive as blank slates with no L1(s), they still have the tendency to compartmentalize language. V. Cook (2006) claims that this is also the case for immersion education in which there is alternation between the language of the school and the language of the world outside the school (for example, Italian schools in Catalonia). A common aspect of these approaches is that the two languages are not used in unison, but rather alternated between given the time of day, day of the week, or teacher in question. In this sense, it could be argued that they take off from the monolingual perception of bilingual and/or plurilingual individual as two/several monolinguals in the one brain. Although these alternating language approaches recognise both languages (something that should not be underrated), the role of the student's L1(s) in learning the L2 is not acknowledged nor is it taken advantage of as a resource in acquiring the AL. To some extent, the same can be argued for teaching through immersion given that the language

being learnt in school is not the same as the language students experience outside the school and no connections are actively established.

#### 1.1.1.2. Coexisting Languages in Bilingual Education

With this in mind, V. Cook (2006, p. 412) details those bilingual methods that, rather than keep the two languages in question psychically separate from each other, actively, sought to create an environment in which the students' L1(s) and the AL could coexist. These are:

- a. **New Concurrent Method:** In the New Concurrent Method designed by Jacobson in 1981, both languages coexist and the teacher is given the freedom use either as the language of instruction depending on the situation, for example, when the concept in question is particularly important, to capture a student's attention when he/she gets distracted or when a student ought to receive positive or negative feedback. The use of code-switching is acknowledged as a natural phenomenon that teachers are encouraged to exploit. Students are encouraged to view themselves as true L2 users, comfortable in the two languages.

According to Jacobson (1990, p. 5), the languages involved in a bilingual programme are separated according to the following four criteria:

- **Topic:** languages may be switched between depending upon the content or academic subject in question. This can be done in a way that is content-free, that is to say, academic content is allocated randomly to one language or another. Alternatively, this can also be done in a content-sensitive way, so that teachers can decided what language would be more appropriate for the content at hand.
- **Person:** this requires the presence of two teachers in the classroom, each of whom communicates with the students in one of the two languages of the classroom. This encourages students to switch languages when addressing a particular teacher.
- **Time:** this criterion is reminiscent of the Alternate Language Approaches, in that it implies the use of a schedule which indicates the use of different languages in different moments of the day or different days of the week.
- **Physical location:** the space used to conduct the class dictates the language to be used. Students associate the language they are to use with the classroom they are in.

However, Jacobson (1990) also refers to the artificiality of such criteria, given that in real life situation, the concept of topic, person, time or physical location are never so easily controlled. Instead, the two languages may be used concurrently, in the following way:

- The teacher may switch freely between one language and another, in a single sentence or between sentences, mirroring what occurs naturally in informal settings;
- The teacher alternates consistently between the two languages saying everything twice;
- The teacher offers a preview of a school unit in one language and then teaches it to a greater depth in the other language;
- The switching between codes only occurs when the teacher can justify it, it is teacher-initiated at all times;
- The switching between codes is consciously incorporated into the lesson, in reaction to cues that the teacher seeks to address.

b. **Community language learning:** Community language learning (Curran, 1976; Richard & Rogers, 2014) draws on the counseling-learning theory in order to teach languages where the teacher adopts the role of the counselor and the students the role of the clients. Students talk to each other in the AL via the mediation of the L1. Students present a message in the L1, which the teacher translates into the AL. The student addresses a fellow student by repeating the message, this time in the AL. As students progress, they are able to rely less on the translations into their L1, as they depend more on “overhears” (the messages produced by other members of the class). Here, the L1 is imperative as it is considered “the vehicle for giving L2 meaning in whole sentences” (Cook, V., 2006, p. 412).

c. **Dodson’s Bilingual Method:** In this method, teachers read a sentence in the AL aloud several times and provide its meaning in the L1. The next step involves imitation by students who repeat the sentence, first as a whole group and then individually. In order to ensure understanding, the teacher says the sentence in the L1, using a visual prop, and students give the correct answer in the AL. In this case, the L1 is used to help students understand the meaning of the input in the AL. The two languages are not compared, and translation is used solely to convey meaning.

These approaches and methods were indeed designed in order to take advantage of the L1(s) of the students in order to develop their AL. However, it is important to note that these approaches and methods, are all designed to cater to groups where a common L1 is shared between the students and it is this L1 that is explored and used to develop a common AL. With regards to translation, its use is purely to convey meaning and is teacher-initiated. Activities based on interactive translation or code-switching in authentic contexts are not used.

### **1.1.1.3. The Plurilingual Turn: From Bilingual to Plurilingual Learning**

Butzkamm and Caldwell (2009) coined the term Bilingual Reform, not to enter the *which-language-should-be-spoken-in-the-AL-class* debate, but rather to raise awareness on the, perhaps, quite obvious, fact that our L1(s) cannot be unlearned, and, thus, “lays the foundations for all other languages we might want to learn” (p. 13). L1(s), they stress, should not be considered a hindrance but rather a valuable tool – “the most valuable resource [...] that a talking child brings to the classroom” (p.13).

But these authors, in contrast to the aforementioned bilingual approaches and methods, breach the subject of multilingual classes, that is to say, classes where a common language is not shared. In 2009, the panorama painted by these authors seemed painfully bleak, as they speak of it being a case of “sink or swim” referring to the fact that “the school does nothing to help children from minority groups. The children only, not the teachers, have to adjust” (p. 229).

Developments related to society and education are two key interrelated factors. With regards to society, in a 2008 census, it was estimated that around 10 million Europeans of working age (20-64 years old) had moved elsewhere in Europe to live and work (European Commission, 2008). The Eurostat report (European Commission, 2018) showed that number to have increased by 2.5% in a decade, meaning that 4% of European citizens of working age were living and working in another member state. Of course, these figures only represent those migrating within Europe, without taking into account those individuals immigrating to Europe from Asian, Latin American or African countries. “The democratic evolution of societies and the impact of migration [...] are two phenomenon that provide a great cultural, religious and, obviously, linguistic diversity. This fact turns cities and states into authentic mosaics of languages and cultures.” (Pereña, 2016, p. 7. Own translation). This ‘super-diversity’ (Vertovec, 2007), brought about by huge-scale levels of immigration and migration, along with



the increasing acknowledgement and use of world and minority languages has innately caused for language behaviour policies to be questioned (Cenoz & Gorter, 2013; Conteh & Meier, 2014; González Davies, 2012a, 2014; Sugranyes & González Davies, 2014, 2020b) in order to react to these social changes:

Increasingly, members of societies, including learners in classrooms, have – and develop – diverse language repertoires, which people use to ‘actively construct their own patterns of language use, ethnicity, and social identity’ often in ‘strong contradiction to the fixed patterns and the reified ethnicities attributed’ to them.

(Conteh & Meier, 2014, p. 2)

Policy makers, thus, have been encouraged to address the need for competent plurilingual speakers capable of executing plurilingual skills within pluricultural contexts given, which has resulted in a *turn* in language education. The *plurilingual turn* (discussed by González Davies, 2018) goes beyond the aforementioned bilingual approaches in language teaching and learning in that it “underlines a connected view of learning processes that fosters interaction between languages and cultures” (p. 1). Conteh and Meier (2014) use the term *multilingual turn* in reference to how “multilingual identities and competences can be valued in schools” (p. 1), while Carreres et al. (2017) specifically refer to the use of translation and suggest the use of the term *translation turn*, referring to the use of translation as a way of learning languages.

Here, a stark comparison with the bilingual approaches and methods, mentioned in previous section, can be drawn. As stated previously, those approaches and methods actively included the students’ common L1 in the AL class (where the AL was also a shared one). The plurilingual turn acknowledges the fact that students in classrooms nowadays do not necessarily share a common L1, or if they do, this L1 may not be shared with the teacher, or the community outside the school walls. Moreover, students may have more than one L1.

Furthermore, there have been growing “tensions between diversity and inclusion in mainstream educational provision in relation to language diversity” (Conteh & Meier, 2014, p. 2). As a natural knock on effect of the abovementioned increased migration, classrooms are home to more and more plurilingual students with diverse and distinct linguistic repertoires. However, these students and their linguistic background are often considered an obstacle rather than a beneficial resource. In fact, according to the Organisation for Economic Co-operation and

Development (OECD) (2003) “First Results from PISA 2003: Executive Summary”, alongside socio-economic status, language was one of the biggest factors influencing academic achievement. The multilingual turn (Conteh & Meier, 2014, p. 1) drawing on such worrying facts, concerns itself with “how, through multilingualism, social cohesion and justice for all can be promoted.”

The Council of Europe developed the “Platform of Resources and References for Plurilingual and Intercultural Education” in 2018, designed for teachers, head teachers and teacher trainers, as well as textbook publishing houses and policy makers responsible for designing and analyzing the curricula. According to this platform, plurilingual and intercultural education encompasses all languages and cultures, that is to say, those actively promoted at school, those not actively taught but recognized at school, and those that are neither taught nor recognized, but that are very much present in schools.

The key principles behind this platform are based on:

- recognising linguistic and cultural diversity;
- addressing everybody’s right to make use of their different languages as a means of communication;
- addressing all learners’ rights to experience language and develop a command of them, be it the vehicle language of the school, their own L1(s), AL(s) as well as the cultural aspects related to these languages;
- ensuring the “centrality of human dialogue, which depends essentially on languages. The experience of otherness through languages and the cultures they carry is the precondition (necessary but not sufficient) for intercultural understanding and mutual acceptance” (Council of Europe, 2020).

Elsewhere, the CEFRL (Council of Europe, 2001) was key in recognizing the need to promote plurilingualism, in light of the plurilingual and pluricultural nature of Europe. Furthermore, the CEFRL’s *Companion Volume* (Council of Europe, 2018) explicitly details descriptors for plurilingual competence, in doing so, rejecting the notion of language compartmentalization, instead adopting a Cummins-style perspective and acknowledging the interrelation and interconnection of languages in the brain as well as affirming that, in the brain, languages and cultures are not strictly stored in distinct mental compartments (Council of Europe, 2001; 2018, p. 157). With regards to the 2018 *Companion Volume*, one of the key processes considered

essential in the activation of communicative language competence, along with reception, production and interaction, is mediation. As examples of mediation activities, the CEFRL; makes explicit reference to interpretation and translation activities. Specifically, in Catalonia, where our research takes place, the *Departament d'Ensenyament* has published a new language framework entitled, *The language model of the Catalan education system. Language learning and use in a multilingual and multicultural educational environment* (2018). We will discuss this model in greater detail in Part Two of this chapter, but it is important, at this stage, to acknowledge its existence as it is an example of the effects of the plurilingual turn on education systems and policy makers.

The importance of adopting a plurilingual approach in language education is discussed by many authors, including Cenoz & Gorter (2013), Meier (2014) and Pintado (2018), but, perhaps, most explicitly by Esteve and González Davies (2016; see also Corcoll, 2019; Esteve et al., 2017; González Davies, 2018, 2020; Sugranyes, 2017) who present a framework for an Integrated Plurilingual Approach (IPA). The IPA draws on the plurilingual and pluricultural nature of language classrooms nowadays to promote efficient language allowing for the development of plurilingual and pluricultural competences and the incorporation of L1 and translation. The IPA will be examined to a deeper degree in our theoretical framework.

## **1.2. Features of Plurilingual Speech**

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Researchers, linguists and teachers working within the plurilingual paradigm argue in favour of incorporating the students' L1(s) – via the incorporation of features of plurilingual speech – stating a number of clear benefits that can be achieved by doing so. These features of plurilingual speech are naturally-occurring features that, although typically frowned upon in AL education, are features that plurilingual speakers use day in day out:

Code and language-switching, calques, bilingual jokes, etc. form part and parcel of bilingual speakers' interactions – it's fun, it's motivating, it encourages questioning the ins and outs of the languages and cultures involved, it can be used to communicate and build bridges.

(González Davies, 2007)

Although other terms such as code-meshing, code-mixing, code-changing or languaging are used frequently in the literature on plurilingualism, for the purpose of this thesis, we have focused on the following four features of plurilingual speech (Figure 1).

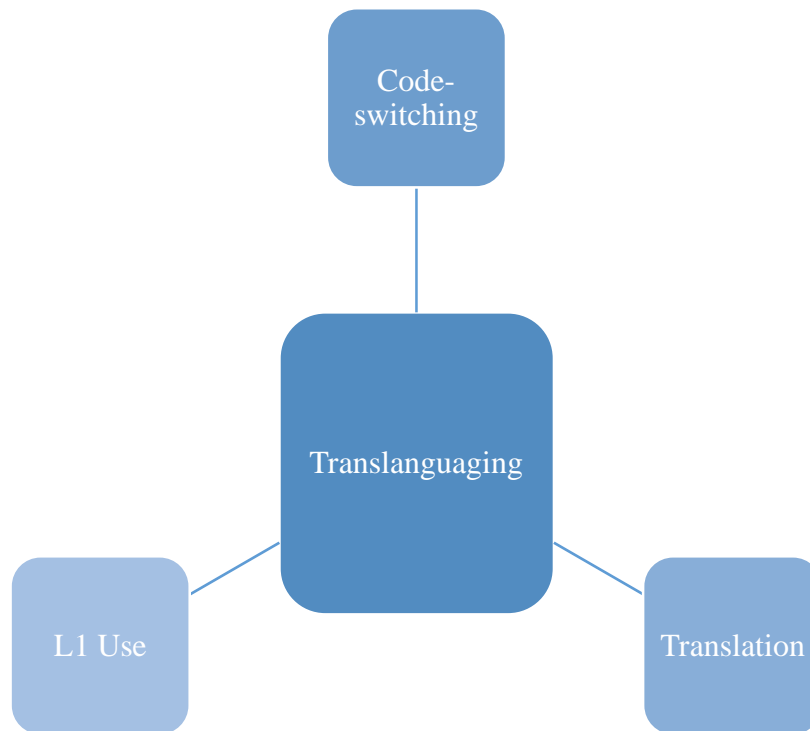


Figure 1 Features of Plurilingual Speech

Pedagogically speaking, García (2009b, p. 44) claims that translanguaging “goes beyond code switching and translation because it refers to the process by which bilingual students perform bilingually in the myriad multimodal ways of classrooms.” Nonetheless, in the IPA, code-switching and translation are two examples, among others, of naturally-occurring practices of bilinguals and plurilinguals that can be used to incorporate translanguaging into AL classroom practices in a hands-on way.

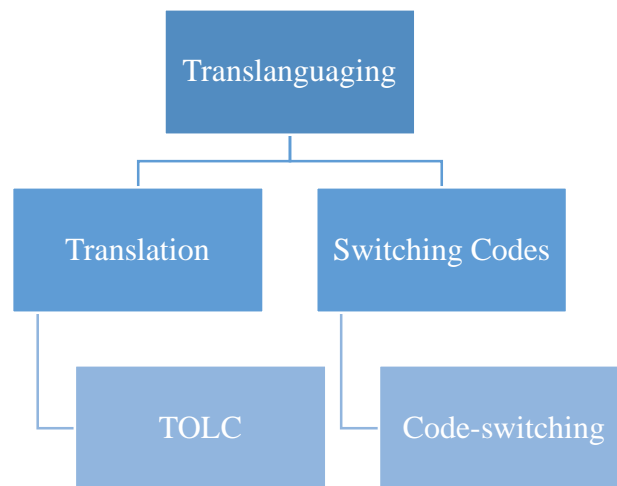


Figure 2 Types of Translanguaging Based on Corcoll (2013)

### 1.2.1. Code-switching and L1 Use

Corcoll (2013) (see also Corcoll & González Davies, 2016) justifies the classification of switching codes and translation under the global term of translanguaging in that switching codes involves at least two languages, as is true for translation. However, in the case of translation, a source language(s) and a target language(s) and the same message is conveyed in all the languages involved, which cannot be said for switching codes. In the case of code-switching, different messages are transmitted alternatively rather than repeated between the languages (González Davies, 2014; Corcoll & González Davies, 2016).

Poplack (2001) describes code-switching as the switching of languages by bilinguals between two or more languages in a single discourse. It does not imply a change in topic nor a change in interlocutor and it can take place regardless of the level of linguistic structure. Code-switching can be intrasentential or intersentential, that is to say, the speaker inserts words from L<sub>x</sub> into a sentence in L<sub>y</sub>, or the speaker says a sentence in L<sub>x</sub> followed by a sentence in L<sub>y</sub> before return to L<sub>x</sub>.

Code-switching is a means of communication by bilinguals and plurilinguals. It is a skill that speakers of more than one language can put into practice when they share the same languages. V. Cook (1999) highlights the ability to code-switch as one of the biggest distinctions between how monolingual individuals and bilingual and plurilingual individuals use language in that it can only take place when both participants of a language exchange share the same languages and are aware of this. V. Cook (1999, p. 193) describes this as “the most obvious achievement

of the multicompetent user that monolingual speakers cannot duplicate, as they have no language to switch into. It shows the intricate links between the two language systems in multi-competence: in the mind, the L1 is not insulated from the L2". Code-switching is a helpful resource that can serve to resolve communication problems that may occur.

However, code-switching (and translation) has also been viewed throughout the years as an easy way out. The results of tiredness or laziness on the behalf of the speaker, or in other case, a lack of willingness or motivation to improve their weaker language (Butzkamm & Caldwell, 2009, p. 223). Bee Chin and Wigglesworth (2007, p. 120) reiterate this and claim that "despite the fact that code-switching has been accepted as a natural and systematic aspect of bilingualism by sociolinguists for many years, there is a tendency for the general public to still view it negatively."

Within a classroom setting, Macaro (2001, p. 545) defines code-switching as a strategy for communication and learning. Ferguson (2009), however, outlines two different uses of code-switching in the AL class. On the one hand, he refers to the use of code-switching in the construction and transmission of knowledge, and, on the other hand, the use of code-switching for classroom management.

#### **1.2.1.1. Pedagogically Based Code-switching**

Corcoll (2013, 2019; see also Corcoll & González Davies, 2016), alternatively, refers to what she coined as Pedagogically Based Code-switching (PBCS) as code-switching on an informed level as opposed to using switching codes spontaneously in a non-informed way. In this sense, PBCS is a use of code-switching that is actively encouraged by the teacher. Classroom practices involving code-switching are incorporated explicitly into the AL classroom.

Here, we can see a distinction between what can be considered PBCS and what can be considered non-informed code-switching. Corcoll (2013) suggests non-informed scenarios are those situations in which the students and teacher share an L1 and it is used for two main purposes. The first of these would be for classroom management, that is to say, when the teacher wants to organise the class for a group-work activity, or when students organise themselves within groups when partaking in collaborative activities. The second purpose for which the L1 may be used would refer to issues of a socioaffective nature. Examples of which include when

teachers who share the L1(s) of their students switch to the L1(s) to tell their students a joke, offer them support, comfort them or share their doubts or difficulties. In this sense, its use is spontaneous and occurs in reaction to the socioaffective or organisational needs of the class.

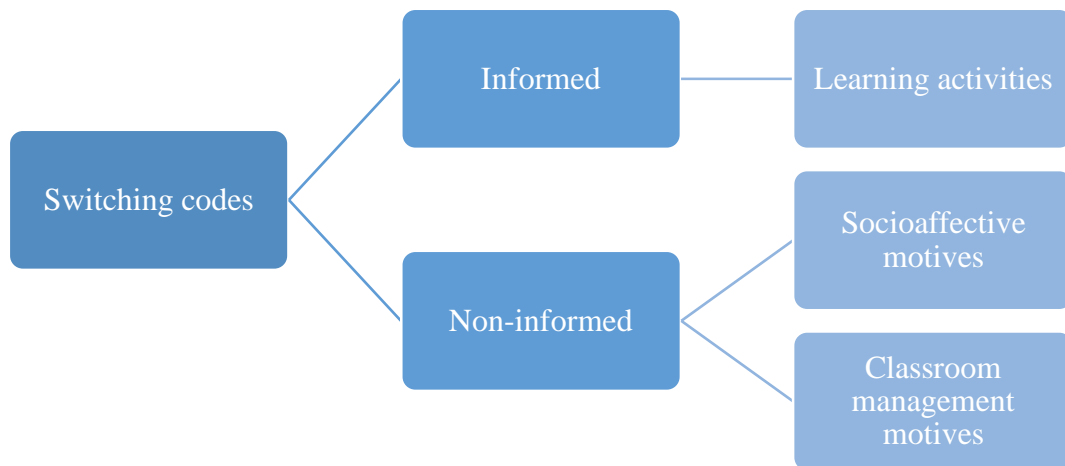


Figure 3 Switching codes based on Corcoll (2013)

### 1.2.2. Translation

Harris (2017) presents a scale to measure the level of translation competence that an individual can develop depending on the context in which they acquire the competence, as well as their individual goals.

At one end of the scale (section 1.2.2), Harris (2017) refers to Natural Translators, a group which consists of those individuals who translate despite having had no formal training. Instead, natural translators use their intuition in order to translate, rather than formal strategies or rules. Following this, the author refers to Native Translators, referring to those individuals who have developed translation skills in informal contexts through observation. These types of translators refer, for example, to what occurs within immigrant families where children adopt the role of the family translator for older generations. In such cases, children have not received any form of translation training, yet are required to express adult issues or concepts in the other language<sup>6</sup>.

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<sup>6</sup> <https://www.abc.net.au/news/2017-08-10/when-kids-translate-for-their-migrant-parents/8767820>

On the other hand, Expert Translators, are those individuals who have received formal training but are lacking in experience in the translation industry, while Professional Translators are those people who translate for a living. In this case, they may have received formal training or, alternatively, they are advanced native translators. We consider how González Davies (2020a) relates this scale to Translation in Other Learning Contexts (TOLC) in section 3.5.1.

#### **1.2.2.1. Advocating for Translation in AL Teaching**

Cook (2010) coined the acronym TILT from Translation in Learning Teaching and argues that language learners should consider translation “a major aim and means of language learning, and a major measure of success” (p. xv). He argues in favour of TILT in that it possesses pedagogical benefits for teachers and learners alike acting as both a “stimulus and aid in the cognitively-demanding task of acquiring a new language” (p. xvi). Furthermore, he considers it, quite simply, a favourable and highly-required skill for language learners, stating that “an ability to translate is part of everyday bilingual language use - in personal, professional, and public life, and is needed by all learners, not just translation specialists” (p. xx).

Leonardi (2010) draws on Delisle (1980), Cordero (1984), Lavault (1985) in that she refers to translation in the language class as pedagogical translation. She reaffirms the distinction of between pedagogical translation and translation pedagogy in that pedagogical translation is the use translation in ALL contexts whereas translation pedagogy refers to the training to become a translator. Drawing on Cook, Leonardi (2010) argues in favour of translation being considered a fifth skill in language learning that can support, benefit from and complement the other four language skills, listening, reading, speaking, writing. This notion was also supported by Carreres (2014) and Carreres et al. (2017). Elsewhere, Laviosa (2014) refers to holistic pedagogic translation and proposes an approach for both language teaching and translation studies. The approach is based on an ecological view of language teaching, drawing on sociocultural theory.

The notion of translation as both a means to an end and as an end in itself is explored by Cook (2010), Leonardi (2010) as well as Carreres (2014) and Carreres et al. (2017). These authors claim that translation in language learning ought to be considered taking into account two main aspects. Firstly, the effectiveness of translation in aiding the learning of a language (that is, as a means to an end), as well as its important role as a fundamental skill for all language learners



rather than only those who are training to become professional translators, that is, as an end in itself.

#### **1.2.2.2. Translation for Other Learning Contexts**

The distinction between translation for language learning and training for professional translators has been addressed by González Davies (2012a, 2012b, 2014, 2018, 2020a, 2020b see also Corcoll & González Davies, 2016, Esteve & González Davies, 2016; González Davies & Wilson, forthcoming; Sugranyes & González Davies, 2014, Wilson & González Davies, 2016) in the development of her theoretical framework for TOLC. She refers to the use of translation in educational contexts aside from translation studies and stems from “a reflection on how to best relate educational objectives and learning strategies with translation competence” (González Davies, 2014, p. 13). Goes beyond pedagogical translation and TILT in that, as well as drawing on pedagogy, linguistics and education psychology, TOLC also relies on aspects from the field of translation studies.

We elaborate further on TOLC and consider how it can be incorporated into the AL class in our pedagogical framework in Chapter 4. Following this, we present an IPA-based didactic proposal drawing on TOLC in Chapter 5.

### **1.3. Research into Features of Plurilingual Speech in Additional Language Learning**

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Naturally, as this plurilingual paradigm has gained momentum, researchers and teachers alike have spoken out in support of making the AL classroom a truly plurilingual environment where features of plurilingual speech are actively encouraged and incorporated, be it L1 use (Butzkamm & Caldwell, 2009; Cook, V., 2001; Cook & Wei, 2016; Hall & Cook, 2012; 2013), code-switching (Corcoll, 2019; Corcoll & González Davies, 2016; Macaro, 2001, 2009), translanguaging (Canagarajah, 2011; García, 2009a, 2009b, 2012) or translation. With regards to translation, its supporters have also argued in favour of it making a comeback to the AL classroom (Carreres, 2014; Carreres et al., 2017; Cook, 2010; Corcoll & González Davies, 2016; Corcoll et al., (forthcoming); Cummins, 2008; González Davies, 2002, 2007, 2012a, 2014, 2018, 2020; González Davies & Soler, (forthcoming); González Davies & Wilson (forthcoming); House, 2009; Kerr, 2014; La Rocca, 2012; Laviosa & González Davies (2020);

Leonardi, 2010; Pintado, 2018; Sugranyes & González Davies, 2015; Sugranyes, 2017; Wilson & González Davies, 2016). We begin this section by briefly considering research into L1 use, but then we focus our efforts more profoundly on translation, given that this is the basis of our research.

### 1.3.1. Research into L1 Use and Code-switching

The potential effect of using the students' L1(s) and/or code-switching in the ALL process has been investigated by numerous researchers. We have organized the research in the following way:

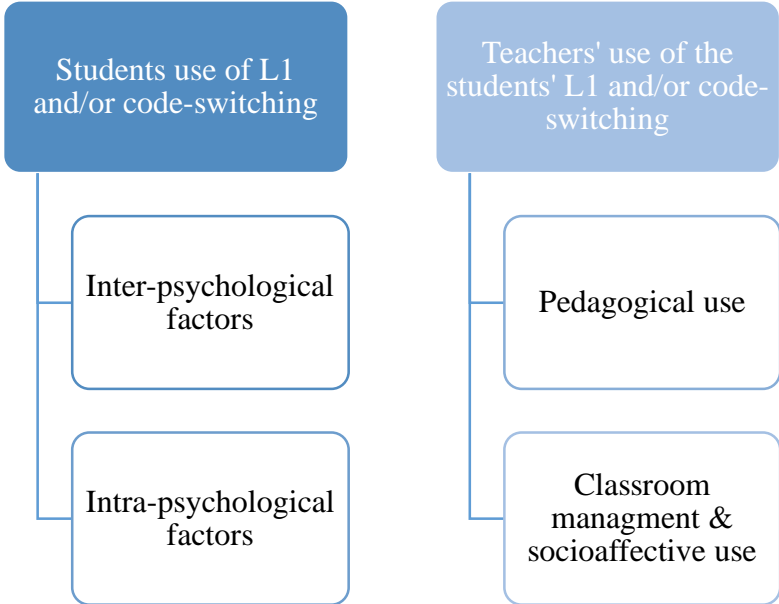


Figure 4 Research into the use of L1 and code-switching

#### 1.3.1.1. Students' Use of L1 and/or Code-switching

The idea that development occurs on two different levels is the basis upon which socioconstructivism is built (Vygostky, 1978). The first of these refers to the social or inter-psychological level. That is to say, via interaction with others. Once development occurs on this level, it can then ensue on an individual or intra-psychological level. That is to say, in within the learner themselves.

### *1.3.1.1.1. Inter-psychological Factors*

Firstly, the L1 serves an important social function. The use of L1(s) and/or code-switching has been found to contribute to creating a social setting in which students can work together and share their visions on the task in question (Celaya, 2004; Caballero & Celaya, 2019), by establishing intersubjectivity (Antón & DiCamilla, 1998). In this case, the L1(s) is involved in “developing a shared perspective on the task, setting goals, and negotiating a positive co-operative tone of the activity (Storch & Aldosari, 2010, p. 255).

Furthermore, students have been found to favour the use of their L1(s) for task management, finding it particularly useful in order to establish a shared understanding of the requirements of the task in order to successfully carry it out effectively (Hall & Cook, 2012; Storch & Wigglesworth (2012); Storch & Aldosari, 2010; Wilson, 2011). Using L1 for task management was defined as instances “where L1 was used in the turn to clarify instructions, recruit attention, comment on the quality of the work produced, choose the topic [...], and negotiate or direct the [...] activity (Storch & Aldosari, 2010, p. 361). Elsewhere, this use of the L1(s) has been referred to as “moving the task along” (Swain & Lapkin, 2000).

Other socioaffective uses of students’ L1(s) include instances when students use their L1(s) to provide peers with scaffolded help as well as maintain an interest in the task:

By means of the L1 the students enlist and maintain each other’s interest in the task throughout its performance, develop strategies for making the task manageable, maintain their focus on the goal of the task, foreground important elements of the task, discuss what needs to be done to solve specific problems, and explicate and build on each other’s partial solutions to specific problems throughout the task.

(Antón & DiCamilla, 1998, p. 255)

Moreover, with regards to mixed-ability classes, it has been recorded that more capable students use their L1(s) in order to help their less capable peers (Hall & Cook, 2012).

Talk unrelated to the task, elsewhere referred to as “off task” (Swain & Lapkin, 2000) or “off topic” (Guk & Kellog, 2007) talk, has been found to be a common use of L1 in the AL

classroom. Students – in environments where there are common L1(s) – develop relationships with peers through their L1(s) (Hall & Cook, 2012) which is used for communication among students (Celaya, 2004).

Finally, it has been considered that when allowed to carry out code-switching, students turn their classroom into a bilingual space. “Code-switching strategies similar to non-classroom patterns may be found only if the conditions are right – that is, if learners feel comfortable using both the L1 and the L2 in the classroom – and envisioning the foreign-language classroom as a bilingual space gives them opportunities to behave as fluent bilinguals do” (Liebscher & Dailey-O’Cain, 2005, p. 520).

From the above, we can establish that students rely on their L1, for example by means of code-switching, in collaborative scenarios. The interaction between peers would appear to require or encourage students to use their L1(s).

#### ***1.3.1.1.2. Intra-psychological Factors***

We referred to task management under the inter-psychological factors in collaborative work. However, regarding intra-psychological factors, students have also expressed the role of their L1 in task management, that is, in preparing themselves for the task or activity to be carried out, before attempting it in the AL (Storch & Aldosari, 2010; Wilson, 2011).

Research has shown that students rely on their L1(s) when tackling tasks that are particularly cognitively demanding (Antón & DiCamilla, 1998; Guk & Kellogg, 2007; González Davies, 2014). Students rely on their L1(s) to negotiate aspects of grammar or to deliberate over vocabulary (Swain & Lapkin, 2000; Storch & Aldosari 2010; González Davies, 2014)) leading, at times, to deeper processing of vocabulary (Macaro, 2009). In keeping with this, teachers’ views suggest that students use the L1(s) in order to compare and contrast aspects of grammar present in their L1(s) and/or the AL or vocabulary via the use of bilingual dictionaries (Hall & Cook, 2012; Wilson, 2011).

Moreover, according to research into teachers’ perceptions on students’ L1(s) use, students use their L1(s) when thinking out loud or thinking in silence (Wilson, 2011). It is also used for ‘languaging’ (Swain, 2006) or externalizing inner speech, that is “speech directed to oneself in

order to direct and organize one's mental activity" (Swain & Lapkin, 2000, 255), during cognitively challenging activities.

Finally, it has been recorded that students value the use of their L1(s) as it allows them to establish connections between new knowledge learnt or acquired in the AL and previous knowledge learnt or acquired in the AL. Thus, the learning of the AL results an easier task. Furthermore, students "felt that the use of the L1(s) acknowledged the value of their prior knowledge" (Storch & Aldosari, 2010, p. 356).

From the above, we can establish that, as well as collaborative situations in which students are required to interact with others, the L1(s) seems to have a supportive role for students in internal cognitive and metacognitive processes carried out when they are faced with new and challenging knowledge.

#### **1.3.1.2. Teachers' Use of the Students' L1 or Code-switching**

The research around L1(s) use and code-switching tends to focus on when and for what reasons teachers resort to the students' L1(s). However, an important difference is that where the aim of research was to establish when and for what reasons the L1 was being used in order to find possible ways to avoid it, the focus on recent research has been on identifying when and for reasons it is used in order to promote its use as a potential learning strategy.

##### ***1.3.1.2.1. Pedagogical Use***

L1(s) for ensuring comprehension has been found to be some of the main uses that teachers make of their students' L1(s) (Celaya, 2004; Hall & Cook, 2012; Wilson, 2011), by means of explaining tricky vocabulary or comparing grammar points - those with an equivalent in the L1(s) as well as those with no equivalent (Hall & Cook, 2012; Wilson, 2011).

Fostering language awareness has also been highlighted by teachers as a use of the L1(s), by means of carrying out activities that build on this awareness or by engaging in discussions with students regarding their learning strategies (Hall & Cook, 2012). Discussions between teachers and students in which students reflect on study skills or the students' particular needs are also often carried out in the L1 (Hall & Cook, 2012).

Finally, PBCS (Corcoll, 2013), in which code-switching is not employed as a teaching or learning strategy but rather, teachers (and students) make explicit use of code-switching in learning activities (Corcoll, 2013; Corcoll & González Davies, 2016).

#### ***1.3.1.2.2. Classroom Management and Socioaffective Use***

Research into teachers' use of the students' L1 has shown that another such use is for classroom management or maintaining discipline (Hall & Cook, 2012; Wilson, 2011). On the other hand, others claim to use the students' L1 to develop a positive atmosphere in the classroom and a good rapport with students (Corcoll, 2013; Hall & Cook, 2012).

### **1.3.2. Research into Translation in the Additional Language Class**

As previously mentioned, research into translation and its use in the AL class was scarce for much time, "from the 1900s until very recently there has been virtually no discussion of it in the mainstream language-teaching literature" (Cook, 2010, p. 21). It was not deemed necessary to back up arguments against the use of translation with empirical research, it was simply ignored. However, it has been stated that publications on the use of translation in the teaching of AL have increased to a significant degree since the 1980s and are, primarily, examples of classroom-based research (González Davies, 2002, Hall & Cook, 2014; Pym, Malmkjær & Gutiérrez-Colón Plana, 2013). With regards to empirical research on the use of translation in AL teaching and learning, in stark contrast to the post-grammar-translation period, recent interest on translation has been focused on highlighting its strengths and the positive contributions it can bring to the plurilingual AL classroom.

In the following pages, we will outline some of the findings from research carried out into the use of translation in additional language learning. These are organised in the following way:

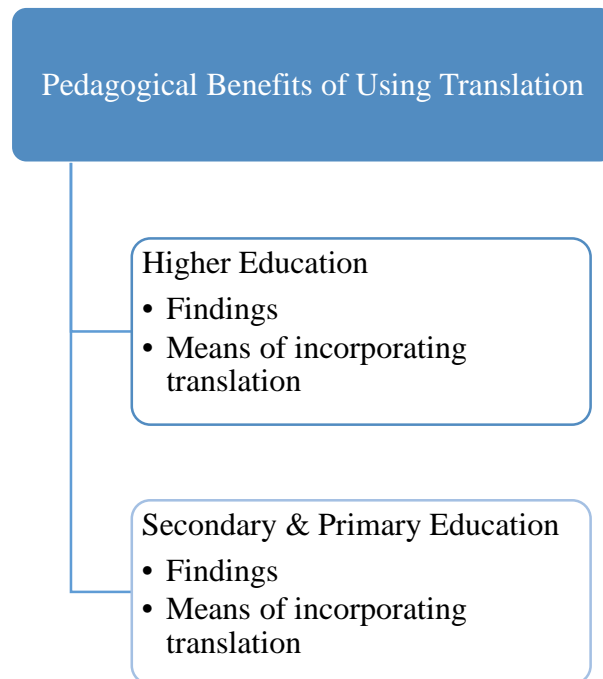


Figure 5 Research into the use of translation

### 1.3.2.1. Pedagogical Value of Translation

In this section, we present some examples of research that has been carried out into the use translation in the AL classroom. The examples we have selected go beyond considering for what reasons students use translation, and focus on the pedagogical advantages that working with translation can bring about. We have divided the research according to learning context, that is to say, whether it was carried out with students at university level or school students (primary and secondary).

#### 1.3.2.1.1. Translation in Higher Education

It would seem that the research into the use of translation in AL classrooms has, thus far, been primarily carried out with more advanced learners. Research on the topic carried out with university students certainly appears to outweigh research carried out with school students (here, we refer to both primary and secondary school). We can deduce, at this stage, that this has to do with the assumption that translation is, indeed, an advanced practice only suitable for more advanced learners. Or, this may be to do with regulations set out by individual schools and/or education departments and the difficulties that can come about when working with schools, for example consent.

In order to ensure the following lines are as reader friendly as possible, we have organised the examples below according to, first of all, the main findings of the research, then, when possible, the means by which translation was incorporated.

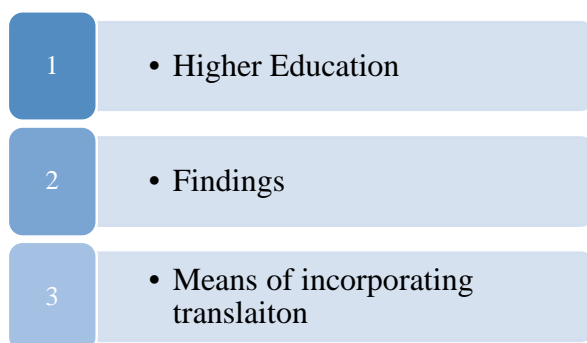


Figure 6 Organisation of research in Higher Education

Reviewing the research into translation in the AL at university level, we have been able to categorise the findings. The categories identified and developed below are the following:

- Improved language learning
- Improved language awareness & control
- Improved intercultural competence and cultural awareness
- Increased motivation
- Opportunities for collaborative work
- Plurilingual competence

### Improved Language Learning

Despite arguments (albeit not necessarily backed up by research) that the use of translation can be a hindrance to ALL, research carried out since 2000 suggests that translation can, in fact, favour AL language learning (Cahmann, 2005; González Davies, 2014; González Davies & Scott-Tennent, 2009; Prieto Arranz, 2002; Van Dyke, 2009; Whyatt, 2009).

**Audiovisual translation (AVT):** AVT has evolved considerably in recent times due to the fact that audiovisual material has become so present in our daily lives and, thus, in the AL classroom too (Incalcaterra McLoughlin & Lertola, 2014; Talaván, 2019; Lertola, 2018). This has invited



researchers to investigate the contribution to AL teaching and learning provided by AVT in its varying modes. The possible applications of AVT are dealt with in section 4.5.2.5.

The use of subtitling has been found to improve students ALL, in particular, vocabulary acquisition (Lertola, 2012) The use of reverse-subtitling has also been found to foster listening comprehension skills (Incalcaterra McLoughlin and Lertola, 2014), listening and writing skills (Talaván, 2010; Talaván, Lertola & Costal, 2016; Talaván & Rodríguez Arancón, 2014) as well as oral production (Talaván & Rodríguez-Arancón, 2018).

**Explicit translation activities:** Several aspects of language learning have been found to be enhanced by incorporating translation in different ways. The following examples of research were not explicit in the type of translation activity carried out and thus, we have categorised them as General Translation Activities. Students' language skills were observed as having improved by Whyatt (2009) whose research considered the effects of using with two groups of Polish English Foreign Language university-level students. 50% of the participating students were MA students while the remaining 50% were second-year BA students. The research included a language acquisition questionnaire prior to carrying out a translation task and, once having completed the translation, a follow-up questionnaire designed to measure their attitude towards the translation task

González Davies (2014) developed the results of her and Scott Tennent's 2009 study carried out with student teachers. The initial results are detailed above, but further results drawn showed that the incorporation of translation as a learning strategy may prove beneficial to the improvement of AL, if it is presented explicitly. Furthermore, students were using more ALL strategies like paraphrasing in order to find appropriate translations, and translation strategies like domestication or foreignisation were considered helpful in "unblocking communication in AL" (González Davies, 2014, p. 25).

More specifically, accuracy and appropriateness have been found to improve among advanced learners via the incorporation of translation activities in which students are encouraged to focus on practices such as L1 mirroring, reformulation and functional translation back into the L2 (Zhang & Pang, 2014).

**Liaison interpretation:** The use of translation via liaison interpretation has been found to foster students' AL in Priot Arranz's 2002 study in which students took part in communicative translation and interpretation activities which brought them face-to-face with real-world situations. The study was carried out with a group of students in their fourth years of English Philology and consisted of a preparatory session and a main session in which students took on the role of interpreters for two interlocutors who did not speak each other's language. The interpreting session was recorded and analysed and the results obtained showed positive outcomes. It was also found to contribute to enhancing language learning in by Cahnmann in his 2005 study, in which students participated in liaison interpreting for and with one another, in simulations based on real-life situations in which one would be required to interpret.

**Sight translation:** Elsewhere, it has been argued that the speed at which the AL can be learned can increase via the incorporation of sight translation, as was the case in Van Dyke's 2009 research. Her sight translation method consists of six stages, each dealing with a different strategy. This teaching method led to the conclusion that "students who have learned to translate the meaning and not the form of a text will not need an explicit translation for every new word or expression they encounter, and will themselves be capable of making the connection between the concept they already know and the new vocabulary, based on the communication context.

**Word-by-word translations:** Syntactical skills have been found to improve via the use of word-by word translations. Märlein (2009) carried out this research with a group of English-speaking students studying German in their first year of higher education. Participants completed three tasks in which they had to 1) carry out a literal translation of a text from German into English; 2) read a literal translation of a text in German into English 3) read a word-by-word translation in English of a German text and focus on specific grammatical aspects (Märlein, 2009, p. 144). In order to measure the effects on students' syntactical skills, a test was distributed before students carried out the activities and again once they had finished them. The results showed that identifying word order seemed to pose no great challenge for the participants, while they did show some problems when it came to recognizing and correcting erroneous structures, suggesting that by making the AL word order visible in students L1 could show an improvement of participants syntactical skills.

### Improved Language Awareness and Control

In addition to this, an increase in language awareness has been found to be one of the benefits of incorporating translation into the AL class (González Davies, 2012b; Prieto Arranz, 2002; Whyatt, 2009; Zhang & Pang, 2014).

Also, students have been found to voice their support in the use of translation tasks in the AL given that it allows them to consider the similarities and differences between the AL and their L1(s) (Prieto Arranz, 2002). Via translation tasks, students' attention can be drawn to the different constraints present in both the AL and the L1(s) as well as the specific linguistic peculiarities of different languages (Zhang & Pang, 2014). With regards to AVT, pragmatic awareness can be developed (Lopriore & Ceruit, 2015).

In addition, not only has language control been considered to be heightened by the incorporation of translation tasks (as detailed above), but also, students' awareness of language control has also been found to increase (Whyatt, 2009). The reason for such was that students believed it “engages their full cognitive potential, puts their bilingual knowledge to the test, raises their interlingual and intercultural awareness and helps them to organize the two linguistic systems within their single mind” (Whyatt, 2009, p. 200).

### Improved Intercultural Competence

In addition to linguistic peculiarities, the use of translation has been found to contribute positively towards the fostering of intercultural competence and cultural awareness. Translation tasks and activities can push students to being aware of the cultural aspects that go along with the AL being learned, or indeed, the students' L1 and foster intercultural language learning (González Davies, 2012a; Prieto Arranz, 2002; Van Dyke, 2009).

**Audiovisual translation (AVT):** Again, the incorporation of subtitling into the AL class has been used as means of fostering students intercultural awareness. This has been studied specifically focussing on the use of inter-lingual subtitles (Borghetti & Lertola, 2014; Incalcaterra McLoughlin, 2009).

**Contrastive analysis:** The use of contrastive analysis has been considered as a way of fostering intercultural competence. In their 2014 research, Sidiropoulou and Tsapaki (2014) suggest that the use of translation, by means of contrastive analysis of parallel data, can lead to enhanced intercultural competence in the AL classroom among advanced-level language learners.

**Liaison interpretation:** The use of liaison interpretation, as carried out by Prieto Arranz (2012), was found to push students towards being more aware of the cultural aspects that go along with the AL being learned, or indeed, their own L1.

**Literature:** Literature has been found to contribute to students' development of intercultural competence as well as their cultural awareness (González Davies, 2008, 2012a). González Davies' 2012 study was conducted in order to explore the ways in which the development of intercultural competence could be affected by incorporating the translation of children's literature through a project entitled the Catalan Picture Book Collection. Data were gathered from pre- and post-questionnaires regarding participants' perspectives on culture and intercultural competence, a written protocol carried out in groups, an individual written-report, a teacher's diary and a pre- and post-translation task.

Furthermore, the informed use of translation here also led to a change in the participants' attitudes and aptitudes towards their intercultural competence. Changes were observed in that they migrated from a "humanistic to an anthropological view of culture; from fronting cognitive ('Know') knowledge to stressing the importance of the more invisible behavioural ('Do) and moral ('Feel') knowledge and actions" (González Davies, 2012a, p. 174).

Elsewhere, the use of poetry translation has been found to allow students to reach a deeper understanding of their own culture as well as that of the AL, in addition to promoting creativity. Chan, (2009) considered the use of literary translation among undergraduate Chinese-speaking students of English in Hong Kong. Moreover, Gomes Wielewicki (2009) looked into the importance of introducing translation courses on language and literature courses. His rationale for doing so was his observation that students often resorted to translated versions of the literary texts being studied in class (Portuguese translations of English literary works) in order to ensure understanding. However, what they looked for was faithfully translated texts rather than "questioning the relationship between the source text and the translated text" (Gomes Wielewicki, 2009, p. 286).

**Sight translation:** Van Dyke (2009) argued that students communicative and intercultural competence could be enhanced via sight translation (see page 45).

### *Increased Motivation, Interest and Participation*

Students themselves have been found to favour the use of translation in their ALL classrooms. Research has found that students have expressed positive attitudes towards its use, claiming it is useful (Laviosa, 2014) and meaningful, contributing to their self-esteem (Prieto Arranz, 2012). Elsewhere, students have expressed feelings of heightened emotional involvement in the task as well as greater motivation (Incalcaterra McLoughlin & Lertola, 2014). Students also expressed the positive role of translation in putting them in contact with other cultures (Laviosa, 2014).

### *Opportunities for Collaborative Work*

Resourcing skills have been found to improve via the use of translation, which also allows for collaborative teamwork (González Davies, 2014, 2018, 2020a) enabling the participation of all members of the teams despite differing learning styles and competence levels. Talaván and Rodríguez Arancón (2014) found that via AVT, translation allowed for students to engage in a process that was both communicative and collaborative.

### *Plurilingual Competence*

Drawing on a multilingual approach, the research project, Pluritav, has as its main objective, the creation of a free online platform for:

The exploration and exploitation of the methodological possibilities that the implementation of the multilingual approach and the tools of different audiovisual translation modes can offer in the teaching of a foreign language and in the perfecting of mother tongues

(Marzà et al. 2018).

The online platform contains, at present, five didactic sequences based on AVT practices, e.g. dubbing, subtitling and audio descriptions, suitable for university students (for an example, see

Martínez Sierra et al, 2019). Pluritav takes off from the hypothesis that the field of AVT can provide approaches, concepts and tools that can contribute to refining students' L1, improving their AL, and also, the building on their plurilingual competence (Marzà et al. 2018).

### ***1.3.2.1.2. Translation in Secondary and Primary Education***

As aforementioned, the quantity of research carried out into the explicit use of translation in higher education considerably outweighs that carried out in other educational levels. We have, thus, grouped together the results of research from both secondary and primary education. In this case. The way we present the examples in this section, differs slightly from the previous section. This is due to the fact that it was more straight-forward and, thus, more reader-friendly to present the means by which translation was carried out, followed by the findings.

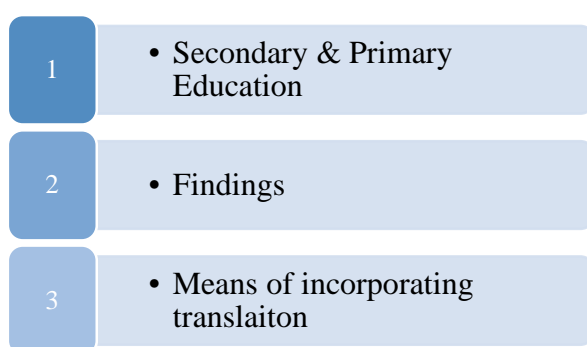


Figure 7 Organisation of research in Secondary and Primary Education

Reviewing the research into translation in the AL at secondary and primary-school level, we have been able to categorised the findings. The categories identified and developed below are the following:

- Improved language learning
- Improved intercultural and plurilingual competence
- Increased motivation, interest and participation
- Multilingual literacy
- Opportunities for collaborative work
- Plurilingual identity

### Improved Language Learning

The wider research project that this study forms part of, the EPILA project, was supported by the Spanish Ministry of Economy and Competitiveness under Grant Ref. EDU2012–38452, 2012–2015 and Grant Ref. FFI2015–63741-R (2016–19). The project explored the situated needs of teachers and learners in plurilingual educational contexts. It was carried out with the collaboration of the stakeholders in six primary and secondary high complexity schools in Barcelona where over 30 languages, that do not form part of the educational curriculum, are used by the students. An increase in marks was recorded for all three languages involved, English, Catalan and Spanish at primary (Celaya et al., 2019; González Davies, 2020b).

### Improved Intercultural and Plurilingual Competence

The research of Goitia & Sugranyes (2011) (see also Sugranyes & González Davies, 2014; Sugranyes, 2017) sought to explore the use of translation via children’s literature in the AL classroom as a way of fostering intercultural and plurilingual. The study was carried out by pupils in their last year of primary school (11 and 12 years old). Of a class of 19 pupils, 2 of them had been born in Spain, the remaining 17 had lived for varying lengths of time in Catalonia (from 1 to 10 years). Nine of the pupils spoke two or more languages at home in addition to Catalan and Spanish, namely, Urdu, Punjabi and Tagalog-Ilocano, while four pupils spoke one language at home that was not Catalan or Spanish, namely Arabic, Bengali or Chinese. The remaining pupils spoke Spanish at home. The results of the study showed increased marks across the three languages of the school (Catalan, Spanish and English), including those who spoke Spanish at home, demonstrating that learning an AL can be beneficial to the L1. Therefore, it could be concluded that both intercultural and plurilingual competence were contributed to via participation in the project.

The aforementioned government-funded project also found that working on informed plurilingual practices including translation contributed favourably to the development of plurilingual competence among primary-school pupils (González Davies, 2020b).

### *Increased Motivation, Interest and Participation*

Motivation towards language learning has been recorded in studies into translation use in primary education (Goita & Sugranyes, 2011; Sugranyes, 2017; Sugranyes & González Davies, 2014; González Davies 2020b). Furthermore, interest in the AL class at secondary level has also been observed (Ferreira Gaspar, 2009; González Davies & Soler, forthcoming). Ferreira Gaspar (2009) selected authentic texts from different sources, including children's books. Although the material selected was age appropriate and suitable for the language level of the students, cultural aspects did provoke some translation problems and thus, forced the students to engage in more 'mature' discussions about language and cultural references.

Furthermore, the incorporation of heritage languages into the AL class can be considered an excellent opportunity for newcomer students to be able to become more involved in the AL class and "demonstrate their expertise" (Sugranyes & González Davies, 2014, p. 6).

### *Multilingual Literacy*

Another result of using literature in the AL classroom for translation purposes is that it can foster multilingual literacy, even in the early years of schooling for plurilingual students and their monolingual peers alike (Hartman & Hélot, 2020; Hélot, 2011; Hélot, Sneddon & Daly, 2014). Hélot (2011) investigated the use of translation in children's literature and bilingual and multilingual books. The objective of this study was to promote the use of languages other than those of the school in literacy teaching. Literary translation here is considered "a form of intercultural experience, where the transfer from one language to another expresses different types of relationships between the two cultures involved (Hélot, 2011, p, 44). Students are faced with children's literature offering both exposure to cultural and linguistic diversity as well support for the cultural and linguistic competences of plurilingual learners in the class.

### *Opportunities for Collaborative Work*

With regards to collaborative learning, it was observed during the EPILA project (cited above) that collaborative work was a pivotal component in providing students with opportunities for active engagement of previous knowledge (González Davies, 2020b). The use of informed



plurilingual practices like translation allowed for the classroom to transform into a “translingual community space” (González Davies, 2020b, p. 21).

### *Plurilingual Identity*

The use of TOLC by means of language identity texts (see section 3.1) has been found to contribute to the development of plurilingual identity (Sugranyés, 2017). By incorporating primary-school pupils’ heritage languages into the language classroom, students were actively encouraged to develop within the classroom as plurilingual individuals.

## **1.4. Conclusions of the Chapter (Part 1)**

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The role of the students’ L1 and translation has long been a point of interest in the field of language teaching and learning. On the one hand, hardcore advocates of communicative approaches continue to favour monolingual classrooms aimed at providing students with the opportunity to gain monolingual native-speaker competence. On the other hand, such radical dismissal of the students’ L1, on the basis that it is not only useless, but also detrimental to ALL, fails to take into account the valuable resource available to all language learners, that is, their previous knowledge of language and their constant access to naturally-occurring plurilingual practices and is not based on research.

In recent years, however, researchers, linguists and educators have had to take into consideration the changing educational climates, brought about by social change. Classrooms are no longer monolingual environments, and AL classrooms are often home to a whole array of linguistic profiles that can and ought to be addressed by moving away from the monolingual methods and approaches that dominated AL teaching and learning for so long. Of course, a return to the Grammar Translation method is by no means desired. Quite the opposite. What is required is a move towards methods and approaches that actively establish connections between languages in an individual’s linguistic repertoire, that is to say, supporting ALL, not substituting it. Neuroscience also ratifies the connections between languages established in the brain, thus confirming the conclusions of early research and observation of good practices in the 1980s and, more intensively, after the 90s.

Specifically regarding translation, throughout this chapter, we have outlined its evolution within AL teaching and learning, from Grammar Translation to the Plurilingual Turn, considering the approach TOLC (2012a, 2012b, 2014, 2018, 2020a, 2020b see also Corcoll & González Davies, 2016, Esteve & González Davies, 2016; González Davies & Wilson, forthcoming; Sugranyes & González Davies, 2014, Wilson & González Davies, 2016). Following this, we outlined the main pedagogical uses of translation drawing on examples of research. The main pedagogical uses presented in this chapter are summarised as follows:

Pedagogical value	Main findings in Higher education	Main findings in Primary & secondary education
<i>Improved language learning by means of...</i>	<ul style="list-style-type: none"> <li>- AVT (Incalcaterra McLoughlin &amp; Lertola, 2014; Talaván, 2019; Lertola, 2018)</li> <li>- Explicit translation activities (Whyatt, 2009; González Davies, 2014; Zhang &amp; Pang, 2014)</li> <li>- Liaison interpretation (Prieto Arranz, 2002; Cahnmann, 2005), sight translation (Van Dyke, 2009)</li> <li>- Word-by-word translation (Märlein, 2009)</li> </ul>	<ul style="list-style-type: none"> <li>- Informed plurilingual practices at primary-school level (Celaya et al., 2019; González Davies, 2020b).</li> </ul>
<i>Improved language awareness &amp; control</i>	<ul style="list-style-type: none"> <li>- Increase language awareness (González Davies, 2012b)</li> <li>- Consider similarities and differences between languages (Prieto Arranz, 2002) and specific linguistic peculiarities of different languages (Zhang &amp; Pang, 2014)</li> <li>- Pragmatic awareness via AVT (Lopriore &amp; Ceruit, 2015)</li> <li>- Awareness of language control (Whyatt, 2009)</li> </ul>	
<i>Improved intercultural competence by means of...</i>	<ul style="list-style-type: none"> <li>- Interlingual subtitles (Borghetti &amp; Lertola, 2014; Incalcaterra McLoughlin, 2009)</li> <li>- Contrastive analysis (Sidiropoulou and Tsapaki, 2014)</li> <li>- Liaison interpretation (Prieto Arranz, 2002)</li> <li>- Literature (González Davies, 2008, 2012a; also, Gomes Wielewicki, 2009), including poetry translation (Chan, 2009)</li> </ul>	<ul style="list-style-type: none"> <li>- Children's literature (Sugranyes &amp; González Davies, 2014; Sugranyes, 2017)</li> </ul>
<i>Improved plurilingual competence by means of...</i>	<ul style="list-style-type: none"> <li>- The use of AVT practices under a multilingual approach (contributing also to improving the AL and L1) among university students (Marzà et al., 2018).</li> </ul>	<ul style="list-style-type: none"> <li>- Children's literature at primary level (Sugranyes &amp; González Davies, 2014; Sugranyes, 2017) and informed plurilingual practices at primary level (González Davies, 2020b).</li> </ul>
<i>Increased motivation, interest and participation by means of...</i>	<ul style="list-style-type: none"> <li>- Useful (Laviosa, 2014), meaningful tasks that contribute to self-esteem (Prieto Arranz, 2012).</li> <li>- AVT allowing for emotional involvement and increased motivation (Incalcaterra McLoughlin &amp; Lertola, 2014).</li> </ul>	<ul style="list-style-type: none"> <li>- Informed plurilingual practices at primary level (González Davies, 2020b), incorporating heritage languages Goita &amp; Sugranyes, 2011; Sugranyes, 2017; Sugranyes &amp; González Davies, 2014)</li> <li>- Informed plurilingual practices at secondary level (González Davies, &amp; Soler, forthcoming), making use of authentic texts (Ferreira Gaspar, 2009)</li> </ul>

Pedagogical value	Main findings in Higher education	Main findings in Primary & secondary education
<i>Multilingual literacy by means of...</i>		- Literary translation (Hartman & Hélot, 2020; Hélot, 2011; Hélot, Sneddon & Daly, 2014)
<i>Opportunities for collaborative work</i>	<ul style="list-style-type: none"> <li>- Collaborative teamwork can be included by fostering resourcing skills through translation (González Davies, 2014, 2018, 2020a)</li> <li>- AVT can allow for a collaborative and communicative process to take place (Talaván &amp; Rodríguez-Arancón, 2014)</li> </ul>	- Informed plurilingual practices lead to “translingual community space” (González Davies, 2020b, p.21)
<i>Plurilingual identity</i>		- By means of TOLC and language identity texts (Sugranyés, 2017)

Table 1 Examples of research into translation in the AL class - summary

## Part 2 – The Linguistic Panorama of Catalonia

## 1.5. Languages in Catalonia

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In this section, we intend to describe the linguistic reality of Catalonia, where our study is set. To begin with, we will consider the official languages of the region, following this we will look the non-official languages present, due to immigration, within the autonomous region and, in particular, its education system.

### 1.5.1. Official Languages

Spanish and Catalan are both official languages in Catalonia. The Spanish transition from a dictatorship to democracy (1975-1982) meant that Catalan was, once again, recognized as an official language of the autonomous region. The linguistic policy to follow, *La Llei de la Normativa Lingüística*, passed in 1983, was designed in order to recuperate and promote the use of Catalan among students pertaining to Spanish-speaking families, many of whom had emigrated to Catalonia during the 1960s, and called for all instruction to be carried out in Catalan, following an immersion approach.

Catalan was established as the vehicle language in both primary and secondary schools and Spanish was taught as a curricular subject (3 hours a week) with the objective that students would finish their compulsory education with a high domain of the two languages of the region. This is still the case. “*La Llei 12/2009, del 10 de juliol, d’educació, en el seu article 11 estableix en el punt primer que el català, com a llengua pròpia de Catalunya, és la llengua normalment emprada com a llengua vehicular i d’aprenentatge del sistema educatiu*” (*Parlament de Catalunya*, 2009, p. 2).

This meant that, by the end of the 1980s, most children in primary or secondary education in Catalonia spoke Spanish or Catalan. Sugranyes (2017, p. 46) refers to a “language shift” especially for those students who spoke Catalan at school but Spanish at home. Nowadays, (according to figures from the 2018 report from *Plataforma de la Llengua*), of a population of 7.496.276 people, 94,6% claim to understand Catalan while 80,4% claim to be able to speak the language.

### 1.5.2. Other Languages among the Population

We refer to two different data here. Taking into account the fact that the field work for this study was carried out during the academic year 2014-2015, for coherence purposes we have chosen to refer to official data obtained from that year. We also make reference the most up-to-date information we could access, that is 2018.

The past decade has seen an increase in immigration from other countries. Data from the most recent Linguistic Policy Report from the *Generalitat de Catalunya* (Government of Catalonia) show that in the year 2014 there were 1,290,628 immigrants registered in Catalonia (17.2% of the total population), by 2018, that number had increased to 1,380,720 (18.2% of the total population). In Barcelona, where our study is situated, the percentage of inhabitants born outside Catalonia and Spain was 16.3% in the year 2014-2015 and 26.3% in the year 2018-2019 (*Ajuntament de Barcelona*, 2015, 2019).

The immigrant group with the highest percentage of representation come from Morocco and accounted for 20.8% in 2015 and 19.6% in 2018 of the immigrant population, following this, the biggest populations are from Romania (9.1% in 2015 and 8.3% in 2018), China (5% in 2015 and 5.5% in 2018), Italy (4.7% in 2015 and 5.2% in 2017) and Pakistan (4.2% both years).

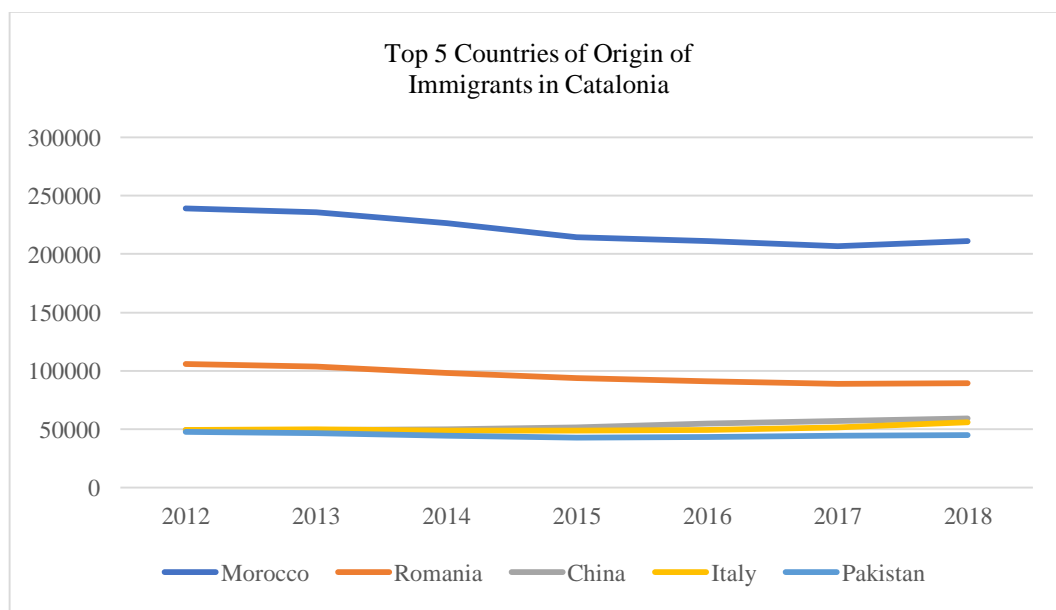


Figure 8 Country of origin of immigrants in Catalonia

If we consider the origin of these individuals according to continents, we can see that those arriving from other parts of the Africa make up the highest percentage of immigrants to Catalonia, followed by individuals from other member states of the European Union. The number of individuals arriving from Central America and the Caribbean has been rising steadily for the last five years. The number of individuals coming from South America diminished annually between 2012 and 2016 and has since then been on the rise.

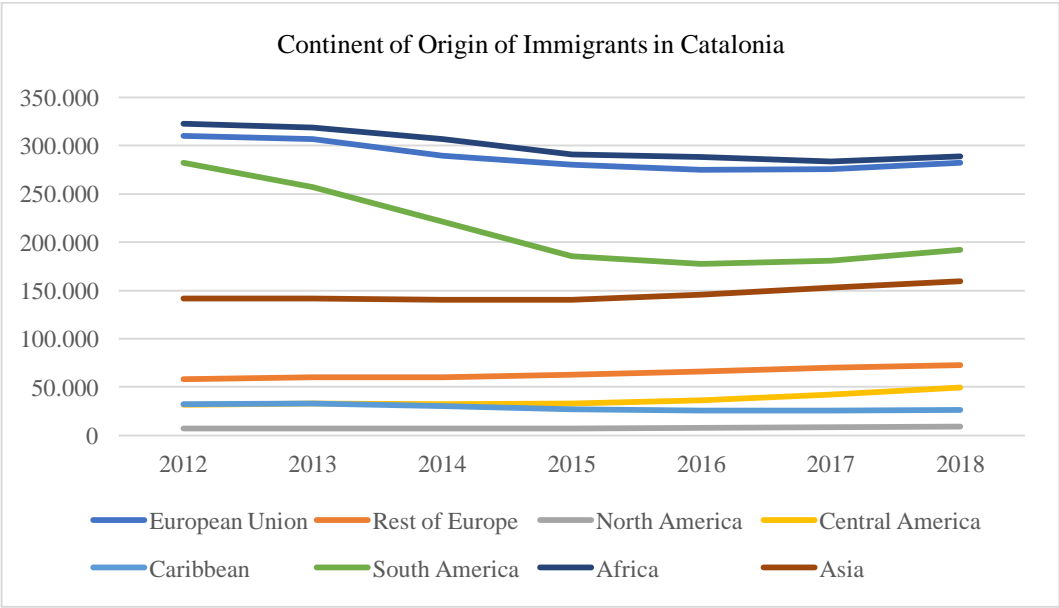


Figure 9 Continent of origin of immigrants in Catalonia

It can be seen that Catalonia is quite clearly no longer a bilingual community, but a multilingual one with a high level of linguistic diversity. The percentage of Spanish-speaking immigrants in Catalonia was 22.3% in 2015 and 22.1% in 2018, meaning, that the L1(s) of the remaining 88% of the immigrant population was a language other than Spanish or Catalan. However, the exact number of languages spoken in Catalonia is unknown. Several projects have been set up to try to determine this number including, *Les Llengües de Catalunya quants llengües s’hi parlen?*<sup>7</sup> a 2005 project from the University of Barcelona or *El Mapa de les llengües* by *Plataforma per la Llengua*<sup>8</sup> with the support of the *Generalitat de Catalunya*. With regards to the number of languages spoken in Barcelona, the research group *Grup d’Estudi de Llengües Amençades*<sup>9</sup> have carried out research in an attempt to establish how many languages are found in the

<sup>7</sup> <http://www.ub.edu/ling/expollengues/index.html>

<sup>8</sup> <http://mapadelesllengues.cat/mundi>

<sup>9</sup> <http://www.gela.cat/doku.php>



Catalan capital. Although not entirely accurate, the number of languages spoken in Catalonia estimated by *Plataforma per la Llengua* is approximately 270.

However, evidence of this linguistic diversity is not overtly seen in the society, if we consider what Landry and Bourhis (1997, p.25) coined as Linguistic Landscapes, and defined as:

The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combine to form the linguistic landscape of a given territory, region or urban agglomeration.

This definition was developed further Shohamy and Gorter (2009, p.1) who claim that “language in the environment, words and images displayed and exposed in public spaces, that is the center of attention in this rapidly growing area referred to as Linguistic Landscape.” With regards to Catalonia, the linguistic landscape is composed of Catalan, Spanish and, in areas where high levels of tourism are present, English, Italian, German, French or Russian. A linguistic landscape that draws on the minority languages spoken by immigrants, as we see it, is at present non-existent in Catalonia. What is clear, however, is that the education system in Catalonia is not home solely to bilingual Catalan-Spanish students, but instead a whole array of individuals with varying linguistic realities. In the following section, we will consider how Catalonia has attempted to address thus far, and continues to deal with, the linguistic diversity present in its classrooms.

## **1.6. The Catalan Education System**

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Before discussing the linguistic reality of the Catalan Education System, we would like to outline how this system is structured. Three types of schools can be found in the Catalan education system, namely public (including official language schools, adult schools and art schools), private and state-subsidised (who receive private funding as well as funding from public administration bodies)<sup>10</sup>. The Catalan education system is organised in stages or *etapes* as detailed in Table 2.

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<sup>10</sup> <http://ensenyament.gencat.cat/ca/arees-actuacio/centres-serveis-educatius/centres/tipus-centres/>

Stage	Age	Compulsory	Non-compulsory
1st stage pre-school education	0-3		X
2nd stage pre-school education	3-5		X
Primary education	6-12	X	
Compulsory secondary education (ESO)	12-16	X	
Post-compulsory secondary education (Batxillerat)	16-18+		X
Vocational Training ( <i>Cicle Formatiu de Grau Mitjà – CFPM or Cicle Formatiu de Grau Superior – CFPS</i> )	16+		X

Table 2 Stages of the Catalan Education System

Henceforth we will refer to compulsory secondary education as ESO (1<sup>st</sup> ESO, 2<sup>nd</sup> ESO, and so on), post-compulsory education as Batxillerat and vocational training as CFPM or CFPS.

### 1.6.1. Language Teaching and Learning in Catalonia

In this section, we will focus on how languages are taught in the Catalan education system, taking into consideration the teaching of the two official languages of the region, Catalan and Spanish, as well as AL teaching. We begin by considering the immersion model established in the 1980s before taking a look at the language model of the *Departament d'Ensenyament* with the subtitle “*Language learning and use in a multilingual and multicultural educational environment*” presented in October 2018. Finally, we consider how the teaching, of the official languages as well as AL, has been affected by the plurilingual-nature of classrooms nowadays.

### 1.6.2. Bilingual Education Catalan and Spanish

With regards to the teaching of languages in Catalonia, following the passing of the 1983 *La Llei de la Normativa Lingüística* designed to reestablish and promote the use of Catalan as a working language within the region, a language plan entitled *Pla d'Immersion Lingüística* was piloted. The plan drew on Fishman's 1976 model of bilingualism and Cummin's 1979 Interdependence Hypothesis (see section 3.4.2). However, although based on the Interdependence Hypothesis, the teaching of languages, namely Catalan and Spanish, in

Catalonia has mostly been carried out following monolingual methods and connections between languages have not been explored (Guasch, 2010).

One such way in which this compartmentalisation has been visible is in the common practice of assigning students with different teachers for Catalan, Spanish and the AL and, in turn, expecting them to address the teacher in one language or another. This is a throwback to the Two-Way-Immersion Model (see page 16), in that periods of instruction take place in the two languages in question. However, during these periods of instruction, only one language is put into use. It is, thus, reminiscent of the criteria outlined by Jacobson (1990) that claim that the languages of a bilingual can be separated according to person (that is to say, the teacher) or physical location (that is to say, the classroom). As a consequence of such, students have not been encouraged to refer to their previous linguistic knowledge, if indeed that knowledge was acquired in another language (Sugranyes & González Davies, 2014).

### 1.6.3. The Common European Framework for the Reference of Languages

The CEFRL (Council of Europe, 2001) is a set of guidelines used in order to describe language learners in Europe's achievements. This set of guidelines was established by the Council of Europe as a way of providing a common foundation for developing language curriculum guidelines. Two of fundamental principles of the Council of Europe language policy lie in (p. 2):

- that the rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed, and that a major educational effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding
- that it is only through a better knowledge of European modern languages that it will be possible to facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, mutual understanding and co-operation, and overcome prejudice and discrimination

These principles view language as a tool, necessary for communication. The CEFRL (Council of Europe, 2001) provides reference levels that have become standard for describing an individual's proficiency in a language. The Catalan Education system relies on these reference

levels in order to distinguish the level of competence that students should have achieved at the different stages of their academic career (see section 1.6.6.2).

In section 1.4.3, we made reference to the CEFRL and its *Companion Volume* (Council of Europe, 2001, 2018) for its role in promoting a plurilingual approach to language learning. In this sense, the CEFRL does not view language learning as the learning of different languages in isolation from one another, but rather as the development of a linguistic repertoire in which all languages are stored and in contact with one another in order to enhance plurilingual and intercultural competences (Council of Europe, 2001, 2018).

#### 1.6.4. English in the Catalan Education System

For years the additional language that dominated the Catalan education system was French, however, nowadays the dominant position is occupied by English. This change had to do with the concept of the lingua franca and the fact that the lingua franca of the world is English. English is studied all over the world and spoken to varying degrees of proficiency. It is considered a must-have skill for many aspects of life.

Crystal (2003) asks why we need a ‘global language’ or lingua franca. The concept of lingua franca has been common practice in communities with linguistic diversity, where a common language was needed for communication. In these cases, the common language was often a simplified version of the languages present within the community, a *pidgin*. However, the idea of a lingua franca for the whole world is a fairly recent prospect, emerging in the 20<sup>th</sup> century in reaction to historical events such as the establishment of the United Nations in the 1940s. The founding of the United Nations was the first in a long line of international institutions including the World Bank, UNESCO and the World Health Organization and, in bringing together so many country representatives, brought about a need for a common global language. Elsewhere, the international academic and business communities also require a lingua franca

Of course, there are negative aspects to having a lingua franca. Lingua franca gives linguistic power to one particular language and those proficient in that language. Researchers will certainly research a far smaller audience if they do not write their research articles in a language other than English, is but one example.

The reasons why English has become the lingua franca are varied (Crystal, 2003). Political developments, a need for access to knowledge as well as international relations, the media, the increase in international travel, a need for international safety, education and communication have all played their part in securing English with this status.

Therefore, regardless of why, English is the lingua franca and, as aforementioned, it has become an indispensable tool. It has also become a much sought-after aspect for parents and, in turn, a potential selling point for schools (namely, state-subsidised or private schools). Information obtained from a Eurostat 2016 survey, 54.3% of the Spanish population between 25 and 64 years old age claimed to know at least one AL. This percentage put Spain near the bottom of the table regarding AL language knowledge, below the average across the European Union (64.6%) and considerably lower than countries like Sweden (96.6%) or Denmark (95.7%) (European Commission, 2019c).

Reasons for this low level could be attributed to various factors. The fact that Spanish is itself the third most spoken language in the world means that the necessity to learn another language is not the same as, for example, in Sweden or Denmark where the official language of the country is not widely spoken. Furthermore, the tendency to dub films and TV series rather than opt for original version with subtitles, like neighbouring Portugal, means that many Spaniards do not come into contact with English except in their AL class. Furthermore, teaching and learning conditions have not always been ideal. Investment in education in Spain is, in general, low (4% of GDP) especially if compared to that countries such as Sweden (6.9% of GDP) and Denmark 6.4% of GDP). Furthermore, the OECD has recommended that the Spanish education system move away from memorization and focus more on critical thinking and problem-solving skills (Schleicher, 2018).

English is studied as third language in Catalonia and is a compulsory subject in primary education and ESO, although the majority of schools introduce English in the 2<sup>nd</sup> cycle of pre-school. In order to address the poor level of English obtained by students finishing ESO, in 2007, the Catalan Government approved the *Pla d'Impuls de les terceres llengües*. This plan for the development of third languages aimed, on the one hand, to improve language teaching in general and, on the other hand, it was aimed at training non-language teachers so that they could carry out their classes in English via Content and Language Integrated Learning (CLIL) programmes. The poor results of the *Pla d'Impuls* called for the Catalan Government to initiate

the *Pla per al Plurilingüisme* with the aim to guarantee a command of an AL language—principally English, at the end of ESO by the year 2018. The desire of the Catalan Government was to extend the use of English to other curricular subjects rather than limiting it purely to language hours. The objective, therefore, was for a minimum of 12% of the curriculum to be imparted in English at Primary-school level, 15% at ESO and Professional Training (Formació Professional) and 18% at Post-Obligatory level (Batxillerat), in this way students finishing secondary education would do so with a level B1 according to the CEFRL (Council of Europe 2001, 2018). The level of teachers was also to be certified, in that Primary-school teachers were to have a B2 qualification, while those who specialise in English-teaching or who teach through CLIL would have to have a C1. Despite its name, the *Pla de Plurilingüisme* referred, above all, to the teaching and learning of ALs, namely English and is, thus, not in keeping with our understanding of plurilingualism (see section 3.1).

Results from the Basic Competence<sup>11</sup> exams from 2013–2018 show an improvement with regards to English. The marks out of 100 at primary level increased from 73 in 2013 to 76.3 in 2018, at ESO level the increase has been from 67.4 to 76.3 in 2018. Elsewhere, results from the Aptis tests carried out by the British Council with 1416 school students in 4<sup>th</sup> ESO found that 65.9% of students had a level that was equivalent or higher than a B1 according to the CEFRL.

### 1.6.5. The Teaching of Additional Languages (English) in Catalonia

The teaching of English in Catalan schools has typically been done so in one of two ways (Esteve et al., 2017). On the one hand, the language is taught as a school subject in itself and in this case, a communicative approach to AL teaching is encouraged. AL teaching is essentially monolingual, often to ensure that students receive maximum exposure to the language. In addition, links are often not established between language departments and, in many schools, the Catalan department is distinct to the Spanish department and the AL department. As mentioned above when referring to the bilingual teaching of Catalan and Spanish, students are often to speak in one language or another depending on the class they are in or the teacher they are working with. This was the case with Catalan and Spanish (as discussed in section 2.4.1), and now seems to be the case for English too. What was once a Two-Way Immersion Model

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<sup>11</sup> The Basic Competence exams are an example of standardised testing taken by pupils in their 6th and final year of primary education and their 4th and final year of ESO. The exams test students listening, reading and writing skills in Catalan, Spanish and English as well as their knowledge of Maths and Science.

has become a Three-Way Immersion Model (or more, depending on the number of ALs offered by the school in question).

Furthermore, following the *Pla d'Impuls* and *Pla per al plurilingüisme*, more and more schools opt to carry out non-language classes in English. In the course 2015-2016, 61% of primary schools and 55% of secondary schools claimed to impart a non-language subject partially or completely in English, although whether these percentages refer to immersion or CLIL is unclear. In either case, the concept of plurilingual awareness and connections between languages are, traditionally, not developed. There has been, however, recent interest among researchers working on CLIL regarding the potential role of the students' L1 including Lasagabaster (2013) and Lin (2015), while Escobar Urmeneta (2017) and Flores (2018) make reference to the L1 as a possible pedagogical strategy. Back in 2010, Coyle, Hood and Marsh (2010) suggested assessing through the L1 as an alternative means of evaluation. However, as much as the L1 is acknowledged, it is used in this case to check understanding. Elsewhere, Navés (2002) considered showing respect and support towards learners' L1 and culture a macro feature that ought to be taken into consideration for effective CLIL practices.

#### 1.6.6. The New Language Model of the *Departament d'Ensenyament*

However, aforementioned, in October 2018, the *Departament d'Ensenyament* published a new plurilingual and intercultural educational model entitled "*The language model of the Catalan education system. Language learning and use in a multilingual and multicultural education environment.*" Although, this model was published after our study took place, we feel it is imperative to include it as it is an important and very positive step for plurilingual language teaching and learning in Catalonia.

The view of plurilingual education adopted by the model goes beyond the teaching and learning of languages in a formal learning environment.

This approach means that all languages, both curricular and native, contribute to the development of each student's communicative skills, meaning that they can use them to gain knowledge and achieve effective communication in different languages as well as different situations and circumstances.

(*Departament d'Ensenyament*, 2018, p. 6)

The new framework adopts a holistic view of language and language learning, enabling for both knowledge construction through different languages and language learning. It is the direct result of the changing sociolinguistic reality in Catalonia that has undergone a shift from a primarily Catalan or Spanish-speaking population to an education system that plays host to over two hundred different languages.

Drawing on the CEFRL (Council of Europe, 2001, 2018), the new model outlines the main objectives of plurilingual education in that it strives to (*Departament d'Ensenyament*, 2018):

- Draw learners' attention to their own linguistic and cultural repertoire and encourage them to develop an appreciation of it;
- Build on and advance students' communicative competence;
- Develop all learners' ability to continue building on this competence throughout their lifetime.

In this sense, plurilingual education is not just about teaching or learning various languages, but rather, all languages are perceived as having the common purpose of contributing to the students' communicative competence and knowledge acquisition. While other approaches seek to contribute to students' development of skills or acquisition of knowledge, a plurilingual approach, according to the model, "promotes the ability of students to comprehensively put into practice the acquired knowledge, abilities and personality traits which hem them to deal with various situations, to use them in different contexts and situations, and, above all, to develop strategies for lifelong learning" (p 21).

Furthermore, this plurilingual education model does not focus only on language-related questions, but also cognitive, cultural and conceptual processes are also taken into consideration. In order for this to become an educational reality, the model calls for the combined use of integrated language teaching (ILT) and CLIL as, together, they "promote a comprehensive approach through a joint perspective on the teaching and vehicular use of languages" (p. 22).

#### **1.6.6.1. Integrated Language Teaching**

ILT is a methodological strategy that can be applied in those educational situations in which languages coexist with one another. Consequently, it calls for teachers working in such



environments to collaborate when it comes to dealing with those elements that can be considered common between the different school languages in order to encourage and facilitate the transfer of knowledge and concepts between languages. Furthermore, ILT encourages students to consciously partake in metalinguistic reflection and actively compare and contrast the languages in their linguistic repertoire as a means of learning languages and content to a deeper level.

For ILT to be successfully implemented, however, language teaching ought to be designed in a way so that fundamental skills – including, the key competences outlined by the Catalan Government, as well as personal and critical thinking skills - are fostered. Collaborative learning should be encouraged and language learning ought to be centred on authentic communicative situations, focusing on the notion of language use. Moreover, ILT insists on the incorporation of practices that on the one hand, encourage students' development of strategies that allow them to transfer knowledge between their languages, and, on the other hand, allow for the use of features of plurilingual speech, for example translanguaging.

Further principles of ILT include the importance of developing language awareness, among students, focusing on all the languages in their own linguistic repertoire, as well as the other languages present in the classroom. The recognition of students' languages in all subjects, not just language-based ones, is also considered fundamental. With regards to organization and, from a teacher planning perspective as it “implies an appropriate selection and sequencing of language learning content for each language and stage, in order to avoid unnecessary redundancies and to focus on the specific and distinguishing traits of each language (*Departament d'Ensenyament*, 2018, p. 25).

From a practical point of view, the new language model identifies actions that are required to implement an appropriate education system that favours students' development as plurilingual individuals. With regards to planning and organisation, the order and timing with regards to the incorporation of different languages, throughout the different educational stages is established. This will vary from school to school, due to differing sociolinguistic contexts. Objectives, content and evaluation criteria are established collaboratively by teachers of all languages, “from the course perspective (horizontal programming) and from the stage perspective (vertical programming) (p. 25), in order to promote a language education grounded in common methodologies shared between language teachers.

From a classroom perspective, classroom practices involving intercomprehension and metalinguistic reflection are incorporated, encouraging interlinguistic transfer and language awareness and, in turn, promoting respect towards all language and cultures.

#### **1.6.6.2. Language Teaching and Levels Stage by Stage**

The new language model outlines the important role of language and the incorporation of different languages, taking into account pre-primary education, primary education and secondary education (ESO). With regards to pre-primary education developing language skills in Catalan is the main emphasis. AL may be introduced but it ought to be done so via games with no linguistic objectives per se. This period has been described as a “sensitizing stage” (Corcoll & González Davies, 2016).

When students reach primary education, focus remains on Catalan, as the main language for content in non-linguistic subjects. However, Spanish is also developed and should be introduced by means of short texts in non-linguistic subjects. ALL takes place through a task-based communicative approach. Links are established between Catalan, Spanish and the AL or other languages or which students have knowledge. Again, the AL is introduced through the use of short texts in non-linguistic subjects, via CLIL-based tasks. Students become accustomed to working in plurilingual environments.

In the case of secondary education, the three languages of the school are developed as students’ awareness is drawn to similarities and differences between the them. Reflective learning is encouraged. By means of ILT, concepts and language that are specific to different subjects are worked. These concepts are dealt with in an integrated and cross-curricular way. A second AL is also offered at this stage.

Students’ awareness of language use and mediation skills is also promoted. Students are encouraged to make use of the authentic resources they have at their disposal for learning languages. Mediation activities are carried out in order to help students develop their capacity to manage their languages in an effective way now and in their future professional lives. Such activities include paraphrasing what has been said in one language in another, or, through the implementation of translation activities. Upon completion of ESO, students must have attained

a defined level oral and written competence corresponding to the levels laid out by the CEFRL. That level is B2 for Catalan and Spanish, B1 for a first AL and A2 for a second (optional) AL. How languages ought to be worked during post-obligatory education (*Batxillerat*) is not defined in the new model. However, the level of competence that students ought to have attained is defined as C1 for Catalan and Spanish, B2 for a first AL and B1 for a second (optional) AL.

### **1.6.6.3. Newcomer Students**

With regards to newcomer students arriving in Catalonia or students with other family languages, the new language model emphasizes the importance of developing a personalized plan in order to establish the needs of the students and the consequential support required.

One such way of providing linguistic support to newcomers is via newcomers' classes<sup>12</sup>, which were established in 2004-2005 as a resource in order to prioritize the learning of Catalan by newcomer students. Since then, thousands of students have passed through these classrooms. The number of newcomers' classes registered during the academic year 2014-2015 was 660 and 8265 students attended these. Most recent data state that in the year 2017-2018, 11.825 students attended one of 686 newcomers' classes (*Departament de Cultura, 2018*).

Students who are given newcomer status and are, thus, eligible for the newcomers' class are those who have joined the Catalan education system in the third year of primary school or higher in the last twenty-four months or, in the case of students who come from cultures that differ greatly to the 'welcoming' country, thirty-six months. Schools are eligible for newcomers' class tutor if they have more than nine newcomer students. The objectives of the newcomers' class are the following (*Departament d'Ensenyament, 2018*):

- To offer quality personalised attention;
- To deal with the emotional aspects that are involved in the welcoming process and the integration into a new society;
- To initiate the intensive learning of Catalan, by helping student obtain basic communicative competence that will allow them to follow the standard curriculum (given that the necessary support is provided);

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<sup>12</sup> Here we have adopted the translation from the Catalan *aula d'acollida* found in the official English translation of the New Language model.

- To help students pass from a communicative use of the language to an academic use of the language and, thus, access the standard curriculum (see section 1.4. for BICS and CALP (Cummins, 1989)).

The level of Catalan that students are expected to acquire through participation in the newcomers' class corresponds to the level A2 taking the CEFRL as a reference. The methodology applied in the newcomers' class is immersion, as students are exposed to the language, in this case Catalan, on a daily basis and no reference is made to their L1. That said, the material prepared for the newcomers' class, which can be downloaded from the webpage of the *Generalitat de Catalunya*, makes reference to the distinct characteristics of the different languages typically spoken by newcomer students. This allows teachers to be aware of the possible errors that may be made as a result of interference from the newcomer students' L1.

This does not mean that the newcomers' language is rejected, the new language model stresses that "it should not be forgotten that learners need to create an emotional bond with the new language and new environment, based on an inclusive school and a positive opinion of their language and the baggage from their native culture" (*Departament d'Ensenyament*, 2018, p. 50). The new framework also outlines the importance of the process of adaptation, stating three main factors of utmost importance. These are, (1) the students' adaption to the new environment, that is to say, the school and all the aspects that come with it, (2) students' development of learning strategies as well as motivation and, (3) the importance of participation and interaction with other members of the school community, especially their classmates. In this line, newcomer students should not spend more than 50% of their time at school in the welcoming class.

## 1.7. Conclusions of the Chapter (Part 2)

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The region of Catalonia can be considered distinct due to its linguistic panorama. Since the reestablishment of democracy and the reincorporation of the Catalan language into society, the education system has had to face numerous challenges regarding language teaching and learning.

Changes in the sociolinguistic reality of the region means teaching approaches and methods that seemed to work years ago, are no longer effective. One could argue, of course, that this is the case regarding all aspects of education and education departments around the world have to keep up with changes, be it advances in technology or different needs for future professionals. In the case of Catalonia, it has found itself having to adapt its bilingual education system – designed originally to cater to students sharing a common language (Spanish) learning another common language (Catalan) – to accommodate an increasingly plurilingual population.

Thus, the challenge nowadays, is that students are required to develop their Catalan, all the while maintain a level of Spanish that is competitive with other regions of Spain, build on their knowledge of the world's lingua franca (or/and another AL), as well as in some cases, preserve their competence in their heritage language. The 2018 new language model presented by the *Departament d'Ensenyament* recognizes this new sociolinguistic reality, as well as the challenges and richness that it can provide and pushes for a more plurilingual approach to education. Nonetheless, and referring to Part 1 of this chapter, further research is required to highlight the potential of applying a plurilingual approach to AL teaching and incorporating the students' L1(s) use and translation. As we have pointed out, the new model calls for translation to be accepted as a classroom activity. However, again, as we have mentioned, according to the new model, translation seems to be a practice only deemed appropriate towards the end of secondary education, thus, an advanced practice not apt for younger students. Furthermore, practical examples at this stage are missing from the new model, and could lead to misunderstandings as to what is considered L1 use or translation in the AL class.

## 2. Theoretical Framework

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### *Presentation*

In this chapter, we present the theoretical framework on which our study is based. Due to increasing migration, education systems are playing host to more and more plurilingual students. However, the teaching of languages within the curriculum is still very much separate. In order to promote plurilingualism, schools are offering more languages or non-language classes taught through an additional language, but these languages are often kept in isolation from one another. As a result, we have plurilingual students being encouraged to act like monolinguals in monolingual classroom spaces, which are, evidently, not taking advantage of the linguistic repertoire or language experience of these plurilingual individuals. Incorporating a plurilingual approach to additional language (AL) classrooms could contribute to tackling this inconsistency.

In order to present our theoretical framework, we have divided the chapter into two main parts. In the first part, we present the operational definitions in which we attempt to provide explanatory definitions of the key terms used throughout the thesis. In the second part, we consider the premises of the Integrated Plurilingual Approach (IPA), taking AL teaching and learning in Catalonia as a starting point and drawing on three main observations thereof:

- ✓ Teachers' attitudes and beliefs regarding the use of L1 and translation, by focusing on research carried out into the use of L1 and translation and taking Macaro's Positions (2001) as a reference;
- ✓ The social, linguistic and cultural reality of classrooms nowadays in Catalonia in the 21<sup>st</sup> century (see also Chapter 1 Part 2);
- ✓ Exploring the paradox where plurilingual students are asked to act like monolinguals.

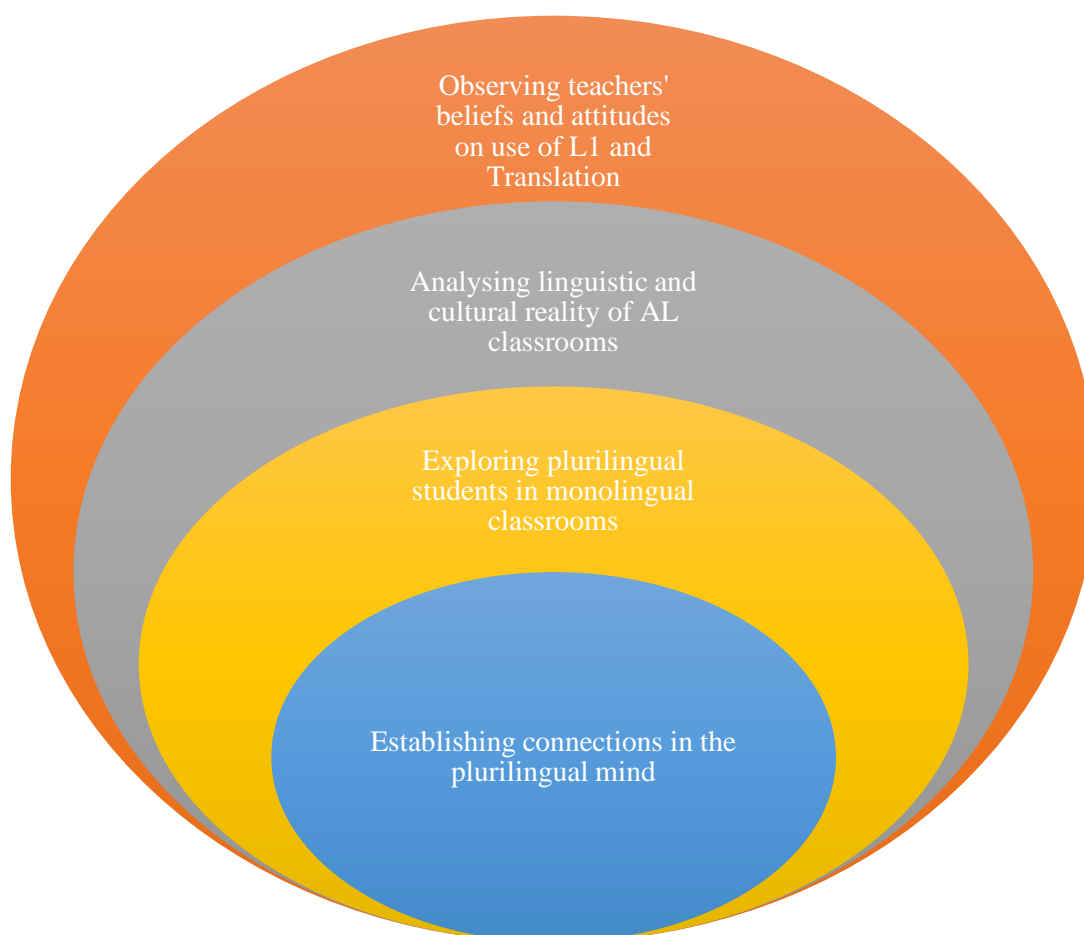


Figure 10 Theoretical framework

We will see that the third of these three dimensions, *Exploring plurilingual students, in monolingual classrooms*, can be considered a natural consequence of the first two, in that, although the linguistic, social and cultural reality of AL classrooms is developing, teachers' attitudes towards the use of L1 or translation in the class at times remains, in general, unchanged. This may lead to what we have called the Plurilingual Student/Monolingual Classroom (PS/MC) phenomenon (Wilson, 2014; Wilson & González Davies, 2016). This can, as we see it, provoke detrimental consequences on students' development of plurilingual competence, as well as their plurilingual identity. In order to break the chain, we argue for plurilingual education, via the implementation of the IPA as an effective way of tackling the PS/MC phenomenon.

From here, we consider one of the main principles of IPA, namely, the notion of Plurilingualism vs. Multilingualism. To do so, we also draw on the CEFRL (Council of Europe, 2001) and its *Companion Volume* (Council of Europe, 2018) and conclude that becoming plurilingual does not necessarily mean becoming highly proficient in a variety of different languages that are

kept in isolation to one another, but rather it has to do with the development of a language competence in which all languages are connected.

To support this conclusion, we rely mainly on the following research into plurilingualism, focussing particularly on how languages coexist and how connections are made within a plurilingual individual's mind:

- ✓ Dynamic Bilingualism (mainly, García, 2009b)
- ✓ Interdependence Hypothesis (mainly, Cummins, 1979b, 1984, 2008)
- ✓ Multi-competence (mainly, Cook, 1991, 2002, 2002, 2012; Cook & Wei, 2016)
- ✓ Translanguaging (mainly, García, 2009a; Canagarajah, 2011)

By drawing on the above research we consider both the psycholinguistic and sociolinguistic mechanisms that come into play when plurilingual individuals attempt to function in the different languages of their linguistic repertoires. We conclude that, in order to allow plurilingual students to build on their linguistic repertoire by learning an AL, we must grant them access to that linguistic repertoire and help them manage it in a way that it can become a fruitful learning resource. In order to do so, we argue for the inclusion of plurilingual practices which they naturally have at their disposal.

## **2.1. Operational Definitions**

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Before delving further into the theoretical assumptions behind this study regarding, in particular, plurilingualism, we will now provide an operational definition of the key terms used through the thesis, but which are particularly relevant for this chapter.

### Additional language (AL)

In this thesis, the term AL is used to refer to any language learnt by an individual that is not their first language(s) (L1(s)). This term is used in plurilingual learning contexts, to refer, not only to languages being taught as an academic subject (for example, English in Catalonia), but to all languages, except the students' L1(s) (Corcoll, 2013, González Davies, 2014, Sugranyes, 2017). The term is consistent with Lambert's definition of additive bilingualism (1974) as it stems from the belief that knowledge and experience related to language is added to the learners' previous language knowledge and experience. Furthermore, the term contributes to



the argument that the language being acquired is “not necessarily inferior or superior nor a replacement for a student’s first language” (Judd, Tan & Walberg, 2001, p. 6), as it takes into account all of the languages that may be used in the learning process (González Davies, 2014; Sugranyes, 2017).

#### Additional language learner vs additional language user

On the one hand, an AL learner refers to an individual who is learning the AL in a formal setting or via self-study. They learn both about the language as well as not to use it, although the language may not be of immediate use to them, for example, secondary-school students in Catalonia study English in school, but outside the school setting, may have little direct contact with the language itself. On the other hand, an AL user refers to any individual who makes use of another language that is not their L1. For example, Pakistani immigrants living in Barcelona do not necessarily learn Catalan or Spanish in an active way, but use it daily by “exploiting whatever linguistic resources they have for real-life purposes” (Cook, V, 2002, p. 2).

#### Affordance

An affordance is not a quality pertaining to the learner him/herself nor the environment within which he/she functions. An affordance comes about through the interaction between the organism and its environment. An affordance is the opportunity that can arise from such interactions and allows for learning to take place (Gibson, 1986; Van Lier, 2004; Kordt, 2018).

#### Integrated Plurilingual Approach (IPA)

The IPA provides a theoretical and pedagogical framework to promote language learning, to develop plurilingual communicative competence and to respect identities in the learning environment. This entails the activation of language learning strategies to foster plurilinguistic sensitivity and awareness (Esteve & González Davies, 2016).

#### Interdependence Hypothesis

Through his Interdependence Hypothesis, Cummins (1979b, 1984, 2008) challenged the ‘two solitudes’ assumption that languages are stored separately in the brain. The Interdependence Hypothesis argues that there are underlying attributes are common across languages and, therefore, learners may draw on the other languages available in their linguistic repertoire when learning or acquiring a new language.

### Linguistic repertoire

Linguistic repertoire of an individual or of a community refers to the “particular set of skills (or levels of proficiency) that permit him or her to function within various registers of (a) language(s)” (Schiffman, 1996, 42).

### Multi-competence

The term ‘multi-competence,’ (Cook, V., 1991) is defined as “the knowledge of more than one language in the same mind or the same community” (Cook, V., 2012) and refers to the distinct ways monolinguals and plurilinguals use language. V. Cook prefers the term L2 user as opposed to L2 learner, in order to avoid insinuating deficiency regarding the level of the L2 in question. Multi-competence offered a vision of second language acquisition based on the L2 user as a whole entity, rather than how they measure up to native speakers of the language. It did not consider the learning of an additional language to be independent from the L1 but rather all aspects of the mind that are related to language (Cook & Wei, 2016). Where V. Cook (2002) refers to L2 users, we have substituted L2 for AL given that we have chosen to adopt the term AL rather than L2. The reasons for which are outlined in the operational definitions of this chapter

### Native speaker and native speaker competence

A native speaker of a language is an individual who has acquired that language as an L1 in childhood. Native-speaker competence is, thus, the ability to use language like a native speaker of the language rendering it a, sometimes, unattainable goal.

### Plurilingual identity

Van Lier (2007) defines identity as the way in which we convey the self to the world. In this line, when we learn new languages “new identities (ways of linking the self to new worlds and words) need to be forged that bridge the gaps between the known and the new” (p. 58). Plurilingual identity refers to the negotiating process between the plurilingual individual with their environment. The plurilingual identity is what the plurilingual individual brings to the classroom through the languages they use (Sugranyes, 2017).

### Plurilingualism

The CEFRL summarises plurilingualism as follows: as an individual’s linguistic repertoire develops and grows, incorporating languages spoken at home, at school or in the society where

one lives “he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact.” (Council of Europe, 2018, p. 157). Our understanding of plurilingualism is far from the notion of compartmentalisation, and is rooted in the belief that plurilingualism involves not only accepting that connections exist between languages, but actively seeking out these connections.

### Plurilingual competence

Plurilingual competence is a plurilingual individual’s ability to correctly use the different languages available to them in their linguistic repertoire in an appropriate way for communication and the ability to connect different aspects of different languages. This is done so by making use, in an efficient and conscious way, of naturally-occurring plurilingual practices and applying metacognitive strategies.

### Plurilingual Student/Monolingual Classroom phenomenon

The PS/MC phenomenon (Wilson, 2014; Wilson & González Davies, 2016) refers to the common situation within schools where more languages and non-language classes taught through an additional language are offered, but the languages of the school, as well as the heritage languages of students, are kept in isolation from one another. The result in a paradox, in which, in order to develop plurilingual communicative competence, plurilingual students are actively encouraged to act like monolinguals.

## 2.2. Teachers' Attitudes to L1 Use and Translation

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The changing linguistic panorama of the Catalan education system, as detailed in our State of the Art, evidently puts pressure on teachers and policy makers alike to adapt their practices in order to cater to the new profile of student they are faced with in class. The language model presented by the *Departament d'Ensenyament* (see section 1.6.6) has addressed this by insisting that plurilingual education:

Is not just about deciding which languages should be spoken and how this should be done, but rather formulating objectives for language education that are aimed at developing a single competence which includes all languages.

*(Departament d'Ensenyament, 2018, p. 13).*

To do so, the language model moves away from the notion of monolingual classrooms and actively promotes the use of translanguaging practices in which the different languages present in the students' linguistic repertoire also become present in the classroom. However, teachers have to feel prepared to make the change from monolingual approaches to plurilingual learning, and many factors come into play in discouraging them to take the leap. One of the main - possibly most problematic - issues, has to do with AL teachers' attitudes towards the L1 and, in particular, translation in additional language learning (ALL).

To identify the attitudes portrayed by AL teachers regarding the use of translation in the AL classroom, we refer to the three studies (mentioned in our State of the Art chapter), González Davies (2002), Pym, Malmkjær and Gutiérrez-Colón Plana (2013) and Wilson (2011). Given that the studies of González Davies (2002) and Wilson (2011) were carried out in Catalonia, we will focus mainly, albeit not exclusively, on the data collected by Pym, Malmkjær and Gutiérrez-Colón Plana (2013) from this particular region<sup>13</sup>. This is particularly relevant if we consider that Catalonia is where our study is situated.

Although not explicitly related to the use of translation, we will complement these studies with the research into the L1(s) use and teachers' attitudes thereof by Hall and Cook (2012), as

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<sup>13</sup> The study was carried out with participants from ten different countries, including Spain. The Spanish focus group was carried out in Tarragona, Catalonia.

discussed in section 1.1.1.7.2, as well as the Theoretical Positions put forward by Macaro (2001).

### 2.2.1. Optimal, Maximal, Virtual

We draw on the Positions of Macaro (2001, p. 535) in reference to AL teachers' use of the students' L1 in the AL classroom, which are defined as the following:

- “1. The Virtual Position. The classroom is like the target country. Therefore, we should aim at total exclusion of the L1. There is no pedagogical value in L1 use. The L1 can be excluded from the FL classroom as long as the teacher is skilled enough.
2. The Maximal Position. There is no pedagogical value in L1 use. However, perfect teaching and learning conditions do not exist and therefore teachers have to resort to the L1.
3. The Optimal Position. There is some pedagogical value in L1 use. Some aspects of learning may actually be enhanced by use of the L1. There should therefore be a constant exploration of pedagogical principles regarding whether and in what ways L1 use is justified.”

The first of these three positions, the Virtual Position, represents a Direct Method way of approaching ALL, and asks for students to carry out the impossible task of forgetting their L1(s) while learning an AL in order to achieve the unachievable native-speaker competence.<sup>14</sup> The Virtual Position epitomises the fundamental principles of the Direct Method assumptions, that is, that the AL ought to be learned in the same way as the L1(s) (L2 = L1) and, thus, the L1 should not be used in the AL classroom, but rather all interaction should be conducted in the AL (Skinner, 1985). The L1(s) of the students' is not acknowledged in any way given that it cannot provide any pedagogical benefits worth exploiting.

The second position laid out by Macaro, the Maximal Position, although perhaps not so extreme as the Virtual Position, also dismisses the pedagogical value of L1 use and refers to its use as a last option that teachers unwillingly have to resort to, for example in the case of classroom management or to check comprehension of a specific language point. Macaro (2001, p. 535)

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<sup>14</sup> The notion of native-speaker competence will be developed on in section 2.5.3.1.

points out that, in his study of student teachers, the Maximal Position at times caused teachers to feel guilty or incompetent for having had to use the students' L1(s). The following is an extract from an interview carried out with one participating student teacher in his study who had adopted the Maximal Position: "I think I achieved results even without using the target language and I think if you have to sacrifice forming a good relationship with a group just because you have to use the target language, it's not worth it" (p. 541).

Although the student teacher in question was not categorically opposed to L1(s) use, it is clear from this quotation that she was not using the L1(s) in an informed way for academic reasons but rather for its socioaffective value and the fact that it could favour the atmosphere in the classroom. While this can indeed be considered one of the great benefits to L1 use, no reference is made to the cognitive and metacognitive value L1(s) use can provide, nor are plurilingual practices such as translation or code-switching developed as classroom activities.

The Optimal Position not only accepts the presence of the students' L1(s), but also seeks to take advantage of it in order to contribute to the learning of the AL. In this sense, the L1 is not simply a crutch offering support to the teacher in dark times, for example, when students continue to have doubts on a specific concept, despite the efforts of the teacher to offer gestures, mimes, sketches (the list continues) to explain a linguistic concept or offer a new piece of vocabulary, the teacher may resort to offering a translation into the common L1(s) so as to ensure comprehension. Or in other cases, as a means of keeping a rowdy class in order, or forming groups for collaborative work. Instead, the L1(s) is considered a pedagogical tool that can and should be exploited and used in an informed way by teachers through the incorporation of plurilingual natural practices, involving translation and code-switching, and as a language learning strategy executed by AL learners.

### 2.2.2. Teachers Misgivings

With this in mind, we now consider the results from the abovementioned pieces of research. Results from Wilson's 2011 study showed discrepancies between teachers' actions and their opinions. Only 1% of teachers claimed to never use plurilingual techniques in their daily life – outside the school, yet 11% maintained they never used such practices in class. In other words, they attempted to create a monolingual space for language learning, yet they functioned in a multilingual environment outside the classroom. A further, 22% claimed to avoid using

translation given that students would not be able to use a mixture of the L1 and the AL in their real lives. Furthermore, it became apparent that teachers were avoiding translation for anything other than ensuring comprehension despite 85% adopting the Optimal Position of Macaro (2001, see section 3.1.1) which argues that there is some pedagogical value in incorporating the students' L1(s) into the AL classroom.

With regards to Pym, Malmkjær & Gutiérrez-Colón Plana's 2013 research, findings from the focus groups also showed inconsistencies between teachers' beliefs and actions. Results emerging from the Catalonia-based focus group carried out as part of the research, for example, showed that almost all teachers believed they should not use the L1(s) but a number admitted to doing so.

This *do-as-I-say-not-as-I-do* attitude could be attributed to a number of reservations presented by teachers and identified by González Davies (2002, p. 1) as "1. misgivings for not following the principles of the Communicative Approach, which had shaped the teachers' professional training, 2. misgivings for not being bilingual and, so, for not commanding sufficiently the languages involved, and the biggest of all...3. misgivings because they feared that their students' progress would be hampered by interference problems and that they would never let go of their mother tongue". González Davies (2002) also identified a degree of confusion regarding teachers understanding of translation.



Figure 11 Misgivings for using translation in the AL classroom

### 2.2.2.1. Misgiving 1 – External Influences

A common qualm expressed across the three studies showed that external influences could play a role in teachers' unwillingness to incorporate translation in their classes. These external influences come about either from the teacher-training they have received and/or the rules the school or educational system had explicitly set them to follow (González Davies, 2002). In Catalonia, teacher training has, for years, encouraged a monolingual Communicative Approach to language teaching (see section 1.3), under which, one of the ultimate goals of language learning is to achieve native-speaker competence. This can be seen reflected in a participant's



qualitative answer (Wilson, 2011, p. 55) “I want students to start thinking in English and translation implies NOT thinking in English”.

Results from the Catalonia-based focus group of Pym, Malmkjær & Gutiérrez-Colón Plana’s research (2013, p. 81) showed that teachers were slightly more inclined to consider translation as a hindrance to students’ ability to think in the AL more than their counterparts from the other participating countries. Although not addressing translation explicitly, participating teachers in Hall and Cook’s (2012) research considered that the fact that own language use stopped learners from thinking in English to be a strong argument against L1(s) use (with a mean average of 5.07<sup>15</sup>).

#### **2.2.2.2. Misgiving 2 – Questioning the Pedagogical Value**

Another key concern for teachers had to do with the pedagogical value of translation and whether its use could, in fact, be unfavourable for students’ learning. Teachers’ attitudes towards the pedagogical value in translation, or lack thereof, can be seen through qualitative answers such as “it isn’t very communicative” and the fact that a third of participants avoided translation due to its lack of authentic communication (Wilson, 2011). Other qualitative answers showed concerns, not just regarding its lack of pedagogical value but its detrimental effects on learning (Wilson, 2011, p. 55), stating that “it leads to bad habits and mistakes,” “translation can cause problems in learning and use,” and “the translation may confuse students.” With regards to Pym, Malmkjær & Gutiérrez-Colón Plana’s (2013) research, a quarter of teachers claiming to “never” use translation in the AL class believed it to be detrimental to language learning. Results from the aforementioned study by Hall and Cook (2012) corroborate these findings in that the argument that L1 use led to negative transfer from the L1 into the AL was considered a strong argument in favour of rejecting L1 use (with a mean average of 4.54).

It was also considered by some teachers that using translation took up valuable time that could be used exposing students to the AL (González Davies, 2002; Pym, Malmkjær & Gutiérrez-Colón Plana, 2013). Once again, Catalonia-based teachers in the Tarragona focus group were more inclined to consider translation a waste of time than their colleagues in other countries.

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<sup>15</sup> <sup>15</sup> On a scale of 1 – 6, where 1 = a very weak argument for L1 use and 6 = a very strong argument

What is more, qualitative data from Wilson's (2011) study also corroborated these results as teachers expressed concerns such as "it's time consuming" or "we have limited time." Again, referring to Hall and Cook (2012), the fact that L1(s)-use could reduce the opportunities students have, on the one hand, to speak and practice, and on the other hand, to listen and understand the AL were considered very strong arguments against L1(s) use (5.63 and 5.39 respectively). It can be seen, therefore, that exposure to the AL in the AL classroom is one of the main priorities of teachers.

### **2.2.2.3. Misgiving 3 – Doubting Own Capability**

The third and final misgiving showed that some teachers avoided the use of translation due to concerns regarding their proficiency in the AL and their ability to teach through translation. Teachers using translation often in the class were those with more than twenty years of experience. This invites questions as to what type of translation exercises are being referred to and whether they have their roots in Grammar Translation (Pym, Malmkjær & Gutiérrez-Colón Plana, 2013). On the other hand, with regards to L1 use, Hall & Cook (2012) found teachers with more experience to be less strict regarding restricting the use of L1(s). This could perhaps reiterate the fact that teacher training courses encourage monolingual teaching practices so newly-qualified teachers emerge from such courses with a strong sense of duty to stick to the AL.

### **2.2.3. Teacher's Misgivings – Contributing Factors**

Two main factors evidently come into play in bringing about these attitudes which we have defined in two questions: (1) What is expected of teachers? and (2) What does translation in the AL entail?

#### **2.2.3.1. Factor 1 – What is expected of AL teachers?**

On the one hand, as aforementioned, teacher training programmes for decades have been Communicative-Approach focused and, therefore, it is unsurprising that teachers want to put into practice the training they have received, and show an unwillingness to question this training.

On the other hand, schools, in particular, private schools stress the importance of using the AL at all times in the class. If they cannot have a monolingual native-speaker teacher, the next best thing is a non-native speaker acting like a monolingual native-speaker. However, the results presented by Pym, Malmkjær & Gutiérrez-Colón Plana (2013) showed that of the Spanish teachers participating, only 3% claimed that translation was officially forbidden by the curriculum, implying perhaps that policy makers need not explicitly ban translation because teachers take for granted that it ought not to be used, given its lack of pedagogical value. The Tarragona-based focus group shed further light on this matter. When asked whether they would be allowed to carry out translation activities (as opposed to one-word translations), both primary and secondary teachers claimed, “they were free to do what they liked in their classes, but that if they did full translation activities, they would have to check with the school director first” (p. 81). Others stated that should they carry out translation activities, parents would complain to the school’s director. It was stated that what most interested parents was that the teacher used the AL at all times “to ensure ‘immersion’ and especially correct pronunciation” (p. 81) which is prioritised over the fostering of mediation skills. With regards to L1 use, Hall and Cook (2012) found that approximately a third of teachers questioned claimed that their students (35%) and parents (31.3%), their schools or institutions (33.2%), other teachers from their school or institution (39.3%) as well as the education department (29%) expected classes to be carried out using only the AL in question in order to ensure maximum exposure to the AL and enhance learning.

#### **2.2.3.2. Factor 2 – What does it mean to use translation?**

The fact that L1-only classes are still favoured over, as stated above, the development of mediation skills among learners, leads us to consider what it is that teachers understand as translation use. González Davies (2002, p. 1) comments that “many teachers took translation to be only “translating the odd word or grammatical form”, or “using the mother tongue in the classroom”. This confusion, was also visible in Wilson’s 2011 (p. 56) study via comments such as “When I talk about translation I mean translating a word or a short sentence, not a text”. 22% of participants in Wilson’s study (2011) claimed to be using translation as an individual and 21% as a group activity. Hall and Cook (2012) found that over half of teachers claimed that their students never or rarely participated in spoken translation activities (31.1% and 25.8% respectively) or written translation activities (40.2% and 24% respectively).

Teachers made reference to the role in translation as a time-saving strategy, “translation can be useful and save a lot of teaching time” (Wilson, 2011, p. 56), “a good number of teachers recognized that they did indeed use incidental translation in class, basically in order to save time” (Pym, Malmkjær & Gutiérrez-Colón Plana, 2013, p.81). It would seem that translation as a teaching strategy was considered appropriate as it could save time, however, translation as a classroom activity was not considered apt as it would take up too much time.

Referring to the answer provided by a participant of Wilson (2011) “It doesn’t make sense in a multilingual group” implies that translation here is understood as a means of conveying meaning and ensuring comprehension. Multiple L1s present in the class was provided as a further reason for not using translation in Pym, Malmkjær & Gutiérrez-Colón Plana’s study (2013). This notion was also visible in Hall and Cook (2012) where participants considered the fact that L1 use was impractical in multilingual classes to be a strong argument for L1 exclusion (5.31). All of this leads us to believe that teachers acknowledged the L1(s) of their students, but only as a last resource, for example, to ensure the understanding of a single word or sentence. Referring to the findings from Hall and Cook (2012) showed that most participants considered that L1-use was more apt with lower level or beginner students as opposed to with more advanced students. On the other hand, teachers claiming to not use translation ever in their classes believed that it was an inappropriate practice for younger learners or beginners (Pym, Malmkjær & Gutiérrez-Colón Plana, 2013) claiming it to be “an advanced, complex skill, unsuited to beginner levels” (p. 80).

Qualitative data from Wilson (2011, p.55) also corroborate this “translating is a difficult exercise that requires a lot of practise.” However, teachers participating in this study were themselves not monolingual individuals<sup>16</sup> and, therefore, we can assume they used translation on a daily basis in their personal or professional lives. With this in mind, we can surmise that within a classroom setting, they associated the use of translation practices with those required to train professional translators, which evidently required specific training.

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<sup>16</sup> Even the native teachers participating in Wilson’s (2011) study were not monolingual native speakers. All of them were native English or French teachers in Catalonia and all claimed to speak Spanish and/or Catalan.

### 2.2.3.3. Where are we now?

What can be established from the above comparison is that eleven years on from González Davies' original research in 2002, the misgivings highlighted in her study were still very much present among teachers and confusion as to what translation entailed and how it could be incorporated into the AL classroom remained. Pym, Malmkjær & Gutiérrez-Colón Plana (2013) deduce from their results – focusing on those that never or rarely use translation – that more information and further training is required in order to help teachers feel more qualified or see the pedagogical value that it can have. Furthermore, they go as far as presuming that even those teachers who claimed to use translation with greater frequency would also be keen to learn more about ways of implementing it in meaningful ways.

Referring solely to Pym, Malmkjær & Gutiérrez-Colón Plana's (2013) study, the views of experts partaking in the focus group coincided with those of teachers, as they agreed that translation's role in language learning was purely a remedial one, on the one hand useful for checking comprehension and, on the other hand, useful in maintaining order in the class. Translation as an activity in itself was unheard of considering it links to the "out-dated and much-criticised grammar-translation method" (p. 82). Worth noting, also, was that none of the experts (or teachers for that matter) had ever made use of the term 'mediation.'

From the results of these studies, we can deduce that as it stands in Catalonia, parents and school directors tend to favour a Virtual Position, prioritizing exposure to the AL above all. With regards to teachers, although not all are categorically against the use of translation or L1, the ways in which they use it in their classrooms suggest a Maximal Position. The L1(s) is used as a crutch of sorts, offering support to the teacher in dark times, for example, when students continue to have doubts on a specific concept, despite the efforts of the teacher to offer gestures, mimes, sketches (the list continues) to explain a linguistic concept or offer a new piece of vocabulary, the teacher may resort to offering a translation into the common L1 so as to ensure comprehension. In other cases, a rowdy class may be kept in order, or groups may be formed using the L1(s). What seems clear is that despite the fact that 90% of teachers positioned themselves under the Optimal Position, classroom activities making explicit use of translation (or code-switching) were not common practice, emphasized even further when taking into account that Catalonia-based teachers were less inclined to consider translation as a fifth skill, or a way of pulling together the other language skills than their counterparts from other

participating countries (Pym, Malmkjær & Gutiérrez-Colón Plana (2013). Pym, Malmkjær & Gutiérrez-Colón Plana (2013) infer from their results that the notable reluctance to use translation vocalised by teachers in Catalonia (particularly when compared with teachers from other countries) is a consequence of general preference towards immersion that has been visible in the region since the re-introduction of Catalan to the education system. “Perhaps not surprisingly, ‘immersion’ is the policy employed by the Catalan government to justify the teaching of Catalan at all levels, as a measure of social integration” (2013, p. 80).

Their findings showed that immersion was viewed significantly more positively there than in other participating countries, naturally leading us to believe that the preference towards ‘immersion’ as a language-teaching technique has been adopted by teachers or all languages, including the AL.

### **2.3. Changing Social, Linguistic and Cultural Realities**

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With regards to the teaching of ALs in Catalonia, as detailed in section 1.6.4, this is done so, on the one hand, through the study of the AL school subject, that is to say the studying of English, French or, in some cases, German or Chinese. In the majority of schools, the preferred approach for these AL classes is the Communicative Approach and teachers seek to convert the class into a monolingual space in which everybody communicates through the AL. On the other hand, Content and Language Integrated Learning (CLIL) style programmes are more and more common, where the AL is used to teach a non-linguistic subject, usually Science, Art or Physical Education. Pym, Malmkjær & Gutiérrez-Colón Plana (2013) found the preferred teaching method adopted among teachers to be immersion, followed by communicative language learning and task-based learning. Two teachers participating in the focus group considered CLIL to form part of immersion teaching.

It can be argued that the very fact that schools opt for CLIL-style classes or introduce an optional AL in ESO, show that the need for students to be competent in languages (particularly, English) is, to some extent, recognised by both schools and the *Departament d’Ensenyament*. One could say that by recognising this, the multilingual nature of Europe is being recognised. However, both of these models, reflect a monolingual-approach to teaching and learning languages and, as a result, neither L1(s)-use nor translation are favoured and plurilingual

awareness is not fostered. Therefore, schools may well be more multilingual, but classrooms remain monolingual.

Yet, as we also outlined in Part 2 of our State of the Art, the linguistic panorama of Catalonia, where our study is situated, is constantly changing. To recap, Catalonia was traditionally a bilingual region where, since the end of the dictatorship in 1975, the official languages have been Catalan and Spanish. With regards to its education system, it was originally based on immersion, promoting the use of Catalan (the vehicle language) among Spanish speakers.

However, data from the Language Policy Reports<sup>17</sup> published annually since the year 2000 report that the percentage of foreign students in the academic year 1991-1992 was 0.8%, that percentage increased to just over 5% by the academic year 2002-2003, and 9% by the academic year 2004-2005, and 11.7% by the academic year 2006-2007. Since 2007, between 12-14% of the student population has been occupied by immigrant students, meaning that language classrooms are no longer home to students whose L1s are Catalan and/or Spanish, but rather students with an array of diverse linguistic and cultural repertoires waiting to be explored and exploited.

In the academic year 2014-2015, there were 141 different nationalities represented at ESO level. This figure was obtained from the Report on the Integration of Immigrant People published in 2015. Since then, no similar report has been published and, therefore, we cannot state how this figure has evolved. Table 3, however, shows the number of immigrant students enrolled in the education system from the academic year 2012-2013. The statistics below in Table 3 are the total number of immigrant students enrolled in both public and private schools at all educational levels (both compulsory and non-compulsory)<sup>18</sup>.

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<sup>17</sup> [https://llengua.gencat.cat/ca/direccio\\_general\\_politica\\_linguistica/informe\\_de\\_politica\\_linguistica/](https://llengua.gencat.cat/ca/direccio_general_politica_linguistica/informe_de_politica_linguistica/)

<sup>18</sup> Table 3 been elaborated drawing on Linguistic Policy Reports of the *Generalitat de Catalunya* from 2013 to 2017

Academic year	Number of immigrant students	% of immigrant students
2012-2013	168.486	13.1%
2013-2014	164.862	12.8%
2014-2015	162.060	12.5%
2015-2016	161.654	12.4%
2016-2017	159.509	12.2%
2017-2018	170.141	12.8%

Table 3 Immigrant students in the Catalan Education System

Evidently, the increasing levels of immigration to Catalonia have evidently changed the linguistic reality within the classroom. Vila and Siqués (2013) claims that changes in the linguistic reality of schools has been brought about due to the arrival of many students whose L1(s) is neither Spanish or Catalan, the social mobility of a large number of Spanish-speaking families and an increase in bilingual families. Although, as stated previously with regards to the number of languages spoken in Catalonia, the exact number is unknown, it can be estimated that over 100 languages have passed through the Catalan education system in the last ten years. Therefore, although the model of bilingualism upon which the Catalan education system was initially based on coincided with the sociolinguistic reality of Catalan schools at that time, nowadays, the homogeneity that was visible in both semi-private schools (Catalan speakers) and public schools (Spanish speakers) has given way to a linguistic heterogeneity, meaning that educational models based purely on bilingualism are less and less applicable to the Catalan reality (Vila & Siqués, 2013).

#### **2.4. Plurilingual Students in Monolingual Classrooms**

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The changing social, linguistic and cultural realities observed today in the Catalan education system, show that classrooms are home to more and more plurilingual students. However, despite measures such as offering a greater range of ALs, providing more hours of AL instruction or establishing CLIL-style classes in which non-linguistic subjects are taught in the AL, the teaching practises in place in Catalan schools are examples of monolingual approaches



(the Communicative Approach or immersion). Therefore, it can be seen that the student population is becoming more plurilingual but classrooms remain monolingual spaces.

#### 2.4.1. Plurilingualism vs Multilingualism

In keeping with our operational definitions, multilingualism refers to the coexistence of languages in a community, whereas plurilingualism is used to refer to a personal competence. That is to say, plurilingualism refers to the linguistic repertoire of an individual while multilingualism refers to the linguistic repertoire of a community. The definition offered by the European Commission (2007, p. 6) states that multilingualism is “the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives.” The CEFRL distinguishes between multilingualism and plurilingualism stating that “plurilingualism differs from multilingualism, which is the knowledge of a number of languages, or the co-existence of different languages in a given society (Council of Europe, 2001, p.4).”

This distinction was reiterated in the *CEFRL Companion Volume* (Council of Europe, 2018, p. 28) as can be seen in the following lines: “The CEFR distinguishes between multilingualism (the coexistence of different languages at the social or individual level) and plurilingualism (the dynamic and developing linguistic repertoire of an individual user/learner).”

On the one hand, from a language teaching and learning perspective, a school can boost its multilingual character “by simply diversifying the languages on offer [...] or by encouraging pupils to learn more than one foreign language” (Council of Europe, 2001, p. 4). However, no reference is made to developing connections between those languages on offer. From a multilingual point of view, languages coexist but do not connect.

On the other hand, from a plurilingual standpoint, as an individual’s linguistic repertoire develops and grows, incorporating languages spoken at home, at school or in the society where one lives, the languages and cultures they know are not stored in separate compartments within the brain. Instead, a communicative competence is built up from the knowledge and experience of all the languages involved. From a plurilingual perspective, languages do not just coexist but also interact and interrelate.

Drawing on Coste, Moore and Zarate (2009, p. 17), it becomes apparent that plurilingualism does not necessarily describe fixed competences in different languages. Individuals develop competences in a number of languages from desire or necessity, in order to meet their individual needs to communicate with others. Plurilingualism is constructed as individuals pursue their lives, acting as a reflection of their social paths and is, thus, not static but shape-shifting.

In this sense, the final goal of plurilingual language education moves away from language mastery and focusses more on the notion of strategic language use. Plurilingual competence is not the sum of two or more monolingual competences in different languages in the same brain (Cummins, 2008), but rather the plurilingual individual's ability to move between languages effectively, so that it becomes a language learning strategy "for negotiating meaning, carrying content messages, giving information about the speaker, his social and cultural identity, the place he occupies in the conversation, or the nature of the exchange" (Coste, Moore and Zarate, 2009, 19). Students build on their linguistic repertoire and develop the linguistic strategies that correspond with being plurilingually competent including the ability (Council of Europe, 2018):

- To switch efficiently from one of their languages or language varieties to another depending on the communicative needs of the interaction;
- To draw upon their linguistic knowledge (of one or more other languages) to understand a written or spoken text;
- To deduce the meaning of words in a language not known by them by calling upon other languages in their linguistic repertoire;
- To mediate between speakers of different languages/of different cultures who otherwise would not be able to communicate between themselves;
- To use non-verbal forms of communication to make themselves understood (gestures, mimes and so on) in situations where a common language is not shared.

To develop such abilities and build on their linguistic repertoire students need to be allowed access to their linguistic repertoire in the first place. If, in an Art class, students were required to develop a portfolio of work, they would be allowed, or even encouraged, to go back and look at their previous work and would not be forbidden from doing so every time they added a new piece to the portfolio. However, in the learning of ALs, students are, confusingly, encouraged to 'master' languages in order to build on their linguistic repertoire, but in the process of mastering these languages, a "no going back" attitude appears to prevail in that they are not actually allowed to access the repertoire they are attempting to develop.

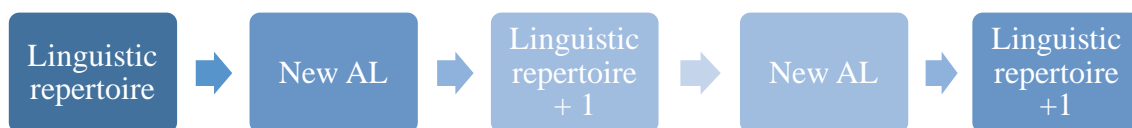


Figure 12 Building on a linguistic repertoire from a monolingual perspective

#### 2.4.2. Plurilingual Students in Monolingual Classrooms

However, although classrooms nowadays are indeed host to more and more plurilingual students, and schools pride themselves on being multilingual, the aforementioned attitudes presented by teachers on the use of the students L1 and translation has led to incongruity with regards to language integration in schools. Even though researchers and teachers alike have spoken out in defence of plurilingual approaches to ALL, languages are often kept in isolation from one another in the curriculum, due to decisions taken by the school’s directors, requests from parents or teachers’ beliefs based on the teacher training they have received. Priority, is given, on the one hand, to avoiding interference or negative transfer from the L1(s) to the AL and, on the other hand, to ensuring maximum exposure to the AL. If we considered, once again, the aforementioned misgivings presented by teachers, it was clear that teachers dismissed the use of translation as it could “lead to bad habits” and/or take away from valuable time that could be devoted to the AL.

Therefore, instead of integrating languages and developing students’ plurilingual competence, students’ linguistic repertoires are not treated as one entity but, rather, are divided according to the different languages present. Here we see the assumption that students cannot – and should not – take advantage of their linguistic repertoires by mixing, comparing and interconnecting the languages that it contains (Byram, 2008).

In this sense, language use tends to be regulated according to the physical space or the teacher in question. As a result, the good intention of promoting plurilingualism and giving students the opportunity to acquire new languages runs the risk of creating multiple monolingualism (Banda, 2009) in which the language class remains a monolingual space where the languages present in the students’ linguistic repertoires are not present in the class. In other words, in order to develop their plurilingual competence, ironically plurilingual students are required to act like monolinguals. We have referred to this as the PS/MC phenomenon (Wilson, 2014; Wilson & González Davies, 2016). A visual representation of what the PS/MC is found in Figure 13.

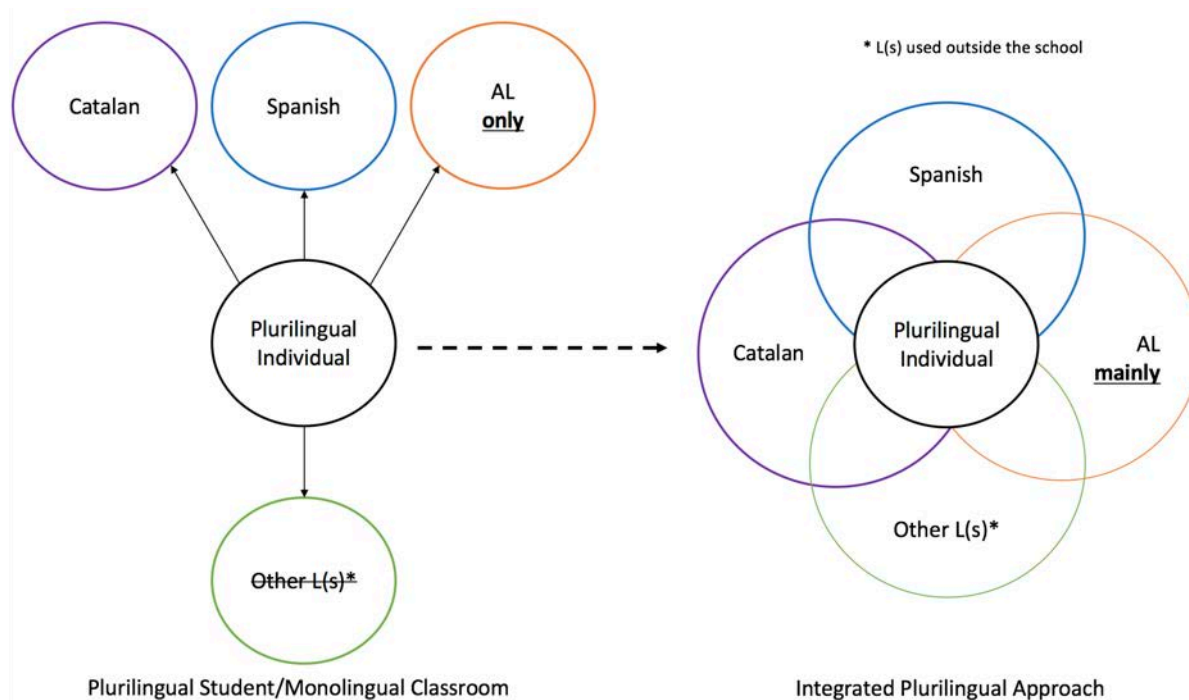


Figure 13 From the PS/MC Phenomenon to an IPA

In Figure 13, we attempt to identify the linguistic scenario of students in Catalonia. Starting on the left-hand side of the image, the three circles at the top represent the three languages of the school; the vehicle language, Catalan, Spanish and the AL. These languages, as the image implies, are almost always taught in isolation from one another. The AL of the school is kept separate from the other two languages and, as we have previously stated, many schools insist on these classes being carried out solely in the AL, hence why we have said “AL only”.

These three circles could also represent the non-language classes that have been assigned a particular language. As aforementioned, more and more schools offer non-language subjects in English, and it is not unheard of for schools to offer certain classes in Catalan, others in Spanish and others in English. The aim of which being to offer more contact with the different languages on the curriculum, but again classes are often carried out following monolingual teaching premises.

The fourth circle represents the languages used outside the school environment taking into account those students whose L1(s) is neither Catalan nor Spanish. The reason for emphasising the fact that there may be more than one language spoken outside the school is based on Baker’s (2011) explanation of functional bilingualism in which bilinguals (or indeed plurilinguals) move from one language to another for everyday interaction with different targets (referring to

people) and different domains (referring to contexts). Baker outlines examples of possible targets and domains in which bilingual or plurilingual individuals may have to change from one language to another. With regards to possible targets, he identifies interaction with nuclear and/or extended family, contact with friends, colleagues, neighbours or teachers, communication with religious leaders and/or political leaders and interaction with members of the local community. In reference to domains, that is, contexts in which bilinguals may have to change between languages, he includes activities like going shopping, watching TV, listening to the radio or reading a newspaper, work or school, participation in clubs or societies and, in the same line, participation in leisure activities or religious meetings, and finally, correspondence over the telephone or using ICT.

As is depicted in Figure 13, once again, these other languages are kept separate from the working languages of the school. This may be done for a number of reasons, be it out of fear that they may interfere with the learning of the languages of the school or hinder the amount of exposure the student receives. Furthermore, it could be down to a lack of knowledge of how to actually go about incorporating them into the class. If we refer back to the teachers' attitudes in section 3.2., teachers expressed a somewhat dismissive attitude towards translation use in the AL with regards to multilingual groups, stating in one case, as we saw above, that "It doesn't make sense in a multilingual group" (Wilson, 2011). We took this as confirmation that teachers were using translation solely to convey meaning or translate single words or individual sentences. However, it is also apparent, that while students whose L1 is Spanish and/or Catalan may well see their L1(s) 'banished' from the class, students whose L1 is not Spanish and/or Catalan may see theirs, not just forbidden, but completely ignored and, therefore, appears crossed out on the left hand-side of the diagram.

The student finds him/herself, therefore, in the centre of the four circles, each representing the languages he or she is exposed to through their linguistic repertoire. The student finds her/himself in a situation in which they are encouraged to keep these languages separate from one another and, at times, actively discouraged from finding connections between them for fear of interference taking place. Consequently, students do not move strategically between languages but rather drastically switch (successfully or not) from one to another dictated purely by the physical place they find themselves, and therefore, we can assume that their plurilingual competence is not developed.

On the other hand, the right-hand side of the graphic shows our visual representation of the IPA in which all languages are in contact with one another, including those languages that are not the official languages of the school. Our proposal for an integrated plurilingual approach to language teaching and learning sees the individual, once again, in the centre, however, his/her languages are now in contact with one another. The fact that all four circles overlap represents the connection between the languages in each student's linguistic repertoire as they are actively encouraged to look for connections and draw on all their languages when necessary.

There is, inevitably, a visible shift in the dynamic of AL classes as they move from being AL only spaces, from which other languages are kept away, to AL mainly spaces. In this sense, the AL still remains the language of priority, but other languages are explicitly used in a strategical way in order to enhance ALL.

However, we also consider it important that Catalan and Spanish classes also become Catalan *mainly* and Spanish *mainly* classes given that plurilingual education is not just about learning new languages, but encouraging students to actively look for connections between the languages in their linguistic repertoire to develop plurilingual competence. In this sense, there is no reason why the Catalan and Spanish classes cannot or should not become plurilingual spaces in which the other languages present in students' linguistic repertoires are also welcome. With regards to the other languages of which students have knowledge, these are no longer crossed out, but are acknowledged. They cease to be considered as a hindrance, and are viewed as a possible learning resource in the learning of the particular language in question. As well as squandering a naturally-occurring and valuable resource, not incorporating other languages into the AL classroom out of fear of the detrimental effects they could have on the AL being learnt, can itself bring about other detrimental consequences, as detailed by Conteh and Meier (2014, p. 2), "children with minority language or indeed multilingual backgrounds are often marginalized and even to a certain extent excluded from unfolding their full potential for their individual progress and for the benefit of society."

Furthermore, it ought to be noted that the aforementioned language model of the Catalan education system (2018) stresses one of its objectives as being the promotion of the heritage languages of newcomer students. The importance of maintaining and fostering students' heritage languages is threefold. Firstly, to ensure that the arrival of newcomer students to the school environment be a positive experience and, secondly, to give value to the languages

spoken at home by all the students in the school. Lastly, boosting the development of students' heritage languages can help guarantee that the Catalan society is a truly plurilingual one, home to individuals who are competent not only in Catalan, Spanish and English or other ALs, but also in their heritage languages.

### 2.4.3. Additional, not Foreign nor Second Language Learning

One of the possible detriments referred to here has to do with identity, that is, “how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future” (Norton, 2000, p. 5) and self-esteem. In this line, Cummins et al. (2015) argue that negotiation, investment and affirmation of identity can be linked directly to achievement or, indeed, underachievement.

Baker (2011, p. 398) claims that, while not the only aspect that allows us to identify with a particular identity, language is “one of the strongest symbols in having a group, regional, cultural or national identity. That said, our identity, like our linguistic repertoire, is not fixed, instead it is “socially created and developed through language” (p. 398). Through the language or languages an individual speaks, they are often identifiable in terms of their history, origins or culture, and this changes as they engage in diverse sociocultural experiences. As Norton (2013, p. 376) defines it, “identity is multiple, a site of struggle, and changing across time and space.”

Drawing on Aronin and Ó'Laoire's (2004) definition of multilinguality, “facet of a self, activated and expressed through language and language-related phenomena, which influences the social and private life of an individual” (p. 81) and Norton's (2010) description of identity, Sugranyes (2017) defines plurilingual identity when referring to the linguistic identity of emerging plurilinguals (EPI) as “the complex negotiating process between the learner and her environment, as the identity of an emergent plurilingual is context-based, plural and dynamic and is portrayed through the languages the emergent plurilingual uses: her plurilingual identity is what she brings into the classroom” (p. 53).

Sugranyes (p. 78) argues that plurilingual identity has to do more with how individuals use their languages as opposed to who they are in relation to them, suggesting that if plurilingual identity is developed in the AL classroom, students' investment towards language learning may be

positively affected. This, in turn, could potentially lead to improved academic performance. Little (2016) insists that schools should aim to be linguistically, culturally and ethnically inclusive, by making use of the languages present in students' linguistic repertoire and how they manage their linguistic repertoire on a daily basis.

However, “when one group is dominant, it can force individuals into the category of a low-status minority group and this can have a detrimental effect on the self-esteem of the individuals” (Byram, 2008 p. 61). Let us substitute the word “group” here for “language” and we can argue that by dismissing the languages present in students' linguistic repertoires we are potentially downgrading their language to a lower status. While this may not result problematic for students whose L1 is the dominant language among students in the class and/or school, for example Catalan or Spanish in our case. However, a newcomer student with a distinct L1 may begin to view their L1s as something of which they ought to be embarrassed (González Davies, 2020b). The status of pertaining to a language minority is imposed on the individual, and for some, can make them feel stigmatized due to the negative connotations associated with the term ‘minority’ such as “being marginal, non-mainstream and unusual” (Baker, 2011, p. 399).

In this sense, the term “additional language”, as opposed to “foreign language” or “second language” can be considered more apt in that it refers to any language learnt by an individual that is not their L1s. AL can be considered an appropriate substitute for second language or “third language” given that what may be the third language for one student may be the fourth or fifth for another. Furthermore, and in relation to identity, the use of the word ‘additional’ avoids the notion of hierarchy as languages are not listed in chronological order, nor are they ranked numerically according to proficiency or importance or usefulness. The implication is that “learners operate in classrooms that are plurilingual spaces where they have more than one language at their disposal” (González Davies, 2014, p. 10).

Moreover, the term “foreign language” acquisition refers to the “learning of a language, usually in a classroom setting, in a context where the target language is not widely used in the community (for example, learning French in China)” (Lightbown & Spada, 2006, p. 199). While this is indeed the case for the learning of English in Catalonia, the word ‘foreign’ (like minority) can conjure up some undesired connotations, such as “strange” or “unfamiliar”. When students learn English, especially in a community where English is not spoken, it is useful if they can consider the language as a resource that can complement the languages already



present in their linguistic repertoire. Terms such as “foreign language” keep the language at a distance to the students leading students to view it as nothing more than an academic subject they are exposed to in an academic setting.

## **2.5. Connections in the Plurilingual Mind**

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In order to combat this physical separation of languages, we suggest the implementation of the IPA described as an “emerging didactic model for plurilingual education” (Esteve & González Davies, 2016; Esteve et al., 2017; Sugranyes, 2017; González Davies, 2018, 2020). The main aim is to enrich language learning, in a way that students’ plurilingual competence can be effectively developed. The IPA draws on research into plurilingualism, in particular, regarding the ways in which plurilingual individuals think, learn and use their language. Therefore, we rely mainly but not solely on the following research which focusses primarily on how languages coexist in the mind of plurilinguals, how connections are made, and how this can affect how plurilinguals use the languages in their linguistic repertoire:

- ✓ Dynamic Bilingualism (mainly, García, 2009b)
- ✓ Interdependence Hypothesis (mainly, Cummins, 1979b, 1984, 2008)
- ✓ Multi-competence (mainly, Cook, 1991, 2002, 2002, 2012; Cook & Wei, 2016)
- ✓ Translanguaging (mainly. García, 2009a; Canagarajah, 2011)

### **2.5.1. Dynamic Bilingualism**

García (2009b), states that the term Dynamic Bilingualism is used in the North-American context in much the same way as plurilingualism is used in Europe, and attempts to go beyond the idea that two autonomous languages are present in the mind of bilinguals, or, the “two-solitudes assumption” (Cummins 2007, 2008). Dynamic bilingualism insists that the languages practices of bilinguals are “complex and interrelated” not emerging in a linear way as is the case with additive or subtractive bilingualism.

García (2013) provides examples of what she calls dynamic bilingualism referring to students who use their entire semiotic system in an effective way in order to ensure that both their classmates and the teacher can understand them. The student in question shows awareness that he has to say certain things in one language or another as well as an understanding that by accompanying what they say with a gesture or movement, their classmate will be able to

understand him better. For this student, his two languages “do not exist in different worlds, or even domains, they function as part of an entire linguistic repertoire, in interrelationship, to make meaning” (2013, p. 111). In order to address dynamic bilingualism, García (2009a, 2009b, 2014; García & Wei, 2014), proposes translanguaging as an effective bilingual pedagogy.<sup>19</sup>

Furthermore, García (2009c) uses the term emergent bilinguals, as opposed to language learners, in order to refer to students (primarily Spanish speakers), given that, by learning an AL (English) they are on their way to becoming bilingual. The idea of emergent bilinguals and how to improve the education of these individuals is the vision behind the CUNY-NYSIED project (2011-2019)<sup>20</sup> and was done so by means of leadership development and the distribution of material. Sugranyés (2017) develops on the notion of emergent bilinguals furthermore and refers to emergent plurilinguals. The characteristics of emergent plurilinguals are that they are individuals who, on the one hand, make use of the languages used at school along with their own language, that is to say, that “more than three languages are always at play” (Sugranyés, 2017, p. 71) and, on the other hand, continuously execute plurilingual strategies, alternating between languages.

Results from a 2014 report showed good practices in participating schools, including making use of students’ bilingualism as a resource and welcoming it into the teaching and learning process. Other good practices include making bilingual resources available for teachers, students and their families alike and converting the buildings themselves into a “multilingual ecology [...] proudly displaying their linguistic diversity, and using it as a resource whenever possible” (Sánchez, Espinet & Seltzer, 2014, p. ii). Referring to the context in which CUNY is situated, New York, García et al. (2018, p. 52) claim that to successfully meet the academic and linguistic needs of future multilingual generations “the multilingual practices” or translanguaging of multilingual individuals needs to be recognized by policy makers.

### 2.5.2. Interdependence Hypothesis

Cummins’ (1979b, 1984, 2008) coined the term Interdependence Hypothesis in opposition to the Interference Hypothesis, which claims that negative transfer occurs when the students resort

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<sup>19</sup> Translanguaging is dealt with in section 3.4.4., and its applications in pedagogical contexts is covered in section 4.4.

<sup>20</sup> <https://www.cuny-nysieb.org/>

to their L1 in learning an AL and, thus, languages should be kept separate in learning situations under the assumption that they are kept separate in the brain. The Interdependence Hypothesis, however, challenges the ‘two solitudes assumption’ and insists that underlying attributes are common across languages. Cummins (2007, p. 224) claims there is a lack of research basis behind these assumptions, “it is simply assumed that the two languages should occupy separate instructional (and cognitive) spaces.” He also argues that the Direct Method or the ‘two solitudes’ assumption are not actually in line with contemporary understandings regarding how a plurilingual individual’s brain works.

When an AL is learnt, transfer occurs between languages as language learners draw on their previous knowledge and previous language(s) repertoire in an attempt to make meaning of their new experiences in the AL. The Interdependence Hypothesis, often presented as a metaphoric ice-berg, claims that, despite visibly different surface features of different languages, there are many characteristics beneath the surface that can be transferred from one language to another. Haskell (2001, p. 23) defines transfer as “how previous learning influences current and future learning, and how past or current learning is applied or adapted to similar or novel situations”

Cummins (2008) affirms that it is the presence of the aforementioned underlying features that allows for transfer to occur, given that they are the result of an individual’s experiences or learning. Once experienced or learned, should the educational or sociolinguistic context allow it, such attributes become readily available to be transferred across languages. This transfer, however, is not one-way, since underlying attributes- previously learnt knowledge and concepts- can be transferred from the L1 to the AL(s) or, in line with V. Cook (2010), from the AL(s) to the L1, or indeed from one AL to another. Cummins argues that instruction in one language can lead, not only to the development of proficiency in that language, but also to the development of the other languages in the individual’s linguistic repertoire, as long as there is adequate exposure to the language and motivation to learn it (Cummins, 1981). Cummins (2008, p. 69) identifies five types of transfer that occur: metacognitive and metalinguistic strategies, pragmatic aspects of language use, particular linguistic elements, the transfer or awareness of phonology and, conceptual elements. Both procedural and declarative knowledge can be transferred. These elements are already present in the learner’s knowledge of their L1(s) and, given the correct type of instruction, can be made readily available in the AL(s).

As aforementioned (see section 1.4.), Cummins (1981) identified two distinct kinds of language proficiency; Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Finally, Cummins also points out that for effective transfer to occur between languages, the individual in question must have a minimum threshold literacy level of BICS in one of the languages involved.

### 2.5.3. Multi-competence

Plurilingual speakers use their languages in ways that are different to monolingual speakers and in reference to the distinct ways they use language, V. Cook coined the term ‘multi-competence.’ Originally defined as “the compound state of a mind with two grammars (1991), this definition was later altered to the “knowledge of more than one language in the same mind” (Cook, V. 2003). More recently, it was updated to “the knowledge of more than one language in the same mind or the same community” (2012). Furthermore, V. Cook prefers the term L2 user over L2 learner, in order to avoid insinuating deficiency regarding the language level. In the following section, we continue to make use of the term AL, unless directly quoting from V. Cook himself, in which case we use the term L2.

#### 2.5.3.1. Multi-competence vs Native-speaker Competence

By comparing AL students to monolingual speakers, we are limiting them to using language in a monolingual way. In doing so, we disregard the many ways in which plurilinguals use language that are unavailable to monolingual individuals. These natural plurilingual practices include code-switching, translation, bilingual humour and calques (González Davies, 2007) or translanguaging, a natural and ongoing occurrence within plurilingual environments (García, 2009a). All of these naturally-occurring features of plurilingual speech, emphasize the fact that acquiring an AL “does not mean acquiring the self-contained language system of a monolingual but an L2 that coexists with an L1 in the same mind” (Cook, V. 2010). Asking monolingual speakers to make use of such features of plurilingual speech would be to ask the impossible and, thus, expecting plurilingual individuals to use language in the same way as a monolingual individual would be equally incongruous.

Multi-competence has to do with the entire system for all languages concerned in a single mind or community and the interrelations that occur between these languages. In this sense “the languages must be an interconnected whole within a single mind, an eco-system of mutual interdependence. At the same general level, a multilingual community is an interconnected network of different languages” (Cook & Wei, 2016). To ignore the L1s, for example, in the learning of the AL, is to ignore the single feature that differentiates a plurilingual individual’s mind from that of a monolingual individual.

Worth noting is that the communication that students will engage in through their AL will not necessarily be with monolingual native speakers of the AL but, instead, with fellow AL users like themselves. And if the student were to engage in social interaction with a monolingual native speaker of, for example, English, how can we be sure that the variety of English that they have been taught will be the ‘correct’ one to understand or be understood by the monolingual native speaker in question? The danger of comparing students to native speakers is that “the concept of native speaker is highly simplified, excluding all but the monolingual speakers of a standard form of the language” (Cook & Wei, 2016), a standard form that is usually based on the language found in dictionaries and grammar books.

Furthermore, monolingual native speakers are not always able to adapt to new linguistic situations in ways that multi-competence allows plurilingual language users to, such as drawing on the different languages available to them in their linguistic repertoires (because their linguistic repertoire is limited to one language), adapting their language adequately and applying it effectively to suit the context and/or culture they find themselves faced with (House, 2007; 2009). Monolinguals, at times, are unable to adapt their language to meet the needs of AL users in ways that plurilingual speakers can.

And yet monolingual classrooms and “the use of the native speaker as an idealised reference in the teaching of English are well rooted in European education” (Cenoz & Gorter, 2013, p. 593). Furthermore, if we consider that the idolised native speakers that students are often compared alongside are usually (inner circle) monolingual native speakers (see below), we render the comparison meaningless. Comparing students to monolingual native speakers sets goals that are inaccessible for learners of ALs. (Cook, V., 1999), as it is virtually impossible for a learner of an AL to become a monolingual native-speaker, given the very fact that that they are learning an AL means that the student has prior knowledge of another language. Such a comparison

harks back to the monolingual view of bilinguals, that the AL “is added on to the speaker’s first language, something extra; the L2 user’s proficiency in the second language is measured against the sole language of the monolingual, ideally, the L2 user would speak the second language just like a native speaker” (Cook & Wei, 2016). This perspective views bilinguals as two monolinguals in one person (Grosjean, 1989), or, worse still, “deficient monolinguals in each of their languages” (Jessner, & Kramersch, 2015, p. 3), an attitude expressed throughout the years not only by research into bilingualism but by bilinguals themselves who, despite functioning day after day in two (or more) languages, are often very critical of their language competence. Jessner and Kramersch (2015) maintain that the belief that one can only be considered a true bilingual if one reaches a linguistic competence that can be compared to monolingual native-speaker competence, remains rife.

The idolised vision of the native-speaker has also taken its toll on non-native teachers of ALs. Very often, the native teacher is favoured above the non-native teacher, for a number of reasons, including their pronunciation, their repertoire of vocabulary or expressions as well as their knowledge of the culture behind the language, to name a few. However, at times, the fact that they are unable to communicate with the students in their L1 and can therefore a monolingual classroom environment is what attracts schools, students - and parents – to opting for a native teacher. Language academies pride themselves on having native teachers and consider it a selling point. Browsing the internet, we found this example of a job offer for an English teacher in South Korea.

### **Qualifications:**

- Native English speaker.
- ITTO’s or partner school's Certification.
- BA, Masters, PhDs.
- Teaching experience not required.
- UK, Australia, New Zealand, USA, Canada, Ireland, or South Africa passport.

Figure 14 Sample job listing for native English-speaking teachers<sup>21</sup>

This, of course, is not an isolated example. However, it does illustrate quite effectively the situation regarding native vs. non-native teachers in many (although we do stress that not all) private language schools. The job offer asks requires no teaching experience, instead stressing

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<sup>21</sup> Taken from [www.teflcertificatecourses.com](http://www.teflcertificatecourses.com)

the importance that applicants have English as their L1. This highlights the fact that for many of these schools, priority is given to the teacher's nationality rather than their teaching training or experience. This is emphasised in the fact that, as well as being a native-English speaker, the offer also requires applicants to be a passport holder of an English-speaking country. However, not only does this job offer prioritise native-English teachers above non-native teachers, but it also prioritises certain English-speakers over others. Here, the language school behind this advertisement is associating native-English speakers from typically Caucasians countries and completely disregarding those from African countries, the Caribbean or other postcolonial countries. Not only is this offensive but also creates the misleading notion that one English is better than another.

Llurda (2006) claims there is a need for research into how students go about defining a native speaker and a non-native speaker. He suggests that, often, from a student's point of view, Caucasians are understood as being native speakers, regardless of if they were born in Nordic countries and/or Germany. On the other hand, Asian-Americans, due to the fact they are not Caucasian, despite having been born in the USA, may not be considered native speakers of English. Furthermore, the close-minded attitude regarding native and non-native teachers displayed by language schools (Figure 14).

With regards to English speakers, Kachru's (1985) Three-Circle Model of World Englishes divides the world into three different types of countries, each type represented by one of three concentric circles. In the inner circle, represents those countries in which English is the official language of the country and the L1- often the only language, of the population. In this circle, he includes countries such as the UK, Canada or New Zealand. The outer circle consists of those countries which were former British colonies, where English is considered a co-official language. It is not necessarily the L1 of the majority of the population, but it prevails in higher education and legislature, as well as serving as a lingua franca. In this circle, one can find countries such as Nigeria, Tanzania and Kenya. The final circle, known as the 'expanding circle' includes countries where English has had no role in governmental or historical matters but is widely used for aspects such as international communication and refers to countries such as Russia, Japan and non-Anglophone European countries, for example, the context of our study, Catalonia.

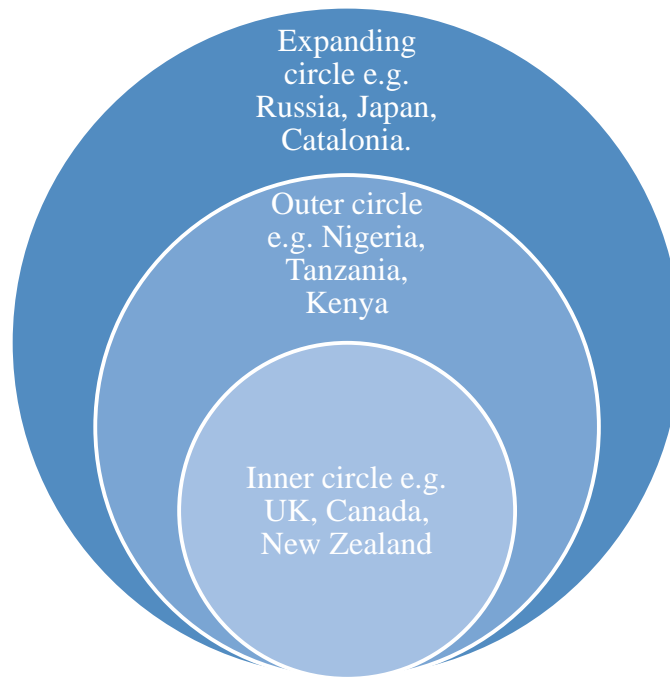


Figure 15 Kachru's Three-Circle Model of World Englishes (1985)

By comparing students to monolingual native-speakers we are only taking into account those English-speakers present in the inner circle, and within the inner circle, those who have no knowledge of another language. We are viewing speakers present in the other circles as non-legitimate speakers of the language. Davies (2003, p. 210) claims there are five fundamental ways in which the research has defined the native speaker:

1. The native speaker acquires the L1 in childhood;
2. The native speaker has intuitions about the standard language grammar;
3. The native speaker has a unique capacity to produce fluent spontaneous speech;
4. The native speaker has a unique capacity to write creatively (including literature):
5. The native speaker has a unique capacity to interpret and translate into the L1 of which s/he is a native speaker.

It ought to be noted that of these five fundamental characteristics, only the first one can be used to differentiate the native-speaker from an AL user. It is also this first characteristic that makes becoming a native-speaker completely impossible, yet it is the least important when considering effective communication. With regards to the fourth or fifth characteristic, being a native speaker of a language does not guarantee that the speaker is skilled in writing creatively or indeed is a competent translator.



Byram considers that the AL learner should be “conceived as a ‘complete’ individual, rather than one who is ‘almost’ a native speaker” (2008, p. 58). Furthermore, multi-competence offered a vision of second language acquisition based on the AL user as a whole entity, rather than how they measure up to native speakers of the language. It did not consider the learning of an additional language to be independent from the L1s but rather “included all language-related aspects of the mind”.

### **2.5.3.2. Multi-competence and Affordance**

However, multi-competence is not restricted solely to language, but rather it affects all aspects of the mind, that is to say, all cognitive systems. Bialystok (2009) provides an extensive review on research that has considered the impact of being bilingual on children’s cognitive and linguistic processing. In particular Bialystok (1999) and Bialystok and Martin (2004) found there to be greater executive control among bilingual children than their monolingual counterparts. On the other hand, studies by Cummins (1978) showed superior performance by bilingual children with regards to metalinguistic awareness. These studies focussed on fully bilingual children, that is to say, those who had been ‘born’ bilingual. However, Bialystok et al. (2014) considered at what moment these advantages come about in emerging bilinguals, and found that the same advantages visible in fully bilingual children could be reported among emergent bilingual children after just two years of, in this case, immersion education.

In his Affordance theory, Gibson (1986) defines an affordance not as being a particular quality specific to an individual or the environment, but rather as what emerges from the interaction between the two. It, thus, entails “the complementarity” of the individual and the environment (p. 127). Kyttä (2002, p.109) identified four types of affordance, these are ‘potential’, ‘perceived’, ‘utilized’ and ‘shaped’, and are defined as Kordt (2018, p. 136) as:

Potential affordances exist but are not necessarily perceived by the individual; the individual is aware of perceived affordances but may not use them; utilised affordances result in actions, and shaped affordances emerge because the individual actively influences his or her environment and therefore his or her range of affordances.

With regards to multilingualism, Singleton and Aronin (2007) claim that multi-competence can be considered “both the result of the perception and use of affordances for multilingualism and an important factor in the emergence of further affordances (Kordt, 2018, p. 137). This is not purely down to the number of languages present in their linguistic repertoire, but more to do with the skills developed by the plurilingual individual that contributes to the abovementioned heightened metalinguistic awareness (Herdina & Jessner, 2002). This increased metalinguistic awareness (for example as identified by Cummins 1978) can also be defined as a greater awareness of the affordances that are emerging as the individual interrelates with language. In addition, there will also be an increased ability to use said affordances. Taking into account the distinct nature of monolingual and plurilingual minds, the emergence of affordances for plurilinguals and monolinguals is also distinct. Kordt (2018) outlines the possible consequences of affordances that can emerge when learning an AL:

- Linguistic structures and vocabulary items in new languages become *analysable, investigatable* and *understandable*.
- A wide range of linguistic material can become *take-an-interest-in-able* and *compare-with-other-languages-able*.
- Some elements in new languages become *recognisable*.
- Existing linguistic knowledge becomes more *maintainable*.
- A wider range of communicative situations becomes *manageable*.
- Processes of language acquisition and maintenance become *reflect-on-able*.
- A large number of people become *communicate-with-able*.
- Linguistic elements and strategies that have been effective in prior situations of language learning and language use become *transferable*

Kordt (2018, p. 137)

### **2.5.3.3. Multi-competence and Flexibility**

As well as having distinct ways of using language, plurilingual speakers have distinct ways of thinking, understanding and categorizing the world around them and these thoughts are modified as new languages are learned, “learning another language makes people think more flexibly [...] and leads to better attitudes towards other cultures” (Cook, 2010). The fact that plurilinguals have access to more than one language in their heads, but do not keep them completely separate, gives them more flexibility. Kuo and Anderson (2011, p. 369) state that, in the case of bilingual children “having access to two languages may render structural

similarities and differences between languages more salient, allowing bilingual children to form representations of language structure at a more abstract level.” Kecskes and Papp (2000) also found, in their research among Hungarian school children that those students with knowledge of another language were able to use more complex language when writing in Hungarian.

The concept of flexibility has, in recent years, also been backed up by research in neurolinguistics. Researchers working in the field of medicine have long since identified the areas of the brain in which languages appear to be stored, the L1 being stored in the inferior frontal gyrus, and ALs usually – albeit not exclusively – in nearby areas (Parareda, 2018). In the case of multiple L1s, these are stored in the same area. Yang et al (2015), found among native English speakers learning Chinese, that those individuals with a more connected brain network were more successful in learning vocabulary. According to their study, a more connected brain network is one that shows greater flexibility and efficiency and “the learning of new L2 words helps learners to achieve a well-connected and efficient neural network, and the more successful the learning, the more connected the network may be” (2015, p. 44-45).

Furthermore, research into neuroplasticity and its role in language learning has caught scientists’ attention. Neuroplasticity is defined as the brain’s ability to reorder itself over the course of an individual’s life, “to functionally and physically change or reconfigure its structure in response to environmental stimulus, cognitive demand, or behavioural experience (Li, Legault & Litcofsky (2014, abstract). Lieff (2013) claims that neurons in our brain collect information from any possible resource using neuroplasticity to change the function. These changes, however, do not take place in one isolated place, but rather, in many different places at once throughout all the connecting neurons in the brain circuit. So, while languages may be stored in different areas of the brain, they are in constant connection and, the brain’s ability to make these connections is due to its flexibility.

#### 2.5.4. Translanguaging

Translanguaging, the term coined by Cen Williams (1994), referred to the deliberate switch in the language of input and output in bilingual education. It was developed further by García, (2009a) and Canagarajah (2011) and is now often used as an umbrella term for the different features of plurilingual speech, defined as “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated

system” (Canagarajah, 2011 p. 401). Despite its direct implications for language learning environments, translanguaging goes beyond the classroom as it is a naturally occurring social phenomenon used by bilinguals and plurilinguals in order to communicate effectively but also in everyday life. In a nutshell, translanguaging is communication: “translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential” (García, 2009a, p. 140).

Translanguaging is, first and foremost, about communication. Translanguaging implies that linguistic repertoires are used in dynamic, creative and ever-changing processes so that not only do language users change between different languages but they are also continually developing a new language reality as well as a new way of acting as a social agent as they take into account aspects such as different registers and styles. Translanguaging, thus, becomes highly responsive to language pedagogy which encourages learners’ effective use of all linguistic and cultural repertoires. Translanguaging, in turn, questions theoretical constructs driven by the need for monolingual native-speaker competence such as the notion of deficiency or interference. Instead, it focuses on construction of meaning by means of all the linguistic resources available to language users.

## 2.6. Conclusions of the Chapter

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Our theoretical framework is based on observations regarding teachers' attitudes towards the use of students' L1(s), translation and other natural plurilingual practices, as well as the changing social and linguistic reality of classroom nowadays. The result the latter is that schools have become more multilingual with a plurilingual student profile. However, teamed together, the generally dismissive attitude displayed by teachers alongside these social changes, means plurilingual students with diverse linguistic repertoires are being encouraged to behave like monolinguals as the AL classroom remains a monolingual space. We have argued that not only can this prove detrimental regarding aspects such as identity or the development of plurilingual competence, but also a valuable resource – the student's linguistic repertoire – is being squandered.

With this in mind, the rest of our theoretical framework has focussed, primarily, on research into what happens to languages in a plurilingual individuals' brain and how these individuals access and use their linguistic repertoire. By drawing on Dynamic bilingualism, the Interdependence Hypothesis, Multi-competence, and Translanguaging as a theoretical concept, we have reiterated the perspective of language and plurilingualism defended through this thesis which argues that:

- the plurilingual individual is not simply a multi-monolingual, or a near-native speaker but, rather, the mind of a plurilingual individual differs greatly to a monolingual's;
- the plurilingual individual's brain is constantly shifting and, in turn, languages interact, connections are made, and knowledge and concepts are transferred between them; and,
- for the above to come about, the educational and sociolinguistic context should foster or encourage this interaction, connection-building and transfer (Cummins, 2014, p. 69)

Once such way in which the educational context can adhere to this is through allowing students access to their linguistic repertoire. To do so, we propose the implementation of the IPA, given the fact that its roots lie in the abovementioned research into plurilingualism and its aim is not simply to increase the number of languages in the linguistic repertoire of students, but rather to develop an effective plurilingual competence.

### 3. Pedagogical Framework

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#### *Presentation*

In this section, we present our pedagogical framework for the implementation of Translation for Other Learning Contexts (TOLC) in additional language (AL) classrooms, which is coherent with the theoretical framework outlined in the previous chapter. The pedagogical framework, like our theoretical framework, has the Integrated Plurilingual Approach (IPA) at its core.

This chapter is divided in the following way: to begin with, we present the operational definitions in which we offer an explanatory definition of the key terms used throughout the thesis, in particular those that are fundamental to this chapter. Following this, we draw on a three-layered interrelated instructional framework put forward by Richard & Rogers (2014). The framework consists of three elements: approach, design and procedure. Regarding the first of these elements, the term “approach” makes reference to the theories at the basis of our study. We deal with the theories of learning, and consider the main approaches to AL teaching that contribute to our study.

With regards to the second element, “design”, this term refers to how the syllabus is constructed. When considering the “design”, the following aspects are taken into consideration:

(a) what the objectives of the method are; (b) how language content is selected and organised within the method, that is the, syllabus model the method incorporates; (c) the types of learning tasks and teaching activities the method advocates; (d) the roles of learning; (e) the roles of teachers; and (f) the role of instructional materials.

(Richard & Rogers, 2014, p. 24)

Drawn from to the three-layered instructional framework, one of the outcomes of the wider research project of which this study forms part, was the development of the IPA five-dimensional instructional framework (IPA-5DIF) (Corcoll, et al., forthcoming; González

Davies 2020; González Davies & Soler, forthcoming; González Davies & Wilson, forthcoming). The five dimensions and three layers are interdependent and interconnected. (González-Davies and Soler, forthcoming) as seen in Table 4.

Three-layered framework (Richard & Rogers, 2014)	IPA-5DIF
Approach	<ol style="list-style-type: none"> <li>1. (Socio)constructivist approach to learning: Reflective learning based on (inter)action</li> <li>2. Holistic approach to language and learning: Concept-based instruction and transfer of learning</li> <li>3. Balanced implementation of learning strategies: cognitive, metacognitive and socio affective.</li> </ol>
Design	<ol style="list-style-type: none"> <li>4. Iterative, collaborative and situated learning</li> </ol>
Procedure	<ol style="list-style-type: none"> <li>5. Use of natural plurilingual practices to promote effective translanguaging</li> </ol>

Table 4 Layers of instructional design and IPA-5DIF (González Davies & Wilson, forthcoming)

In this chapter, we will focus on the first two layers of this three-layered instructional framework. To do so, we will discuss the theories and approaches that contribute to our pedagogical framework, from both a theoretical perspective (approach = why) and from a practical perspective (design = how). When we present the approaches to AL teaching, we will refer, not only to the theoretical notions behind them, but also how these theoretical assumptions are transferred to the syllabus. Following this, we discuss the IPA and its main premises. Then we consider translanguaging from a pedagogical perspective before specifically focussing on TOLC.

Finally, the third layer refers to the “procedure”, that is, the “moment-to moment techniques, practices, and behaviours that operate in teaching a language according to a particular method” (2014, p. 31). The element of “procedure”, this will be developed in Chapter 5 – our didactic proposal. There, we provide a step-by-step account of the classroom practices developed and implemented as part of our study incorporating the use of plurilingual practices.

In this section, we outline the teaching approaches that contribute to our study. To do so, our focus on the contributing approaches will be two-fold in that we will consider them from both a theoretical perspective (that is to say, *why*) and a practical perspective (that is to say, *how*).

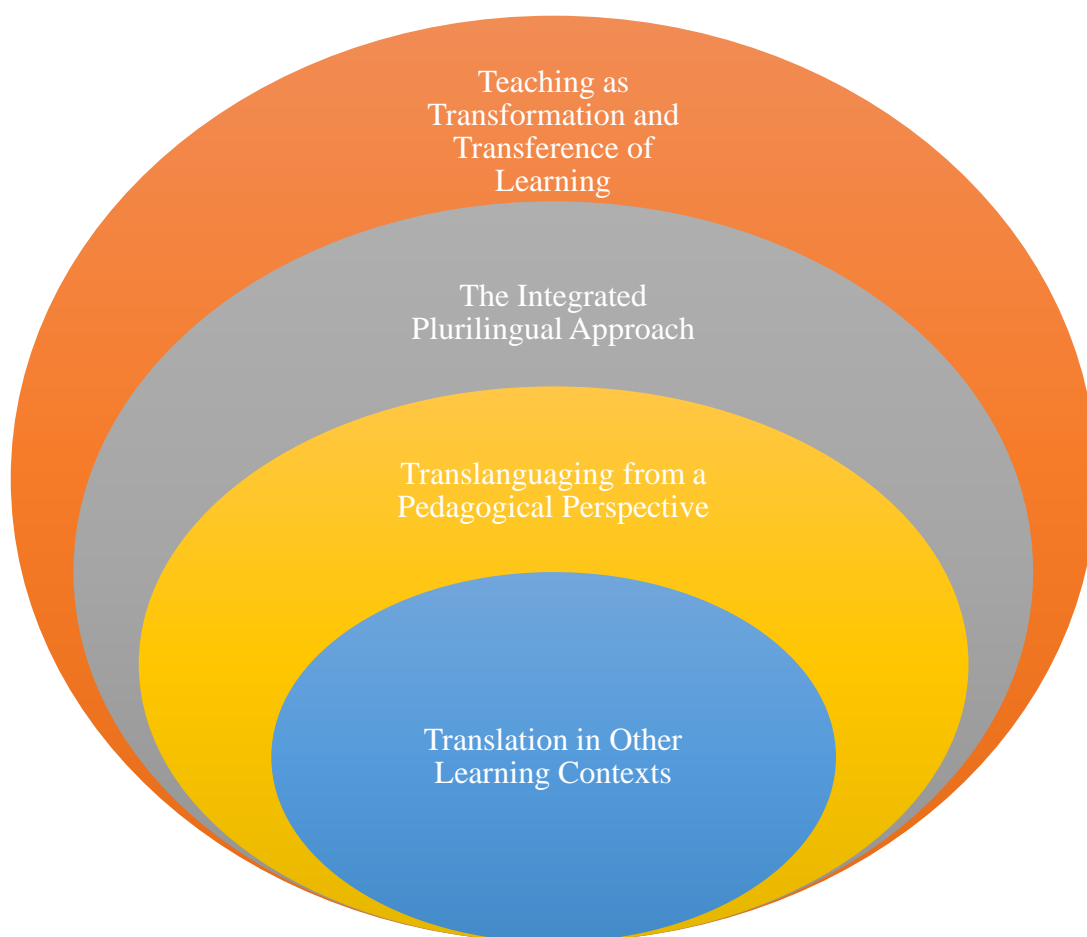


Figure 16 Pedagogical framework

### 3.1. Operational Definitions

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#### Agency

Ahearn (2001) provides a broad definition of agency as “the socioculturally mediated capacity to act” (p. 112). Learning, according to Van Lier (2008), depends more on the learner’s initiative and activity than on the teacher’s ‘inputs’. Learner agency, in our case, refers to plurilingual students’ capability of becoming aware of their plurilingual attributes and use them accordingly.

#### Intercultural competence

We draw on House’s (2007, p. 19) definition of the intercultural speaker as an individual “who has managed to settle for the In-between, who knows and can perform in his or her native culture and in another one acquired at some later date”. Thus, for the purpose of this thesis, our understanding on intercultural competence is the development of attitudes, aptitudes,



knowledge and skills that contribute to allowing an individual to mediate efficiently and effectively between cultures.

#### Language identity texts (LITs)

Language identity texts (Sugranyes, 2017) build on Cummins' identity texts and are defined as a pedagogical tool that, by using students' heritage languages, can be used to foster plurilingual identity. LITs rely on the use of Translation for Other Learning Contexts to translate the texts once they have been created.

#### Pedagogically Based Code-switching (PBCS)

Pedagogically Based Code-switching (PBCS) (Corcoll, 2013; Corcoll & González Davies, 2016) refers to an informed use of code-switching for pedagogical benefit. That is to say, the use of code-switching is promoted by the teacher and its use is incorporated explicitly in the classroom practices the use of code-switching

#### Translanguaging

The term translanguaging refers to “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (Canagarajah, 2011, p 401). Translanguaging is a natural skill of any individual that has more than one language in their linguistic repertoire, and its use in the classroom can be planned or unplanned. Following the IPA's theoretical framework, our understanding of translanguaging for this research is as an umbrella term that can englobe various uses of natural plurilingual practices in the AL classroom.

#### Translation for Other Learning Contexts (TOLC)

TOLC (González Davies, 2012, 2014, 2018, 2020a, 2020b) is a plurilingual approach to language learning that promotes the incorporation of translation in informed ways into AL classrooms. This is not done in order to develop professional translator competence, but rather to enhance the acquisition of not just linguistic but also intercultural mediation skills. TOLC can be considered a mediation and communication skill and strategy. It promotes a more communicative approach to translation (González Davies, 2020b, p. 6) in which translation is viewed not only as a product but also as a process of everyday communication.

## 3.2. Teaching as Transformation

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Our pedagogical framework (and the forthcoming didactic proposal) is based on socioconstructivist premises (Vygotsky, 1978) and focuses on the following approaches to ALL:

- Collaborative language learning
- Humanistic learning
- Situated learning

In considering the above approaches, we contemplate the generally-accepted three main views on the teaching process (González Davies, 2004, 2016, 2018, 2020a). These are:

- 1. Teaching as transmission:** The view of transmissional teaching considers that the act of teaching is to transmit knowledge from A to B, where A is the teacher's head and B is the students' head. Teaching is, thus, teacher-centred and the teacher adopts the role of the all-knowing expert. They provide the knowledge and evaluate whether students have "learnt" this knowledge or not. The students, on the other hand, have the passive role of memorizing and replicating or retransmitting the knowledge back to the teacher to be assessed.
- 2. Teaching as transaction:** The view of transactional teaching considers that teachers ought to create situations in which students can actively create knowledge by interacting with the material being learnt. Students, in this case, have an active role in the construction of knowledge and are encouraged to connect their own previous knowledge and experience as they build up new and meaningful knowledge. As opposed to providing students with all the information, the role of teachers is to guide the students in their quest to construct knowledge. To do so, they provide situations in which students can connect their previous knowledge to newly-acquired knowledge to, in turn, develop meaningful knowledge that is relevant to the students.
- 3. Teaching as transformation:** The view of transformational teaching considers that learning conditions ought to have the potential to transform the student. This transformation is on different levels including cognitive, social, emotional and creative levels. The role of the teacher, in this case, is to create learning conditions and experiences that are capable of transforming students. The role of the student is to take heed of these conditions and experiences for self-transformation. Student agency and transferential learning are forefronted.

The approaches that contribute to our pedagogical framework, contribute mainly to the view of teaching as transaction or transformation. All of them reject the view of teaching as transmission, in that it is teacher-centred and relies on the student's ability to regurgitate information transmitted to them from the teacher. Elsewhere, the approaches we draw on in our pedagogical framework relate to the five dimensions outlined above in Table 4.

We will now consider in more detail Vygotsky's socioconstructivist theory, before delving into each of the approaches presented above. For the benefit of the reader, these approaches appear in alphabetical order.

### 3.2.1. Socioconstructivism

Under the assumptions of socioconstructivism (Vygotsky, 1978) learning and the construction of knowledge are considered a social act. Socioconstructivism argues that social interactions are fundamental in cognitive development. As a result, "the classroom becomes a working environment in which students, guided by the teacher, work together, forming a community of practice that shares responsibility for the learning process and its outcome." (González Davies, 2016, p. 71).

As touched on in our state of the art chapter, the theories of Vygotsky state that learning occurs on two different levels. Firstly, learning comes through social interactions and then afterwards inside the individual's mental structure.

Every function in the child's cultural development appears twice: first on the social level and later, on the individual level, first between people (interpsychological) and then inside the child (intrapsychological). This applies equally to all voluntary attention, to logical memory, and to the formation of concepts. All the higher mental functions originate as actual relations between people.

(Vygotsky, 1978, p. 44)

Furthermore, such social interactions, between more experienced and less experienced individuals, lie at the core of Vygotsky's socioconstructivist theory and the zone of proximal

development (ZPD). Building on Piaget's view of children as "lone scientists" whose interaction with their environment, rather than with adults, is what allows for cognitive development, the ZPD stresses the crucial role played by adults in a child's development. It refers to the difference between what a learner can do without any guidance and what they are not capable of doing unless when aided. Specifically, when working in the ZPD, learners are able to complete tasks, as long as they receive the necessary scaffolding:

What we call the Zone of Proximal Development...is the distance between the actual development level as determined by independent problem solving, and the level of potential development as determined through problem solving under guidance or in collaboration with more capable peers.

(Vygotsky, 1978, p. 86)

This is in line with the research of Brown et al. (1996) who maintain that language learning is not confined to within the learner's mind, but rather it is the interaction of the learner's mind with social context that allows for language learning. The incorporation of collaborative classroom practices means that the social interactions that serve to guide students in their learner, and development can be transferred to a classroom environment.

Vygotsky also stressed that each ZPD was "characteristic or property of an individual child" (Holzmann, 2018, p. 43). In this sense, students are able to benefit from not only their previous knowledge or the what they have mastered thus far, but by working collaboratively, the previous knowledge and already-mastered abilities that students can take advantage of is multiplied by the number of people in the group.

Furthermore, mediation is fundamental in socioconstructivist theory and understood, in broad terms, as the interaction between two people (or objects or events) by means of the involvement of a third party. Kozulin (2018) refers to three forms of mediation; (1) human mediation, (2) mediation through symbolic tools, and (3) mediation through specifically designed learning activities (p. 32). The latter refers to learning activities that seek to transform students into self-regulated, more autonomous learners, capable of reflecting upon their learning. The three principle aspects of reflection (identified by Zuckerman (2004) and presented by Kozulin (2018, p. 33) are the "1) Ability to consider the goals, methods, and means of one's own and other people's actions and ideas; 2) Ability to understand other people's points of view and to

approach things from a perspective other than one's own; 3) Ability to understand and examine oneself, identifying one's own strong points and limitations." With regards to language learning, in particular additional language learning, Van Lier (2004) states that mediation comes about in three ways, by means of:

- a) Mediation via social interactions;
- b) Mediation with oneself via private speech;
- c) Mediation via artefacts, that is to say via tasks, technology, signs, or the L1(s) and/or other languages in the learner's linguistic repertoire.

Language learning is mediated by all the semiotic resources, including the classroom itself, in the learning environment. As aforementioned, the modes of communication presented by the *CEFRL Companion Volume* (Council of Europe, 2018, p. 103):

In mediation, the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes from one language to another (cross-linguistic mediation).

The *Companion Volume* divides the ways in which mediation occurs into three groups (Council of Europe, 2018, p. 106): (1) Mediating a text, (2) Mediating concepts, and (3) Mediating communication. With regards to mediation activities, the *Companion Volume* refers to practices such as translating, interpreting, paraphrasing or summarising. Although translation is quoted in the *Companion Volume* solely under mediation. Translation can certainly be classed as a powerful tool to work this mode of communication; however, we argue that through TOLC, translation can cater to all four modes (González Davies and Wilson, forthcoming). This is developed in section 3.5 of this Chapter.

In following the premises of socioconstructivism, our pedagogical framework moves away from teacher-centred, transmissionist approaches to teaching, where practices such as memorizing, copying and repeating prevail. Instead, student-centred learning, where the teacher adopts a guiding role to help students flourish as protagonists, is favoured. Rather than being a transmissionist practice, teaching is transactional and transformational, and allows meaningful interaction and collaboration.

### 3.2.2. Collaborative Language Learning (CLL)

Stemming from Vygostky's theories, and forming part of the wider approach "collaborative learning", "collaborative language learning" (CLL) advocates a student-centred approach based on collaboration and interaction as opposed to a teacher-centred approach in which the teacher transmits knowledge to the students whose role is limited to memorizing and repeating said knowledge. CLL seeks to improve students' achievement across the board, taking each student as an individual to be taken into consideration regardless of whether they are high-achieving students or those with learning difficulties.

Furthermore, it aims to assist the teacher foster a positive atmosphere and good rapport within the classroom and offer students "the experiences they need for healthy social, psychological, and cognitive development" (Richard & Rogers, 2014, p. 193). It looks to provide a high-performance and team-based structure to substitute the traditional, competitive structure found in many classrooms. CLL does not imply taking a task and dividing it up into parts for each group member to tackle individually. Instead, "it is about creating a working atmosphere where each student feels actively involved in, and responsible for, the process and the end product" (2004, p. 13).

The role, therefore, of students in a CLL classroom is as a group member with greater responsibility for their own learning as they are directly and actively involved in the process, acting as a resource for one another. As well as the content covered, students are also required to learn other skills, for example, teamwork or lifelong learning skills, including the ability "to plan, monitor, and evaluate their own learning" (Richard & Rogers, 2014, p. 199).

CLL creates learning conditions in which students are not only conscious of their own point of view, but also develop an awareness of the perspective of others. This ability is not taught explicitly to students but rather fostered by means of teachers creating classroom practices that require collaboration (Kozulin, 2018). In this sense, teaching becomes transformational and opportunities for reflection arise.

### 3.2.3. Humanistic Learning

Drawing on the notion of learning as transformation, humanistic learning stems from the opinion that learning involves not just the mind but the whole being. In this sense, emotional and social factors are taken into consideration as both knowledge and feelings play an important role in the learning process.

Factors such as self-esteem, ego, empathy and anxiety, which can affect the language learning process, are addressed and, ideally, reduced, given that, from a humanistic perspective, the student is considered a subject that plays a role in transforming their own performance and competence as well as the general performance and competence of the group. In this sense, students are not merely objects, or passive beings, who receive transmitted knowledge from their teacher. They are active members of the learning process. This is particularly relevant to the IPA, if we consider the notion of plurilingual identity. Newcomer students, or students whose L1 is not the majority language of the class or society outside the class (in our case, Catalan or Spanish) but also to develop plurilingual and intercultural competence in classrooms where linguistic and cultural diversity are low.

The teacher, instead, and in line with the abovementioned approaches to teaching, adopts the role of a facilitator, whose function is to create a motivating, more collaborative, environment for students. However, that is not to say that students are by no means left to their own resources, but rather they become more autonomous learners as they set about engaging in a more meaningful learning process that is guided by the teacher, who proposes thought-provoking questions that require for students to reflect and deliberate instead of memorizing and regurgitating facts. Humanistic learning has, in fact, laid the foundations for other concepts including learner autonomy or reflective teaching to be explored (González Davies, 2004, 2020). Thus, the activities proposed under humanistic premises ought to allow for reflection, taking into account Zuckerman's three aspects of reflection (2004, see section 4.2.1).

Tasks related to real life and the world outside the language classroom are encouraged and can prove to be both useful and, thus, meaningful. The classroom itself develops a more positive, relaxed atmosphere and learners' stress levels are reduced, which can lead to more effective learning (Richard & Rogers, 2014). Furthermore, emotional factors play as big a part as learning outcomes and are considered just as important (González Davies, 2004).

### 3.2.4. Situated Learning

The term “situated learning” was coined by Lave (1988) and further developed by Lave and Wenger (1991). The principles at the root of situated learning contrasts the typical classroom activities in that, rather than involve decontextualised, abstract knowledge, learning is situated and embedded within the context and culture in question. Again, learning does not involve a simple transmission of knowledge from one person to another in an abstract or decontextualised way. Two of the main principles of situated learning are, according to Risku (2016) collaboration and construction. And so, learning is understood as the co-construction (construction) of knowledge brought about by a social process (collaboration): “Under this approach, it is the tasks and real-life professional demands, as well as other contextual factors such as institutional, social, geographical, or community beliefs and customs, rather than a predetermined closed syllabus, that drive curricular design (González Davies & Enríquez-Raído, 2016, p. 1).

Brown et al. (1989) refer to the separation in formal education of knowing and doing, claiming that there is stark difference between the situations in which the knowledge is learnt and where it is used. Cognition and learning, according to these authors, are situated. With regards to language learning, Miller and Gildea (1987) focus on the learning of vocabulary referring, on the one hand, to how vocabulary has been traditionally taught in schools (via dictionary definitions or example sentences) and on the other hand, to how it is usually learnt outside the classroom. Here they argue that teaching vocabulary via definitions and the use of sentences decontextualised from its standard use can be fairly unsuccessful.

Brown et al. (1989) draw a comparison between conceptual knowledge and a set of tools. With this metaphor in mind, we can consider what Whitehead (1949) distinguishes between the acquisition of passive concepts as opposed to the development of useful knowledge. Sticking to the metaphor of knowledge as a set of tools, one can inherit a set of tools but never know how to use them, in the same way that students may acquire knowledge that they do not know how to use. They acquire ‘know-what’ but do not acquire ‘know-how’, thus rendering their knowledge immobile. “People who use tools actively rather than just acquiring them, by contrast build an increasingly rich implicit understanding of the world in which they use the tools and of the tools themselves” (Brown et al., 1989, p. 33).



In this line, Risku (2016, p. 5) coins “application in a social action context” as a principle of situated learning stating that “we do not just learn because we absorb ‘facts’ as ‘information’, but because we navigate with others in a given environment and so learn to act in specific situations” (p. 5). This emphasises the fact that the purpose of education ought not to be solely the teaching of information or knowledge, but also to foster students’ ability to not only think, but act (González Davies & Enríquez-Raído, 2016).

However, knowledge is affected by the environment, the community or culture and it is difficult to use knowledge effectively without having an understanding of the particular environment, community or culture where we are trying to use it. Conceptual knowledge is also rooted in the culture in which it is used as well as the experience of individuals from that culture. Therefore, learning must take into account activity, concept and culture as these concepts are interconnected. Knowledge, therefore, ought to be presented to students through authentic contexts and social interactions. Particularly relevant here is what Anderson et al. (1996, p. 5) refer to as a “mismatch” between those situations that are typical in formal learning situations, i.e. the classroom, and ‘real world’ situations that take place outside the classroom.

An important aspect of situated learning is that it allows for learning to occur in a more unintentional, deductive way, as opposed to in a deliberate way (González Davies & Enríquez-Raído, 2016). This means that practices such as projects should be explored, given that such practices allow for “students’ (meta)cognitive needs arise from the task” (p. 8) rather than solely from the teacher’s syllabus design. Finally, working with projects allow for other key requirements of situated learning to be addressed, namely, collaboration and social interaction and, therefore, “the teaching approach, design and procedures should be adapted to the ‘community of practice’” (p. 8)

### **3.3. The Integrated Plurilingual Approach (IPA)**

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Once we stop pretending that we do not have a previous language (or languages) and shift our beliefs to embrace research on brain connectivity to openly explore natural practices in formal and informal social and pedagogic contexts, a whole new teaching and learning perspective opens up.

(González Davies, 2020a, p. 9)

One such perspective can be adopted in an IPA. The IPA provides a theoretical and pedagogical framework to boost language learning and to foster plurilingual communicative competence, done so by means of activating language learning strategies in order to develop linguistic sensitivity and awareness (Esteve & González Davies, 2016; Esteve et al., 2017). The IPA steers away from monolingual language teaching and argues for the promotion of plurilingual communicative competence given that it can lead to metalinguistic development among students, and contribute to an acceptance and awareness of linguistic diversity as well as the similarities and differences that exist between different languages. The main objective of the IPA is not to develop a native speaker-like command of the AL, but rather to foster proficient mediation skills that can allow for effective communication between speakers of different languages and people from different cultures (González Davies, 2020a).

At its core, the IPA adopts a holistic conception of language learning and sets of from, on the one hand, the distinction between plurilingualism vs. multilingualism (see section 2.4.1), and, on the other, content based instruction, reflective action-based learning and translinguistic conceptualization.

### 3.3.1. Concept-based Instruction (CBI)

One of the main pillars of IPA is concept based instruction (CBI). From a CBI perspective, meaning ought to be constructed via concepts or conceptual categories, in order for effective development in the AL(s). Rooted in sociocultural theory, CBI considers learners as both social and cognitive beings who go about their learning by partaking in “culturally-mediated contexts” (Negueruela, 2013, p. 2). The notion of mediation is important to the acquisition of language, be it the L1(s) or AL(s), as the learning of a language is not simply about acquiring a new code, it also involves mediation of a cultural, social and psychological nature. Thus, from a sociocultural vision, learning becomes a transformative experience. Students are not considered empty vessels waiting for the teacher to transmit the information, but instead they are individuals with their own pre-existing ideas and knowledge.

In CBI, language is considered communicative through pragmatics and semantics as opposed to focusing purely on morphology and syntax: “The internalization of a new language shapes thinking, understanding, communication, and creates new representations that become thinking tools, create new understandings, and promote communication” (Negueruela, 2013, p. 3). This

means that CBI can open doors to a more plurilingual approach to language teaching and learning by giving students the chance to draw on their previous knowledge of language, i.e. their L1(s), and, thus, uncover conceptual relationships that can be transferred to new situations. Students know of the different ways they can express a particular concept in their L1 and, if this knowledge can be transferred to the AL, they are in the process of learning. For example, Esteve et al., (2017, p. 4) explain the different ways there are available to express the intensification of a quality in Spanish, be it through the addition of a suffix, an adverb, through use of a locution or emphatic intonation. This awareness of the different options available to students when expressing concepts in their L1(s), can help them open up to the different ways of expressing the same concept in their AL(s). In this sense, students can break away from memorising and reproducing the language covered in class and become more flexible and accurate in their language use as they consider all the options available to them (Esteve et al. 2017).

That said, while students may know of the different options available to them in their L1(s), they may not know why these options are available or perhaps they may never have considered whether one option is more appropriate in a particular setting and why that is. CBI can allow for students to reflect upon their L1(s) as they deal with concepts being learnt in the AL(s), which could potentially lead to greater levels of language awareness in both the L1(s) and AL(s). A typical monolingual-approach-style activity is a role-play activity in which students learn and act out what represents a meaningful situation for the learners (going to the shops, taking part in a job interview, making a telephone call). However, the monolingual nature of these activities means that students can get the impression that there is only one possible way to express an idea or carry out a task in the AL(s). If the teacher adopts the Grammar Translation Method, for example, and offers students a translation, often just enough information is given so that students can understand and proceed with the activity. Students are not encouraged to think of different ways in which the concept could be expressed, nor are they encouraged to consider how and why it is expressed in that way in their L1(s). By drawing on CBI, students are given the opportunity to develop a wider range of language, as they can explore all the alternatives available to them, as well as potentially foster their language awareness, taking into account their L1(s) and AL(s).

### 3.3.2. Reflective Action-based Learning

Action-based teaching sees students not as input receiving, output regurgitating homogeneous learners, but rather as individuals with different needs, goals, identities and so forth. Students are listened to and encouraged to say more than “the sentences or pronouncements proffered by the textbook that lies open on the same page at the same time on every desk” (Van Lier, 2007, p. 47). What students have to say for themselves, representing their own individual thoughts, opinions and beliefs are valued.

The notion of learner agency –defined in broad terms by Ahearn (2001 p.112) as “the socioculturally mediated capacity to act”- is a focus point in the learning processes of action based learning. According to Van Lier (2008), learning depends more on the learner’s initiative and activity than on the teacher’s ‘inputs’. When such learning conditions are met, in approaches such as action based learning, concept based instruction, through project based learning (see Van Lier, 2007, p. 48 for further examples) learners become ‘active’ in the learning process and are able to blossom in terms of autonomy and intrinsic motivation.

Naturally, scaffolding is also centred to action-based learning. Given the fact that action-based learning relies heavily on project work, to be considered a useful pedagogical tool, scaffolding must take on two important roles. On the one hand, it serves as a design feature, and on the other hand, an interactional process. “Structures need to be set up to facilitate the learners’ entry into the challenging facets of project work, such as planning, research, discussion, design and so on, but at the same time the learners’ initiatives must be noted, encouraged, highlighted and supported” (Van Lier, 2007, p. 59).

With regards to the IPA, the scaffolding structure is a cyclical sequence of interrelated tasks known as the ‘didactic sequence’. The didactic sequences aim to guide the learner in an organised way from the text or texts (see section 3.5.2.1) facilitated to them at the beginning of the cycle to the development of a final product. This is done so in what Esteve et al. (2017, p. 6) refer to as “a top down- bottom up- top down approach, i.e. an approach from the text – to the sentence – to the word – to the sentence – to the text.”

A didactic sequence can incorporate tasks favouring both production and comprehension and allows for a dual-focus on both meaning and form. It also provides opportunity for

metalinguistic reflection on the linguistic concepts being dealt with in the given text. In this sense, the focus is not so much on language learning, but rather on language use and it ought to be approached from two different, albeit closely related dimensions (Esteve, 2003). Basing her work on the authors Legenhausen and Wolff (1992), Esteve (2003) defines these two dimensions as a communicative use and a reflective use of language.

On the one hand, a communicative use of language stems from a social dimension and refers to its use in significant communicative situations. That is to say, in keeping with the premises of humanistic and situated learning, situations that are meaningful to the learner as they represent real communicative situations that they may find themselves in. On the other hand, and coming from a cognitive dimension, systematic visible reflection accompanies action. The reflective use of language refers to the use of interlinguistic and intercultural transfer strategies. This notion of reflective language use resonates the Cummins's Interdependence Hypothesis (1979b, 1984, 2008) discussed above, as the didactic sequence encourages learners to reflect on the AL by reflecting and drawing on their knowledge of the functioning of their L1(s). Consequently, learners become aware of the different linguistic elements that are necessary in order to carry out the task at hand and how said elements ought to be adjusted in order to ensure effective communication. Accordingly, AL teaching should aim to include classroom practices that allow for these two uses of language to be developed.

### 3.3.3. Translinguistic Conceptualization

'Translinguistic conceptualization' refers to a language user's ability to connect concepts between different languages and express them effectively in the different languages (Esteve & González Davies, 2016; Esteve et al., 2017; Corcoll & González, 2016; González Davies, 2020a). In the IPA, the dual focus on form and meaning, or rather, on concepts, allows for a reflection that goes deeper than comparing the grammar rules in one language to those of another, but rather encourages learners to partake in a more complex metalinguistic analysis, by drawing on premises from translanguaging, language awareness and content-based instruction (Esteve et al., 2017). From this viewpoint, translinguistic conceptualization aims to "make discursive practices involving different languages, maximally significant, by blending it with interlinguistic, i.e. transversal, reflection" (Esteve et al., 2017, p. 9).

By taking into account translinguistic conceptualization in the creation of didactic sequences, learners' linguistic awareness of the concepts required to communicate efficiently for the given genre of the discourse in question. Learners already know how to communicate in a wide range of different situations in their L1(s), for example, when making a telephone call or participating in an informal conversation. Therefore, by drawing on learners' previous knowledge of what linguistic elements are required to communicate effectively in different communicative scenarios in their L1(s), they are able to transfer this conceptual knowledge to the AL in question. Furthermore, incorporating plurilingual classroom practices that prove meaningful as well as posing questions that require the learners' reflection, can lead to improved learner agency (González Davies, 2020a).

A key feature in IPA is that it treats the student's linguistic repertoire as an interconnected entity by welcoming all languages to the classroom. This, under no circumstances, means a return to the days of Grammar Translation, where the students' L1 was the vehicle language, nor does it imply that the AL class should become a chaotic out-of-control rabble where the AL is lost in the abyss. On the contrary, it involves including, and, in turn, benefiting from, the array of languages present in the students' linguistic repertoires in the class through the incorporation of informed plurilingual practices. In this sense, there is a shift from AL only classes to AL mainly classes (McMillan & Rivers, 2011, p. 258) as a monolingual approach is dismissed and the classroom becomes a welcome space favouring the students' entire linguistic repertoire, making use of the students' L1 (be it the language of the school or a heritage language), translinguistic conceptualization as well as intercultural competence and interlinguistic transference.

Interlinguistic transference or language transfer is pivotal to language learning and development and can be linked to the notion of affordance (see theoretical framework, section 2.5.2. for the issue of transfer and 2.5.3.2. for affordances). However, affordances are not always apparent (Gaver, 1991) as detailed in Table 5.

Type of Affordance	Characteristics
Perceptible Affordance	The affordance exists and is noticed
Hidden Affordance	The affordance exists but is not perceived
Correct Rejection	The affordance does not actually exist and thus is not noticed
False Affordance	The affordance does not exist but is erroneously perceived.

Table 5 Types of affordance (Kordt, 2018)

In relation to transfer, it is suggested that successful transfer can take place in the case of perceptible affordances (Table 6). On the other hand, negative transfer or interference comes about in the case of false affordances. In the case of no transfer, this falls under two possible scenarios. On the one hand, a lack of affordances will lead to no transfer occurring. On the other hand, affordances may well exist but be missed by the student.

Type of Affordance	Effect on Transfer
Perceptible Affordance	Transfer is successful
Hidden Affordance	Transfer is possible but not executed
Correct Rejection	Transfer is not possible
False Affordance	Transfer is not possible, but occurs and is thus negative

Table 6 Affordances related to transfer (Kordt, 2018)

Pedagogically speaking, the teacher can encourage the emergence of affordances (Kordt, 2018, p. 138) in a number of ways, for example, by guiding students' awareness towards cases of effective transfer and, thus, support future transfer. Elsewhere, teachers can foster students' monitoring strategies in order to lower cases of interference, and draw students' attention to "those features of the learning environment that afford transfer more salient" (Kordt, 2018, p. 138).

Also, teachers can try to teach students to make use of the linguistic resources available to them in a more effective and explicit way in order for further affordances to not only emerge but also be successfully perceived. The, often, wider array of linguistic repertoires should be considered not as an obstacle but rather as an important and priceless resource from which all members of

the class can benefit given that it, a wide range of linguistic repertoires, if treated correctly, can allow for the emergence of more affordances for plurilingualism (Kordt, 2018).

### 3.4. Translanguaging as Pedagogy

In our theoretical framework (specifically section 2.5.4), we outlined the concept of translanguaging from a theoretical standpoint. From a pedagogical standpoint, the IPA considers the use of translanguaging as a tool that, if used efficiently, can play a vital role in the learning of an AL.

The use of translanguaging in the class is far more complex than resorting to the L1 to follow the lesson. Instead, the processes on a cognitive level that are involved in translanguaging can be more significant in preserving and developing one’s status of an efficient plurilingual speaker (García & Wei, 2014). Baker (2011, p. 28) discusses four possible pedagogical advantages to translanguaging (Table 7).

Translanguaging can...	In that...
Promote a deeper and more profound understanding of the subject matter	If a student has understood the subject matter in question, we can assume that they have truly grasped the concept. If students can read and talk about a topic in one language and then go on it write about the same topic in another language, it shows that they have been able to process the subject matter and “digest” it.
Contribute to the development of the individual’s weaker language	Given that translanguaging seeks to develop academic language skills in both the languages in questions, it can be key in ensuring that one language does not get ‘left behind’. Very often, students with carry out the majority of their work, especially aspects that they find more complex or challenging, in their stronger language. In this sense, they assign less challenging tasks to their weaker language, never giving the weaker language the opportunity to develop.
Facilitate the involvement of families in the individual’s schooling	Where the language spoken at home by an individual and their family is not the vehicle language of the school, parents or family members are unable to become involved or offer support. However, translanguaging means that if a child can communicate at home in their shared language, the parent or family member can provide academic support for the child.
Allow for integration of learners and fluent speakers of the language in question	When fluent speakers of the language share the classroom with learners of the language, learners “can develop their second language ability concurrently with content learning” (p. 290)

Table 7 Advantages of translanguaging based on Baker (2011)



Translanguaging in the AL classroom can be unplanned or planned (Corcoll & Gonzalez Davies, 2016; González Davies, 2018). The former refers to the naturally-occurring spontaneous translanguaging that occurs among plurilingual individuals, while the latter refers to translanguaging that is explicitly planned carried out by the teacher. We will now focus on TOLC as one such natural plurilingual practice to be included in the IPA.

### **3.5. Translation for Other Learning Contexts (TOLC)**

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#### 3.5.1. Translation for Other Learning Contexts: Theoretical considerations

In order to understand the premise from which TOLC takes off, González Davies (2018) adapts Macaro's (2001) three theoretical positions (section also 2.2.1), substituting “use of L1” with “use of translation”:

- (1) *Virtual*: use of translation should be totally excluded from the foreign language classroom;
- (2) *Maximal*: there is no value in the use of translation, but it is unavoidable;
- (3) *Optimal*: there may be pedagogical value in use of translation and there should therefore be a constant exploration of pedagogical principles regarding whether and in what ways this is justified.

TOLC evidently adopts the Optimal Position, in that it can be understood as an example of pedagogical translanguaging that allows for the students' L1(s) to be brought into the AL classroom in an informed and effective way (González Davies 2012, 2014, 2018, 2020a, 2020b; see also, Corcoll & González Davies, 2016; González Davies & Soler, forthcoming; González Davies & Wilson, forthcoming; Sugranyes, 2017; Sugranyes & González Davies, 2014; Wilson & González Davies, 2016).

González Davies (2012) defines a series of aspects that differentiate TOLC from other approaches that have attempted to implement translation (see also, González Davies, 2014, 2018, 2020a, 2020b; see also, Corcoll & González Davies, 2016; González Davies & Soler, forthcoming; González Davies & Wilson, forthcoming; Sugranyes, 2017; Sugranyes & González Davies, 2014; Wilson & González Davies, 2016). Firstly, in addition to being based

on educational psychology, pedagogy and linguistics, TOLC draws on aspects from the field of translation studies.

In keeping with the abovementioned approaches, TOLC sets off from a humanistic premise as opposed to a transmissionist one. It draws on the Interdependence Hypothesis (see section 2.5.2). In doing so, TOLC steers away from the Interference Hypothesis, the notion of language compartmentalisation and native-speaker competence, favouring multi-competence.

A principle of this approach is to look into how the use of informed translation in the AL classroom can foster not only linguistic competence, but also mediation skills (González Davies, 2014, 2018, 2020), both linguistic and intercultural, within situated learning contexts (González Davies, 2020a). The translator, or in this case, the student, plays the role of mediator between two or more languages and cultures, enabling understanding and ultimately creating an appropriate equivalent for the target language and culture. “Certain mediation techniques related to declarative (knowing what) and procedural (knowing how), and attitudinal knowledge and skills need to be consciously learnt to achieve this aim” (Corcoll & González Davies, 2016, p. 71). TOLC can contribute to the development of such techniques and skills.

On the other hand, TOLC considers that translation should not only be used “to understand the morphosyntactic, lexico-semantic and/or pragmatic and cultural aspects of a language” (González Davies, 2014, p. 15). It can also lead to the acquisition of “specific linguistic, encyclopaedic and transferential skills, along with specific intra and interpersonal skills” (p. 15) that may be developed and can make for effective ALL. In this sense, the use of translation in TOLC bears very little resemblance to its use as a means to check for comprehension or outline syntactic and lexical points in tests. Quite the contrary, TOLC becomes a (planned and unplanned) translanguaging scaffolding activity.

As opposed to considering translation a stationary written exercise, to which the teacher has the “right answer”. In TOLC, noticing, deciding, and justifying are key actions because the translation task involves conscious awareness not only of the product, but also of the process” (González Davies, 2018, p. 130). The idea of “noticing” here refers to paying close attention to a specific concept dealt with in the text. In this sense, metalinguistic thought is activated as students become more aware of the differences, similarities and connections between languages. “Deciding” is present throughout the entire translation process, as students are

required to decide on what would be the most appropriate translation and what translation strategy they find suitable for the task at hand. Such decisions and why they were taken to overcome a specific problem are then justified (González Davies and Scott-Tennent 2005, p. 163).

As mentioned in Chapter 1, Harris (2017) uses a scale to measure the level of translation competence that an individual can develop depending on the context in which they acquire the competence, as well as their individual goals, referring to Natural Translators, Native Translators, Expert Translators, and Professional Translators. González Davies (2020a; see also González Davies & Wilson, forthcoming) uses this scale in order to situate TOLC in the language learning process. Drawing on Cummins' learning continua Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), BICS could be associated with the Natural and Native levels while CALP could line up with the Expert and Professional levels. The scaffolding that must be put into place in order for individuals to move from BICS to CALP is where TOLC comes into play (Figure 17).

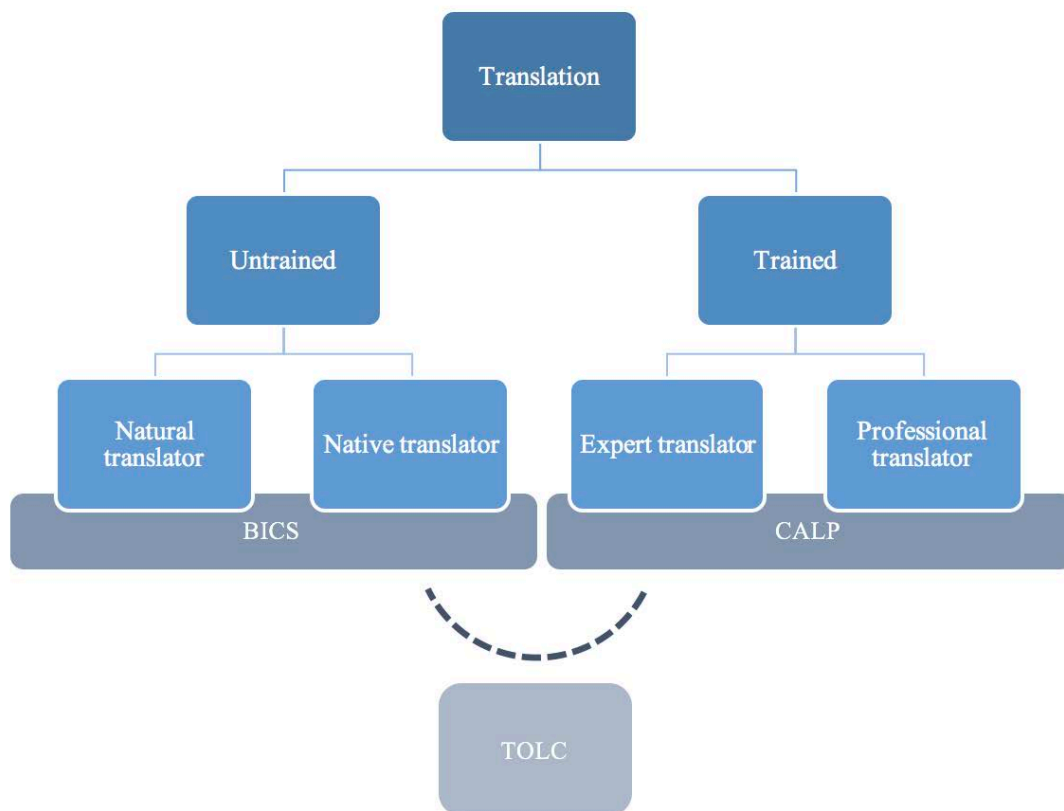


Figure 17 Situating TOLC (based on Harris, 2017 and Gonzalez Davies, 2020a)

In TOLC, translation in all its complexity is worked on explicitly. From a TOLC perspective, translation is both a key mediation skills as well as a “dynamic process of communication” (González Davies, 2020a) and:

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, situated between either natural or native translators and expert translators.

(González Davies & Wilson, forthcoming)

In this sense, and in contrast to beliefs that these skills and strategies can only cater to reading and writing, TOLC-based practices can address all four modes of communication presented in the *CEFRL Companion Volume*: interaction, mediation, production and reception (Council of Europe, 2018).

Elsewhere, TOLC welcomes reflection and action regarding the informed use of translation and advocates the importance of reflection on the best way to connect educational objectives and language learning to translation competence in order to contribute positively to language learning. In fact, TOLC is key in establishing connections between the fields of translation training and language learning within a plurilingual paradigm. By establishing relations between these different fields, as is depicted in Table 8, “teachers may improve the rate (speed) and route (sequencing) of their students’ performance while expanding their perceptions of the world as globalised citizens” (González Davies & Wilson, forthcoming).

	<b>Translation competence</b> (González-Davies 2004, 2014; Kelly, 2005)	<b>Learning strategies</b> (Oxford, 2011)	<b>Functions of translation in language learning</b> (González-Davies, 2014, 2018)	<b>Modes of communication</b> Council of Europe (2018)
<b>APTITUDE</b>	<p><b>Communicative and textual:</b> Active and passive skills in the languages involved, with awareness of textuality and discourse in the cultures involved.</p> <p><b>Cultural and intercultural:</b> Refers not only to encyclopaedic knowledge of history, geography and so on, but also to the values, myths, perceptions, behaviours and textual representations of these.</p> <p><b>Subject area:</b> Basic knowledge of subject areas and access to specialised documentation to solve translation problems.</p>	<p><b>Cognitive strategies</b> favour “constructing, transforming and applying (...) knowledge”.</p>	<ul style="list-style-type: none"> <li>- To notice and discuss similarities and differences between linguistic and cultural references.</li> <li>- To access appropriate ICT tools to develop plurilingual competence</li> <li>- To acquire knowledge of translation techniques</li> <li>- To acquire subject knowledge and terminology in different languages</li> </ul>	<p>Reception</p> <p>Production</p>
	<p><b>Strategic:</b> Organizational and planning skills, problem identification and solving, monitoring, revision and so on.</p>	<p><b>Meta-cognitive strategies</b> foster “managing and controlling (...) learning in a general sense, with a focus on understanding one’s own needs and using and adjusting the other strategies to meet those needs”.</p>	<ul style="list-style-type: none"> <li>- To develop noticing and problem-solving skills</li> <li>- To develop mental agility and flexibility when dealing with real life plurilingual communicative situations.</li> <li>- To keep to deadlines and the assignment.</li> <li>- To develop and manage communication and translation techniques to favour an efficient transference of meaning regarding concepts and contents (e.g. in CLIL or project-based instruction).</li> <li>- To self and peer evaluate translation outcomes according to message, effect and translation techniques.</li> </ul>	<p>Mediation</p>
<b>ATTITUDE</b>	<p><b>Attitudinal or psycho-physiological:</b> Self-concept, concentration, memory, initiative and so on.</p> <p><b>Interpersonal:</b> Ability to work with other professionals, negotiation and leadership skills.</p>	<p><b>Social and affective strategies</b> refer to “handling emotions, beliefs, attitudes, and motivation in (...) learning”.</p>	<ul style="list-style-type: none"> <li>- To provide the means for interactive engagement and collaborative learning.</li> <li>- To develop student agency through self-regulation by building self-confidence and permitting access to previous knowledge.</li> </ul>	<p>Interaction</p> <p>Mediation</p>

Table 8 Connecting translation, linguistic and intercultural competences (from González Davies & Wilson, forthcoming)

### 3.5.2. Putting IPA into Practice through TOLC

By considering on the IPA, as well as the new language model (see section 1.6.6) outlined by the *Departament d'Ensenyament*, we can see that the main objectives of a plurilingual approach to language teaching and learning are to foster students' plurilingual communicative competence by building a greater awareness of their own linguistic and cultural repertoire and stimulating language learning strategies in order to development this awareness.

Nevertheless, although the Catalan language framework makes reference to mediation activities and translating (albeit only three times and once respectively), what ought to be taken into account when creating translation activities for the classroom is not explicitly detailed. González Davies (2020a, p. 15) claims that “translation is a key mediation skill whose complexity is not usually dealt with even in (well-intentioned) plurilingual approaches to language learning, where the students are asked simply ‘to translate’.

Bearing this in mind, and considering the criticism aimed at the practice of translation over the years (see Chapter 1), we have identified the following aspects which we considered pivotal when designing a TOLC-based didactic proposal. (Figure 18). By taking into account these aspects, in addition to language skills, students are given the opportunity to develop other skills including, plurilingual skills, intercultural skills, problem-spotting and problem-solving skills, skills associated with collaborative work, ICT skills, as well as researching skills.

In the following sections, we consider how TOLC can address each of these key pillars and provide a cross reference to specific classroom-practices from our didactic proposal found in Chapter 5.

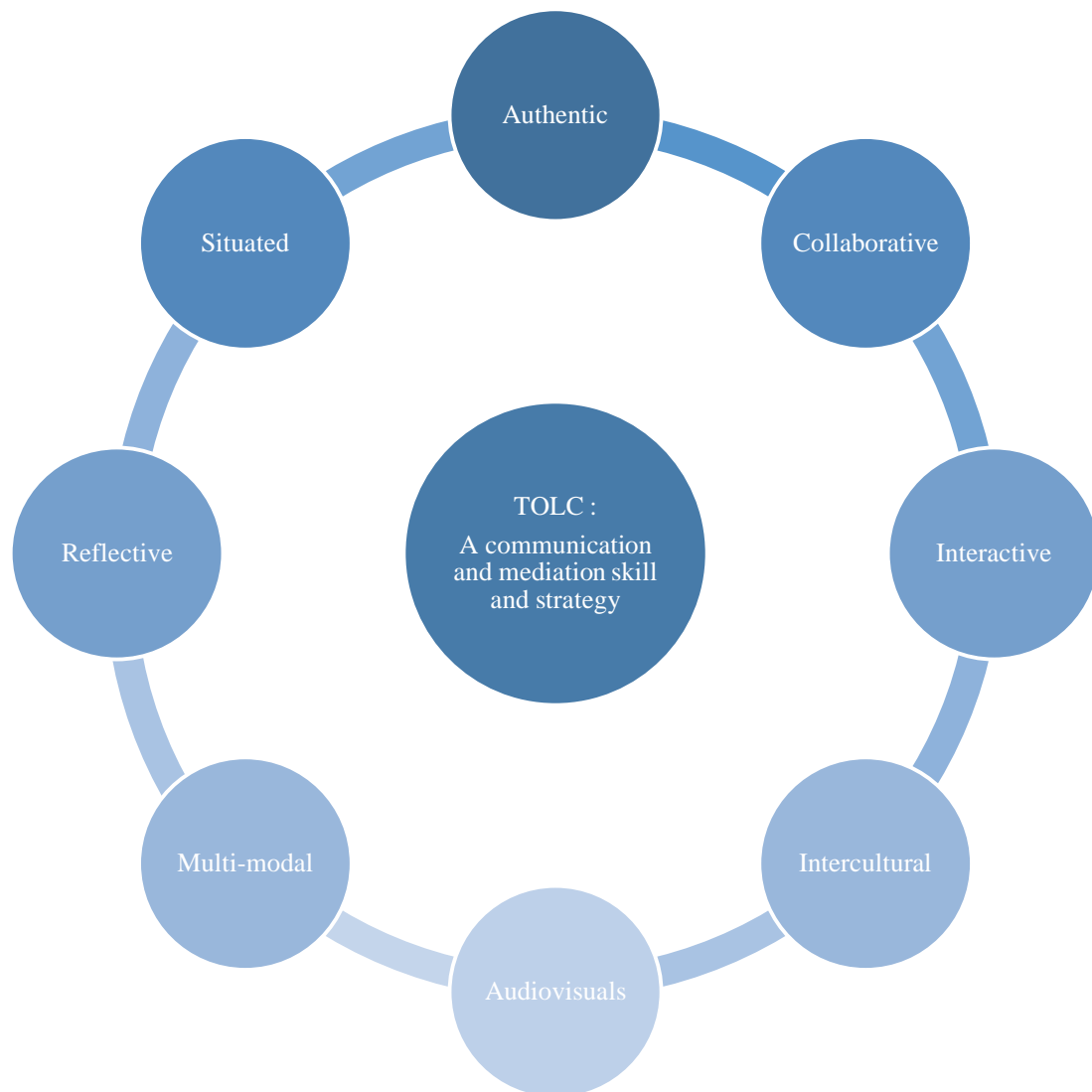


Figure 18 Key aspects in designing TOLC classroom practices

### 3.5.2.1. Authentic Texts and TOLC

Esteve and González Davies (2016) stress the importance of using authentic texts and material. The pedagogical advantages of doing so are outlined by Leonardi (2010, p. 85):

- (1) Bringing students in direct contact with real-world facts;
- (2) Providing students with authentic exposure to language forms and uses rather than artificially designed language features;
- (3) No alterations or manipulations are carried out thus making the language appear genuine and content-based;
- (4) Large availability of material which keeps up-to-date not only with real-world facts but also with language changes (e.g. introduction and/or coinage of new words).

By using authentic material, students are encouraged to participate in real communication and come into contact with real language. Artificial activities in which “language learners are simply producing language forms correctly” such as “grammar exercises, drills, and practice activities in which the emphasis is on a particular linguistic form” (Guariento & Morley, 2001, p. 349) are a throwback to the type of activities implemented in the Grammar-Translation method.

Textbooks nowadays are still very much grammar based, and while it is true that students require knowledge of the grammar rules of the language they are learning, all too often, even the most up-to-date of textbooks require students to study the grammar rules and put them into practice by completing artificial sentences specifically designed to practice that particular grammar point. Hall and Cook (2012) point out that “several widely-distributed global textbooks now also integrate translation into activities, albeit on a relatively minor scale,” but very often the translation-based activities involve the translation of individual sentences focusing on the aspects of grammar or vocabulary being studied in that unit.

On the one hand, referring to humanistic learning (see section 3.2.3), text is considered the basic linguistic unit when applying the IPA. Halliday and Hasan (1976) claim that for a text to be viewed as a text it must have texture. That is to say, linguistic features must be present in order to allow the passage to be considered as a unified whole, as opposed to a sequence of unrelated sentences. As the above-detailed, textbook-based activities often include sentences that are not related in any way except perhaps by a common grammatical structure, they cannot be considered appropriate for use under the IPA.

On the other hand, these activities are essentially included to check students’ comprehension of the grammar point in question, not to develop translation skills or raise language awareness, and thus they can be seen as examples of translation from a Maximal Position (Macaro, 2001) point of view. However, as previously stated, TOLC adopts an Optimal Position, and so by including authentic material, for example authentic texts, students are required to put into practice the grammar or vocabulary that they have studied but with the added challenge of having to identify what grammar point or aspect of vocabulary is required. In other words, students are required to execute contextualised higher order thinking skills, like those presented by Bloom’s 1956 Taxonomy (Huitt, 2011). If we consider the typical textbook style translation activity, students are only ever required to operate using lower-order thinking skills in that they



memorise grammar structures and use them to translate artificial sentences designed to practice that particular grammar point. Perhaps they reach the “applying” stage in that they can identify the grammar structure or verb tense they are required to use, but more often or not they have to choose one of two options, for example whether “for” or “since” is correct or whether they sentence requires present simple or present continuous.

It is important to carefully select the type of text to suit our learners’ needs and ability, “at lower levels, however, even with quite simple tasks, unless they have been very carefully selected for lexical and syntactic simplicity and/or content familiarity/predictability, the use of authentic texts may not only prevent the learners from responding in meaningful ways but can also lead them to feel frustrated, confused and, more importantly, demotivated” (Guariento & Morley, 2001, p. 33). Here it is important to consider Vygotsky’s zone of proximal development as mentioned above. Furthermore, in keeping with Krashen’s Input Hypothesis, new language should be just above the learner’s present capabilities, that is to say  $i + 1$ . Aim too high and students can be left anxious and demotivated, aim too low and boredom ensues and, once again, students are left demotivated. Thus, it is necessary, and possible, to find and select texts that can prove challenging for the student with regards to both the development of skills and the range and quantity of new language to be learned (Guariento & Morley, 2001).

By referring to authenticity, however, we are not just talking about the choice of material used. Guariento & Morley (2001, p. 350) refer to the following four types of authenticity:

- a. Authenticity through a genuine purpose.** Firstly, referring to authenticity through a genuine purpose, these authors claim that this type of authenticity can occur when students are given the opportunity to interact naturally which could prove “far more likely to lead to increased fluency and natural acquisition” as opposed to specifically-designed exercises that require “students to get it right from the beginning” (Willis, 1996, p. 18). By working on translation through authentic material students are encouraged to experiment with different translations, to experiment with new vocabulary, put into practice diverse strategies as well as problem spotting and problem-solving skills. With regards to our didactic proposal, authentic material is used throughout be it written (e.g. *Drawing Cultures*, see section 4.3.1.1) or audio texts (e.g. *Translating Trailers*, see section 4.4.2.2) allowing for the four skills to be worked.
- b. Authenticity through real world targets.** With regards to authenticity through real world targets, a task can be classified as being authentic if it relates to real world needs.

In the world of English language teaching real world needs tend to be classified as actions such as booking a hotel reservation, catching a bus, or going for a job interview. While these are, quite rightly so, real world needs, we are once again, assuming that learners are learning English to be able to communicate solely with monolingual English speakers. While that may be the case for some learners, for others a real-world need would be to make themselves understood or understand while engaging in conversation with fellow non-native English speakers from different cultures. Authentic material brings students into contact with real language and different varieties of real language, including different accents and language styles. With regards to our didactic proposal, students come into contact with different accents and registers.

- c. Authenticity through classroom interaction.** As for authenticity through classroom interaction, Breen (1985) claims that everyday learning procedures that take place in the classroom, from the material that students work on to different learning styles provides sufficient potential for authentic communication. An example of this authenticity could be the implementation of group or pair work in which students are required to discuss and evaluate as well as report on the feedback received from their teacher (Guariento & Morely, 2001). In our case, students worked in groups for most of the didactic proposal. Furthermore, as the students carried out translation projects, they received feedback and corrections that were to be worked on as a group (e.g. *Translating Trailers*, see section 4.4.2.2 and *The Intercultural Storytelling Blog*, see section 4.5).
- d. Authenticity through engagement.** Lastly, with regards to authenticity through engagement, “authenticity of task might be said to depend on whether or not a student is ‘engaged’ by the task,” (Guariento & Morely, 2001, p. 351) if the task can be related to their interests or their lives in some way or allowing students to be involved in the selection of the task. This engagement can be brought about by adding “hypothetical context” by creating translation tasks “in which different students or groups translate the same text in different manners, with different target audiences in mind” (Ferreira Gaspar, 2009, p. 177). With regards to translation studies, one of the basic principles of Vermeer’s functionalism, and the Skopos-theory (Kussmaul, 1995; Nord, 1997) is that the purpose or function of a translation is dictated by its target audience. With regards to our didactic proposal, the didactic sequences were developed taking into account the age-group, AL level and potential interests of the participating students.

By giving the task an authentic purpose (or an authentic audience) students will tend to feel more motivated than if the task is being completed only to be seen by their teacher. For example, with regards to our didactic proposal, the final outcome, a storytelling video (section 4.5.2.4) is aimed at younger students of the school:

The function of a translation is dependent on the knowledge, expectations, values and norms of the target readers, who are again influenced by the situation they are in and by their culture. These factors determine whether the function of the source text or passages in the source text can be preserved or have to be modified or even changed.

(Kussmaul, 1995, p. 149)

### **3.5.2.2. Collaborative TOLC**

With regards to translation, advocates of communicative approaches have often promoted collaborative learning due to the fact that it boosts “communicative interaction in the classroom” (Richard & Rodgers, 2014, p. 193) and practices such as translation were attacked for being too transmissionist. However, given the student-centred nature of the IPA, the teacher adopts the role of facilitator which is contrary to the teacher-led classes of the Grammar Translation method, where the ‘correct’ translation was that provided by the teacher. Leonardi (2010) points out the importance of making students realise that the perfect translation is not always possible, some translations will be better than others, or more appropriate than others but “teachers and their translated versions should not be regarded as the ultimate source of wisdom for students” (p. 86). The teacher as a facilitator is responsible for ensuring that the learning environment is one that is well-structured and organised, with clear goals. Also, the teacher as a facilitator offers guidance and support, moving around the class and attending to the different needs of his or her students, employing scaffolding strategies to aid in the students’ learning.

For TOLC to be, therefore, considered an effective practice in ALL, it ought to allow for these social interactions to take place and, thus, be carried out as a collaborative classroom practice. The inevitable advantages of applying collaborative learning to translation include:

1) Ability to share and solve linguistic and extra-linguistic problems thus enhancing both participation and motivation 2) Ability to deal with criticisms and ability to criticize other people's choice in a constructive way 3) Ability to develop tolerance towards others 4) Ability to develop teamwork and group belonging.

(Leonardi, 2010, p. 120)

Further advantages include the acquisition of interpersonal skills, for example, verbalising and justifying personal choices as well as negotiating with others, dividing the roles and distributing the workload and revising the work carried out (LaRocca, 2013, own translation). Importantly, learner agency is favoured by collaborative work (Esteve, 2020; González Davies, 2020a).

Furthermore, the criticisms of the Grammar-Translation method, and the ongoing misgiving presented by teachers focus on the fact that translation is considered as an individual activity. However, translation as a collaborative classroom practice would allow for students to develop the skills and strategies mentioned above. Also, if we not only consider translation as a final product but rather as a process, which is the case of TOLC, collaborative classroom practices can provide a far more fruitful experience as the process of reaching the final product is a shared one between all members of the group, regardless of their competence in the AL.

In addition to this, the social interactions that are brought about by collaborative learning ensure that working on collaborative translation-based classroom practices can also be a communicative experience in which each of the students or group members is encouraged to exploit their entire linguistic repertoire and play a key role in the product.

### **3.5.2.3. Interactive TOLC – Using the Four Skills**

Many of the arguments against translation in ALL from advocates of communicative methods, attacked it for being too 'traditional' and counter-approaches tended to focus more on communication. However, many of the aspects considered communicative and those deemed traditional are not necessarily alternatives but rather can be classified as complementary. For example, if we look at the traditional 'focus on form' and 'focus on accuracy' versus the communicative 'focus on meaning' and 'focus on fluency,' it becomes evident that all of these aspects are necessary in order to communicate effectively in the AL (Cook, 2010). TOLC

classroom practices can incorporate all of these aspects. This is emphasized by Cummins and Genesee (1985, p. 46):

An integration of medium and message, of structure and communication, and of the first and second language is possible, and that there is a middle ground between teaching strategies which emphasize acquisition of linguistic structures divorced from students' communicative needs on the one hand, and those that emphasize message-orientated communication which is divorced from considerations of linguistic structure, on the other.

Hammerly (1989) claims that, in fact, one of the problems in the initial stages of Canadian French immersion schools was the lack of focus on form. After many years of studying French, students were able to communicate almost all of the time in French, they continually employed avoidance strategies in order to avoid having to use more advanced structures. One of the advantages of using translation is that, by focusing on form, can force students to translate the text rather than fall back on avoidance strategies (González Davies, 2004). In keeping with CBI, students become aware of the different ways available to them to express a particular idea, rather than fall back on what they already know (Esteve et al, 2017).

If designed correctly, TOLC-based activities, tasks or projects, when carried out as a collaborative classroom-practice, can guarantee communication, as students are required to make use of all four skills language skills (González Davies, 2020a) – as well as vocabulary and grammar - rather than focusing solely on literacy skills as was the case in the Grammar Translation method, or purely on listening and speaking as what was advocated by the Direct Method. What is more, is that it can allow for a wider range of language functions as students involved in CLL are required to carry out different functions to those required in a traditional teacher-led class. Such functions included offering suggestions, making requests or clarifications, agreeing, disagree, engaging in conversation, as well as negotiating meaning (Zhang, 2010). In addition, when translation is implemented through communicative classroom-practices even “the questions the translator usually solves are questions worth discussing with others” (Duff, 1989, p. 14).

Furthermore, TOLC-based practices can allow for what the CEFRL (Council of Europe, 2001, 2018) refer to as modes of communication, namely, interaction, mediation, production and

reception (Council of Europe, 2018). While it is true that the interaction, production and reception can be implemented in monolingual classrooms, ‘mediation’ refers explicitly to translation and, thus, requires AL teaching to be approached from a more plurilingual perspective as:

In mediating activities, the language user is not concerned to express his/her own meanings, but simply to act as an intermediary between interlocutors who are unable to understand each other directly – normally (but not exclusively) speakers of different languages.

(Council of Europe, 2018, p. 175)

However, with TOLC, translation need not be limited purely to mediation, but can also be extended to the other modes of communication, reception, production and interaction (González Davies & Wilson, forthcoming).

#### **3.5.2.4. Intercultural Competence through TOLC**

Intercultural competence is a fundamental pillar in approach to language learning advocated by the CEFRL (Council of Europe, 2001, p. 6; see also Council of Europe, 2018) as “language is not only a major aspect of culture, but also a means of access to cultural manifestations”

TOLC-based practices, are in line with the IPA holistic conception of language, and thus, it can be a potentially useful tool for dealing with the notion of interculturality (González & Scott-Tennent, 2005; González Davies, 2014, 2016; Esteve et al., 2017), understood as an individual’s ability to move between cultures in an effective and efficient way. Intercultural awareness is considered the product of “knowledge awareness and understanding of the relation (similarities and distinctive differences) between the ‘world of origin’ and the ‘world of the target community’ (Council of Europe, 2001, p. 103).

However, awareness and understanding do not come about by default. Just like being plurilingual cannot guarantee that the individual in question is proficient in mediating between languages, having knowledge or experience of more than one culture cannot guarantee the individual possesses the required competence to “bridge cultures efficiently” (González Davies,

2012, p. 164). Byram (2008) differentiates between being “being bicultural” and “acting interculturally,” stating that one can become bicultural unconsciously, with no formal training.

Acting interculturally requires formal training to address the host of knowledge and skills, as well as specific attitudes, that need to be developed in order to be able to successfully mediate between two or more cultures.

Acting interculturally’ pre-supposes certain attitudes, knowledge and skills that need to be learnt (...) [and] requires a willingness to suspend those deeper values at least temporarily in order to be able to understand and empathize with the values of others that are incompatible with one’s own.

(Byram, 2008, p. 69)

The CEFRL (Council of Europe, 2001, 2018) refers to the unevenness of plurilingual and intercultural competences, stressing that the intercultural profile of an individual can differ greatly to their plurilingual profile. This is manifested in one of two ways (2001, p. 133); “good knowledge of the culture of a community but a poor knowledge of its language, or poor knowledge of a community whose dominant language is nevertheless well mastered.” TOLC can contribute to reducing such imbalances in that students, while dealing with the structural workings of the language are also faced with the culture references embedded in the language and must be dealt with. Furthermore, by informing students about different cultures and, by including their own culture, students can learn more about their own culture and, all the while learn the necessary words in the AL to describe and explain aspects of their own culture. When dealing with a text, and especially if students are presented with authentic material, cultural references crop up and have to be addressed. Students need to decide whether to execute domesticating or foreignising strategies, in other words, whether they should alter the text so that it fits into the culture of the target audience, or, on the other hand, maintain the “foreignness” of the source culture and, in turn, drawing the reader’s attention to the differences and, as a result, allowing them to learn about the other culture (González Davies, 2004, 2008, 2020; Wilson & González Davies, 2014).

One could argue that such an advantage can also be found in monolingual approaches. After all, for example, it would be difficult to find a school in Catalonia whose students have not covered Halloween in their AL class. However, the implementation of IPA through TOLC and,

consequently, the incorporation of the students' L1(s) and own culture(s) into the AL classroom, means that students are given the opportunity not only to learn about a new culture, but also to consider their own. Terms such as “normal” or “foreign” are challenged as aspects thought as “normal” are put under the microscope. When under pressure to explain or find an equivalent to an aspect of their own culture, students are required to look critically at their own culture and even begin to question it. Where do certain traditions come from? Why are certain festivities celebrated in certain ways? Students can find that perhaps a cultural element in their culture is actually very similar to that of another. Maybe, the same celebration takes place but at a different time of the year. The lines, therefore, between cultures become more flexible and students can achieve not only cultural awareness, but also a tolerance to cultural differences:

We are so familiar with our own culture that we do not even realize that it is there and, inevitably, it influences our expectations when we establish contact with people belonging to a different culture, especially when learning another language. We tend to take as ‘normal’ what we know, what we are familiar with, and when confronted with new situations we may lose footing. The clash of two cultures may lead to assimilation or total rejection.

(Coperías Aguilar, 2007, p. 62)

In addition to awareness, the intercultural speaker is capable of functioning in the space between cultures. They also know how to alter their language as they move from culture to culture (House, 2007, 2009). Taking English as an example, despite its role as the lingua franca, “the way it is spoken and perceived may cause serious cases of miscommunication and misunderstanding when it is employed” (Leonardi, 2010, p. 101).

Our didactic proposal contains various examples designed to incorporate intercultural competence through TOLC. On the one hand, activities, such as *Drawing Cultures* (see section 4.3.1.1) dealt with the issue of celebrations that take place at the same time of the year, considering the similarities and differences between them. On the other hand, students are also encouraged to consider the name of films and how they can be translated so that they can be understood and accepted in the new culture in the activity *Have you seen that film?* (see section 4.3.1.5).



### 3.5.2.5. Audiovisual Translation and Multimodal TOLC

The final product and the learning process of a TOLC-based project can be multimodal, making use of a whole range of resources and texts in different formats, for example, written, audio, or visual. Taking Language identity texts (LITs) as a possible example we can observe how:

Students invest their identities in the creation of these texts—which can be written, spoken, signed, visual, musical, dramatic, or combinations in multimodal form. The identity text holds a mirror up to students in which their identities are reflected back in a positive light.

(Cummins & Early, 2011, p. 557)

Identity texts (2001, Cummins et al. 2005; Cummins & Early, 2011) are defined as the final result in the shape of creative work or performances carried out by the students and guided by the teacher, in which students are able to express their identities by creating texts in a wide range of formats. Sugranyes (2017) developed the idea of identity texts further by referring to LITs. LITs (Sugranyes, 2017, p. 51) are a “pedagogical tool to encourage plurilingual identity through the use of pupils’ HLs [heritage languages]”. LITs are created and translated into the students’ various heritage languages, through the use of TOLC. Students are free to choose their own topic but are required to draw on different abilities when creating LITs. That is to say abilities of a linguistic, cultural or social nature are needed, thus, the task becomes cognitively challenging. See Sugranyes (2017) for her didactic proposal combining LITs with TOLC.

In TOLC, the final product need not be a translation in written form, as was the case with Grammar-Translation practices, as new technologies, ICT and audiovisual resources, both verbal and non-verbal, are exploited. The current technological climate in which we live, characterised by constantly-evolving technology (smartphones, tablets, laptops) as well as new consumer habits (online gaming, online streaming services, social networks) (Chaume, 2018) has resulted in audiovisual inputs having overtaken traditional written input in students’ daily lives (Talaván & Rodríguez-Arancón, 2014). Audiovisual translation (AVT), as its name suggests, refers to the use of translation incorporating the different types of text that make up the audiovisual dimension, that is to say, aural, textual and visual (Talaván & Rodríguez-Arancón, 2014). In short, the transfer of language via audiovisual media. As a classroom

practice, “it can be considered a mediation activity which can be effectively used within a communicative perspective” (Lertola, 2018, p. 186).

On the one hand, and taking into account that most of our classrooms nowadays are home to digital natives, final products can take on a whole array of formats that can prove appealing to students, including videos, blogs, posters, webpages, podcasts, and so on. This also links to the notion of authenticity through engagement (see section 3.5.2.1) and the importance of creating tasks that are related to students’ interests. With regards to authenticity, we can also add here that the use of AVT can allow for the incorporation of authentic material, bringing students into contact with different variations of the language, different accents and registers.

On the other hand, practices associated with AVT can be explored – the two main or macro-modes being revoicing and captioning (Chaume, 2018). Under these two main modes, we find practices such as dubbing, voiceovers and subtitling, in the original language of the text or another. However, other uses of AVT can be found, including creative dubbing and creative subtitling (Talaván, 2019) as well as fun AVT (Chaume, 2018), which includes techniques entitled “fundubs”, “funsubs” and “funads”. These types of AVT refer to dubbing and subtitling with the addition of humour, via parodies or jokes.

Practices such as creative dubbing and creative subtitling can foster various aspects of language learning (see section 1.3.2 of Chapter 1). Talaván (2019, p. 54) provides the following examples:

- Writing skills, by creating subtitles or creative writing of a new script;
- Speaking skills, by revoicing tracks and synchronising them with the video;
- Listening skills, by listening to and understanding the original text;
- Vocabulary and grammar, by listening and/or reading the original texts and creating new texts;
- Cultural awareness, depending on the particular text selected for the task.

Leaders of the CLIPFLAIR project<sup>22</sup>, argued that the four skills (listening, speaking, reading and writing) presented in the CEFR (Council of Europe, 2001) did not effectively reflect the multimodal nature of audiovisual communication. Consequently, they proposed six audiovisual

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<sup>22</sup> A project funded by the European Commission dedicated to *Foreign Language Learning through Interactive Revoicing & Captioning of Clips* <http://clipflair.net/>

skills, AV watching, AV listening, AV reading, AV speaking, AV writing and AV production (Zabalbeascoa et al., 2012). A description of each of these audiovisual skills is detailed in Table 9. It is important to note that AV production refers to the development of audiovisual outcomes and must not be confused with the mode of communication presented in the CERFL *Companion Volume* which refers to the production of language through spoken or written activities (2018).

AV Skill	Description
AV watching	- <b>The communicative skills involved in</b> interpreting an audiovisual text as a whole and making meaning from both verbal and non-verbal signs, taking into account “non-verbal pictures, icons, symbols, metaphors, cultural elements,” (p. 20) and so on.
AV listening	- <b>The communicative skills involved in</b> linguistic oral comprehension of an oral message delivered alongside other elements of the AV text
AV reading	- <b>The communicative skills involved in</b> linguistic written comprehension of a written message delivered alongside combined other elements of the AV text. Also, the capacity to read “according to the requirements of the screen (speed, focus, etc.).” (p. 20)
AV speaking	- <b>The communicative skills involved in</b> revoicing an AV text for a particular motive, for example, dubbing or voice-over, and in doing so, adapting the revoicing to the requirements of the text, i.e. speed, characterisation.
AV writing	- <b>The communicative skills involved in</b> writing scripts or captions. Other examples could include storyboard skills or visual narrative skills involving.
AV production	- <b>The communicative skills involved in</b> film making, taking on the role of a film director. Students are involved in the production of video or audio clips “displaying a combination of other semiotic and communicative, linguistic and non-linguistic, technical and artistic skills.” (p. 21)

Table 9 Audiovisual Skills (Zabalbeascoa et al., 2012, p. 20-21)

In this sense, the use of multimodal material, specifically audiovisual material, not only contributes to the different language skills worked from the AL class but also adds a new dimension to them.

Furthermore, if we consider the modes of communication presented by the CERFL *Companion Volume* (Council of Europe, 2018), we have previously argued that translation, by means of TOLC, can cater to all four, interaction, mediation, production and reception (see section 3.5.2.3; see also González Davies & Wilson, forthcoming). In the case of audiovisuals and audiovisual practices, these are only included in the *Companion Volume* as part of reception.

However, given that the modes of communication interrelate, the use of audiovisual practices could also be extended to interaction, mediation and production. This is especially the case if the audiovisual practice in question is AVT, and even more so if carried out under TOLC premises (González Davies & Wilson, forthcoming).

The incorporation of new technologies need not be limited to the students' final product, but also the process they follow in order to reach their final product. Students can be encouraged to make use of online monolingual and bilingual dictionaries and thesaurus. They can also be helped to make correct use of online translators. Language learners naturally migrate towards Google Translator, which is unsurprising given that companies also do the same, although the reasons behind the latter are almost always economic. Rather than vilifying this tool, teachers can take advantage of it, by helping students use it in an effective and responsible way.

A news article by the BBC (Cellan-Jones, 2018) reported on the risks to using Google Translate, among language learners, especially when dealing with minority languages (in the case of the article, Welsh). Students need to be made aware of the risk to using this tool, for example in the case of words with two meanings, false friends or longer, more complex pieces of text.

Furthermore, TOLC can improve students' resourcing skills (Corcoll & González Davies, 2016), such as distinguishing reliable sources from unreliable sources, skimming for information, cross-checking between sources as well as selecting the most relevant information for the task at hand. Also, using the correct terms to when looking up information using search engines and comparing the results when the search is carried out in the different languages available to them depending on the topic in question. The internet is a multilingual space and although English appears to dominate, approximately two-thirds of internet users are not English speaking (CyberAtlas, 2003). Students, given the correct guidance, can benefit from this multilingual environment.

With regards to our didactic proposal, students' produce a variety of outcomes, including written texts for the activity *Breaking News* (see section 4.5.2.3), videos for the activity *Translating Trailers* (see section 4.4.2.2) and interactive posters for the session *Wizarding Words Wordle & Harry Potter Thinglink* (see section 4.4.2.1).

### **3.5.2.6. Reflective TOLC**

As aforementioned, the IPA promotes the incorporation of reflection activities embedded within plurilingual classroom practices (Esteve & González Davies, 2016, González Davies, 2020; González Davies & Soler, forthcoming; González Davies & Wilson, forthcoming). By engaging in these reflection activities, discussing questions or queries with others, and justifying decisions, students' language awareness can potentially be fostered. Students can have the opportunity to question the languages being used and, little by little, develop “a reflective language consciousness about the function of language and the relationship between language and thought, language and culture and so on” (Zojer, 2009, p. 35).

As aforementioned in section 3.5.1, in TOLC the action of noticing is pinnacle in that when students “notice” they, in turn, can achieve a deeper awareness of the similarities, differences and connections that exist between languages (González Davies, 2018). For example, activities involving mistranslations that require students to make sense of the mistake(s) in question and offer a more suitable suggestion could be created. Such activities provide opportunities for reflection as students question the connections between the languages in question and develop interlinguistic or intercultural transfer strategies. In addition to developing and executing such strategies, when encouraged to engage in reflective activities, students can become aware of the strategies they use and reflect upon the strategies themselves, in turn becoming “reflective practioners” (Sugranyes, 2017, p. 7).

With regards to our didactic proposal, in the session *False Friends* (see section 4.3.1.3), students are encouraged to reflect on why false friends cause so much confusion for AL learners.

### **3.5.2.7. Situated TOLC**

One of the premises of TOLC, as outlined in section 3.5.1. is that it be situated ecologically in the particular context (González Davies & Enríquez, 2016). If we consider the other pillars detailed above, aspects of situated learning are considered. In section 3.5.2.1. we covered the topic of authenticity. If we take into account, the use of authentic material, rather than material designed purely for the to practice specific vocabulary or grammar structures. Students participate in classroom practices that allow them not only to acquire new knowledge but also

to put new and previous knowledge into practice. Rather than keeping knowledge stagnant, it becomes mobile as students have developed ‘know-how’ as well as ‘know-what’ (see section 3.2.4).

Furthermore, in section 3.5.2.2. we saw how TOLC can allow for collaboration and social interaction, one of the key requirements of situated learning. The broad view of translation adopted by TOLC means that classroom practices involve interaction (González Davies, 2018). The transformative premises of TOLC means that, in keeping with situated learning, learning is not teacher-centred or teacher directly, but rather it arises unintentionally. This time of learning, as aforementioned, can come about by means of working through projects. González Davies (2020b, p. 10) reinforces this arguing that “didactic sequences or project work are more effective procedures than isolated decontextualized exercises because they work as real life does, where contexts, relationships and knowledge are connected” and proposing TOLC as a means of implementing classroom practices of this nature.

With regards to our didactic proposal, the influence of situated learning can be seen in different ways. Classroom practices were designed in order to cater to the needs of the students, in terms of their academic level as well as their interests. Furthermore, collaboration and social interaction were key, two of the three blocks of classroom practices designed involved collaborative project work. On the one hand, a mini project *Translating Trailers* (see section 4.4.2.2) and, on the other hand, a longer, more complex project *Intercultural Video-taling* (see section 4.5.2.4).

### **3.6. Conclusions of the Chapter**

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Our pedagogical framework has contemplated the IPA-5DIF (Corcoll, et al, forthcoming; González Davies 2020; González Davies & Soler, forthcoming; González Davies & Wilson, forthcoming), integrated in the three-layered instructional framework put forward by Richard and Rogers (2014). We have considered the teaching approaches that have contribute to our study, all of which are examples of teaching as transformation and steer far from the notion of teaching as transmission. We have considered the approaches from both a theoretical perspective (i.e. *why*) as well as from a practical perspective (i.e. *how*) and, unsurprisingly, the contributing approaches coincide with the notion of teaching as transformation and

socioconstructivist assumptions in the following ways. A student-centred approach to teaching and learning is adopted, in which the teacher, instead of adopting an authoritarian role, plays a facilitator role as students are cast as the protagonists. A holistic view of the student is adopted as he/she is considered a whole person who plays an active role in their own learning, as opposed to an empty shell waiting for the teacher to transmit knowledge that is later regurgitated. Furthermore, learning is situated, and the content is both relatable and relevant for the students in question. As a result, learning becomes a meaningful experience for students. In addition to this, concepts such as cooperative work and learner autonomy are favoured and opportunities for reflection are promoted, contributing to learner agency.

Following this, we considered the IPA and the main pillars of this approach, taking into account concept-based instruction, reflective action-based learning and translinguistic conceptualization, reaching the conclusion that a shift from AL only to AL mainly is a welcome development. With the dismissal of monolingual approaches, AL classrooms become a space in which the students' entire linguistic and cultural repertoire are welcome. The explicit use of the students' L1(s) – be it/them the language(s) of the school or a heritage language – form an important part of the learning experience by means of incorporating practices that touch on interlinguistic transference, translinguistic conceptualization and intercultural competence.

The notion of translanguaging is then considered from a pedagogical perspective. The incorporation of translanguaging, by means of practices such as, but not exclusively, translation and code-switching. The inclusion of classroom-practices based in these naturally-occurring practices can contribute positively on different levels, contributing not only to linguistic skills but also plurilingual skills, intercultural skills, ICT skills, problem-spotting and problem-solving skills, the skills associated with collaborative work and researching. We focus on the approach TOLC as an example of how translanguaging can be brought into the classroom in an informed, explicit way.

At this stage, we attempted to identify what ought to be taken into consideration when implementing TOLC-based classroom practices, drawing on the approaches based in teaching as transformation and transaction that contribute to our study. On the one hand, this serves to address the definition and objectives of plurilingual education as put forward by the new linguistic model of the *Departament d'Ensenyament* and, on the other hand, overcome the negative connotations related to the practice of translation in the AL class. We identified seven

pillars we identified as pivotal when designing TOLC-based practices and, by addressing each of these pillars in detail, reiterate that TOLC is an effective and efficient means of making the language class a translanguaging space.



## 4. An IPA-Based Didactic Proposal

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### *Presentation*

The study outlined in this thesis has aimed to build on the plurilingual paradigm, as outlined in the Chapter 1, by not only building a situated theoretical framework, but also by proposing best pedagogical practices related to Translation for Other Learning Contexts (TOLC). That is to say, by suggesting ways in which translation can be incorporated effectively into the additional language (AL) classroom so that it may contribute to AL learning (ALL), in terms of grammar, vocabulary and the four language skills, as well as plurilingual competence.

This main aim, therefore, of this chapter is to present the translation-based classroom practices designed and implemented by the researcher throughout the course of the study. This chapter will be organised in the following way. We will begin by outlining the didactic proposal with regards to its design, drawing on our pedagogical framework.

Finally, taking into account the third layer of Richard and Rogers' (2014) framework, entitled 'procedure', we will provide detailed descriptions, with step-by-step instructions for teachers, of the activities, tasks and projects that make up our didactic proposal.

The didactic proposal detailed in this chapter shows the three didactic sequences as they were carried out during the study. However, it is important to highlight that after working more on the Integrated Plurilingual Approach (IPA) pedagogical framework, the IPA five-dimensional instructional framework (IPA-5DIF) was developed, connected to Richard and Rogers' (2014) three-layer framework (see Table 4 in the chapter on our pedagogical framework). Therefore, we make reference to the IPA-5DIF throughout this chapter. In doing so, we underline the coherence of our ongoing applied research process.

## 4.1. Didactic Proposal – Logistics

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Our didactic proposal is based on the IPA, more specifically TOLC as a way of translanguaging. It consists of three didactic sequences, consisting of eclectic activities, tasks and projects that are interrelated, the main common thread being the presence of translation. Although in this case, it was elaborated for students of 3rd of *educació secundària obligatòria* (ESO), it was also designed in order to be transferable to other contexts. In this sense, the proposed activities, tasks and projects that make up the didactic sequences are adaptable to other groups of language learners. That said, evidently teachers looking to implement it may have to adapt sections to make it relevant and usable with their students. It was created with the intention of being embedded ecologically into the school's syllabus. We tried to ensure that the language level of the group, with regards to grammatical structures and vocabulary were appropriate for 3rd of ESO, so that students would be able to put into practice their knowledge working with authentic material.

The didactic proposal was carried out over the course of two terms, a total of twenty-four fifty-five-minute sessions. The IPA-based didactic proposal drawing on TOLC practices was implemented once a week with students of the treatment group. The students of the treatment group and the control group had their three AL classes at the same time and each class lasted just under one hour. It was agreed that the researcher would carry out the didactic proposal with the treatment group during the class on Fridays at 10am. That said, given that many of the classroom practices developed involved the use of ICT, at times, the TOLC-based classes had to take place during the other AL-assigned timeslots, in order to make use of the school's IT suite. The same applied so as to avoid coinciding with school trips or visits from the language assistant. Table 1 below shows the days on which students had class (in blue) and the days on which the researcher carried out the translation-based classroom practices with the treatment groups (in brown). The code TS1; TS2 and so on refers to TOLC session one; session two and so forth.

OCTOBER					NOVEMBER					DECEMBER				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3	3	4	5	6	<b>TS2</b>	1	2	3	<b>TS6</b>	5
6	7	8	9	10	10	11	12	13	<b>TS3</b>	8	9	10	11	<b>TS7</b>
13	14	15	16	17	17	18	19	20	<b>TS4</b>	15	<b>TS8</b>	17	18	19
20	21	22	23	24	24	25	26	27	<b>TS5</b>	22	23	24	25	26
27	28	29	30	<b>TS1</b>						29	30	31		

JANUARY					FEBRUARY					MARCH				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2	2	3	4	5	<b>TS13</b>	2	4	5	<b>TS16</b>	7
5	6	7	8	<b>TS9</b>	9	10	11	12	<b>TS14</b>	9	10	11	12	<b>TS17</b>
12	13	14	15	<b>TS10</b>	16	17	18	19	20	<b>Easter holiday</b>				
19	20	21	<b>TS11</b>	23	23	24	25	26	<b>TS15</b>	23	24	25	26	<b>TS18</b>
26	27	28	29	<b>TS12</b>						30	31			

APRIL					MAY				
M	T	W	T	F	M	T	W	T	F
		1	2	<b>TS19</b>	4	<b>TS24</b>	6	7	8
6	7	8	9	<b>TS20</b>	11	12	13	14	15
13	14	15	16	<b>TS21</b>					
20	21	22	23	<b>TS22</b>					
27	28	29	<b>TS23</b>	1					

Figure 19 Intervention calendar

## 4.2. Didactic Proposal – Design

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In line with the IPA-5DIF, our didactic proposal is designed in a way to make the student the centre of their learning. The teacher adopts a facilitator role, offering support and guiding students in their learning. The teacher, thus, does not transmit knowledge to the students, nor does she possess the “correct answer”. Instead, students are encouraged to construct their own knowledge, drawing on their previous knowledge, in turn, becoming more autonomous learners. The teacher, in her/his guiding role, poses questions that provide students with opportunities to reflect on their learning, in particular, with regards to their language and their culture.

With regards to grouping, drawing on the IPA-5DIF and, therefore, socioconstructivist notions and collaborative learning, all of the classroom practices carried out involved some sort of interaction at some stage throughout the activity, task or project, be it through pair work, group work or whole class discussions. Interactions are typically student-student combined with student-teacher. It must be noted as was observed throughout our study, that students working together in groups will not automatically communicate with one another in the AL being taught, especially when they share a common L1. That said, while students may not always use the AL, working in groups means that students engage in discussions regarding the task in question, proposing solutions to potential problems and justifying their decisions, and so are engaging in metacognitive work such as planning, organising and so forth.

Groups were heterogeneous and therefore levels differed within them. The class teacher helped in forming the groups in order to ensure there was heterogeneity within the groups. Students were encouraged to distribute tasks within their teams as they saw fit, which allowed each member of the team to have a key role and, thus, feel actively involved in completing the task or project at hand. A group leader was assigned by the students themselves. Students were encouraged, but not forced to use the AL but, naturally, a lot of the communication between members of the groups, for example, for task organisation, was carried out in the language that students were used to speaking to one another in, that is to say Catalan, Spanish or, in one case, Tagalog (in keeping with research presented in 1.3.1.1).

Drawing again on the IPA-5DIF, and taking into account the principles of situated learning, the material selected was done so to cater to students of this age group, for example, with regards to the stories, the language in the chosen versions was simple enough to result for the students, but not too simple so that it seemed childish. Drawing from situated learning and humanistic learning, it was important to design classroom practices and choose material that would prove relatable and meaningful for students.

On the one hand, cultural aspects for example, food and drink or storytelling, can be considered cultural aspects that everyone, no matter which culture they pertain to, can identify with. Introducing such cultural aspects within a translation-based task, means that students are actively encouraged to compare and contrast cultures and, in doing so, learn about new cultures while questioning aspects of their own. Moreover, in our didactic proposal, students work with a whole array of authentic material, including texts, audio files and videos files. With regards to the final products, these too are multimodal as students are required to produce a variety of written texts and oral texts (for example, short stories, interactive posters, audio recordings and videos).

With regards to the modes of communication presented by the *CEFRL Companion Volume* (Council of Europe, 2018), all four modes, mediation, interaction, production and reception, are addressed throughout each of the didactic sequences that make up the didactic proposal. Furthermore, students naturally make use of the four language skills. Evidently, not every activity or task incorporates all four skills but they are all represented throughout the didactic proposal. Take for example, the dubbing project (see section 4.4.2.2), students begin with a written text in English- the script of the trailer- which they have to translate into Catalan or Spanish (reading). Following this they have to study the trailer, taking note of timing and intonation (listening), before recording their voice and adding subtitles in English (writing). With regards to AV skills, these come into place in the second and third didactic sequence where audiovisual translation (AVT) is present.

The IPA-based didactic proposal was designed by the researcher herself, relying, at times on authors such as González Davies (2004) or online sources. Again, in keeping with situated learning, when ideas were drawn from other sources, the researcher adapted them to suit the age group of the students, the timing or the nature of the activity, task or project (e.g. to incorporate audiovisuals). Furthermore, once she had started the TOLC-based classroom

practices, and bearing in mind the ethical issues (outlined in section 5.6.), adjustments had to be made to cater to the level of the students within the group. An example of such an adjustment was that originally students were to be asked to transcribe the dialogue from a film trailer before translating it. In the end, having observed the level of the students through class observations and participation in the first didactic sequence, the researcher considered that the level required to transcribe the trailer was beyond the students' capabilities and decided that it would be more efficient to give them the text already transcribed as the job of transcribing would have proved too demanding, time-consuming and, thus, could have been demotivating, for the students.

On the first day working on the translation-based classroom practices, the researcher told the students what would be expected of them throughout the course of the study. It was explained that the didactic proposal would be made up of three separate didactic sequences and what students would be asked to do during each sequence.

The three main didactic sequences identified in our didactic proposal were, (1) Translation Skills and Strategies; (2) Harry's World; (3) The Intercultural Storytelling Blog. Each sequence has its own specific objectives; however, the following four main objectives can be considered common to all three. These are presented in Table 10.

Common Objectives	
1	Develop plurilingual competence by allowing students to use their entire linguistic repertoire.
2	Develop pluricultural competence by considering other cultures and exploring their own.
3	Develop ICT skills by including ICT in diverse ways in the language class.
4	Foster students' AL acquisition by incorporating the four skills
5	Foster students' AL acquisition in terms of grammar and vocabulary

Table 10 Common objectives

Furthermore, the TOLC-based classroom practices are also designed to incorporate the dimensions and competences laid out in the curriculum for secondary education in Catalonia<sup>23</sup>.

<sup>23</sup> <http://ensenyament.gencat.cat/web/.content/home/departament/publicacions/colleccions/competencies-basiques/eso/eso-linguistic-estrangeres.pdf>

Both the dimensions and competences can be found below in Table 11 (own translation from Catalan).

Dimensions	Competences
Oral communication dimension	Competence 1: Get information and interpret oral texts
	Competence 2: Plan and produce oral texts
	Competence 3: Use oral interaction strategies to communicate
Reading comprehension dimension	Competence 4: Use comprehension strategies to understand
	Competence 5: Identify the text typology
	Competence 6: Select and use different tools to understand
Written expression dimension	Competence 7: Plan different texts according to its typology
	Competence 8: Use strategies to produce different text types
	Competence 9: Revise the text to improve it
Literary dimension	Competence 10: Reproduce orally different literary texts
	Competence 11: Value different literary texts
Attitudinal and plurilingual transversal dimension	Transfer knowledge of the different languages

Table 11 Dimensions and competences from the official curriculum of the *Departament d'Ensenyament*

With regards to assessment, each of the didactic sequences had a final product, as detailed in Figure 20, for which students were given a context which we will elaborate on further when we describe the different sequences in detail:

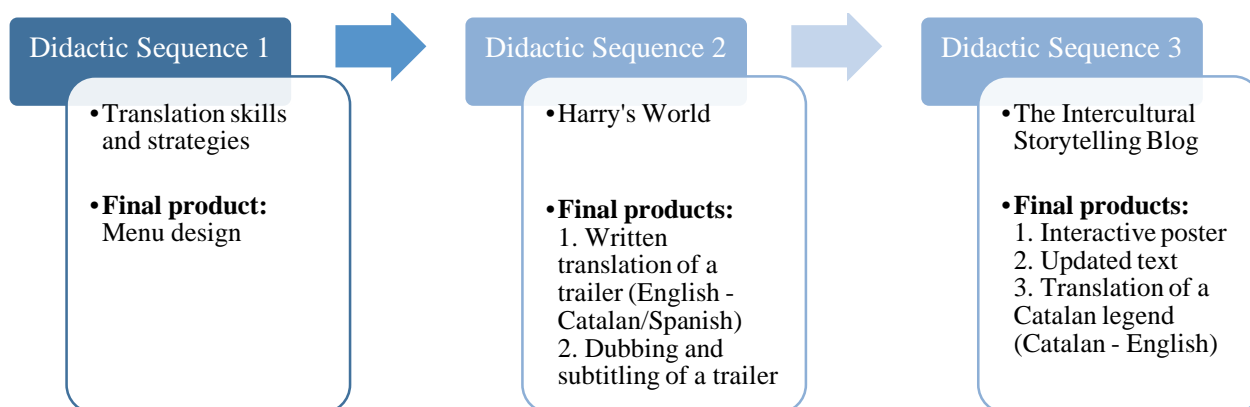


Figure 20 Didactic sequence title and final product

The didactic sequences, and their final products, were sequenced in a way so that as students progressed from one sequence to another, the complexity of the final product became more and more challenging. This is in keeping with the three-stage continuum presented by Corcoll (2019) which adopts a sequential and scaffolded stance in order to promote the use of students' linguistic repertoires. The three stages are 1) Making languages visible, 2) Using languages effectively, and 3) Establishing (explicit) connections among languages.

In order to assess the final product of each didactic sequence, we drew on the translation assessment scale proposed by González Davies (2004, p. 34):

- a** This translation transmits the source message, conforms to the target language conventions, and keeps to the assignment. It would be accepted with few or no changes. Acceptable translation – AT.
- b**. This translation contains errors which could hinder the understanding of the text or which do not transmit part of the source message adequately. Acceptable translation, but must be improved – ATI.
- c**. This translation contains several errors which imply a lack of comprehension of the source text. Problematic legibility of the target text. No evidence of problem spotting and solving, either with or without the help of strategies. Unacceptable translation – UT.

Translation problems, according to the scale, are classified as source message, source text comprehension, transfer skills, target text legibility and general overall impression (González Davies, 2004, p. 34). How these can be applied on a numerical scale are detailed in Table 12.



Problem	Marks*
<i>Source Message:</i>	
a. Not transmitted	minus 1 or 2
b. Incomplete without hindering message	minus 0,25 or 0,5
<i>Source Text Comprehension:</i> register, coherence, cohesion, syntax, vocabulary, word order, cultural references, etc.	2 or 3 errors = minus 1
<i>Transfer skills:</i>	
a. Suitable application of translation problem spotting and solving skills	
b. Resourcing skills	
c. Appropriate completion of the translation commission	suitable solution = plus 1 or 2 unsuitable solution = minus 1
Target Text Legibility: register, coherence, cohesion, syntax, vocabulary, word order, cultural references, conventions of presentation, etc.	2 or 3 errors = minus 1
General impression	plus 1, no change, or minus 1

**\*General guidelines depending on the kind of error or on positive solutions. Total: 10**

Table 12 Pedagogical numerical marking system (González Davies, 2004, p. 34)

The rubrics we have developed are based on the above assessment scale, but they have been rectified so that they can be applied to the different levels found in the marks system established by the *Departament d'Ensenyament*. The levels proposed by the *Departament d'Ensenyament* are level 1 = satisfactory, level 2 = good and level 3 = excellent. In order to cater to these levels and at the same time, incorporate González Davies' 2004 assessment scale, we propose including a fourth level, 0 = unsatisfactory.

	<b>Level 0</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
	<i>Unacceptable translation</i>	<i>Generally acceptable translation – needs reworking</i>	<i>Acceptable translation – needs some reworking</i>	<i>Acceptable translation</i>
Task completion	The task is incomplete (unfinished/incorrect)	The task is complete although some parts are missing	The task is completed to a high standard – some areas require more development	The task is completed to an excellent standard. Few/no changes required.
Source message	The source message is not transmitted and/or incomplete	The source message is incomplete but the message is delivered	The source message is transmitted well although	The source message is transmitted to an excellent standard. Few/no changes required.
Transfer skills	No evidence of translation skills or strategies having been applied.	Translation skills and strategies have generally not been applied or not been applied correctly.	Translation skills and strategies have been applied although not always correctly.	Translation skills and strategies have been applied excellently. Few/no changes required.
Target text	The target text is illegible. The number of errors hinders comprehension.	The target text does not read well. It can be understood despite the presence there of many errors	The target text reads well but some legibility issues are present.	The target text reads excellently. Few/no changes required.

Table 13 Rubrics for final outcomes

### 4.3. Didactic Sequence 1: Translation Skills and Strategies

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#### 4.3.1. Didactic Sequence 1 – Presentation, Objectives and Final Product

Referring back to our State of the Art and the qualms presented by teachers who were reluctant to use translation in the AL classroom, we can recall that teachers were not always sure what translation really entailed (González Davies, 2002; Wilson, 2011; Pym, Malmkjær & Gutiérrez-Colón Plana, 2013). Many considered it to be the translation of a single word or phrase but never really as an activity in itself. In this sense, it was considered necessary to design a first didactic sequence that served as scaffolding as it introduced students to translation and presented them with the necessary translation skills and strategies required to overcome common problematic aspects. The importance of this didactic sequence is imperative as without it, students' natural instinct is to translate literally or refer to online translating tools in an inadequate way. Furthermore, through the incorporation of sensitising activities, it serves as an appropriate introduction to the fact that moving between languages also implies moving between cultures, focusing on aspects of culture that are relevant to students. As well as the common objectives above, Didactic Sequence 1 had the following specific objectives.

Specific Objectives	
1	Introduce students to translating
2	Draw students' attention to false friends and interlinguistic interference
3	Introduce students to problem-spotting and problem-solving skills
4	Increase students' awareness of cultural differences and similarities

Table 14 Didactic Sequence 1 – Specific objectives

Students carry out the final product of Didactic Sequence 1, the creation of a menu, in session 4. To carry out this final product, they are given the following context.

*You are working in a restaurant in Barcelona. Most of the clients are tourists and the majority of them request a copy of the menu in English. The manager of the restaurant does not speak English.*

Figure 21 Didactic Sequence 1 – Context for final product

### 4.3.1. Didactic Sequence 2 – Session Breakdown

The introductory block was carried out over the course of 5 sessions, as detailed in Figure 22.



Figure 22 Didactic Sequence 1 – Session breakdown

#### 4.3.1.1. Didactic Sequence 1 Session 1 – Drawing Cultures<sup>24</sup>

Drawing Cultures	
<b>Timing</b>	55 minutes
<b>Grouping</b>	Individual; Pairs; Whole class
<b>Language skills</b>	Listening, Reading, Speaking, Writing
<b>Resources</b>	“What is a normal house?” Prezzi Texts Comparison table
<b>General competences</b>	- Communicative, linguistic and audiovisual - Artistic and cultural competence - Learning to learn
<b>Specific competences</b>	- Plurilingual and intercultural competence - Oral communicative competence
<b>Aims of the session</b>	- Make students aware of the influence that our cultural background can have on the way we visualise different things

Table 15 Didactic Sequence 1 Session 1 – Outline

<sup>24</sup> Adapted from González Davies (2004, p. 48)

## Steps

1. Students are asked to consider the word “house” and draw what they think of when they think of a traditional house.
2. Together as a class, the students look at the Prezzi<sup>25</sup> presentation, “*What’s a normal house?*” on houses from around the world and discuss the different types of houses they see, for example, a traditional British terrace house, a typical flat in the Eixample district of Barcelona, an igloo, a wigwam and so on. Students are asked to consider the following questions.
  - *Where would we find these houses?*
  - *Is what we consider a traditional house really a traditional house?*



Figure 23 Didactic Sequence 1 Session 1 - Example of students’ work

2. Students are asked to draw what comes to mind when they think of October 31<sup>st</sup>
3. A class discussion is held regarding the following aspects:
  - *What comes to mind when we think of October 31st?*
  - *Is it celebrated here in Catalonia? If not, why not?*
  - *In which country is it celebrated?*

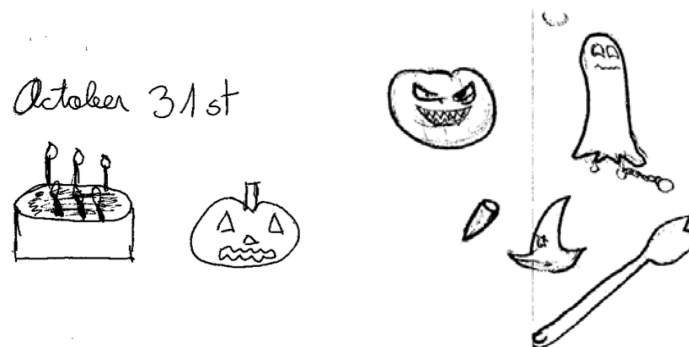


Figure 24 Didactic Sequence 1 Session 1 - Example of students' work 2

<sup>25</sup> [https://prezi.com/3z0pi23vbais/?utm\\_campaign=share&utm\\_medium=copy](https://prezi.com/3z0pi23vbais/?utm_campaign=share&utm_medium=copy)

4. The teacher asks for words to describe the festivals celebrated on October 31st.

**Halloween** fun, funny, scary, parties, friends, sweets, pumpkin

*Castanyada* traditional, family, quiet, dinner

5. The teacher writes the words “The Day of the Dead” on the board and asks students if they have ever heard of it, explaining, if necessary, that it is a Mexican celebration that also takes place on 31st October. Following this, the teacher shows students images of the *Catrina* the symbol of the Day of the Dead and asks them to think of words that might describe this festival.

**The Day of the Dead** dark, scary, sad

6. Students then watch a short trailer for *The Book of Life*, an animated film about the Day of the Dead, a Mexican festival also celebrated on the 31st of October. Students are then asked to reconsider what words they would use to describe this celebration and contrast with the original ones they had come up.

**The Day of the Dead** fun, dancing, happy, music, celebration

7. The teacher gives one of two texts to each student. The texts talk about traditional celebrations that take place on October 31st. Student A is given Text 1, entitled “*Don’t be Afraid of the Day of the Dead*” while student B is given Text 2 is entitled “*This is Halloween*”. Each text details the origins of the festival and how and where it is celebrated. Both texts can be found in Annex 1. The teacher also hands out a comparison table to each student.

8. Student A works with another Student A to try and fill in the column table that corresponds to their text. The same applies to Student B (Figure 25).

9. Student A then works with a Student B, asking them questions to find out the information about the celebration they have read about and vice versa (Figure 26).

10. Having compared Halloween and *El Dia de los Muertos*, as a whole class, students complete the third and fourth columns of the table. The third column is completed with information about la *Castanyada* in Catalonia and the fourth column is filled in with information about celebrations in other countries represented in the class (Figure 27). In the case that the country represented does not have a celebration on that day, students can describe an equivalent festival, if available.

	<b>Halloween</b>	<b>El Día de Los Muertos</b>	<b>La Castanyada</b>	<b>Other celebrations</b>
Where is it celebrated?				
When is it celebrated?				
What does its name mean?				
What are the origins of this holiday?				
What adjectives can we use to describe this holiday?				
Why did people first start celebrating this holiday?				
What is the symbol of this holiday?				
How do people celebrate this holiday?				
How do children celebrate this holiday?				
What do people eat?				
Do people dress up?				

Figure 25 Didactic Sequence 1 Session 1 – Step 8 comparison sheet

	<b>Halloween</b>	<b>El Día de Los Muertos</b>	<b>La Castanyada</b>	<b>Other celebrations</b>
Where is it celebrated?				
When is it celebrated?				
What does its name mean?				
What are the origins of this holiday?				
What adjectives can we use to describe this holiday?				
Why did people first start celebrating this holiday?				
What is the symbol of this holiday?				
How do people celebrate this holiday?				
How do children celebrate this holiday?				
What do people eat?				
Do people dress up?				

Figure 26 Didactic Sequence 1 Session 1 – Step 9 comparison sheet

	Halloween	El Dia de Los Muertos	La Castanyada	Other celebrations
Where is it celebrated?				
When is it celebrated?				
What does its name mean?				
What are the origins of this holiday?				
What adjectives can we use to describe this holiday?				
Why did people first start celebrating this holiday?				
What is the symbol of this holiday?				
How do people celebrate this holiday?				
How do children celebrate this holiday?				
What do people eat?				
Do people dress up?				

Figure 27 Didactic Sequence 1 Session 1 – Step 10 comparison sheet

	Halloween	El Dia de Los Muertos	Castanyada	Pu's Base
Where is it celebrated?	all around the world	Mexico	Catalonia Catalonia	Pu's Base Basque Country
When is it celebrated?	October 31st	2nd of november	31st October <del>October</del>	Autumn
What does its name mean?	All Hallows' eve	the day of the dead	castanya = chestnut	
What are the origins of this holiday?	the celts	Aztec	Catalonia	
What adjectives can we use to describe this holiday?	Scare, horror, funny,	joyful	traditional	
Why did people first start celebrating this holiday?	the end of summer	to remember the people dead	to celebrate autumn	
What is the symbol of this holiday?	pumpkins jack o'lantern	skull la castina	Castanyera	pumpkin
How do people celebrate this holiday?	go to the party	graveyards altar	go to a dinner	
How do children celebrate this holiday?	trick or treat	fun parties and games at school to celebrate	party at school make parallelts	
What do people eat?	peanuts, sweet, chocolate, some apple	chocolate	parallelts, chest-nuts sweet potatoes	
Do people dress up?	Yes	No	No	No

Figure 28 Didactic Sequence 1 Session 1 - Example of student's work 3



### ***Adaptations***

Originally, this activity was not designed to be compare these particular festivals. However, given that the first session coincided with the 31st of October it was considered appropriate to alter the celebration to cater to the date. That said, the activity can be adapted to consider many different types of celebrations in which students can identify similarities and differences.

- a. Students could compare celebrations related to fireworks, such as Guy Fawkes night in the UK, *Sant Joan* in Catalonia, *Las Fallas* in Valencia, Chinese New Year in various countries, Diwali in India or Independence Day in the USA.
- b. Festivals related to romance, for example, Valentine’s Day, *Sant Jordi’s Day* in Catalonia or ‘The Night of Seven’ celebrated in August in China
- c. Christmas and how it is celebrated around the world, taking into consideration aspects such as who brings the gifts be it, Father Christmas, the Three Kings in Spain, baby Jesus in Central and South America or the ‘*das Christkindl*’ in Germany

#### **4.3.1.2. Didactic Sequence 1 Session 2 – Getting Stuff Done<sup>26</sup>**

Getting Stuff Done	
<b>Timing</b>	55 minutes
<b>Grouping</b>	Individual; Pairs; Small groups, Whole class
<b>Language skills</b>	Listening, Reading, Speaking, Writing
<b>Resources</b>	Translation worksheet Video
<b>Basic competences</b>	<ul style="list-style-type: none"><li>- Communicative, linguistic and audiovisual</li><li>- Artistic and cultural competence</li><li>- Learning to learn</li></ul>
<b>Specific competences</b>	<ul style="list-style-type: none"><li>- Oral communicative competence</li><li>- Written communicative competence</li></ul>
<b>Aims of the session</b>	<ul style="list-style-type: none"><li>- Introduce students to translation</li><li>- Draw students’ attention to possibly problematic translations</li><li>- Build on vocabulary in the AL</li><li>- Put into practice previous linguistic knowledge (for example, grammar structures) in an authentic way</li></ul>

Table 16 Didactic Sequence 1 Session 2 – Outline

<sup>26</sup> Adapted from Keddie (2008)

## Steps

1. The teacher writes the word “procrastination” on the board and asks students what it means. The class brainstorm situations that make them procrastinate (for example, studying for a test) and what things they do when they procrastinate (for example, tidy their room, make a study plan.)
2. Students watch the short clip about Lev, a boy who, instead of “getting his stuff done” procrastinates. First of all, students watch the clip with the sound off (<https://www.youtube.com/watch?v=4P785j15Tzk>) and list the things he does, for example: he goes to the shops, he makes lunch, he watches TV.
3. Students watch the video again (with the sound on) to check their answers and their comprehension of any unknown vocabulary.
4. In pairs, students carry out Worksheet 1 Procrastination (Figure 30), which involves putting the text in the correct order as it appeared in the video.
5. The teacher writes the word “get” on the board and asks students if they know what it means. Together they brainstorm words and phrases that contain the word get.

Verb	Phrasal verb	Expressions
Obtain	Get dressed	Get out of here
Arrive	Get up	Get the party started
	Get on	

6. Following this, students attempt to identify the meaning of “get” in the different contexts in the text. This step is carried out together as a whole class.
7. In the next step, students read and identified what aspects of the texts they believed would prove problematic when trying to translate (problem-spotting).
8. Students continue to work in groups and using dictionaries translate the “get” sentences. The different translations are shared with the rest of the group. It is discussed as a group which translations are more appropriate than others. This discussion is carried out in English and Catalan. They change their answers to the option chosen by the class.

- Aquest matí m'he aixecat i m'he preparat ràpid
- a. ~~Al matí m'he aixecat i m'he preparat ràpid~~
  - b. ~~Se m'ha fet un cafè i m'he preparat una esponja per netejar la~~
  - c. ~~Quan he anat al supermercat m'he acordat que tenia que comprar més cereals~~
  - d. ~~Quan he tornat a casa ja no em vaig donar compte dels cereals~~
  - e. ~~He anat a comprar a la farmàcia.~~
  - f. ~~Quan vaig tornar he vist que ja no hi ha més.~~
  - g. ~~He hagut d'assajar-me d'anar a dormir d'hora.~~
  - h. ~~Vui estic ben descansat i ja puc fer les coses bé.~~
- } MT

Figure 29 Didactic Sequence 1 Session 2 – Example of student’s work

**When I was finished I realized I hadn't eaten anything and I didn't want to be hungry while I got my stuff done so I went into the kitchen and I was out of cereal.**

-x - - - - - -x - - - - -x -

**I just have to make sure I get to bed early because I want to be well-rested tomorrow so I can get my stuff done.**

-x - - - - - -x - - - - -x -

**I sat down at my desk to start getting my stuff done and I spilled my coffee so I got a sponge to clean it up and I figured I'd take an extra minute to clean the whole desk because a clean desk would help me get my stuff done.**

-x - - - - - -x - - - - -x -

**When I got back it was getting kind of late and I knew I wouldn't be able to get my stuff done today so I started watching the Twilight Zone marathon on TV.**

-x - - - - - -x - - - - -x -

**And then I went out to get some oil from the hardware store because my desk chair is kind of squeaky and I didn't want to be distracted by a squeaky chair while I got my stuff done.**

-x - - - - - -x - - - - -x -

**This morning I got up and got ready quickly because I had to get a lot of stuff done.**

Figure 30 Didactic Sequence 1 Session 2 - Worksheet 1 “Procrastination” (Keddie, n.d)

When I **got home** I didn't feel like cereal anymore so I made an omelet and did the dishes so I wouldn't have to do them after I **got my stuff** done.

When I **got to** the grocery store I remembered a bunch of other stuff I needed to **get** and I figured I was already there so I did my shopping for the week so I didn't have to worry about it while I got my stuff done

When I was finished I realized I hadn't eaten anything and I didn't want to be hungry while I got my stuff done so I went into the kitchen and I was out of cereal. I just have to make sure I **get to bed** early because I want to be well-rested tomorrow so I can get my stuff done.

I sat down at my desk to start getting my stuff done and I spilled my coffee so I **got a sponge** to clean it up and I figured I'd take an extra minute to clean the whole desk because a clean desk would help me get my stuff done.

When I **got back** it was **getting kind of late** and I knew I wouldn't be able to get my stuff done today so I started watching the Twilight Zone marathon on TV.

And then I went out to **get some oil** from the hardware store because my desk chair is kind of squeaky and I didn't want to be distracted by a squeaky chair while I got my stuff done

This morning I **got up** and **got ready** quickly because I had to get a lot of stuff done.

Figure 31 Didactic Sequence 1 Session 2 – Step 6

When I **got home** I didn't feel like cereal anymore so I made an omelet and did the dishes so I wouldn't have to do them after I **got my stuff** done.

When I **got to** the grocery store I remembered a bunch of other stuff I needed to **get** and I figured I was already there so I did my shopping for the week so I didn't have to worry about it while I got my stuff done

When I was finished I realized I hadn't eaten anything and I didn't want to be hungry while I got my stuff done so I went into the kitchen and I was out of cereal.

I just have to make sure I **get to bed** early because I want to be well-rested tomorrow so I can get my stuff done.

I sat down at my desk to start getting my stuff done and I spilled my coffee so I **got a sponge** to clean it up and I figured I'd take an extra minute to clean the whole desk because a clean desk would help me get my stuff done.

When I **got back** it was **getting kind of late** and I knew I wouldn't be able to get my stuff done today so I started watching the Twilight Zone marathon on TV.

And then I went out to **get some oil** from the hardware store because my desk chair is kind of squeaky and I didn't want to be distracted by a squeaky chair while I got my stuff done

This morning I **got up** and **got ready** quickly because I had to get a lot of stuff done.

Figure 32 Didactic Sequence 1 Session 2 – Step 7

### 4.3.1.3. Didactic Sequence 1 Session 3 – False Friends

False Friends	
<b>Timing</b>	30 minutes
<b>Grouping</b>	Pairs; Small groups
<b>Language skills</b>	Listening, Reading, Speaking, Writing
<b>Resources</b>	Video BBC 'False friends' memory cards False Friends grid
<b>Basic competences</b>	<ul style="list-style-type: none"> <li>- Communicative, linguistic and audiovisual</li> <li>- Artistic and cultural competence</li> <li>- Learning to learn</li> </ul>
<b>Specific competences</b>	<ul style="list-style-type: none"> <li>- Plurilingual and intercultural competence</li> <li>- Oral communicative competence</li> </ul>
<b>Aims of the session</b>	<ul style="list-style-type: none"> <li>- Draw students' attention to false friends</li> </ul>

Table 17 Didactic Sequence 1 Session 3 – Outline

#### Steps

1. The class watch two clips from the BBC Languages webpage entitled *Baffled in Barcelona* and *Shown up in Spain*. In the clips, two young English men share their anecdote on an embarrassing language-related experience they have had.

One time I was visiting Barcelona and I needed some butter, so I popped into a little shop on one of the many back streets and I asked the girl, “¿dónde está el burro?” to which she looked a bit confused, so I asked again, “¿dónde está el burro?” and she just laughed. I was beginning to feel a bit silly so I thought I'd better leave but I thought “I'm sure that's the right word” but I when I looked in the dictionary I saw that burro was the word for donkey so I'd been asking “Where is the donkey? Where is the donkey?”

Figure 33 Didactic Sequence 1 Session 1 – Step 1 anecdote “Baffled in Barcelona”

2. After watching the clips, students discuss the following questions. This discussion begins in groups before all their ideas are pooled together as a whole class.

	Students' suggestions on CLIP 1	Students' suggestions on CLIP 2
What did the person want?	Butter	A banana
What should they have said?	<i>Mantega</i>	<i>Un platano</i>
What did they actually say?	<i>Burro</i>	<i>Un platón</i>
What is the meaning of what they said?	Donkey	A big plate
What was the consequence?	The shop assistant didn't understand him.	The family laughed at him.
What possible consequences can come from mistakes like this?	You can offend people You can look silly You can get the wrong thing You can be embarrassed	

Figure 34 Didactic Sequence 1 Session 3 – Students' suggestions

- Students form pairs and Student A reads the first of the following anecdotes while Student B reads the second. They tell their partner what their anecdote is about.

*Anecdote A*

When I was teaching Spanish as a foreign language in Mexico I had a very nice old lady in my class probably in her 70s. In one of our lessons she made a mistake in one of her sentences and she said to me “*lo siento, estoy embarazada.*”

Figure 35 Didactic sequence 1 Session 3 – Step 3 anecdote A

*Anecdote B*

I was teaching in Spain and decided to go to the cinema once with some people from my English class. One of the girls cried throughout the whole film! I asked her if she was OK, and she answered “yes, I’m just very sensible!”

Figure 36 Didactic sequence 1 Session 3 – Step 3 anecdote B

- Students, as a whole class, discuss anecdotes, following the questions from step 2.
- Students brainstorm the false friends they are familiar with as a whole class. Then in small groups, they fill out the ‘false friends’ grid, looking at common examples of false friends such as *libreria* meaning bookshop but looks a lot like library.

Original Word in English	Correct Translation in Spanish	False Friend	Translation of False Friend
--------------------------	--------------------------------	--------------	-----------------------------

*Library*                      *Biblioteca*                      *Librería*                      *Bookshop*

- Continuing in small groups, students carry out a game of “Memory” in which they have to match common false friends to their correct translation, for example *carpeta* = folder, *carpet* = *alfombra* (Figure 37).
- Finally, in groups, they write a short dialogue (4-5 lines) which includes at least one false friend. The dialogues are acted out for their classmates who have to guess the false friend.

### Adaptations

Possible elaborations of this session would be to have students create a meme which represented a false friend. This would be appropriate for classes in which students had their own laptop or access to tablets.

Original Word in English	Correct Translation in Spanish	False Friend	Translation of False Friend
Embarrassed			Pregnant
	<i>avergonzado</i>	<i>embarrassado</i>	
Actually			Nowadays
	<i>en realidad</i>	<i>hoy en día</i>	
Library		Librería	bookshop
	<i>biblioteca</i>		
Sympathetic	Empático/a		friendly
		<i>simpatía</i>	<i>normal</i>
Carpet		Carpeta	folder
	<i>alfombra</i>		<del>Carpeta</del>
Constipated	Estreñido/a	Constipado/a	constipated
Argument			Plot
	<i>argumento</i>	<i>parcela</i>	
Sensible		Sensible	sensitive
	<i>sensato</i>		
Assist			Attend
	<i>ayudar</i>	<i>asistir</i>	
Notice	Aviso		news
		<i>noticia</i>	

Figure 37 Didactic Sequence 1 Session 3 – Example of student’s work

#### 4.3.1.4. Didactic Sequence 1 Session 3-4 – Food and Drink<sup>27</sup>

Food and Drink	
<b>Timing</b>	1 x 25-minute session and 1 x 55-minute session
<b>Grouping</b>	Whole class, Individual
<b>Language skills</b>	Listening, Reading, Speaking, Writing
<b>Resources</b>	Food and drink presentation
<b>Basic competences</b>	<ul style="list-style-type: none"> <li>- Communicative, linguistic and audiovisual</li> <li>- Artistic and cultural competence</li> <li>- Social skills and citizenship</li> </ul>
<b>Specific competences</b>	<ul style="list-style-type: none"> <li>- Plurilingual and intercultural competence</li> <li>- Oral communicative competence</li> <li>- Written communicative competence</li> </ul>
<b>Aims of the session</b>	<ul style="list-style-type: none"> <li>- Increase awareness of cultural differences and similarities</li> <li>- Identify potential translation problems and provide students with options to overcome such problems</li> </ul>

Table 18 Didactic Sequence 1 Session 3-4 – Outline

#### *Steps*

1. As a whole class, students are asked to think of a typical Spanish or Catalan dish, for example, *pa amb tomàquet*. Together as a whole class they propose ways in which they could translate the name of the dish. Encouraging input from students, the teacher presents a list on the board of possible translation strategies (González Davies, 2004, p. 85). See Annex 1.
2. Individually, students draw a circle and fill it with typical Spanish/Catalan food (or for newcomer students, they food that is typical to the country they have come from).
3. Then, students draw another circle, this time with typical food they associate with English-speaking countries. It is important to ensure that the two circles overlap
4. In the space where the two circles overlap, students are asked to write the food that is shared between English-speaking countries and Catalonia.

<sup>27</sup> Adapted from González Davies (2004, p. 84)





Figure 38 Didactic Sequence 1 Session 3-4 – Example of students' work

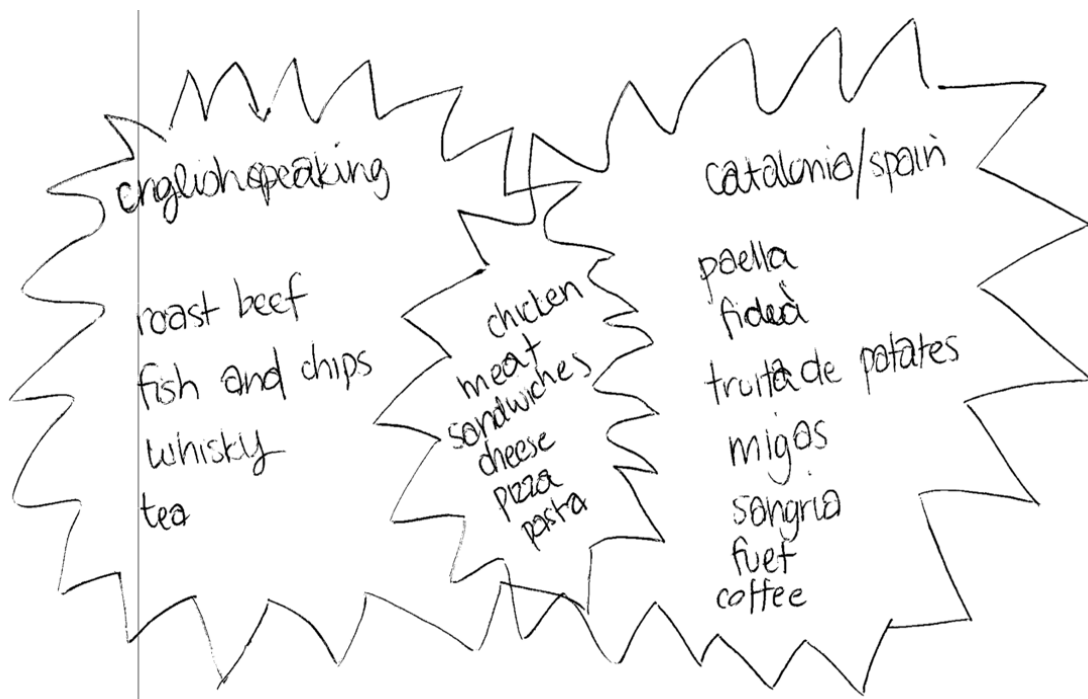


Figure 39 Didactic Sequence 1 Session 3-4 – Example of students' work 2

5. A class discussion ensues:

- a) *Are there any foods that are common to both places?*
- b) *Are any of the foods included specific to a particular region?*
- c) *Although they may be typical to Spanish/Catalan or English-speaking countries now, do any of the foods included originally come from another country?*

6. As a class, students look at examples of mistranslations of menus, recipes and together they try to decipher, by back translating, what the original Spanish or Catalan dish was. They are asked to find more examples of badly-translated menus in their neighbourhood. This is carried out as homework for the next session
7. Following the context presented at the beginning of the session and, taking into account the strategies presented, students create a menu in English.
8. Students look at their peers' menus and as a group they discuss the pros and cons of the different strategies that can be used.

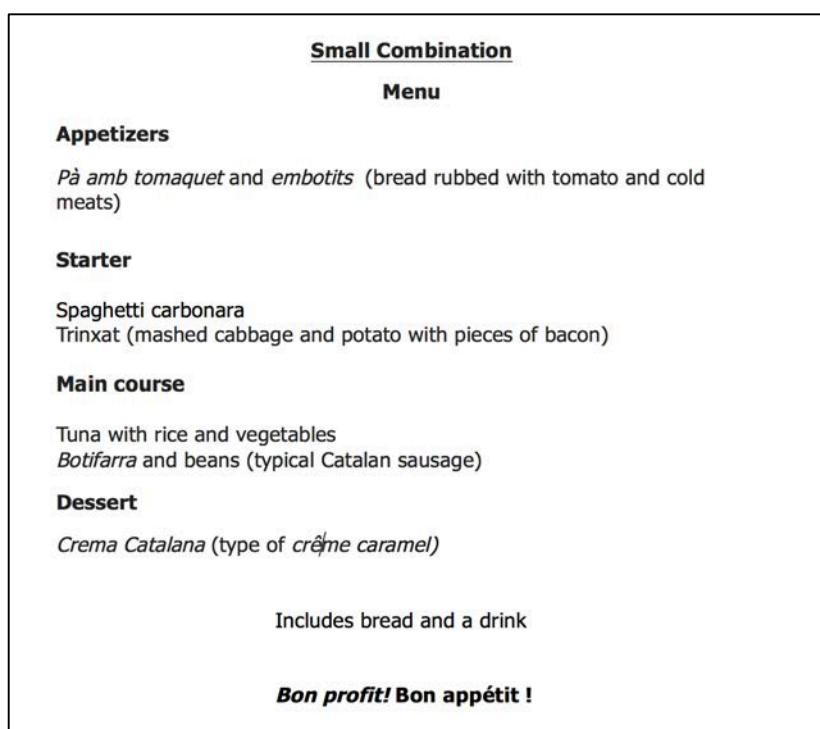


Figure 40 Didactic Sequence 1 – Student's final outcome example 1

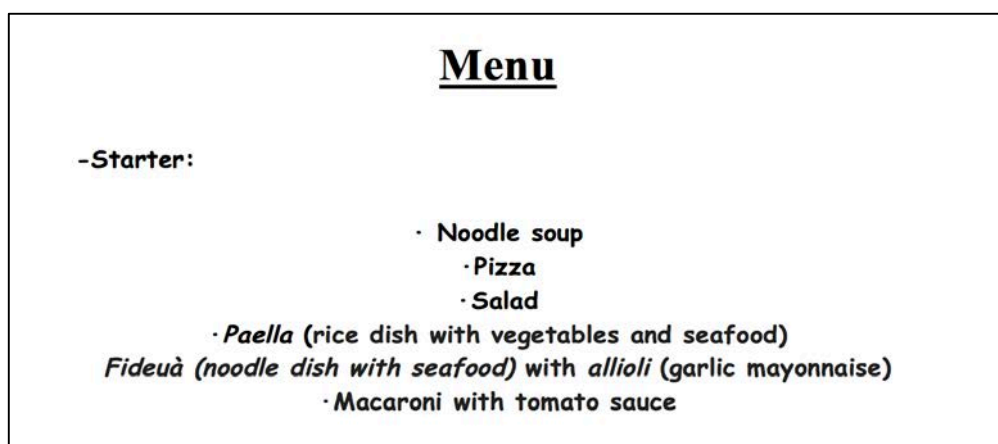


Figure 41 Didactic Sequence 1 – Student's final outcome example 2

#### 4.3.1.5. Didactic Sequence 1 Session 5 – Have you seen that film?<sup>28</sup>

Have you seen that film?	
<b>Timing</b>	55 minutes
<b>Grouping</b>	Whole class, Pairs
<b>Language skills</b>	Listening, Reading, Speaking, Writing
<b>Resources</b>	Film presentation Have you seen that film? Worksheet 1 and 2
<b>Basic competences</b>	<ul style="list-style-type: none"> <li>- Communicative, linguistic and audiovisual</li> <li>- Artistic and cultural competence</li> <li>- Social skills and citizenship</li> </ul>
<b>Specific competences</b>	<ul style="list-style-type: none"> <li>- Plurilingual and intercultural competence</li> <li>- Oral communicative competence</li> <li>- Written communicative competence</li> </ul>
<b>Aims of lesson</b>	<ul style="list-style-type: none"> <li>- Draw students' attention to possibly problematic translations</li> <li>- Show students that the culture behind a language can affect the translation into that language</li> </ul>

Table 19 Didactic Sequence 1 Session 5 – Outline

#### *Steps*

1. Students are shown the film posters of well-known films (examples included *Perdida*, *Mi Villano Preferido*, *Bajo la misma estrella*) and as a class they discuss the following questions:
  - a. *Have you seen these films?*
  - b. *Did you like them? If so, why? If not, why not?*
  - c. *Would you recommend them? If so, to who?*
2. In pairs, students write what they think is the correct original title in English (*Are we Talking about the Same Film?* worksheet 1 – see Figure 43).
3. The whole class discuss the possible translations, taking into account problems that may have arisen while proposing ideas. The correct title is not revealed at this stage.
4. In pairs students complete the matching exercise English (*Are we Talking about the Same Film?* worksheet 2 – Figure 44) in which they must match the translated title to the correct

<sup>28</sup> Adapted from Keddie (2007)

title in English. Once the correct translation has been seen, the class go back and discuss the problems considered in step 3.

5. The teacher presents methods commonly used to translate film titles:
  - a. Leave it be
  - b. Literal Translation
  - c. Cultural Adaptation
  - d. New title

Students are then asked to reconsider the list of films and consider what method (a, b, c or d) the translator used to translate the name of the film.

6. Students are asked to find an example of each method. This is carried out as homework.
7. The following day, students share their findings in small groups within the class. As a class, students' carry out a vote to see what method of translation film titles they find most effective.

Are we talking about the same film?



Una pareja de tres	
Crepúsculo Amanecer	
Bajo la misma estrella	
Tonto y retonto 2	
Perdida	
Los juegos del hambre	
Mi villano preferido	
Expediente Warren	
Hombres de Negro	
Criadas y Señoras	
Harry Potter y las reliquias de la muerte	
Infiltrados en la universidad	

Figure 42 Didactic Sequence 1 Session 5 – *Have you seen that film?* worksheet 1

Are we talking about the same film?



Una pareja de tres		The Fault in Our Stars
Crepúsculo Amanecer		22 Jump Street
Bajo la misma estrella		The Hunger Games
Tonto y retonto 2		Twilight Breaking Dawn
Perdida		Gone Girl
Los juegos del hambre		Dumb and Dumber to
Mi villano preferido		The Conjuring
Expediente Warren		Harry Potter and the Deathly Hallows
Hombre de Negro		Despicable Me
Criadas y Señoras		Marley and Me
Harry Potter y las reliquias de la muerte		Men in Black
Infiltrados en la universidad		The Help

Figure 43 Didactic Sequence 1 Session 5 – *Have you seen that film?* worksheet 2

Are we talking about the same film?



Una pareja de tres	One pair of three
Crepúsculo Amanecer	Breaking Dawn
Bajo la misma estrella	the fault in our stars
Tonto y retonto 2	Dumb and Dumber two
Perdida	Gone Girl lost
Los juegos del hambre	the hunger games
Mi villano preferido	My favorite villain
Expediente Warren	the conjuring
Hombres de Negro	Men in black
Criadas y Señoras	the help
Harry Potter y las reliquias de la muerte	and the Deathly Hallows
Infiltrados en la universidad	infiltration in the university

Halloween

Figure 44 Didactic Sequence 1 Session 5 –worksheet 1 student's example

Are we talking about the same film?



Una pareja de tres		The Fault in Our Stars
Crepúsculo Amanecer		22 Jump Street
Bajo la misma estrella		The Hunger Games
Tonto y retonto 2		Twilight Breaking Dawn
Perdida		Gone Girl
Los juegos del hambre		Dumb and Dumber to
Mi villano preferido		The Conjuring
Expediente Warren		Harry Potter and the Deathly Hallows
Hombre de Negro		Despicable Me
Criadas y Señoras		Marley and Me
Harry Potter y las reliquias de la muerte		Men in Black
Infiltrados en la universidad		The Help

Figure 45 Didactic Sequence 1 Session 5 – worksheet 2 student's example

### 4.3.2. Didactic Sequence 1 – Conclusions

The role of Didactic Sequence 1 was, as aforementioned, to introduce students to the practice of informed translation and provide possible skills and strategies that could be applied when working on Didactic Sequence 2 and Didactic Sequence 3. Didactic Sequence 1 provided introductory, or sensitizing tasks and activities in which students considered how to:

- Translate false friends and avoid mistranslations (Sessions 3);
- Translate words with many possible translations (Session 2);
- Spot possible problematic issues for translating (Session 2, Session 4);
- Translate culturally-specific aspects (Session 4, Session 5);
- Consider the culture behind the language (Session 1, Session 4, Session 5);
- Become aware of the different translation strategies available;
- Put into practice previous linguistic knowledge (grammar and vocabulary) in an authentic way.

In doing so they were able to:

- Make use of all four language skills;
- Work all four modes of communication;
- Make use of ICT and multimedia resources;
- Work in collaborative groups;
- Reflect on their own language and culture;
- Get to know other cultures;
- Compare the differences and similarities between languages (form and meaning).

## 4.4. Didactic Sequence 2: Harry's World

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### 4.4.1. Didactic Sequence 2 – Presentation, Objectives and Final Product

During this second didactic sequence, students worked mainly in small groups on a mini-project based on the film and book series, Harry Potter by J. K. Rowling. In doing so, students are encouraged to put into practice the skills and strategies developed in Block 1. In Block 2, students take on the translation of an entire text as they prepare for the more complex project in Block 3.

In addition to the common objectives presented above, Didactic Sequence 2 also had the following specific objectives.

Specific Objectives	
1	Develop resourcing skills
2	Become aware of the different options available when translating
3	Develop problem spotting and problem-solving skills
4	Identify similarities and differences between language
5	Develop AVT- related skills (subtitling and dubbing)

Table 20 Didactic Sequence 2 – Specific objectives

To carry out this final product of this block, a dubbed and subtitled film trailer, students are given the following context.

*Your local cinema has contacted you with a problem. They have bought the rights to the Harry Potter film franchise, but they only had enough money to buy the films in English. They are happy to show the film in English but, in order to attract a bigger audience, they would like to provide the trailers in Catalan or Spanish. They need you to translate, dub and subtitle the film in Catalan or Spanish.*

Figure 46 Didactic Sequence 2 – Context for final product



#### 4.4.2. Didactic Sequence 2 – Session Breakdown

The short project carried out in the second didactic sequence was carried out over seven 55-minute sessions, as detailed below:

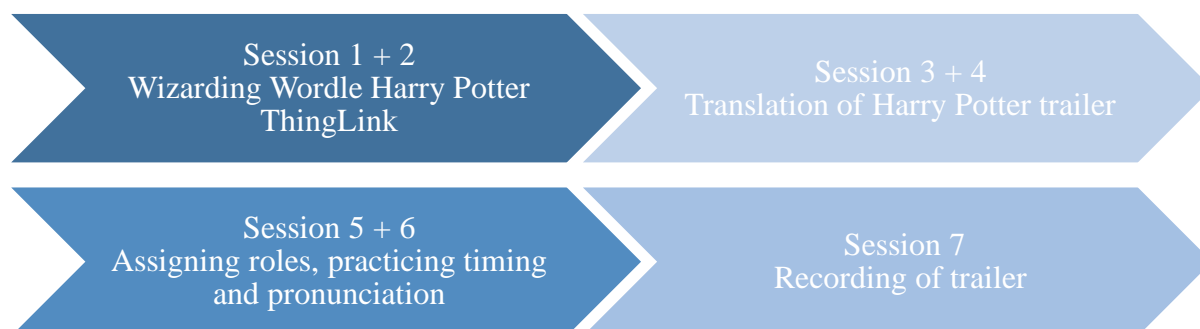


Figure 47 Didactic Sequence 2 – Session breakdown

##### 4.4.2.1. Didactic Sequence 2 Session 1-2 – Wizarding Words Wordle & Character Comparison<sup>29</sup>

Wizarding Words Wordle & Character Comparison	
<b>Timing</b>	55 x 2 minutes
<b>Grouping</b>	Individual + Pairs
<b>Language skills</b>	Reading, Writing
<b>Resources</b>	Internet access Java-enabled computer
<b>Basic competences</b>	<ul style="list-style-type: none"> <li>- Communicative, linguistic and audiovisual</li> <li>- Learning to learn</li> </ul>
<b>Specific competences</b>	<ul style="list-style-type: none"> <li>- Plurilingual and intercultural competence</li> <li>- Written communicative competence</li> <li>- Audiovisual communicative competence</li> </ul>
<b>Aims of the session</b>	<ul style="list-style-type: none"> <li>- Develop resourcing skills as students search for the meaning behind names</li> <li>- Look for similarities between languages (Catalan-Spanish; Catalan-Spanish-English)</li> </ul>

Table 21 Didactic Sequence 2 Session 1 – Outline

<sup>29</sup> *Character Comparison* is adapted from González Davies (2004, p. 67)

## Steps

1. Students share their examples of film titles. The teacher guides the class in the direction of the new topic, Harry Potter, by asking students to give the original title of the popular films.
2. Students then brainstorm words that they associate with the world of Harry Potter, that is to say, words associated with magic
3. Students, in groups, translate the words they have thought of into Catalan and Spanish. They circle the words that are similar in all three languages in one colour. They then, circle the words that are similar in Catalan and Spanish in one colour, Catalan and English in another and Spanish and English in another colour (Figure 48).

English	CAT	FRIENDS	FLY	WITCH	BROOM	WAND
	WIZARD	SCHOOL	SPELL	BLACK	HAT	MAGIC
Catalan	GAT	AMICS	VOLAR	BRUXA	ESCOBRA	VARETA
	BRIXOT	ESCOLA	ENCANTAM -ENT	NEGRE	BARRET	MÀGIA
Spanish	GATO	AMIGOS	VOLAR	BRUJA	ESCOBA	VARITA
	MAGO	ESCUELA	HECHIZO	NEGRO	SOMBRERO	MAGIA

Figure 48 Didactic Sequence 2 Session 1 – Student’s example wizarding words

4. Students create a plurilingual *Wordle* using all the words they have thought up along with their Catalan and Spanish translation (Figure 49).



**Task 2**

1) Find the names in Catalan and Spanish of the following Harry Potter characters

- Moaning Myrtle ~~Gemma Gemma~~ <sup>Gemma</sup> ~~Gemma~~ Spanish la llorona
- Mad-Eye Moody <sup>Alastor</sup> myrtle ojo loco mojado
- Nearly Headless Nick <sup>nick de poc sense cap</sup> nick casi Decapita
- Fluffy the dog <sup>Pely #</sup> Fluffy
- Fang the dog <sup>Ullal</sup> Fang
- Buckbeak <sup>Bec brow</sup> Buckbeak el hipogrif
- He-Who-Must-Not-Be-Named <sup>l'innomemable</sup> El que no debe ser

(You can use the following link:

[http://harrypotter.wikia.com/wiki/List\\_of\\_characters\\_in\\_translations\\_of\\_Harry\\_Potter](http://harrypotter.wikia.com/wiki/List_of_characters_in_translations_of_Harry_Potter))

Figure 50 Didactic Sequence 2 Session 2 – Student's example Thinglink

1. Students create a *Thinglink* to show their findings, including images and/or videos of the characters they have researched (Figure 51).



Figure 51 Didactic Sequence 2 Session 2 – Example of student's character translations

#### 4.4.2.2. Didactic Sequence 2 Sessions 3-7 – Translating Trailers

Translating Trailers	
<b>Timing</b>	5 x 55 minutes
<b>Grouping</b>	Small groups
<b>Language skills</b>	Listening, Reading, Speaking, Writing
<b>Resources</b>	Script from trailer
<b>Basic competences</b>	<ul style="list-style-type: none"> <li>- Communicative, linguistic and audiovisual</li> <li>- Digital and information processing</li> <li>- Learning to learn</li> <li>- Social skills and citizenship</li> </ul>
<b>Specific competences</b>	<ul style="list-style-type: none"> <li>- Plurilingual and intercultural competence</li> <li>- Oral communicative competence</li> <li>- Written communicative competence</li> <li>- Audiovisual communicative competence</li> <li>- Literary competence</li> </ul>
<b>Aims of the session</b>	<ul style="list-style-type: none"> <li>- Become aware of the different options available when translating an authentic text</li> <li>- Develop problem spotting and problem-solving skills in order to aid them when translating AL – Catalan/Spanish</li> <li>- Identify similarities between languages (Catalan/Spanish-English)</li> <li>- Develop AVT-related skills (subtitling and dubbing)</li> <li>- Build on vocabulary in the AL</li> <li>- Put into practice previous linguistic knowledge (for example, grammar structures) in an authentic way</li> </ul>

Table 23 Didactic Sequence 2 Session 3-7 – Outline

#### *Steps*

1. Students form heterogeneous groups and each group is assigned a trailer from the Harry Potter series.
2. Students are given the transcript and work together to translate it into Catalan or Spanish. This involves three steps:
  - a. First, students underline the words in the transcript that are similar to words in Catalan or Spanish;
  - b. Then, they have to circle the parts of the transcript that could potential cause problems, for example, a similar word out of the context they are used to, idiomatic expressions, structures they are unfamiliar with, cultural aspects or specific names (Figure 52);
  - c. Having first identified the possible similarities and differences, students complete the translation of the transcription (Figure 53).

3. Once the transcript has been translated, students assign themselves to a role. They then watch and listen to the trailer in order to be sure of the timing of their character's lines.
4. Students record their translated version of the trailer using their mobile phones. The recordings are sent to the teacher and added to the original trailer.
5. Subtitles are added (Figure 54).

### Harry Potter and the Order of the Phoenix

**Hagrid:** It's changing out there. There's a storm coming Harry. Just like last time.

**Minister of Magic:** The Ministry of Magic is pleased to announce the appointment of Dolores Jane Umbridge as High Inquisitor, to address the falling standards at Hogwarts School.

**Umbridge:** Things at Hogwarts are far worse than I feared. Enough! You have been told that a certain dark wizard is at large. This, is, a, lie.

**Harry:** It's not a lie! I saw him!

**Hermione:** We've got to be able to defend ourselves and if Umbridge refuses to teach us how, we need someone who will.

**Harry:** Every great wizard in history has started out as nothing more than what we are now. If they can do it, why not us?

**Hermione:** It's sort of exciting isn't it?

**Ron:** Breaking the rules? Who are you and what have you done with Hermione Granger?

**Cho:** You're a really good teacher Harry.

**Sirius:** The ministry is going to have a full uprising on their hands. It's your turn now.

**Prof. Snape:** Discipline your mind!

**Hermione:** We're in this together!

**Harry:** If Voldemort is building up an army, then I want to fight.

**Voldemort:** Harry Potter. You will lose everything.

Figure 52 Didactic Sequence 2 Session 3-7 – Example of student's work



Harry Potter and the Order of the Phoenix

Está cambiando allí fuera. Una tormenta está viniendo. Viene una tormenta.

Hagrid: It's changing out there. There's a storm coming Harry. Just like last time. Tusto cómo la última vez.

Minister of Magic: The Ministry of Magic is pleased to announce the appointment of Dolores Jane Umbridge as High Inquisitor, to address the falling standards at Hogwarts School. *por favor/contentos/ita*

Umbridge: Things at Hogwarts, are far worse than I feared. Enough! You have been told that a certain dark wizard is at large. This, is, a, lie. *de Magia: El ministro de magia está contento de anunciar el nombramiento de Dolores como? Interrogadora para abordar los estándares cayendo en la escuela*

Harry: It's not a lie! I saw him! *Las casas en Hogwarts están peores que yo temí. BASTA! Os han dicho que un mago oscuro ha vuelto. Esto es una mentira suficiente*

Hermione: We've got to be able to defend ourselves, and if Umbridge refuses to teach us how, we need someone who will. *No es mentira. No vi.*

Harry: Every great wizard in history has started out as nothing more than what we are now. If they can do it, why not us? *¿Por qué no podemos defendernos y si Umbridge se niega a enseñarnos, necesitamos alguien que lo haga.*

Hermione: It's sort of exciting isn't it? *Cada gran mago ha empezado como nada más de que somos ahora. Si ellos pueden hacerlo, por qué no nosotros?*

Ron: Breaking the rules? Who are you and what have you done with Hermione Granger? *Es un tipo de excitante, no lo es. Es algo emocionante no?*

Cho: You're a really good teacher Harry. *¿Saltar/Romper las normas? Quién eres y que has hecho con Hermione...?*

Sirius: The ministry is going to have a full uprising on their hands. It's your turn now. *¡Harry! Eres muy buen profesor.*

Prof. Snape: Discipline your mind! *El ministerio va a tener una revuelta en sus manos. Te toca a disciplinar tu mente. ¡Ahora!*

Hermione: We're in this together! *Estamos juntos en esto.*

Harry: If Voldemort is building up an army, then I want to fight. *Si Voldemort está contruyendo un ejército quiero luchar*

Voldemort: Harry Potter. You will lose everything. *Harry Potter y perderás todo*

Figure 53 Didactic Sequence 2 Session 3-7 – Example of student's work 2



Figure 54 Didactic Sequence 2 – Student's final outcome example

## *Adaptations*

1. Depending on the level of the class, the translation of the trailer can be done in two possible ways:
  - Students listen and transcribe the trailer themselves in English before translating it into Catalan or Spanish
  - Students are given the transcript of the trailer in English and translate it into Catalan or Spanish

Due to the level of the students participating in our study, we opted for the second option.

2. Given the appropriate resources, students could carry out the editing of the videos themselves
3. We considered the possibility of allowing students to choose their own trailer, in order to cater the task to the students' own interests. However, it was considered that we could not guarantee that the language or images used would be appropriate for a school context, and therefore, it was decided to incorporate the translating trailers task as part of the Didactic Sequence 2, Harry's World and focus on the Harry Potter films.
4. This mini project could be carried out in collaboration with other teachers in the school. Depending on the needs of each subject, students could translate the trailer into Spanish or Catalan from English and dub it (or alternatively, translate the trailer of a Catalan or Spanish film into English). The subtitles, could be added in one of the three languages.

Trailer	Dubbing	Subtitles	Trailer	Dubbing	Subtitles
English	Catalan	Spanish	English	Spanish	Catalan
Catalan	English	Spanish	Catalan	Spanish	English
Spanish	English	Catalan	Spanish	Catalan	English

Table 24 Alternative dynamics for *Translating Trailers* mini project



### 4.4.3. Didactic Sequence 2 – Conclusions

In Didactic Sequence 2, students are encouraged to put into practice some of the skills and strategies covered in Didactic Sequence 1. Students, for the first time, are provided with a text to translate, and, what is more, the text they deal with is 100% authentic. The role of Didactic Sequence 2 is to serve as a bridge between the more simpler activities and tasks carried out in Didactic Sequence 1 and the more complex and challenging project that awaits them in Didactic Sequence 3. The main takeaways from this didactic sequence that will prove advantageous to students as they take on Didactic Sequence 3 they fact that they were able to:

- Practice resourcing skills – making a correct use of online dictionaries, translators and internet searches in different languages;
- Develop an awareness of the fact that different options are available when translating a text;
- Identify and compare the similarities and differences between languages;
- Foster their problem spotting and problem-solving skills;
- Put into practice previous linguistic knowledge (grammar and vocabulary) in an authentic way;
- Make use of all four language skills;
- Work all four modes of communication;
- Make use of ICT and multimedia resources;
- Foster AVT-related skills.

The material for Didactic Sequence 2, the source texts, students' final translations and well as drafts can be found in Annex 2.

## 4.5. Didactic Proposal Block 3: The Intercultural Storytelling Blog Project

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### 4.5.1. Didactic Sequence 3 – Presentation, Objectives & Final Product

The third and final didactic sequence is also the longest and most demanding of the three. It spans over a period of twelve weeks, during which time students work in small groups to complete a translation-based project. The different activities and tasks carried out within this didactic sequence all dealt with the topic of well-known children's stories and storytelling. As the title suggests, this didactic sequence has students put into practice the skills and strategies developed over the first two didactic sequences to create the content for an online blog on storytelling. In addition to the common objectives detailed above, the specific objectives of Didactic Sequence 3 were the following:

Specific Objectives	
1	Update texts and practise L1-AL/AL-L1 translation
2	Develop resourcing skills
3	Foster problem-spotting and problem-solving skills when translating
4	Foster problem-spotting and problem-solving skills when translating cultural aspects
5	Develop storytelling techniques
6	Practise L1-AL/AL-L1 translation

Table 25 Didactic Sequence 3 – Specific objectives

For the final product of Didactic Sequence 3, students were given the following context:

*You have been asked to develop the content for an online plurilingual and intercultural blog, entitled The Intercultural Storytelling Blog. The final product for the blog will be a storytelling video in which you will re-tell a famous Catalan legend, in English. In order to reach the final product, you will be required to compare different versions of traditional children's stories and create an interactive poster and update a well-known children's story. The blog will be made available to other English classes in the school.*

Figure 55 Didactic Sequence 3 – Context for final product

## 4.5.2. Didactic Sequence 3 – Session Breakdown

Didactic Sequence 3 took place over the course of 12 sessions, which are detailed below in Figure 55.

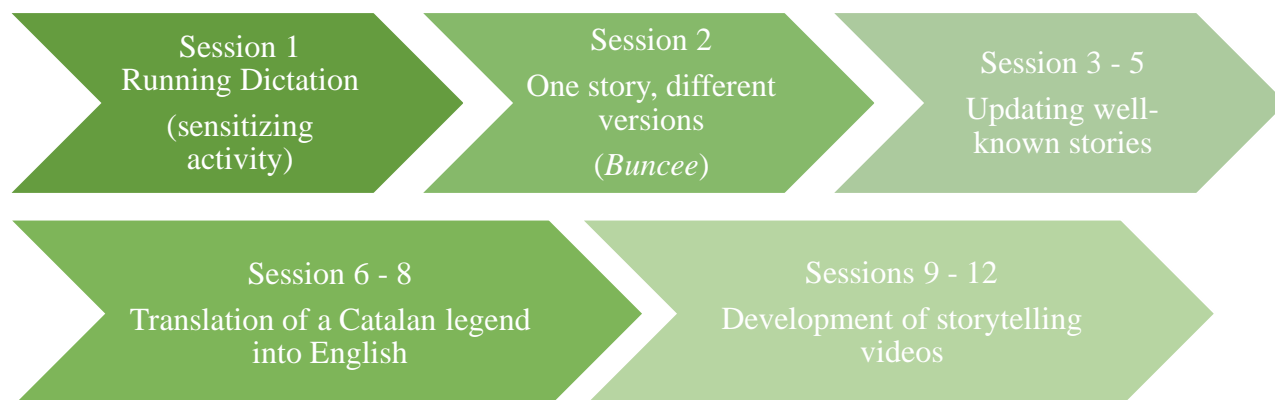


Figure 56 Didactic Sequence 3 – Session breakdown

### 4.5.2.1. Didactic Sequence 3 Session 1 – Running Dictation and Story Comparison<sup>30</sup>

On your marks, get set, dictate!	
<b>Timing</b>	55 minutes
<b>Grouping</b>	Small groups, Whole class
<b>Language skills</b>	Listening, Reading, Speaking, Writing
<b>Resources</b>	Texts for dictation (e.g. Roald Dahl Revolting Rhymes) Power Point presentation children's stories
<b>Basic competences</b>	<ul style="list-style-type: none"> <li>- Communicative, linguistic and audiovisual</li> <li>- Artistic and cultural competence</li> <li>- Learning to learn</li> </ul>
<b>Specific competences</b>	<ul style="list-style-type: none"> <li>- Plurilingual and intercultural competence</li> <li>- Oral communicative competence</li> <li>- Written communicative competence</li> </ul>
<b>Aims of the session</b>	<ul style="list-style-type: none"> <li>- Become aware of different versions of the same story</li> </ul>

Table 26 Didactic Sequence 3 Session 1 - Outline

<sup>30</sup> Story comparison is adapted from González Davies (2004, p. 56)

## Steps

1. For this sensitising activity, the students and teacher look together at the PowerPoint presentation that includes images of some of the most emblematic characters from children's stories (for example, Snow White or Little Red Riding Hood), focussing mainly on Disney versions of these characters, as they are most familiar to students.
2. As the presentation progresses, students are shown different versions of certain characters. An example of this is the traditional version of Little Red Riding Hood and the Roald Dahl version (Dahl, 2016).
3. In groups, students write down the characteristics of the version of Little Red Riding Hood they are familiar with, taking into account the main characters, the plot and the ending.
4. In groups, they carry out a running translation of a section of the Roald Dahl version of the story (Figure 57).

As soon as Wolf began to feel that he would like a decent meal,  
He went and knocked on Grandma's door, when Grandma opened it, she saw  
The sharp white teeth, the horrid grin and Wolfie said, ``May I come in?"  
Poor Grandmamma was terrified, "He's going to eat me up!" she cried.

Figure 57 Didactic Sequence 3 Session 1 – Extract from running dictation

5. The students read the rest of the poem.
6. Together as a class, they compare the Roald Dahl version with the traditional version that the students know (Table 27).

Version	Characters	Plot	Ending
<b>Roald Dahl version</b>	- Red Riding Hood - Grandma - Wolf	The Wolf goes to Grandma's house because he is hungry. He eats her and waits to eat Red Riding Hood.	Red Riding Hood shoots the wolf and makes a coat.
<b>Traditional version</b>	- Red Riding Hood - Grandma - Wolf - Red Riding Hood's mum - Hunter	The Wolf hears Red Riding Hood's mum telling her to go to her Grandma's house with flowers. The wolf knows a shorter way, he arrives first, eats Grandma and waits for Red Riding Hood.	The hunter saves Red Riding Hood and her Grandma

Table 27 Didactic Sequence 3 Session 1 – Story comparison grid

#### 4.5.2.2. Didactic Sequence 3 Session 2 – Buncee: One Story, Different Version<sup>31</sup>

<i>Buncee: One Story, Different Versions</i>	
<b>Timing</b>	55 minutes
<b>Grouping</b>	Small groups
<b>Language skills</b>	Listening, Reading, Writing
<b>Resources</b>	Buncee
<b>Basic competences</b>	<ul style="list-style-type: none"> <li>- Communicative, linguistic and audiovisual</li> <li>- Digital and information processing</li> <li>- Autonomy and personal initiative</li> </ul>
<b>Specific competences</b>	<ul style="list-style-type: none"> <li>- Plurilingual and intercultural competence</li> <li>- Audiovisual communicative competence</li> <li>- Literary competence</li> </ul>
<b>Aims of the session</b>	<ul style="list-style-type: none"> <li>- Become aware of different versions of the same story across cultures</li> <li>- Practise resourcing skills as they look for information on different stories</li> </ul>

Table 28 Didactic Sequence 3 Session 2 – Outline

#### *Steps*

1. Students choose their favourite story from their childhood and create an interactive poster, using *Buncee*, on their chosen story (Figure 58).
2. They are asked to consider the following questions:
  - *Where does the story come from?*
  - *How many different versions can you find?*
  - *Is there a specific Spanish or Catalan version?*
3. The *Buncees* are uploaded to the blog.

<sup>31</sup> Adapted from González Davies (2004, p. 56; 2008)

Cinderella is a popular fairy tale. There are many versions, oral and written, old and modern, from many parts of the world.

Cinderella or The glass slipper is the oldest version, from 1697, and it's written by Charles Perrault.



The Cinderella's film is best known for the children's version of Disney.

In 2004 they made the version of "A Cinderella Story" or "A New Cinderella", written by Leigh Dunlap and starring Hilary Duff and Chad Michael Murray.



Another version is "Another Cinderella story" starring singer and actress Selena Gomez and Drew Struzan.

created on edu.buncee.com



1902 novel written by J.M Barrie for adults.

- The Peter Pan Picture Book
- Peter Pan and the Only Children
- Neverland
- After the Rain: A New Adventure for Peter Pan.
- Wendy
- The Lost Girls: A Novel



created on edu.buncee.com

Figure 58 Didactic Sequence 3 Session 2 – Examples of students' Buncees

### 4.5.2.3. Didactic Sequence 3 Sessions 3-5 – Breaking News<sup>32</sup>

Breaking News	
<b>Timing</b>	3 x 55 minutes
<b>Grouping</b>	Small groups
<b>Language skills</b>	Writing
<b>Resources</b>	Online newspaper generator (Jaguar Paw)
<b>Basic competences</b>	Communicative, linguistic and audiovisual Digital and information processing
<b>Specific competences</b>	<ul style="list-style-type: none"> <li>- Plurilingual and intercultural competence</li> <li>- Written communicative competence</li> <li>- Audiovisual communicative competence</li> <li>- Literary competence</li> </ul>
<b>Aims of the session</b>	<ul style="list-style-type: none"> <li>- Practise intralinguistic translation as they update a text</li> <li>- Adapt a text (cultural references)</li> <li>- Build on vocabulary in the AL</li> <li>- Put into practice previous linguistic knowledge (for example, grammar structures) in an authentic way</li> </ul>

Table 29 Didactic Sequence 3 Session 3-5 – Outline

#### *Steps*

1. In groups, students choose a children’s story they are familiar with.
2. Together, they write an updated version of their chosen story so that it takes place in modern time and in a different setting.
3. Once finished and corrected, students put their updated version of their story through an online newspaper generator, adding a name for their newspaper, a date and a headline for their story (Figure 59).
4. The news articles are uploaded to the blog.

<sup>32</sup> Adapted from González Davies (2004, p. 58)



## The 3 Little Brothers

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Once upon a time, three brothers decided to go live in space. The first brother went to the planet INSANE, the second went to the planet CRAZY and the third went to the planet PARTY. INSANE was far from the Earth, but CRAZY was further and PARTY was the furthest. The first and second brother laughed at the third brother because his planet was cold and boring.

One day, there was a zombie apocalypse on the Earth. The zombies ate everything and all the people on Earth had to hide in special houses. The three brothers were safe on their planets...

But, the zombies were bored and hungry because the people on Earth were hiding. They decided to go find food on different planets. The first brothers saw the zombies and he used a forcefield. The zombies said "Little boy! We want to come to INSANE!" The first brother shouted "NO!" But the zombies broke the forcefield and took the first brother.

Then, the zombies went to CRAZY. The second brother saw the zombies and he used a forcefield. "Little boy! We want to come to CRAZY!" The second brother screamed "NO!" But the zombies broke the forcefield and took the second brother.

Finally, the zombies went to PARTY. The third brother saw the zombies but he didn't use a forcefield. He played music and the zombies started to dance. While they were dancing, the third brothers saved his brothers brother from the zombies space craft.

The three brothers took the zombies space craft and left the zombies on PARTY having a party. The brothers returned to the Earth and saved everybody. They were heroes!

## The Girl in the Skyscraper

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Once upon a time, a little girl was born in Manchester. The parents of the girl were big fans of the football team Manchester City. They were worried that their daughter would be a fan of Manchester United

For that reason, they locked the girl in the house on the top floor of the only skyscraper in Manchester. The girl lived there and never left the house. She read books, played football computer games and used Facebook and Twitter. But she was bored because she was 15 years old and she didn't have any friends.

One day, while looking at Facebook, she saw that a boy also lived in her building. The boy was 15 years old, too. He looked friendly, he liked reading and he liked football computer games. There was one BIG problem. In his profile photo he was wearing a Manchester Uniter T-shirt. The girl's parents did not allow her to wear red or talk to Manchester United fans. She had to wear blue and only talk to Manchester City fans. They girl decided to be a rebel and she sent the boy a friend request.

They chatted for months. Then one day, the boy asked to meet her. She said it was impossible, because her parents had the key to the lift. Then, she had an idea. She took all the Manchester City scarves in the house and put them out of the window. The boy climbed the scarves and came to the window.

When the girls parents arrived, they were angry. A Manchester United fan was in their house. Then, when they saw that their daughter was very happy, they said sorry. They invited the boy to stay and have pizza for dinner and watch the football match together.

Which teams were playing?  
Manchester Uniter and Manchester

Figure 59 Didactic Sequence 3 Sessions 3-5 – Examples of students' work



#### 4.5.2.4. Didactic Sequence 3 Sessions 6-12 – Intercultural Video-taling<sup>33</sup>

Intercultural Video-taling	
<b>Timing</b>	3 x 55 minutes
<b>Grouping</b>	Pairs
<b>Language skills</b>	Writing
<b>Resources</b>	Original Catalan legend Paper or online dictionaries/online translation tools Mobile phone (with video camera) iMovie or Movie Maker tool or similar
<b>Basic competences</b>	<ul style="list-style-type: none"> <li>- Communicative, linguistic and audiovisual</li> <li>- Artistic and cultural competence</li> <li>- Social skills and citizenship</li> <li>- Digital and information processing</li> </ul>
<b>Specific competences</b>	<ul style="list-style-type: none"> <li>- Plurilingual and intercultural competence</li> <li>- Oral communicative competence</li> <li>- Written communicative competence</li> <li>- Audiovisual communicative competence</li> <li>- Literary competence</li> </ul>
<b>Aims of the session</b>	<ul style="list-style-type: none"> <li>- Become aware of the different options available when translating an authentic text</li> <li>- Develop problem spotting and problem-solving skills in order to aid them when translating Catalan – AL</li> <li>- Reflect on the students’ own language and the possible difficulties it may present when expressing a particular concept in the AL</li> <li>- Identify similarities between languages (Catalan -English)</li> <li>- Develop storytelling techniques</li> <li>- Develop AVT-related skills (subtitling and dubbing)</li> <li>- Make decisions and justify them</li> <li>- Adapt a text (language, cultural references etc.)</li> <li>- Build on vocabulary in the AL</li> <li>- Put into practice previous linguistic knowledge (for example, grammar structures) in an authentic way</li> </ul>

Table 30 Didactic Sequence 3 Session 4-12 – Outline

#### Steps

1. Students work in small groups and choose/are assigned a traditional Catalan story: *Sant Jordi i el drac, El timbaler del Bruc, La Castanyera, El mariner de Sant Pau.*
2. Students work in their groups to translate the Catalan story into English:

<sup>33</sup> Adapted from González Davies (2004, p. 96; 2012a)

- First, they have to circle the parts of the transcript that could potentially cause problems, for example, a similar word out of the context they are used to, idiomatic expressions, structures they are unfamiliar with, cultural aspects or specific names;
  - Having first identified the possible similarities and differences, students complete the translation of the transcription.
3. Once finished and corrected, students develop a script from their finished translation and assign different parts of the script to different members of the group.
  4. The group record their story in English.
  5. The script is added to the video as subtitles, in any of the three different languages of the school, Catalan, Spanish or English. If students use another language and would like to include questions in that language, they are encouraged to do (Figure 60-62).
  6. Students think of potential comprehension questions and write them in the three languages of the school, or in any of the languages used by members of the group, as stated above (Figure 63).



Figure 60 Didactic Sequence 3 Sessions 4-12 – Student’s final outcome example 1



Figure 61 Didactic Sequence 3 Sessions 4-12 – Student’s final outcome example 2



Figure 62 Didactic Sequence 3 Sessions 4-12 – Student’s final outcome example 3

1. In what year Catalonia were fighting a war?

a) In the year 2012

b) In the year 1808

c) In the year 1912

1) En quin any Catalunya estava lluitant un guerra

a) l'any 2012

b) l'any 1808

c) l'any 1912

Figure 63 Didactic Sequence 3 Sessions 4-12 – Student's final outcome example 4

7. The videos and questions are added to the blog to be shared with the rest of the school (Figure 64).



Figure 64 Didactic Sequence 3 Sessions 4-12 – The Intercultural Storytelling Blog

### *Adaptations*

This project was designed in such a way that it can be adapted to different levels of linguistic diversity within the class. Other options considered were:

- a. Translate the stories into the all the different L1s represented in the class and/or write the questions in all the languages represented in the class
- b. Work with stories from the different countries represented in the class
- c. Instead of tradition stories, use stories written by the students themselves

These options were ruled out on one hand, for logistic purposes. It was considered that, as the final project coincided with the Catalan celebration of *Sant Jordi* that working with traditional Catalan legends was most apt. On the other hand, as the decision was taken to create heterogeneous groups that were, more or less, equal in number, students could not be grouped according to their L1.

#### 4.5.3. Didactic Sequence 3 – Conclusions

In Didactic Sequence 3, students are encouraged to put into practice the skills and strategies accumulated throughout the previous two didactic sequences. It was considered that, translating into the AL would prove more challenging for students, and thus, this task is saved for Didactic Sequence 3. Students, by the time they get to the third didactic sequence have already been exposed to aspects such as cultural issues, problematic language (false, friends, idiomatic expressions) and ideally stopped translating literally and become more aware of the different possibilities available to them as well as the restraints present when translating.

The material for Didactic Sequence 3, the source texts, students' final translations and well as drafts can be found in Annex 3.

## 4.6. Conclusions of the Chapter

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Chapter 5 has been dedicated to the didactic proposal elaborated for our study. In keeping with the IPA-5DIF, the didactic proposal draws on socioconstructivist assumptions as well as humanistic learning. Interaction and reflection are also centric. Students are encouraged to reflect on the languages from their linguistic repertoires. Furthermore, collaborative learning is incorporated at many points. The didactic proposal is situated to our particular context, and the topics covered can be extrapolated to other learning contexts, for example, different times of the year, different age groups, and can cater to classes in linguistically complex classrooms.

In this concluding section for Chapter 5, we reiterate the most important points that have arisen throughout the chapter, completing them, when possible, with the opinions of the participating students. These opinions have been extracted from the semi-structured interview carried out at the end of the study and are presented in the original language, Catalan, followed by our own translation into English below.

The description of these translation-based classroom practices demonstrates how, following the principles of TOLC, translation can be used in the AL classroom in an informed way. It can be used for a whole range of classroom practices, from short activities to lengthier projects. The use of translation is not limited to translating a text from one language to another. As demonstrated in our didactic proposal, a whole array of dynamic activities can be used:

*Perquè és molt dinàmic, t'ho passes bé.*

**[Because it's more dynamic, you have fun.]**

*Sí, jo penso que ha estat molt dinàmic, ha estat molt divertit fer-ho.*

**[I think it's been very dynamic, it's been fun to do.]**

Furthermore, the use of translation need not be limited solely to written skills, like reading or writing, but rather, it can also allow students to put into practice the other language skills, listening and speaking. This is due, on one hand, to the fact that many of the activities proposed allow for students to work in pairs or groups, but also the nature of the activities require students to listen and speak:

*Amb els treballs en grup perquè quan no entenes alguna cosa com a mínim algú t'ajudava.*

**[Working in groups because when you didn't understand something there was someone there to help you.]**

In addition to language skills, students are given the opportunity to develop:

- The four **modes of communication** as outlined in the *CEFRL Companion Volume* (Council of Europe, 2018), interaction, mediation, production and reception;
- **Plurilingual skills**, as they are encouraged to use their previous linguistic knowledge and linguistic repertoire in order to take on the tasks. Occasions arise in which students are expected to establish connections, identify similarities and differences and questions their own language as well as the AL;
- **Intercultural skills**, as they come into contact with aspects related to their own and other cultures and are encouraged to find connections and contrasts between cultures and question both their own cultures as well as other cultures;
- **Problem-spotting and problem-solving skills** as they are faced with problematic real language as well as cultural references both known and unknown to them;
- Skills associated with **collaborative work** as they are expected to work in pairs or in groups. Here we refer to, organisation skills (assigning roles, dividing work establishing a joint understanding of the task) and negotiation skills (making and justifying a decision, defending their opinion and accepting other opinions and turn taking);
- **ICT skills**, as they are required to work with audiovisual material and make use of ICT in different formats (mobile phones, computers);
- **Resourcing skills**, as they are required to search for information and select what they consider to be most appropriate;
- **AVT skills**, as they are required to work with audiovisual material and carry out practices related to AVT, for example subtitling and dubbing.

Students can be brought into contact with real language through the use of authentic materials and final products can be multi-modal, including texts, images, sound and videos. This can give students access to different language varieties, registers and styles and can be motivating as it can, on one hand, be catered to students interests and on the other, allow students to see the language in use in real contexts rather than artificial language used in academic textbooks:

*Abans era arribar obrir el Workbook o Student's book, feies l'exercici, corregies i t'anaves. Ara anem a informàtica i fem altres coses.*

**[Before, we arrived, opened the Workbook or Student's book, did the exercise, corrected them and left. Now we go to the IT room and we do other things.]**

Following the principles of collaborative learning, humanistic learning and situated learning, the student is centre in the learning process and opportunities to become more autonomous learners are encouraged:

*Més lliure, et donaven molta més llibertat.*

**[More free, they gave you much more freedom.]**

The role of the teacher throughout this didactic proposal is to guide students, providing support and proposing questions that promote reflection on students' behalf. In this sense, students a didactic proposal of this nature can potentially contribute to student autonomy and agency:

*Perquè així agafem iniciativa.*

**[Because this way we build initiative.]**

Lastly, students can develop skills and strategies related to mediation. Students become mediators between at least two languages as they attempt to create an adequate equivalent for not only the target language. In our case the languages were Catalan, Spanish and English, but evidently in different contexts, other languages will be involved. Furthermore, by engaging in written and oral translation practices dealing with cultural references. they also adopt the role of cultural mediators as they find appropriate equivalences for the target culture.



## 5. The Study

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### *Presentation*

This chapter is dedicated to presenting the different aspects of the observational and interpretative study that was undertaken in a real-world research setting (Robson & McCartan, 2016) with students in their third year of *educació secundària obligatòria* (ESO) during their additional language (AL) classes. This study forms part of a wider research project carried out by the Research Group in Interlinguistic and Intercultural Competence in the Teaching and learning of Languages (CILCEAL), that has been developed in three stages: developed in three stages: 2009-2013 (MQD<sup>34</sup> URL), 2013-2015 (i+d, UPF<sup>35</sup>) and 2016-2019 (i+d URL and other institutions<sup>36</sup>). The first two stages counted on the participation of 390 students and 13 teachers. The third stage has the participation of 245 students and 7 teachers. We can, therefore, say that the results obtained from this present study are in line with previous studies and, thus, it can be argued that, pending the results of the third stage, they are generalisable.

This chapter will cover all aspects of our study in the following order. First of all, we will outline the hypothesis and research questions identified for the study as well as the objectives, both general and specific. Following this, we will describe the contextualisation of our study, focussing on the participants and setting, the situation regarding the AL learning (ALL) of our participating students as well as the languages present in the class. We then consider the variables that were considered when designing the study. At that point, we will outline our research method, detailing the instruments designed and commenting on when and how they were used throughout the study. We also consider how these instruments are analysed in order to establish the effect participating in the didactic proposal based on the Integrated Plurilingual Approach (IPA) and Translation for Other Learning Contexts (TOLC). We conclude this section by discussing the ethical considerations of our study.

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34 This grant from the Universitat Ramon Llull is destined towards projects that aim to improve teaching quality.

35 This stage of was funded by the Spanish Ministry of Economy and Competitiveness under grant reference EDU2012-38452 and is detailed in Esteve et al. (2017).

36 The final stage was supported by the Spanish Ministry of Economy and Competitiveness under grant reference FFI2015-63741-R, 2016-19.

## 5.1. Hypothesis, Research Questions and Objectives

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In this section, we cover the hypothesis, research questions and objectives, both general and specific, that were identified for our study related to students' ALL, development of plurilingual competence and perceptions and performance regarding the use of translation in the AL class.

### 5.1.1. Hypotheses and Research Questions

The four hypotheses identified for the study were the following:

- H1** The implementation of IPA-based classroom practices in a collaborative environment can prove advantageous to participating students' ALL in terms of grammar, vocabulary and the four language skills (listening, reading, speaking and writing).
- H2** The use of IPA-based classroom practices in a collaborative environment could prove beneficial to the development of participating students' plurilingual competence.
- H3** The use of IPA-based classroom practices in a collaborative environment could affect participating students' perceptions on the use of translation in the AL class.
- H4** The use of IPA-based classroom practices in a collaborative environment could affect participating students' performance regarding the use of translation in the AL class.

The research questions in this study have been designed to explore the perceptions and performance of the students and the perceptions of the teachers, and are the following:

- RQ1** Can participating students' ALL performance in terms of the acquisition of grammar and vocabulary be enriched by working on IPA-based classroom practices?
- RQ2** Can participating students' ALL performance in terms of the development of reading skills be enriched by working on IPA-based classroom practices?
- RQ3** Can participating students' ALL performance in terms of the development of listening skills be enriched by working on IPA-based classroom practices?

- RQ4** Can participating students' ALL performance in terms of the development of speaking skills be enriched by working on IPA-based classroom practices?
- RQ5** Can participating students' ALL performance in terms of the development of writing skills be enriched by working on IPA-based classroom practices?
- RQ6** By making plurilingual classroom practices visible and informed, through the incorporation of translation, will participating students' plurilingual competence be developed?
- RQ7** Will participating students' perceptions towards the use of translation in ALL be affected by the implementation of IPA-based classroom practices in an informed way?
- RQ8** Will working on IPA-based classroom practices, affect when and how students use translation in the AL class?

### 5.1.2. Objectives

In order to test the hypothesis and be able to give an answer to our research questions, we identified the following objectives:

- O1** Analyse the literature on the plurilingual paradigm and, specifically, on IPA and TOLC, to build a situated theoretical framework for the study;
- O2** Analyse the literature on the plurilingual paradigm and, specifically, on IPA and TOLC, to identify the indicators that suggest best pedagogical practices of TOLC for ALL regarding the learning of grammar, vocabulary and the four skills (listening, reading, speaking and writing);
- O3** Analyse the literature on the plurilingual paradigm and, specifically, on IPA and TOLC, to identify the indicators that suggest best pedagogical practices of TOLC for the development of plurilingual competence;
- O4** Observe, suggest and implement informed pedagogical practises and ALL activities related to IPA, in particular TOLC;
- O5** Identify how (in what ways) and when (for what reasons) students use translation in the AL learning process;

- O6** Identify students' perceptions towards the use of translation in the AL classroom and the effect that IPA-based classroom practices may have on this perception.

## 5.2. Contextualisation

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Given the situated nature of our research, this section and the following subsections are dedicated to contextualising our study. Here we detail the participants who took part as well as the setting in which the study was carried out. Furthermore, we consider the role of ALL in the participating school as well as the languages present among the students involved.

### 5.2.1. Participants and Setting

The research took place from September 2014 until early June 2015 in a Secondary School in Barcelona with a naturally occurring group of 54 students in their third year of ESO, that is to say 14-15 year olds. More specifically, following the premises of situated learning and, so, adapting to the context of our study, and to avoid interfering with students' preparation for the *Selectivitat* (University Access exams), we chose to focus on students from ESO rather than Batxillerat. Finally, our decision to choose 3<sup>rd</sup> of ESO was due to a recommendation by the school itself.

The participating school, Escola Pia Sant Antoni<sup>37</sup>, is situated in the Raval area of Barcelona, an area with the lowest household income per capita in Barcelona (65.4). It is a densely populated area (45.193/km) an area with one of the highest rates of immigration within the city. According to 2014-2015 data, 56.7% of the population in Raval was born outwith Spain, more than double the immigration rate of Barcelona at the time, which was 22%<sup>38</sup> (*Ajuntament de Barcelona*, 2014) The immigrant populations with highest representation in Raval are from Pakistan (10,4%), the Philippines (8,5%) and Bangladesh (4,9%). This is also reflected in the school's student population. The school itself counted on 34 different nationalities among its student population.

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<sup>37</sup> For the agreement drawn up between Escola Pia Sant Antoni and URL, see Annex 4.

<sup>38</sup> The most recent data published and available (June, 2018) shows that both the population of individuals both outside Spain has increased to 60.3% in Raval and 26.3% in Barcelona (*Ajuntament de Barcelona*, 2018)

With regards to the researcher, she is a qualified English teacher, trained in languages. Before conducting the research, she had had experience in teaching children, adolescents and adults in varying contexts. Although not a teacher at the school, the researcher was granted access to two of the classes and it was she who carried out the translation-based classroom-practices with the students of the treatment group (TG) during one of the three weekly hours that are assigned to English as well as observation with both the TG and the control group (CG). Their regular class teacher taught the remaining two hours of English in which they followed the standard syllabus of the school for 3<sup>rd</sup> of ESO. The standard syllabus of the school did not include translation-related activities. Of the 72 hours of English classes that students had over two terms, 24 (33%) of them were dedicated to participating in the translation-based classroom-practices.

A total of 50 students participated in the study, 25 in the TG (17 boys and 8 girls) and 25 in the CG (16 boys and 9 girls). It must be noted that four other students were, at times, present throughout the study, however, due to different reasons, for example absence or leaving or joining the school, during the course of the study or absences, they were either not present for the pre-language test and UOT questionnaire or the post language test and UOT questionnaire, therefore, their contributions have been discarded.

### 5.2.2. Additional Language Learning in the Participating School

With regards to ALL, English is the main AL taught at this school, although French is also offered as an elective subject. In this particular secondary school, there were five separate AL classes per academic year, which were different to the tutorial groups. That is to say, students had one group with whom they carried out all their other classes and changed group only when they had English. Of the five English classes, one was for students who had a significantly higher level than that of the rest of the year group's due to participation in extracurricular classes, while another was dedicated to those students who had presented some difficulties in keeping up with the level of the year group, due to having arrived in Barcelona not long before and having to learn the vehicle language of the school, Catalan, and the other main language, Spanish. The remaining three groups were considered heterogeneous given the variation that could be observed within the groups themselves. The only criterion while forming these groups was that there were students from each of the tutorial groups present in the class. It was with two of these heterogeneous groups that we carried out the study as it was felt that this would reduce the variables and allow for a fairer comparison to be made.

By 3<sup>rd</sup> of ESO most students have already studied English for approximately 9 years (3 years of pre-school, 6 years of primary education as well as the 1<sup>st</sup> and 2<sup>nd</sup> years of ESO). However, given that many students had not been schooled their entire life in this centre, or in Catalonia for that matter, their experience with the language varied. That said, the academic year in which our study was carried out, 2014-2015, was not in any case the students' first contact with English in formal education. Students had not undergone official testing by external examining boards, however, internal exams took place using the official language exams of Cambridge English. Taking the CEFRL (2001) as an indicator, the level within the class was A2, which can be understood as being a basic user of the language although not a complete beginner:

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

(Council of Europe. 2001, p. 24)

More specifically, the different aspects of language use at level A2 are defined in Table 31.

<b>Understanding</b>	Listening	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.		
	Reading	I can read very short, simple texts. I can find specific predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.		
<b>Speaking</b>	Spoken interaction	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges even though I can't usually understand enough to keep the conversation going myself	Range	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.
			Accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes.
	Spoken production	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	Fluency	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.
			Interaction	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.
			Coherence	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
	<b>Writing</b>	Writing	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	

Table 31 A2 level criteria CEFRL (Council of Europe, 2001, p. 26-29)

### 5.2.3. Languages Present

Students were asked to complete an initial questionnaire regarding the languages in their linguistic repertoire, adapted from Baker (2011) (Figure 65). In column A, students listed the languages they knew. In columns B-F, students had to indicate in which situations they used the languages they had listed. From left to right (B-F), these situations are: L1(s), language(s) used at home and/or with your family, language(s) that you use at school, language(s) that you use with your friends, and finally, language(s) that you study out of school.

A	B	C	D	E	F
Els idiomes que saps	Idioma/es matern/s	Idioma/es que fas servir a casa i/o amb la teva família	Idioma/es que fas servir a l'institut	Idioma/es que fas servir amb els teus amics	Idioma/es que estudies fora de l'institut
Castellà	X	X	X	X	
Català			X	X	
English	X	X	X	X	
Tagalog	X	X		X	

Figure 65 Example of answers from Linguistic Repertoire Questionnaire

As mentioned above, the vehicle language of the school was Catalan, although Spanish was also very present. However, Catalan and Spanish were not always the languages spoken at home by the students in the class. Other languages spoken by students in the TG, aside from English, were Basque, Tagalog, Galician, Hindi and Urdu. In the CG, the languages used by students aside from Catalan, Spanish or English, were Galician, Hindi, Punjabi and Chinese. The table below shows the language(s) students used at home and/or with their family. It can be considered that all students were, at least, bilingual, with some having knowledge and actively using up to 4 different languages. We can class this group of students as plurilingual given that even those students who claimed to speak one language at home, for example Spanish, used another language, for example, Catalan, at school and with friends.



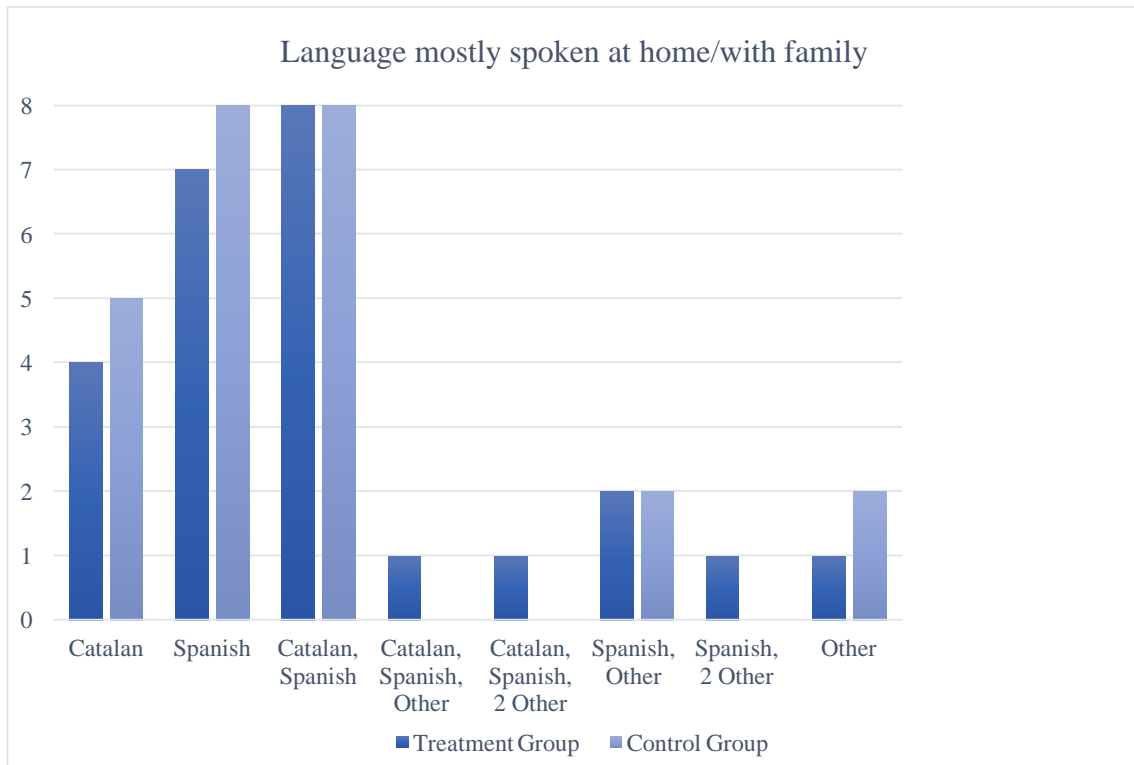


Figure 66 Language(s) spoken at home

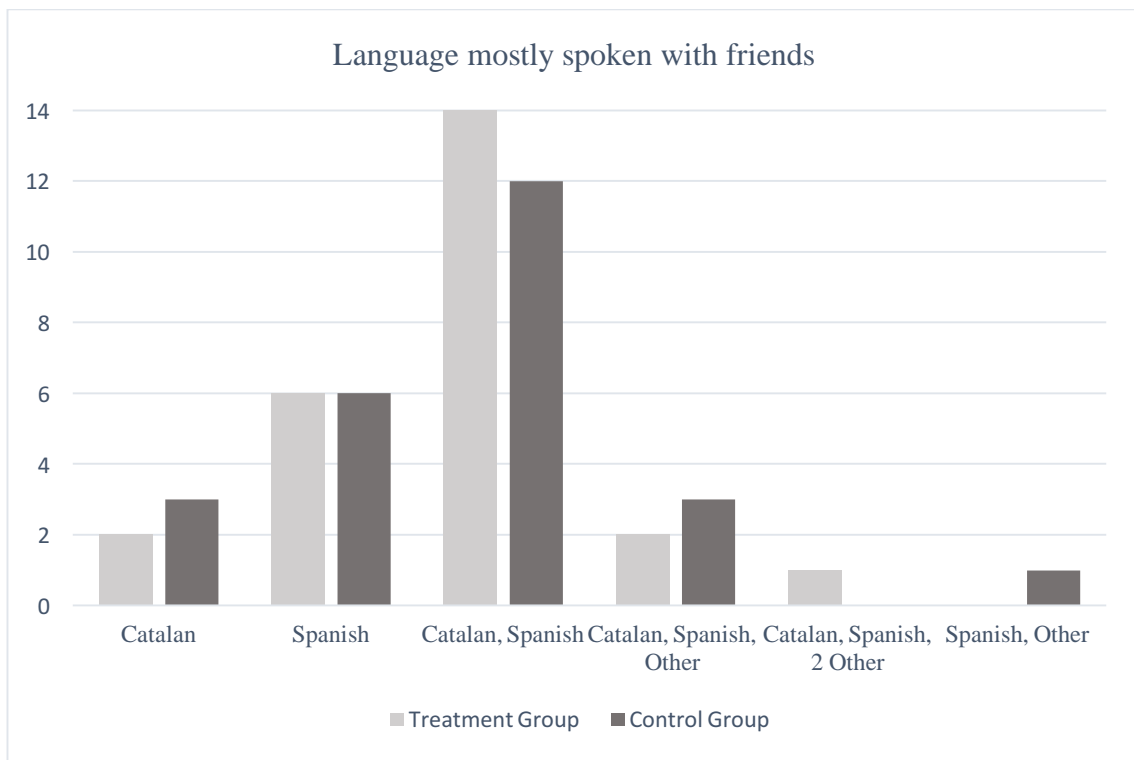


Figure 67 Language(s) spoken with friends

As for the teachers of the two groups involved, the TG's teacher also taught Catalan at the school. He spoke Catalan and Spanish at home and held a degree in English philology. The

CG's teacher was German and spoke both Catalan and German at home. She also held a degree in English philology and had a C1 certificate in Spanish. With regards to the researcher, her native language is English and she speaks English and Catalan at home (official level C1) and Spanish (graduate in Spanish studies), with knowledge of French and Portuguese, having studied both these languages at university level.

### 5.3. Variables

Before the study began, a number of variables were identified and taken into account when selecting and working with the control group and treatment group.

Type of Variable	Variable
Extraneous linguistic variables	<ul style="list-style-type: none"> <li>- L1s of the students</li> <li>- The number of languages present in their linguistic repertoire</li> <li>- Time spent learning English in formal education</li> <li>- Students who attend extracurricular English classes</li> <li>- The level of the class (taking into account students with learning or behavioural difficulties)</li> </ul>
Extraneous context variables	<ul style="list-style-type: none"> <li>- The socio-economic context</li> <li>- The age of students</li> <li>- Gender</li> <li>- The school and its linguistic project</li> <li>- The teacher</li> <li>- The time of day and/or day of the week that students attend their AL class</li> </ul>
Independent variable	Use of TOLC in the classroom
Dependent variables	Participating students' acquisition of the AL in terms of <ul style="list-style-type: none"> <li>- Grammar and vocabulary</li> <li>- Listening</li> <li>- Reading</li> <li>- Writing</li> <li>- Speaking</li> </ul> Participating students' development of plurilingual competence Participating students' use of translation in the AL class Participating students' perception towards the use of translation in the AL class.

Table 32 Variables

By choosing two heterogeneous groups of the same level, in the same academic course at the same school, we were able to address the majority of the extraneous context variables. Each group had a different teacher but they were both followers of communicative approaches to AL

teaching. This we found out through class observations and conversations with each of them. Students all lived in one of the three neighbourhoods of the school's catchment area, Raval, Sant Antoni and Poble Sec. Students were all of the same age and they all had their AL class at the same time three times a week. The ratio of boys to girls was almost identical between the two groups (64% boys and 36% girls in the TG and 68% boys and 32% girls in the CG).

With regards to the extraneous linguistic variables, the L1s of the students varied, as did the number of languages present in their linguistic repertoire. That said, they all spoke Spanish and Catalan fluently, although some of them at times favoured one of these languages over the other. None of the students in the TG attended extracurricular English classes, while in the CG one student attended classes in an English academy outwith school hours.

## **5.4. Method**

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We sought to study the correlation between the implementation of translation-based classroom practices and the participating students':

- Performance in terms of ALL in terms of grammar, vocabulary and the four skills (listening, reading, speaking and writing);
- Performance in terms of the development of plurilingual competence;
- Perceptions regarding the use of translation in AL classroom;
- Performance regarding when and how they used translation in the AL classroom.

### **5.4.1. Mixed Methods Approach**

To study this correlation, we carried out an observational and interpretative study, undertaken in a real-world research setting (Robson & McCartan, 2016) and based on thematic analysis and a mixed methods approach- which is the mixing of "qualitative and quantitative approaches in the methodology of a study" (Tashakkori & Teddlie, 1998, p. ix). According to the 'fundamental principle of mixed research,' coined by Johnson and Turner (2003) the research carried out ought to combine quantitative and qualitative concepts, methods and approaches so that it produces "complementary strengths and nonoverlapping weaknesses" (Johnson, Onwuegbuzie & Turner, 2007, p.127, Johnson & Christensen, 2012, p. 443). By using mixed research, researchers are able to contrast the qualitative and quantitative data gathered in order

to understand this data in depth (Creswell & Plano Clark, 2007). These authors define mixed methods research in the following way (p.5):

As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone.

Although concerns have been raised regarding validation and rigour in mixed research, over the years by defendants of either quantitative or qualitative research, Johnson and Onwuegbuzie (2004, p. 21) outline the advantages of applying a mixed research stating that:

- Researchers can use words in order to enhance numbers with meaning;
- Researchers can use numbers in order to enhance words with precision;
- Researchers can benefit from the strengths of both qualitative and quantitative research
- Research designs specific to mixed research can offer specific advantages (e.g. including qualitative interviews to quantitative experiments in order to record the perceptions of the participants);
- Researchers can draw on the strengths from one particular method to counterbalances the drawbacks of another;
- The corroboration of findings can allow for sounder evidence;
- Insights that may be overlooked when using a single method can be added;
- The generalizability of results can be increased;
- The knowledge required to “inform theory and practice” will be more complete combination of quantitative and qualitative research.

Our rationale for using mixed research lay in the context of our research and our identified hypothesis and research questions, which, as aforementioned, required us to measure performance (students’ ALL, development of plurilingual competence and use of translation in the AL classroom) as well as perceptions (students’ perceptions on using translation in the AL classroom). It was, thus, necessary to gather and analyse both quantitative, numerical data (e.g. students’ language test marks) and qualitative data (e.g. semi-structured interviews).

Johnson and Onwuegbuzie (2004, p. 21) present a mixed methods research process model containing the following eight steps:

(1) Determine the research question; (2) determine whether a mixed design is appropriate; (3) select the mixed- method or mixed-model research design; (4) collect the data; (5) analyze the data; (6) interpret the data; (7) legitimate the data; and (8) draw conclusions (if warranted) and write the final report.

With regards to step 3, we selected for our research a mixed-model research design, in that we mixed “qualitative and quantitative approaches within or across the *stages* of the research process” (2004, p. 20) instead of a mixed-method design, which would have involved carrying out a qualitative phase and a quantitative phase sequentially rather than concurrently. Our reasons for choosing a mixed-model research design lie, once again, in our hypothesis and research questions. Given that we wanted to measure whether the implementation of plurilingual classroom practises could indeed affect participants’ performance and perceptions, it was important to measure both of these aspects before and after the students in the TG carried out the translation-based classroom practices. Consequently, qualitative and quantitative data had to be collected concurrently.

Through our mixed-model research design, our study drew on both the post-positive and interpretative research paradigms and real-world research (Robson & McCartan, 2016). The post-positive research paradigm played an important role in the gathering of quantitative data. This data, gathered, for example, from the students’ language test, had to undergo statistical analysis in order to test our hypothesis and answer research questions 1-5 (see section 5.1.). On the other hand, interpretism played a relevant role as much of the data collected, primarily from the semi-structured interviews and written sections of questionnaires, was qualitative. The interpretism paradigm has allowed us to obtain participants’ contributions and develop meaning from them. Moreover, we followed the principles of thematic analysis (Braun & Clarke, 2006), while interpreting and attempting to make meaning of participants’ answers.

## **5.5. Instruments**

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A number of instruments were designed and used in this study to collect, as aforementioned, quantitative or qualitative data or, in some cases, both.

On the one hand, the instruments that were developed and used to collect quantitative data were the language tests (carried out in week 1 prior to the TG beginning the translation-based classroom practices and, once again, in week 27, after having completed the translation-based classroom practices). Contrastive statistical analysis was applied to the quantitative data collected from the language tests (t-test) in order to monitor and measure students' production (i.e. improved ALL), both within and between groups. Elsewhere, quantitative data were collected from the Likert scale sections of the use of translation in the AL class question (henceforth UOT questionnaire) completed by students' of both the control group and the treatment group. Once again, these questionnaires were distributed prior to the implementation of the translation-based classroom practices and again at the end of the course (in week 1 and week 27). Quantitative data were drawn from the multiple-choice section of the questionnaires which were designed in order to measure the perceptions of students as to how and when believed they use translation and their opinion on the use of translation in the AL class validated in previous studies. Contrastive statistical analysis was applied to the quantitative data collected from the UOT questionnaire (t-test and Chi-square test). Furthermore, the Likert scale section of researcher's diary collected from class observations carried out at three points during the study was designed as a potential source of quantitative data.

On the other hand, the qualitative data collected came primarily from the comments section of the aforementioned written questionnaires as well as the semi-structured interviews completed by students of the CG and TG, as well as the teacher of the TG. Moreover, the teacher's diary, comments section of the researcher's diary and students' work served as further sources of qualitative data. Through the gathering of this qualitative data, we aimed to monitor and measure, once again, students' perceptions of the use of translation in AL, and their performance in terms of the process, that is to say, how and when they used translation and how and when they considered translation should be used. Moreover, we also measured to what extent their ALL and plurilingual competence had been developed. In order to do so, the qualitative data were analysed, categorised, coded in an attempt to establish relationships between the data collected through the interviews and questionnaires by means of the programme Atlas-ti (version 1.5.4). These data allow us to both observe and suggest best practices for incorporating translation effectively into the AL classroom.

Nature of data	Instrument	Analysis	Group		Timing		
			TG	CG	<i>Pre IPA-based practices intervention</i>	<i>During IPA-based practices intervention</i>	<i>Post IPA-based practices intervention</i>
Quantitative	Language tests	t-test	X	X	X		X
	Likert scale section of UOT questionnaire	t-test	X	X	X		X
	Yes/no question of questionnaire	chi-square test	X	X	X		X
Qualitative	Semi-structured group interview	Thematic analysis (Atlas-ti)	X	X			X
	UOT questionnaire open question		X	X	X		X
	Comments section from researcher's diary (class observation)		X	X	X	X	X
	Teacher diary (class intervention)		X			X	
	Students' work (complementary)		X			X	X

Table 33 Instruments according to nature of data

### 5.5.1. Analysis of Instruments

Procedures related to thematic analysis were used in the analysis of the data collected from student and teachers' oral and written contributions (via the questionnaires and interviews). Braun and Clarke (2006, p.79) identify thematic analysis as "a method for identifying, analysing and reporting patterns(themes) within data." Thematic analysis differs from other methods that attempt to identify connections or patterns from qualitative data, for example grounded theory, in that it is not theoretically constrained. Robson and McCartan (2016, p. 469) identify five phases of thematic analysis which are represented in Figure 68.

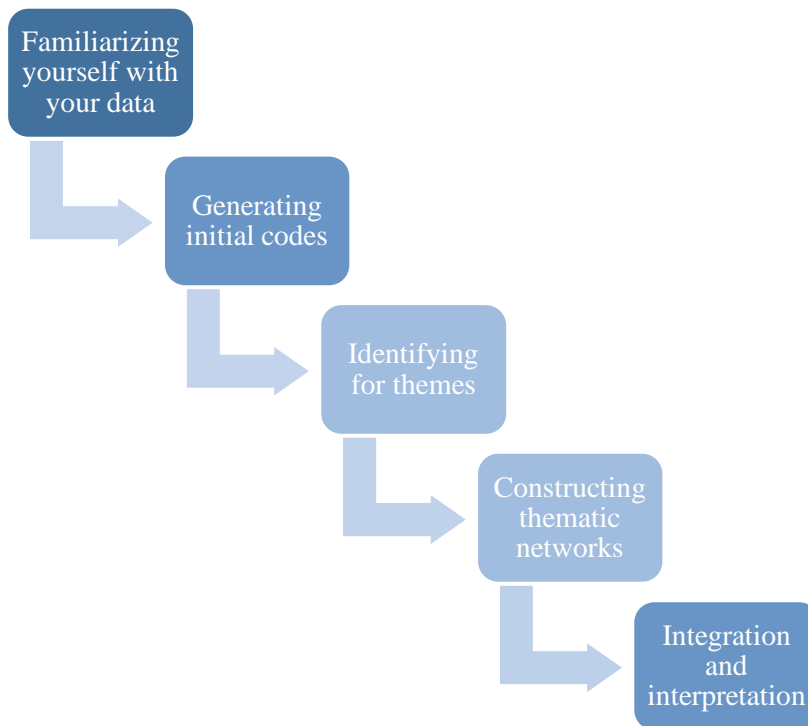


Figure 68 Phases of thematic analysis based on Robson and McCartan (2016, p. 469)

The first of phases involves the transcribing and reading of the data under analysis. Following this, codes are identified and include aspects of the data that are considered of interest to the analyst. Themes, are then identified across the codes. In order to do so, the tool Atlas.ti (version 1.5.4) was used. According to Braun and Clarke (2006, p. 82) “a theme captures something important about the data in relation to the research question, and represents some level of *patterned* response or meaning within the data set.” In phase four, the themes are reviewed, to ensure there is coherence between the codes included in the theme. Once the themes have been reviewed and have been confirmed, they are then defined and named in phase five.



Figure 69 Thematic analysis

For example, the following extracts from the open question in the UOT questionnaire show students reply to the question “Would you like to carry out more translation activities in your English classes? Why?”



### Examples from “Use of Translation” Questionnaire

5. T'agradaria fer més activitats de traducció en les teves classes d'anglès?	Si <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Per què? Perque m'ajuda a entendre més el contingut del que estem fent.		

[Yes. Because it helps me to **understand** the content we're doing better.]

5. T'agradaria fer més activitats de traducció en les teves classes d'anglès?	Si <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Per què? Perque penso que eu pot ajudar a entendre millor l'anglès.		

[Yes. Because I think it can help me **understand English better.**]

5. T'agradaria fer més activitats de traducció en les teves classes d'anglès?	Si <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Per què? Perque hi han moltes paraules que utilitzem molt i no sabem traduir -les a l'anglès		

[Yes. Because there are **lots of words** that we use a lot and we don't know how to translate them into English.]

5. T'agradaria fer més activitats de traducció en les teves classes d'anglès?	Si <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Per què? Perque aprendria molt més el anglès i tindria més vocabulari		

[Yes. Because, I would learn a lot more English and know more **vocabulary.**]

Table 34 Qualitative data example quotations (own translation)

From here, and in line with stage two, initial codes were identified, in this case, the codes generated were [Helpful for understanding English] and [Helpful for learning vocabulary].

The following stage involved establishing main themes from the codes identified, in the example we have just seen, the theme *enhanced language learning* emerged. The theme in question can be linked to research question 1, research question 2, research question 3, research question 4 and research question 5 as well as hypothesis 1.

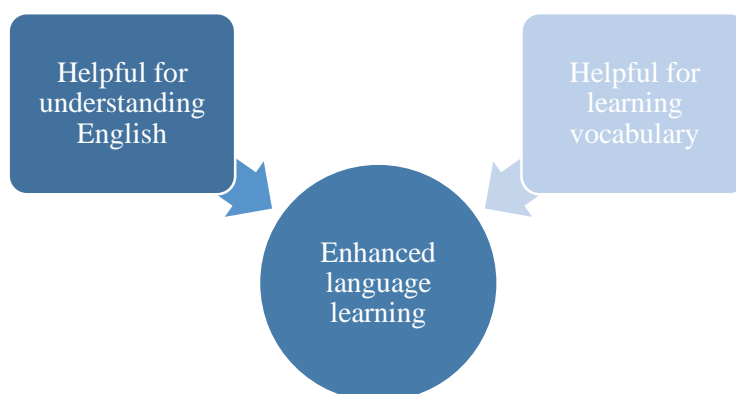


Figure 70 Linking codes to themes

## 5.5.2. Language Tests

The language test used was adapted from the official Cambridge University exam entitled Key English Test or KET, which is considered level A2 on the CEFRL (Council of Europe, 2001, 2018). As detailed above, according to the Cambridge English Language Assessment website, this language test demonstrates students' ability "to use English to communicate in simple situations." The class teachers approved the language test prior to its distribution.

Section	Description
Reading	A short text and 7 multiple choice comprehension questions. Students had to read the text and choose the correct answer from the options Right, Wrong or Doesn't say. The total number of marks for this section was 7
Grammar and Vocabulary	A multiple-choice cloze passage. Students had to a short text and, from a choice of three, choose the correct word to fill in the gap. The total number of marks from this section was 8.
Listening	A multiple-choice activity. Students had to listen to a short conversation and choosing the correct answer from a choice of three possible answers. The total number of marks for this section was 6.
Writing	Students to read a short email and write a response of 25-35 words including the relevant information. The total number of marks for this section was 5 and the students' contribution was marked following the official Cambridge English Language Assessment criteria.
Speaking	A pair work activity. Students had to ask for information as well as give information when asked for it. It lasted approximately 3-4 minutes. In order to grade the speaking, the criteria proposed by Cambridge English Language Assessment was applied and a mark from 1-5 was awarded for (a) Grammar and Vocabulary, (b) Pronunciation, (c) Interactive Communication and (d) Global Achievement. The final mark provided was the average of these 4 criteria.

Table 35 Sections of the language test

The written part of the language test was distributed two weeks prior to beginning the translation-based classroom practices (pre-test) and, once again, the week following the completion of the translation-based classroom practices (post-test). The written part of the test had four sections, which were completed by both groups at the same time during their 55-minute English class. The fifth section of the exam measured students' speaking performance

and was carried out throughout the week following the written part of the pre-test and again following the written part of the post-test. A description of each of the different sections can be found below.

<b>Instrument</b>	<b>Week</b>
Pre-language test (reading, listening and writing papers)	1
Pre-language test (speaking)	2
Post-language test (reading, listening and writing papers)	27
Post- language test (speaking)	27-28

Table 36 Language test distribution

### 5.5.3. “Use of Translation in the AL Class” Questionnaire

This “Use of Translation in the AL Class” (UOT) questionnaire used was validated and had been used and published in previous studies (González Davies, 2014). The questionnaire was issued in Catalan and technical complicated terms were avoided in order to ensure understanding and, in turn, reliable data. Time was taken prior to carrying out the questionnaire to ensure that students understood what they had to do. It was given to students before the treatment group began working on the translation-based classroom practices and again when they had completed the final project.

<b>Instrument</b>	<b>Week</b>
Pre-project UOT questionnaire	1
Post-project UOT questionnaire	27

Table 37 UOT questionnaire distribution

Furthermore, their class teacher and the researcher were on hand to answer any doubts they may have had in answering the questions. The following is a back translation of the Catalan

questionnaire issued to students. The questionnaire consisted of 5 main questions, as detailed in Table 38.

Question	Possible answers
Do you use translation in your English classes?	<ul style="list-style-type: none"> <li>- A lot</li> <li>- Quite a lot</li> <li>- Not really</li> <li>- Not at all</li> <li>- Other</li> </ul>
How and for what reason does your teacher use translation in your English classes? ( <i>a lot, a little, not really, not at all</i> )	<ul style="list-style-type: none"> <li>- For individual activities</li> <li>- For group activities</li> <li>- To check aspects of your learning (make sure you have understood)</li> <li>- To be sure of a word or sentence that you are working on</li> </ul>
How and for what reason do you use translation in your English classes? ( <i>a lot, a little, not really, not at all</i> )	<ul style="list-style-type: none"> <li>- To take notes on the teacher's instructions</li> <li>- To consult a classmate</li> <li>- To consult the teacher</li> <li>- To ensure you have understood a new linguistic aspect</li> <li>- To check aspects of listening</li> <li>- To check aspects of reading</li> <li>- To check aspects of writing</li> <li>- To check aspects of speaking</li> <li>- To look for equivalents in a bilingual dictionary</li> <li>- Other</li> </ul>
To what extent do you agree with the following sentences? ( <i>a lot, a little, not really, not at all</i> )	<ul style="list-style-type: none"> <li>- The use of translation helps in your learning of an additional language (e.g. English).</li> <li>- The use of translation facilitates interaction between classmates.</li> <li>- The use of translation facilitates student-teacher interaction.</li> <li>- The use of translation helps to create a relaxed atmosphere in the AL classroom.</li> <li>- The use of translation helps to resolve reading problems</li> <li>- The use of translation helps to resolve listening problems</li> <li>- The use of translation helps to resolve writing problems</li> <li>- The use of translation helps to resolve speaking problems</li> <li>- The use of translation helps to detect similarities between languages</li> <li>- The use of translations helps to detect differences between languages</li> <li>- The use of translations helps to improve cultural knowledge about English-speaking communities</li> <li>- The use of translations helps to improve cultural knowledge about one's own culture.</li> </ul>

Would you like to do more translation activities in your English class? Why/why not?

Table 38 UOT questionnaire items

#### 5.5.4. Semi-Structured Interview

The semi-structured interviews were held at the end of the course after students had completed the post-test and post-questionnaire during weeks 30, 31 and 32. They were carried out in small randomly-assigned focus groups and recorded. Students were not expected to carry out these interviews in English, although they could if they wanted to. Our reasons for not conducting the interview in English was that we wanted the students to be able to express themselves freely and naturally, following the real-word approach to the study. If we are not thinking out loud, “our thoughts reflect inner speech- that is, the thinking we do in our minds that is in the form of words rather than images or symbols” (Cohen, 2014, p. 237). For inner speech to take place in a language that is not our L1, “learners may need to attain a certain functional level.” (p. 239). What is more, according to Cohen, our “network of associations is usually richer than in the L1, so concepts come alive” (p. 261) allowing for more elaborate, eloquent answers. It can also be argued that students do not think in the AL when dealing with complex thoughts but rather “make passing reference to the L1 in the form of fleeting or limited thoughts” (p. 247). The purpose of the interview was to record students’ perceptions and not assess their performance in English, thus, allowing for students to answer in Catalan was strategic in order to obtain richer, more sophisticated contributions. The researcher asked the questions in Catalan but students were free to answer in Catalan, Spanish or English. The interview included nine questions and the researcher asked complementary questions when necessary in order for students to go into greater detail. The following are the questions covered throughout the interviews with the treatment group translated into English:

1. Have you enjoyed carrying out the translation project this course?
2. What aspects have you enjoyed the most?
3. Do you feel any aspect of your English has improved (i.e. grammar, vocabulary, any of the four skills)?
4. How did you feel about using your L1 in the English class in this way?
5. In what ways did using your L1 in this way help you?
6. Other than your L1, did you or anyone in your group, make use of another language? For what reason?
7. Would you like to carry out more projects like this in the future?
8. Are there any aspects you would change about the project we carried out?
9. What cultural aspects (your own culture, or another culture) did you learn while carrying out the project?

The students in the control group also did the interviews in small focus groups. These groups were formed at random. Given that the students in the control group had not carried out the translation-based project, questions directly related to the project were removed or altered. Once again, the translation into English is detailed below:

1. Do you feel any aspect of your English has improved over the course of this year (i.e. grammar, vocabulary, any of the four skills)?
2. How do you feel about using your L1 in the English class?
3. In what ways do using your L1 help you? Do you think it is useful?
4. Other than your L1, does anyone in your class make use of another language? For what reason?
5. Would you like to use your L1 more in the English class in the future?
6. What cultural aspects (your own culture, or another culture) have you learnt about this course?

Lastly, and following on from the interviews with the students, another semi-structured interview was carried out with the class teacher of the treatment group to obtain their opinion. Once again, this interview was carried out in Catalan and the translation of the questions asked is as follows:

1. What aspects do you think your students have enjoyed the most?
2. Do you feel any aspect of their English has improved (i.e. grammar, vocabulary, any of the four skills)?
3. How did you feel about using students using their L1 in the English class in this way?
4. How do you think your students felt about using their L1 in the English class in this way?
5. In what ways did using your L1 in this way help you or your students?
6. Other than their L1, did you, or any in your students, make use of another language? For what reason?
7. Would you like to carry out more projects like this in the future?
8. Are there any aspects you would change about the project you carried out?
9. What cultural aspects (your own culture, or another culture) do you think your students learned about while carrying out the project?

### 5.5.5. Researcher's Diary and Teacher's Diary (Observation and Intervention)

The researcher had two roles throughout the research and therefore two different types of diary were required. A researcher's diary (RD) was kept during class observations and a teacher's diary (TD) was kept during class interventions. Class observations were carried out twice with both the TG and the CG at three stages throughout the research. The pre-research observations were carried out prior to beginning the translation-based classroom practices with the treatment group. Mid-research observations were carried out in January, while the post-research observations were carried out once students in the treatment group had finished they translation-based classroom practices (see Table 39).

<b>Instrument</b>	<b>Week</b>	<b>TG</b>	<b>CG</b>
Pre-research observations	3-4	X	X
Mid-research observations	14-15	X	X
Post-research observations	28-30	X	X

Table 39 Timing of class observation

An observation sheet, based on the validated questionnaire presented in Table 38, was used to collect the data, the indicators detailed below (Table 40). These indicators were based on the objectives of the research.

Specific objectives		Dimension of analysis	Indicator	
Use of translation as TOLC	Identify when and how students use translation in the ALL process	Plurilingual learning (students)	Students use translation in the AL classroom for:	Grammar
				<i>Comments:</i>
				Vocabulary
				<i>Comments:</i>
				Listening
				<i>Comments:</i>
				Reading
				<i>Comments:</i>
				Speaking
				<i>Comments:</i>

General comments/Observations

Specific objectives		Dimension of analysis	Indicator	
Use of translation as TOLC	Identify when and how students use translation in the ALL process	Plurilingual learning (students)	Students use translation in the AL classroom to:	Make notes on the instructions given
				<i>Comments:</i>
				Consult a classmate
				<i>Comments:</i>
				Consult the teacher
<i>Comments:</i>				



				Double check a new aspect in English
				<i>Comments:</i>
				Double check an aspect of listening
				<i>Comments:</i>
				Double check an aspect of reading
				<i>Comments:</i>
				Double check an aspect of speaking
				<i>Comments:</i>
				Double check an aspect of writing
				<i>Comments:</i>
				Look for words in a bilingual dictionary
				<i>Comments:</i>
				To work on plurilingual activities, tasks or projects
				<i>Comments:</i>

General comments/Observations

Table 40 Observation sheet

Comments sections were included for each indicator in order to collect, where possible, qualitative data and the researcher wrote down all the aspects she considered relevant while carrying out the class observations.

The second role of the researcher was as the teacher of the treatment group when carrying out the translation-based classroom practices. Qualitative data were collected via the TD (based on the validated instrument from González Davies, 2014), and she was able to closely observe the students as they worked on the translation-based classroom practices both individually and in groups. In the initial stages of the study, the activities were corrected and commented on as a whole group, allowing for discussion within the group, exchanges from these discussions are noted in the TD. The TD also contains exchanges between the researcher and individual students. The researcher noted down the content of said discussions. It is important to note that the class teacher was present during all of the sessions the researcher carried out with the TG and, therefore, the researcher was able to conduct the class and at the same time note down relevant information in the TD.

<b>Title of the session:</b>	<b>Date:</b>
<b>Description of the session:</b>	
Comments regarding use of language(s) in the class	
Comments regarding visible uses of translation	
Comments regarding questioning language (L1 and AL)	
Comments regarding cultural issues	
Comments regarding use of dictionaries/online resources	
Evidence of problem spotting and problem solving	
Further comments	

Figure 71 Teacher's diary items

5.5.6. Students' Work

The work that students produced was monitored throughout the study. However, given the nature of the activities, tasks and projects that made up the IPA-based didactic sequences, it was not always possible to mark this work in terms of “correct” or “incorrect”, or issue a

numerical mark. Considering translation as not just a final product but also a process, we collected the final translation project produced by the students. The final translation was corrected by the researcher herself and the class teacher of the TG, who had been present during all of the sessions (the criteria used is found in section 4.2). This was then compared alongside the contributions noted in the TD and allowed us to observe the process carried out by students in order to reach the final product. Furthermore, once again, by combining the contributions from the TD and the students' work we were able to monitor whether they were fostering their plurilingual competence as they became more accustomed to working with translation and developed strategies for tackling difficult translations provided by the researcher.

### 5.5.7. Indicators for Plurilingual Competence

Our definition of plurilingual competence is detailed in section 3.1, and here we present the indicators used to measure its development. These indicators are based on the CEFRL (Council of Europe, 2001, 2018) and are in keeping with our definition of plurilingual competence as well as our theoretical and pedagogical frameworks. The indicators are then linked to the evaluation of the final translation project, taking into account translation as a process and a product.

Plurilingual Competence	Indicator
Indicators for Plurilingual Competence	Students draw connections and identify differences between their L1(s) and the AL
	Students take advantage of their linguistic repertoire
	Students identify potential translation problems
	Students are able to apply translation strategies to overcome problems (e.g. false friends, idioms).
	Students make effective use of dictionaries and/or online tools

Table 41 Indicators of plurilingual competence

## 5.6. Ethical Issues

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With regards to ethical issues, and following BAAL, our first step was to present a detailed description of our intentions to the school in order to ensure full permission and collaboration. In order for our research to be successful, we needed to count on the cooperation of both the teaching staff and the directive team.

Our next point of call was the parents and/or guardians of the children involved in the study, both those from the CG and those from the TG. Parents and guardians were informed fully about the research being carried and consent forms were distributed to collect their written permission. The consent forms were drawn up in collaboration with the school and were written in a comprehensible way, avoiding complicated explanations and technical jargon to ensure comprehension (Annex 5).

With regards to the students themselves, we had a number of ethical responsibilities. First and foremost, we had the responsibility of not causing them any harm, be it physical, mental, social or spiritual. Even though our study did not deal with any physical experiments, it was important to be careful in ensuring that students feel physically at ease, particularly during semi-structure interviews, and therefore we must be aware of our physical conduct at all times. On a similar note, although students will not be asked personal questions on what we could consider delicate topics, it is our responsibility to not cause any social harm or generate mental stress or negative emotions, for example inferiority or humiliation in front of their peers. Furthermore, one student suffered a speech impediment, therefore, care was taken to ensure that she could partake in the semi-structured interview, but in a way that she would feel comfortable and be able to express herself fully.

As for the students' spiritual vulnerability, it was essential that, when carrying out our research, we avoided causing offense with regards to students' beliefs and values. The nature of our research dealt with students' language(s), culture(s) and, in turn, to some extent their identity and with that, language uncertainty (García, 2009a; 2009b). It was important, therefore, to act cautiously so as not to cause offence. As detailed in the literature review, one of the advantages of translation is that it allows for students to develop their awareness of the cultures that lie behind other languages. This could refer to the AL being learnt, i.e. English, or indeed any of

the languages of the students within the class. It was necessary, thus, to be vigilant in ensuring that, when developing the classroom practices to be carried out, we avoided using any material that may be construed as offensive, for example containing offensive national or religious stereotypes.

On another note, and as mentioned above, in order to guarantee anonymity, when transcribing the interviews and publishing students' exam marks, codes were used in place of students' names. This was also applied to teachers' names.

Moreover, and perhaps most importantly, as educators we have an ethical responsibility to educate, and inform our students in a non-biased and objective manner. We must be well informed on the topic and capable of transmitting our knowledge to our students. Our reason for carrying out this study is that we believe that participation of plurilingual classroom practices such as translation can prove beneficial to students' ALL and plurilingual competence. However, had we at any point seen that participation in these activities was proving detrimental to their learning, the necessary action would have been taken, by adapting the activity, task or project in question.

# 6. Results and Discussion

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## *Presentation*

In this chapter, we present the most relevant results obtained from analysis of the data, both quantitative and qualitative, collected throughout the study. The description of the results is presented in terms of results related to participating students' additional language learning (ALL) (that is to say, hypothesis 1 and research questions 1-5), development of plurilingual competence (that is to say, hypothesis 2 and research question 6) and their use of translation (that is to say, hypothesis 3 and 4 and research questions 7 and 8).

### **6.1. Additional Language Learning**

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The hypothesis related to students' additional language learning (ALL) was the following:

**H1** The implementation of IPA-based classroom practices in a collaborative environment can prove advantageous to participating students' ALL in terms of grammar, vocabulary and the four language skills (listening, reading, speaking and writing).

The research questions linked to hypothesis 1 were the following:

**RQ1** Can participating students' ALL performance in terms of the learning of grammar and vocabulary be enriched by working on translation-based classroom practices?

**RQ2** Can participating students' ALL performance in terms of the development of reading skills be enriched by working on translation-based classroom practices?

**RQ3** Can participating students' ALL performance in terms of the development of listening skills be enriched by working on translation-based classroom practices?

**RQ4** Can participating students' ALL performance in terms of the development of speaking skills be enriched by working on translation-based classroom practices?

**RQ5** Can participating students' ALL performance in terms of the development of writing skills be enriched by working on translation-based classroom practices?

The instruments designed to answer research questions 1-5 and attempt to corroborate hypothesis 1 were the language tests and the semi-structured interviews (SSI).

### 6.1.1. Research Questions 1-5 – Quantitative Results and Discussion

**RQ1** Can participating students' ALL performance in terms of the learning of grammar and vocabulary be enriched by working on translation-based classroom practices?

On the one hand, the change in average marks obtained in the pre-test and the post-test in the treatment group (TG) can be considered significant in the case of grammar and vocabulary. With regards to the control group (CG), there was no significant change observed. On the other hand, with regards to intergroup comparisons, the change in results for the TG was not significantly greater than the change in results for the CG.

With regards to grammar and vocabulary, in the TG 1 student's (4%) mark was lower than in the post-test than in the pre-test, 6 students' (24%) mark remained unchanged between the two tests and 18 students' (72%) post-test mark was higher than their pre-test one. In the CG, 8 students' marks (32%) in the post-test was lower than in the pre-test, 5 students' marks (20%) remained unchanged between the two tests and 12 students' mark (48%) was higher in the post-test than in the pre-test. See Table 42.

Grammar and vocabulary			
Group	Pre-test mark > Post-test results (%)	Pre-test mark = Post-test mark (%)	Pre-test results < Post-test results (%)
TG	4	24	72
CG	32	20	48

Table 42 Grammar and vocabulary results inter-group (%)

The average grammar and vocabulary mark was calculated and an initial t-test was carried out to establish whether the difference between intra-group pre-test scores and post-test scores could be considered significant ( $p < 0,05$ ). A significant change was observed in the results of the TG (0.02), but not in the results for the CG (0.19). See Table 43.

Sub-variable	Average grade out of 5					
	TG			CG		
	Pre-test	Post-test	t-test <i>p</i> value	Pre-test	Post-test	t-test <i>p</i> value
Grammar and Vocabulary	2.4	3.2	<b>0.02</b>	2.9	3.3	0.19

Table 43 Grammar and vocabulary intra-group t-test

Following this, the average change in scores was calculated and we ran a second t-test to calculate whether the average change in scores for the TG was significantly greater than the change in scores for the CG. The difference in the change of scores was not found to be significant (0.032). See Table 44.

Sub-variable	Average change in scores Pre and Post		t-test <i>p</i> value
	TG	CG	
Grammar and Vocabulary	0.75	0.43	0.32

Table 44 Grammar and vocabulary inter-group t-test

**RQ2** Can participating students’ ALL performance in terms of the development of reading skills be enriched by working on translation-based classroom practices?

On the one hand, the change in average marks obtained in the pre-test and the post-test in the cannot be considered significant in the case of reading in neither the TG nor the CG. With regards to intergroup comparisons, the change in results for the TG was not significantly greater than the change in results for the CG.



In the TG, 10 students' (40%) mark was lower than in the post-test than in the pre-test, 3 students' (12%) mark remained unchanged between the two tests and 12 students' (48%) post-test mark was higher than their pre-test one. In the CG, 8 students' marks (32%) in the post-test was lower than in the pre-test, 6 students' marks (24%) remained unchanged between the two tests and 11 students' mark (44%) was higher in the post-test than in the pre-test. See Table 45.

Reading skills			
Group	Pre-test mark > Post-test results (%)	Pre-test mark = Post-test mark (%)	Pre-test results < Post-test results (%)
TG	40	12	48
CG	32	6	44

Table 45 Reading results (%)

The average mark from the reading test was calculated and an initial t-test was carried out to establish whether the difference between pre-test scores and post-test scores within groups could be considered significant ( $p < 0,05$ ). No significant change was observed in the results of the TG (0.29), nor in the results of the CG (0.57). See Table 46.

Sub-variable	Average grade out of 5					
	TG			CG		
	Pre-test	Post-test	t-test <i>p</i> value	Pre-test	Post-test	t-test <i>p</i> value
Reading	3.5	3.8	0.29	3.5	3.7	0.57

Table 46 Reading intra-group t-test

Then, a second t-test was carried out to calculate whether the change in scores for the TG was significantly greater than the change in scores for the CG. The difference in the change of scores was not found to be significant (0.66). See Table 47.

Sub-variable	Average change in scores Pre and Post		t-test <i>p</i> value
	TG	CG	
Reading	0.29	0.14	0.66

Table 47 Reading inter-group t-test

**RQ3** Can participating students' ALL performance in terms of the development of listening skills be enriched by working on translation-based classroom practices?

On the one hand, the change in average marks obtained in the pre-test and the post-test in both the TG and CG can be considered significant in the case of listening. On the other hand, with regards to intergroup comparisons, the change in results for the TG was not significantly greater than the change in results for the CG.

With regards to listening skills, in the TG, 10 students' (40%) mark remained unchanged between the two tests and 15 students' (60%) post-test mark was higher than their pre-test one. None of the students' listening marks in the TG decreased between the pre-test and the post-test. In the CG, 4 students' marks (16%) in the post-test was lower than in the pre-test, 11 students' marks (44%) remained unchanged between the two tests and 10 students' mark (40%) was higher in the post-test than in the pre-test. See Table 48.

Listening skills			
Group	Pre-test mark > Post-test results (%)	Pre-test mark = Post-test mark (%)	Pre-test results < Post-test results (%)
TG	0	40	60
CG	16	44	40

Table 48 Listening results (%)

The average mark from the listening test was calculated and a first t-test was carried out to establish if the difference between pre-test scores and post-test scores within groups could be considered significant ( $p < 0,05$ ). A significant change was observed in the results of both the TG (0.01), and the CG (0.03). See Table 49.

Sub-variable	Average grade out of 5					
	TG			CG		
	Pre-test	Post-test	t-test <i>p</i> value	Pre-test	Post-test	t-test <i>p</i> value
Listening	3	3.8	<b>0.01</b>	3.4	3.9	<b>0.03</b>

Table 49 Listening intra-group t-test

A second t-test was then carried out to calculate whether the change in scores for the TG was significantly greater than the change in scores for the CG. The difference in the change of scores was not found to be significant (0.15). See Table 50.

Sub-variable	Average change in scores Pre and Post		t-test <i>p</i> value
	TG	CG	
Listening	0.8	0.4	0.15

Table 50 Listening inter-group t-test

**RQ4** Can participating students' ALL performance in terms of the development of speaking skills be enriched by working on translation-based classroom practices?

On the one hand, the change in average marks obtained in the pre-test and the post-test in the TG can be considered significant in the case of speaking. With regards to the CG, there was no significant change observed. On the other hand, with regards to intergroup comparisons, the change in results for the TG was not significantly greater than the change in results for the CG. Regarding speaking skills, in the TG, 6 students' (24%) mark was lower in the post-test than in the pre-test, 3 students' mark (12%) remained unchanged between the two tests and 16 students' (64%) post-test mark was higher than their pre-test one. In the CG, 5 students' marks (20%) in the post-test was lower than in the pre-test, 2 students' marks (8%) remained unchanged between the two tests and 5 students' mark (20%) was higher in the post-test than in the pre-test. See Table 51.

Speaking skills			
Group	Pre-test mark > Post-test results (%)	Pre-test mark = Post-test mark (%)	Post-test results < Pre-test results (%)
TG	24	12	64
CG	20	8	72

Table 51 Speaking results (%)

The average mark from the speaking test was calculated and an initial t-test was carried out to establish whether the difference between pre-test scores and post-test scores within groups could be considered significant ( $p < 0.05$ ). A significant change was observed in the results of the TG (0.04), but not in the results for the CG (0.4). See Table 52.

Sub-variable	Average grade out of 5					
	TG			CG		
	Pre-test	Post-test	t-test <i>p</i> value	Pre-test	Post-test	t-test <i>p</i> value
Speaking	2.9	3.4	0.04	3.2	3.4	0.4

Table 52 Speaking intra-group t-test

Following this, we ran a second t-test to calculate whether the change in scores for the TG was significantly greater than the change in scores for the CG. The difference in the change of scores was not found to be significant (0.08). See Table 53.

Sub-variable	Average change in scores Pre and Post		t-test <i>p</i> value
	TG	CG	
Speaking	0.6	0.2	0.08

Table 53 Speaking inter-group t-test

Given that the speaking test consisted of four different criteria, we carried out a t-test to establish whether there were any significant differences between students' performance following these criteria, in the pre-test and post-test. A significant change was observed in the

results of the TG with regards to pronunciation (0.006) and global achievement (0.04). In the CG a significant change was observed in the case of pronunciation (0.03). See Table 54.

Speaking criteria assessed	Average grade out of 5					
	TG			CG		
	Pre-test	Post-test	t-test <i>p</i> value	Pre-test	Post-test	t-test <i>p</i> value
Grammar and vocabulary	2.7	2.9	0.54	2.9	3.1	0.61
Pronunciation	3	3.8	<b>0.006</b>	3.2	3.8	<b>0.03</b>
Interactive communication	2.8	3.5	<b>0.04</b>	3.3	3.6	0.3
Global achievement	2.9	3.5	<b>0.04</b>	3.4	3.5	0.8

Table 54 Speaking criteria intra-group t-test

A we ran a second t-test on the data to establish whether there was a significant difference in the average change in marks for each of these criteria. The difference in the change of scores was found to be significant in the case of global achievement (0.03). See Table 55.

Speaking criteria assessed	Average change in scores Pre and Post		t-test <i>p</i> value
	TG	CG	
Grammar and vocabulary	0.2	0.16	0.72
Pronunciation	0.74	0.58	0.2
Interactive communication	0.72	0.32	0.13
Global achievement	0.6	0.08	<b>0.03</b>

Table 55 Speaking criteria inter-group t-test

**RQ5** Can participating students' ALL performance in terms of the development of writing skills be enriched by working on translation-based classroom practices?

On the one hand, the change in average marks obtained in the pre-test and the post-test in the TG can be considered significant in the case of writing. With regards to the CG, there was no significant change observed. Furthermore, with regards to intergroup comparisons, the change in results for the TG was significantly greater than the change in results for the CG.

As for writing skills, in the TG, 1 student's (4%) mark was lower in the post-test than in the pre-test, 6 students' mark (24%) remained unchanged between the two tests and 18 students' (72%) post-test mark was higher than their pre-test one. In the CG, 9 students' marks (32%) in the post-test was lower than in the pre-test, 6 students' marks (24%) remained unchanged between the two tests and 10 students' mark (40%) was higher in the post-test. See Table 56.

<b>Writing skills</b>			
<b>Group</b>	<b>Pre-test mark &gt; Post-test results (%)</b>	<b>Pre-test mark = Post-test mark (%)</b>	<b>Pre-test results &lt; Post-test results (%)</b>
TG	4	24	72
CG	36	24	40

Table 56 Writing results (%)

Figures 72 - 74 show examples of students' writings, ranging from a lower mark to a higher mark.

Hi Alex! I'm David. ~~and ever writing this email~~  
 I'm from Barcelona. I'm 14 years old and go  
 in 3r ESO. I'm practise sport, this is Football.  
 My favorite team is F.C. Barcelona and my  
 favorite football player is Neymar. My  
 favorite food is Pizza the tomate and  
 chees.

Figure 72 Students' example language test writing 1

Hey Alex, it's amazing to receive an e-mail from you, I can go  
 out only from 18:00 to 19:00, I prefer to listen to music or a movie,  
 and some snacks would be perfect. ✓

Figure 73 Students' example language test writing 2

Hey Alex, How are you?  
 I have a great Idea, This evening my parents have work, ~~and I~~  
 yesterday my uncles ~~to~~ have a present, This present is a DVD  
 about see. I see The DVD with me This evening? You come  
 in my house at Five o'clock, my parents go work this eve.  
 The DVD have watch in the cinema room.  
 Alex what do you like for eat? You can get some with sandwich  
 and coca for eat or prefer other eat? I adaptated you decide.  
 I see this evening in ~~my~~ <sup>my</sup> house at five o'clock,  
~~by alex ever to have present~~  
 boy Alex, . 4,5  
 PD: → ~~to look your letter~~ send me email soon.

Figure 74 Students' example language test writing 3

The average mark from the writing test was calculated and an initial t-test was carried out to establish whether the difference between pre-test scores and post-test scores within groups could be considered significant ( $p < 0,05$ ). A significant change was observed in the results of the TG (0.04), but not in the results for the CG (0.84). See Table 57.

Sub-variable	Average grade out of 5					
	TG			CG		
	Pre-test	Post-test	t-test <i>p</i> value	Pre-test	Post-test	t-test <i>p</i> value
Writing	2.7	3.5	<b>0.04</b>	3.7	3.7	0.84

Table 57 Writing intra-group t-test

Following this, we ran a second t-test to corroborate whether the change in scores for the TG was significantly greater than the change in scores for the CG. The difference in the change of scores was found to be significant (0.007). See Table 58.

Sub-variable	Average change in scores Pre and Post		Sig. ( <i>p</i> )
	TG	CG	
Writing	0.8	0.1	<b>0.007</b>

Table 58 Writing inter-group t-test

Taking into account the above information, we can conclude that the change in average mark obtained in the pre-test and the post-test in the TG can be considered significant in the case of grammar and vocabulary, listening, speaking and writing. In the case of the CG, a significant change was observed in the case of listening and pronunciation (although not for speaking in as a whole).

With regards to intergroup comparisons drawn, we can conclude that the change in results for the TG was not significantly greater than those for the CG in the case of grammar and vocabulary, listening, reading or speaking. It was, however, significantly greater in the case of writing and also for the global achievement speaking criteria.



## 6.1.2. Research Questions 1-5 – Qualitative Results and Discussion

The instrument that provided us with qualitative detail on students' perspectives towards having improved in terms of grammar and vocabulary was the SSI carried out in small focus groups. Following the principles of thematic analysis, each audio-recording was taken as hermeneutic unit, and transcribed<sup>39</sup>. Codes and themes were then identified in the text, by means of Atlas.ti (version 1.5.4) (Figure 75).

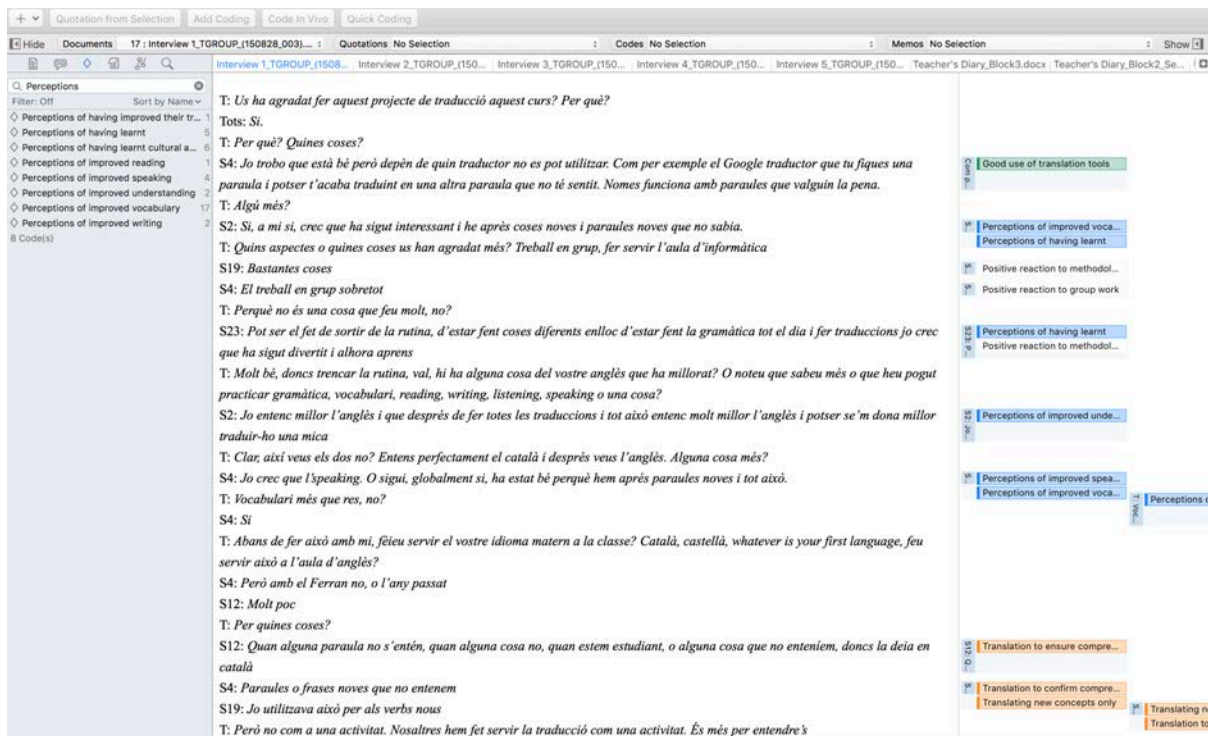


Figure 75 Example of hermeneutic unit

With regards to research questions 1-5, six codes were identified and these were linked to the common theme of enhanced language learning (Figure 76).

◇ Perceptions of having learnt	5
◇ Perceptions of improved reading	1
◇ Perceptions of improved speaking	4
◇ Perceptions of improved understanding	2
◇ Perceptions of improved vocabulary	17
◇ Perceptions of improved writing	2

Figure 76 Codes identified for research questions 1-5 (TG)

<sup>39</sup> The full transcriptions for each interview can be found in Annex 6.

Each interview was read in detail and words related to the research questions were identified, for example, for research question 1, terms such as “vocabulary” or “new words”. Table 59 shows the identified code related to the variable and theme along with the number of quotations identified.

Treatment group					
Variable	Theme	Initial coding Atlas.ti (# of quotations)	% of participants	Example quotation	Related RQ
Language learning	Enhanced language learning	[Perceptions of improved vocabulary] (17)	68%	S24) <i>Jo crec que qui més qui menys, tots hem après vocabulari.</i> <b>[I think all of us have learnt vocabulary to some extent.]</b>	RQ1
		[Perceptions of improved reading] (1)	4%	S16) <i>El reading més.</i> <b>[Reading most of all.]</b>	RQ2
		[Perceptions of improved speaking] (4)	16%	S20) <i>El parlar, parlar una mica més ràpid, no travar-me en les paraules.</i> <b>[Speaking, speaking a bit faster and not getting stuck on words.]</b>	RQ4
		[Perceptions of improved writing] (2)	8%	S17) <i>Sí, en escriure sí.</i> <b>[Yes, for writing yes.]</b>	RQ5

Table 59 Research questions 1-5 qualitative data (TG)

With regards to research question 1, grammar was not mentioned explicitly by students as an aspect of the AL that they considered had improved. The same was the case for research question 3, as there was no explicit mention of listening skills having been perceived as having improved.

However, students did make reference to having learnt or having improved their understanding of the AL. These codes are shown in Table 60, and, although they do not refer explicitly to a specific aspect of the AL or a particular skill, they are worth mentioning.

Also, worth noting, is the lack of negative feedback gathered from the semi-structured interview. That is to say, students do not perceive that they have deteriorated in any of the AL

skills or aspects such as grammar and vocabulary, although two students did express that they would have preferred more speaking (Table 60).

Treatment group				
Variable	Theme	Initial coding Atlas.ti (# of quotations)	% of participants	Example quotation
Language learning	Enhanced language learning	[Perceptions of having learnt] (4)	20%	S8: <i>Jo faria una hora més a la setmana perquè hi ha molta gent d'aquesta classe que ha après més amb el que hem estat fent que no amb les classes, perquè tu veus un llibre davant i te'l llegeixes i ja està, o sigui t'ho aprens de memòria i ja està.</i> <b>[I would do an hour more every week because there are lots of people in this class that have learnt more due to what we have been doing than in class, because you see the book in front of you and you read it and that's it, I mean, you learn it by heart and that's it.]</b>
		[Perceptions of improved understanding] (2)	8%	S2) <i>Jo entenc millor l'anglès i després de fer totes les traduccions i tot això entenc molt millor l'anglès i potser se'm dona millor traduir-ho una mica.</i> <b>[I understand English better and after doing these translations and everything I understand English much better and maybe I've got a bit better at translating.]</b>
	Suggestions for enhanced language learning	[Lack of speaking] (2)	8%	S1) <i>L'speaking potser menys.</i> <b>[Maybe not so much speaking.]</b>

Table 60 Research questions 1-5 complementary qualitative data (TG)

With regards to the CG, three of the four codes identified in the TG and linked to the theme enhanced language learning could be identified. However, as is detailed in Table 61, the number of examples collected was far fewer.

Control group					
Variable	Theme	Initial coding Atlas.ti (# of quotations)	% of participants	Example quotation	Related RQ
Language learning	Enhanced language learning	[Perceptions of improved vocabulary] (4)	16%	S15) <i>Sí, vocabulari.</i> <b>[Yes, vocabulary.]</b>	RQ1
		[Perceptions of improved speaking] (1)	4%	S7) <i>Sí, hem fet molts speaking també.</i> <b>[We've done lots of speaking too.]</b>	RQ4
		[Perceptions of improved writing] (1)	4%	S19: <i>Jo crec que del writing, doncs l'any passat no en fèiem tant.</i> <b>[I think writing, I mean last year we didn't do as much.]</b>	RQ5

Table 61 Research questions 1-5 qualitative data (CG)

On the other hand, within the CG, Table 62 shows that three codes were identified related to the theme “no enhanced language learning”, and refer to those instances in which students explicitly expressed negative perceptions regarding their language learning. With regards to speaking, it worth noting that two students in the CG also expressed a need for more speaking.

Control group					
Variable	Theme	Initial coding Atlas.ti (# of quotations)	% of participants	Example quotation	
Language learning	No enhanced language learning	[Perceptions of not having improved] (3)	12%	S13) <i>No, més o menys fem el mateix.</i> <b>[No, we more or less do the same.]</b>	
		[Perceptions of not having improved language skills] (1)	4%	S22) <i>No, jo no gens.</i> <b>[No, in my case not at all.]</b>	
		[Perceptions of not having progressed] (2)	8%	S5) <i>Jo penso que tampoc hi ha res tan rellevant que haguem fet nou.</i> <b>[I don't there's anything really relevant that we've done that's new.]</b>	
	Suggestions for enhanced language learning	[Lack of speaking] (2)	8%	S12) <i>Sí, fem writing, speaking poc.</i> <b>[Yes, we practise writing, speaking not so much.]</b>	

Table 62 Research questions 1-5 complementary qualitative data (CG)

### 6.1.3. Research Questions 1-5 – Overall Discussion

Considering the intra-group comparisons detailed above, and as shown in Table 63, the difference in average marks was significant in the TG for vocabulary and grammar as well as listening, speaking and writing skills. Referring specifically to speaking, significant change could be observed in pronunciation and global achievement. In the case of the CG, a significant change could be observed in the case of listening skills.

With regards to the intergroup comparisons, the difference in the change between the pre-test and post-test was only significantly higher in the TG than in the CG when it came to writing skills.

	Intra-group significant change		Intergroup significant change
	TG	CG	
Grammar and Vocabulary	✓	✗	✗
Reading	✗	✗	✗
Listening	✓	✓	✗
Speaking	✗	✗	✗
<i>Grammar and vocabulary</i>	✗	✗	✗
<i>Pronunciation</i>	✓	✗	✗
<i>Interactive communication</i>	✗	✗	✗
<i>Global achievement</i>	✓	✗	✓
Writing	✓	✗	✓

Table 63 Research questions 1-5 quantitative results summary

Interestingly, many students in the TG were unable to complete the pre-writing tests (by answering the question incorrectly, or not reaching the required minimum length, or simply, not writing anything) whereas the same students completed the writing task in the post-test. Here, we can suggest that participation in the translation-based didactic proposal fostered practice and confidence in writing (Figure 77-78).

Hi Alex! I think I <sup>can</sup> go with your house at half past eight because I have to go to my grandmother's house first. I would like to see "Sr y Ore Smith". I like chocolate!

Figure 77 Student's example language test writing pre-test

Hi Alex.  
mmm.... I think, a really good film, if you want of course, is 'Million Dollar Baby'. My cousin told me the best week that this is incredible, because it's a girl that she wants to do her dream. And another option is, "Dardo la rota 2", because we have seen the first one, if we will see that, we can see how continue the history. What do you think of that?  
I think I will come at half past seven. Are you OK?  
And... about food, I would like to eat, pop corn and chocolate.

Figure 78 Student's example language test writing post-test

The quantitative data described in this section allow us to conclude that the intergroup results only corroborate hypothesis 1 in the case of writing skills, but not in the case of the other three language skills nor in the case of grammar and vocabulary. With regards to research questions 1-5, the results provided a negative answer for research question 1, research question 2, research question 3 and research question 4, and an affirmative answer for research question 5. It is, however, important to point out that, in no case did attrition take place, as students results improved in between the pre-test and post-tests for all skills as well as grammar and vocabulary.

Furthermore, it is also noteworthy the fact that the perceptions of students in the TG, obtained from the qualitative data presented above (Table 59 and Table 60), confirm that learning took place, especially with regards to vocabulary acquisition. Students in the TG were more conscious of having learnt than those in the CG, which can be perceived as positive (Table 59 and 61). With regards to more negative perceptions, it is true that some students in the TG expressed a need for more speaking (Table 60). However, the same need was expressed by students in the CG group who were not working with translation (Table 62).

## **6.2. Development of Plurilingual Competence**

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The hypothesis related to the development of students' plurilingual competence was the following:

**H1** The implementation of IPA-based classroom practices can prove advantageous to participating students' plurilingual competence.

The research question linked to hypothesis 2, was the following:

**RQ6** By making plurilingual classroom practices visible and informed, through the incorporation of translation as TOLC, will participating students' plurilingual competence be developed?

The instruments designed to answer this research question and attempt to corroborate hypothesis 2 were the teacher's diary (TD), SSI and TG students' work.

In order to identify whether participation in the plurilingual-based classroom practices could have an effect on students' plurilingual competence, we look at the entries in the teachers' diary as well as examples from the semi-structured interviews. The findings from these two instruments are presented below in relation to the indicators for PC (PCI) based on the CEFRL (Council of Europe, 2001, 2018) as detailed in section 5.5.7:

**PCI1** Students draw connections and identify differences between the languages in their linguistic repertoire

**PCI2** Students identify potential translation problems

**PCI3** Students are able to apply translation strategies to overcome problems (e.g. false friends, idioms).

**PCI4** Students make effective use of resources (dictionaries and/or online tools)



The TDs and SSIs were transcribed and, using Atlas.ti (version 1.5.4) an analysis was carried out. From the transcriptions, codes were identified. Eight codes were identified in relation to the indicators. (Figure 79).

◇ Awareness of different options and restrictions when translating	16
◇ Drawing on other languages for reading	1
◇ Good use of translation tools	6
◇ Identifying differences and similarities between languages	27
◇ Problem spotting	13
◇ Putting into practice language knowledge in an authentic way	10
◇ Using dictionary to overcome translation problems	5
◇ Using translation strategies to overcome problems	11

Figure 79 Codes identified for Research Question 6

The codes were then categorised and three themes were formed. The codes, the themes they pertain to and the indicator on PC based on the CEFRL (Council of Europe, 2001, 2018) they are connected to are detailed in Table 64.

Codes	Theme	PCI based on CEFRL (Council of Europe, 2001, 2018)
Drawing on other languages for reading	Connections between languages	1. Students draw connections and identify differences between the languages in their linguistic repertoire
Identifying differences and similarities between languages		
Problem spotting	Problem spotting and solving	2. Students identify potential translation problems
Awareness of different options and restrictions when translating	Problem spotting and solving	3. Students are able to apply translation strategies to overcome problems (e.g. false friends, idioms).
Putting into practice language knowledge in an authentic way		
Using translation strategies to overcome problems		
Using dictionary to overcome problems.	Resources	4. Students make effective use of resources (dictionaries and/or online tools)

Table 64 Codes, themes and PC indicators

In the following pages, we present the result for each indicator, detailing the theme and code linked to said indicator, as well as providing examples from the teachers' diary and semi-



structured interviews. These data are supported by complementary data obtained from examples of students' work.

### 6.2.1. Plurilingual Competence – Indicator 1

PCI1 refers to students' ability to make connections between languages and identify the resemblances and distinctions between the languages being used.

#### **6.2.1.1. Plurilingual Competence Indicator 1 – Teacher's Diary and Semi-Structured Interview Results and Discussion**

With regards to PCI1, as detailed in Table 65, two codes were identified [Drawing on other languages for reading] and [Identifying differences and similarities between languages] pertaining to the theme *connections between languages*. In carrying out the IPA-based classroom activities, students were engaging in conversations about language and discussing the AL language as well as their own languages. In the activities proposed for the TG, students were in contact with Catalan, Spanish and English and thus, it would seem, resulted in students in the TG not only translating the texts but, actively looking for similarities and commenting on the differences they observed between the languages in question.

Treatment group					
PCI1: Students draw connections and identify differences between the languages in their linguistic repertoire					
Variable	Theme	Code	Examples	Instru- ment	
Plurilingual competence	Connections between languages	[Identifying differences and similarities between languages]	S16: How is it that in Catalan “ <i>disfressar-se</i> ” and “ <i>disfressa</i> ” are similar and in Spanish too, “ <i>disfrazarse</i> ” and “ <i>disfraz</i> ” but in English they are really different, “dress up” and “costume”?	TD	
			S15: Us too ‘ <i>vaig vessar el cafè</i> ’ S4: ‘ <i>Es va caure</i> ’ we put ‘ <i>es va caure el cafè</i> ’ T1: Any other ideas? S24: I think it’s more ‘ <i>caure</i> ’ than ‘ <i>vessar</i> ’ because ‘ <i>vessar</i> ’ is that a little bit of coffee spilled and looking at the video it was a lot of coffee T2: And if we remember that this happened today? <i>Avui</i> S15: ‘ <i>Vaig vessar el cafè avui</i> ’ ah no ‘ <i>he vessat el cafè avui</i> ’ yes S4: Yes, we can’t say ‘ <i>vaig vessar</i> ’ right? It sounds terrible S2: But it’s the past simple in English. So it’s different to our past. <sup>40</sup>	TD	
			S17: “ <i>T’han dit</i> ” would be “you’ve been told” S15: But it’s the class so it’s ‘ <i>vosaltres</i> ’ I think S25: But it’s the same in English, right, it’s “you” S12: “ <i>Us han dit</i> ” <sup>41</sup>	TD	
			S15: “ <i>Li puc preguntar una cosa?</i> ” <i>va dir el mariner</i> . What is “ <i>li</i> ”? “ <i>Li</i> ” is him or her in the dictionary, but then it puts “you” in the questions, is that right? T: Because “ <i>li</i> ” is polite, is it not? S15: Ah, yes, it is “ <i>vostè</i> ” and you don’t have “ <i>vostè</i> ” <sup>42</sup>	TD	

<sup>40</sup> Here the students debate over the best translation for the word “spill”. They toy with the word for “drop” before choosing, what they consider to be, a more appropriate word. They also discuss what verb tense to be used, given that the past simple in Catalan cannot be used to talk about something that has happened that same day.

<sup>41</sup> In this case, students discuss how to translate the pronoun “you” into Catalan where the pronoun changes depending on if the subject is singular or plural.

<sup>42</sup> In this case, students discuss how to translate the Catalan formal pronoun *li* into English, where no formal pronoun exists.

Treatment group				
PCI1: Students draw connections and identify differences between the languages in their linguistic repertoire				
Variable	Theme	Code	Examples	Instru- ment
			<p>T: <i>Però buscàveu com semblances entre...</i>  S7: <i>Semblances? Sí</i>  T: <i>I feu això cada vegada més?</i>  S17: <i>Lo de buscar, sí, és que és més, saps que això és igual que això, o això s'assembla, i així com que te'n recordes millor</i>  S7: <i>Ho relaciones</i>  S15: <i>I hi ha paraules aquestes de, no sé com “facility”, que tu les escoltes i dius, facilitar.</i>  <b>[T: But you looked for similarities between...</b>  <b>S7: Similarities? Yes.</b>  <b>T: And do you do that more and more?</b>  <b>S17: Looking for them, yes, you see it’s more, that is the same as that, or that looks like that, and then you remember it better.</b>  <b>S7: You connect it.</b>  <b>S15: And there are words like, I don’t know, “facility”, that you hear and you say, “facilitar”.]</b></p>	SSI4
		[Drawing on other languages for reading]	<p>T: <i>Hi ha coses que us han servit, que has vist en anglès, o has vist la connexió, i has pensat, això sembla al meu idioma?</i>  S21: <i>Sí, també.</i>  Tots: <i>Sí.</i>  S13: <i>En el reading.</i>  <b>[T: Are there things that have helped you, that you have seen in English, or you have seen the connection and thought, that looks like my language?</b>  <b>S21: Yes, also.</b>  <b>All: Yes.</b>  <b>S13: For reading.]</b></p>	SSI 2

Table 65 PCI1 results (TG)

If we consider the data collected from the CG, by means of the SSI, students claimed to look for similarities and differences between languages. However, what must be noted was that it was deemed a negative practice, as they focused primarily on the concept of interference as opposed to interdependence (Table 66). This suggests that establishing connections between languages is something that they are discouraged from doing in the AL class.

Control group				
Students draw connections and identify differences between the languages in their linguistic repertoire				
Variable	Theme	Code	Examples	Instrument
Plurilingual competence	Connections between languages	[Identifying differences and similarities between languages]	<i>T: Busqueu coses semblants, o la diferència?</i> <i>S6: Sí, això sempre.</i> <i>T: Ho feu molt?</i> <i>S8: Bastant, no ho hauríem de fer, però ho fem molt.</i> <b>[T: Do you look for similarities and differences?</b> <b>S6: Yes, always.</b> <b>T: Do you do it a lot?</b> <b>S8: Quite a lot, we shouldn't but we do.</b>	SSI 3
			<i>S10: No, perquè “after”, això és el problema en castellà i català, perquè “after” sona més com a abans, i és després, i “before” és més després, però és abans, i no m’ajuda.</i> <b>[S10: No because “after” is a problem in Spanish and Catalan because “after” sounds more like “abans” and it means “després” and before is more “després” but it is “abans” and it doesn’t help me.]</b>	SSI 1
		[Drawing on other languages for reading]	<i>S13: Si no entenc una paraula, jo em lleigeixo el contingut i més o menys la relaciono amb el català.</i> <b>[S13: If I don’t understand a word, I read it in the context and I more or less make the connection to Catalan.]</b>	SSI 4

Table 66 PCII results (CG)

### 6.2.1.2. Plurilingual Competence Indicator 1 – Students’ Work and Discussion

With regards to the TG students’ work, students were able to draw on their own language to make meaning of the text in the AL. With regards to the first activity carried out on the very first day, students resorted mainly to literal translations, translating word for word.

In the first example below (Figure 80), students use the past simple tense in English, despite the fact that the text was referring to ‘today’, meaning that present simple would not be a possible option in Catalan.

Source text ***This morning I got up and got ready quickly because I had to get a lot of stuff done.***

Students work Aquest matí vaig acompanyar-me i <sup>m' preparat</sup> vaig vestir ràpid

Figure 80 PCI1 example from TG students' work

The second example shows the same semantic errors (Figure 81). Furthermore, the student has translated the phrasal verb ‘go out’ literally as *sortir fora* (which would back translate as ‘go out outside’). In Catalan, the word *sortir* already implies the act of exiting a place and therefore the word *fora*, literally ‘outside’ is not required.

Source text ***And then I went out to get some oil from the hardware store***

Students work vaig sortir fora per <sup>agafar</sup> ~~comprar~~ un oli de la ferreteria

Figure 81 PCI1 example from TG students' work 2

By the time students were working on the second didactic sequence, participation in IPA-based activities, rather than jump head first into translating texts, time was taken to reflect and identify similarities and differences between the languages in question. In the examples below (Figure 82-83), the group underlines those words that are similar in English and Catalan or Spanish, e.g. history = *història*, champion = *campió*.

**Harry:** Every great wizard in history has started out as nothing more than what we are now. If they can do it, why not us?

**Hermione:** It's sort of exciting isn't it?

Figure 82 PCI1 example from TG students' work 3

**Ron:** You're fraternizing with the enemy. The enemy?!

**Prof. Dumbledore:** Hogwarts has been chosen to host a legendary event, The Triwizard Tournament! And now the champion selection! Victor Krum! Fleur Delacour! Cedric Diggory!

Figure 83 PCI1 example from TG students' work 4

Here, TG students showed they were capable of identifying words English in the texts that they considered similar to words in Catalan and Spanish and that could potentially aid them in their understanding of the texts as a whole.

## 6.2.2. Plurilingual Competence – Indicator 2

PCI2 makes reference to students' ability to successfully identify potential translation problems, looking out for problematic language, such as false friends or idiomatic expressions.

### 6.2.2.1. Plurilingual Competence Indicator 2 – Teacher's Diary and Semi-Structured Interview Results and Discussion

With regards to PCI2, as detailed in Table 67, one code was identified [Problem spotting] pertaining to the theme *problem spotting and solving*. As students worked with the texts, they seemed to become more and more aware of the fact that not everything in Catalan has a direct translation into English or vice-versa. Students began to spot potential problems, for example set phrases or cultural elements. Rather than translate these words or phrases literally, students acquired the habit of looking for a solution, be it by consulting the teacher or a classmate, or by resorting to translation tools.

Treatment group				
Students identify potential translation problems				
Variable	Theme	Code	Examples	Instrument
Plurilingual competence	Problem spotting and solving	[Problem spotting]	S15: How do you say “ <i>masia</i> <sup>43</sup> ” in English, is there a word?	TD
			S15: “ <i>No em sentia com cereals</i> ” - I didn’t feel like cereal <sup>44</sup>	TD
			S11: We don’t have to describe everything, do we? I mean, a tourist knows what a burger is. S3: No, just the things we cannot translate, right? S11: Like “ <i>paella</i> ” or “ <i>fideuà</i> ” or “ <i>calçots</i> ” <sup>45</sup>	TD
			S8: “ <i>Van fugir comes ajudeu-me</i> ”. That is a set phrase, is it not? S18: I’ve never heard of it though. S16: I’ll look for one in English.	TD
			T: <i>Clar, és que per vosaltres això és molt normal, però després si ho has de traduir, trobàveu problemes per trobar una equivalència a l’anglès, per exemple calçotada, o així?</i> S9: <i>Sí.</i> S18: <i>Algunes paraules.</i> S20: <i>Típiques catalanes.</i> <b>[T: Of course, for you it’s something very normal but later, if you have to translate it, you have problems finding an equivalent in English, for example “calçotada” or things like that?</b> S9: <b>Yes.</b> S18: <b>For some words.</b> S20: <b>Typical Catalan words.]</b>	SSI 1
			S12: <i>Bueno no, a lo millor en el meu grup ens va toca fer la Castanyera, i la Castanyera és una paraula que existeix aquí, però en anglès no existeix aquesta paraula, i llavors és perquè allà potser no hi ha d’això.</i> <b>[S12: Well no, in my group we were doing the “Castanyera” and the “Castanyera” is a word that exists here but doesn’t exist in English and maybe that’s because they don’t have the “Castanyera” there.]</b>	

Table 67 PCI2 results (TG)

<sup>43</sup> A typical Catalan country house.

<sup>44</sup> The student literally translated “not feel like” as a sentimental feeling, before realising that it could not be correct.

<sup>45</sup> Here the students had identified typical Catalan/Spanish food that does not have a direct translation in English.

### 6.2.2.2. Plurilingual Competence Indicator 2 – Students' Work and Discussion

Again, with regards to the TG students' work, examples can be seen of students actively identifying possible translation problems. In the first two examples below (Figure 84-85), we can see colloquial terms, i.e. insults, as well as specific terminology from the Harry Potter series, i.e. seeker or mudblood.

**Ron:** Bloody birds a menace.

**Narrator:** The education in the magical arts continues.

**Prof. Lockhart:** Pixies! Laugh if you want Mr. Finnegan, see what you make of them.

**Narrator:** Old rivalries grow stronger.

**Oliver:** Slytherin's got a new seeker.

Figure 84 PCI2 example from TG students' work

**Prof. Trelawney:** You must look beyond!

**Malfoy:** Filthy little mudblood!

**Hermione:** Foul, loathsome, evil little cockroach! That felt good.

Figure 85 PCI2 example from TG students' work 2

In this third example (Figure 86), we can see the use of colloquial expressions i.e. at X o'clock to indicate the position of someone or something, as well as the words with more than one meaning, i.e. swear.

**Afro head:** Little old lady at twelve o' clock! Three, two, yes!

**Bus driver:** Serious Black has escaped from Azkaban Prison. He's a murderer.

**Prof. McGonagall:** Serious Black is the reason the Potters are dead. And now he wants to finish what he started.

**Ron's dad:** I want you to swear to me you won't go looking for Black.

Figure 86 PCI2 example from TG students' work 3



Here, TG students showed they were capable of identifying words or phrases in English that they felt could potentially cause problems for them when translating, encouraging them to go beyond literal translations and, therefore, provide a more appropriate translation.

### 6.2.3. Plurilingual Competence – Indicator 3

This leads us to PCI3, also related to problem solving. As mentioned in the previous paragraph, by working with IPA-based classroom practices, increasingly questioned aspects of the language rather than settle for a literal translation. In order to overcome these translation problems, students resorted to different strategies. Students drew on their previous linguistic knowledge, concepts they had studied in previous years, for example. Elsewhere students, showed a consciousness of the different options and obstacles that can arise when trying to translate.

#### 6.2.3.1. Plurilingual Competence Indicator 3 – Teacher’s Diary and Semi-Structured Interview Results and Discussion

In the case of PCI3, as detailed in Table 68, three codes were identified [Awareness of different options and restrictions when translating], [Using translation strategies to overcome problems] and [Putting into practice language knowledge in an authentic way] pertaining to the theme *problem spotting and solving*. From the data collected, we could observe that students were becoming more and more aware of the options available to them while translating and of the different strategies that they could use in order to tackle potential translation problems.

Treatment group				
Students are able to apply translation strategies to overcome problems (e.g. false friends, idioms).				
Variable	Theme	Code	Examples	Instrument
Plurilingual competence	Problem spotting and solving	[Awareness of different options and restrictions when translating]	S17: ‘ <i>Somriure d’orella a orella</i> ’ it’s like a set phrase, right? T: Yes, it’s an idiom. S17: I’m thinking that maybe it’s an idiom in English too. T: Look it up in the dictionary. S17: “Grin or smile from ear to ear” is to look very very happy. I like grin best.	TD
		[Using translation strategies to overcome problems]	S4: I’m doing a tapas menu and everything is cuttlefish or squid, <i>chocos, calamars, sepia, chipiróns</i> <sup>46</sup> T: But they are all different in Spanish S4: So, I would need to describe them maybe, like <i>calamares</i> circles of squid or something	TD
		[Putting into practice language knowledge in an authentic way]	S1: Can you say a rice? T: No, it’s uncountable S1: Ah yeah, we did that last year. So, it’s like some rice or T: Or just rice in this case	TD
			S15: <i>Per exemple, el que hem fet amb tu aquí, al barrejar, doncs jo ho he posat en pràctica, però realment així és com més aprens.</i> <b>[S15: For example, what we’ve done with you here is a mixture, so, I’ve put things into practise, but really that’s how you learn more.]</b>	SSI4

Table 68 PCI3 results (TG)

With regards to the CG, based on data obtained semi-structured interview, one students showed an awareness of how to approach a problematic translation (Table 69). Another student claimed to look for connections between the AL and their L1 when carrying out reading activities. An important conclusion that can be drawn, therefore, is that these practices come naturally to students, but are not always developed in the AL classroom.

<sup>46</sup> These dishes all come from a similar fish (squid or cuttlefish) but the way they are prepared is different.

Control group				
Students are able to apply translation strategies to overcome problems (e.g. false friends, idioms).				
Variable	Theme	Code	Examples	Instrument
Plurilingual competence	Problem spotting and solving	[Using translation strategies to overcome problems]	S12: <i>Si ho hagués d'explicar a algú. Doncs, ho buscaria al diccionari o ho explicaria amb les meves paraules perquè ho entengués.</i> [S12: <b>If I had to explain it to somebody. Well, I'd look it up in the dictionary or explain it in my own words so that they understood.</b> ]	SSI 4

Table 69 PCI3 results (CG)

### 6.2.3.2. Plurilingual Competence Indicator 3 – Students' Work and Discussion

With regards to the TG students' work, it can be observed that they were trying to execute translation strategies in order to overcome translation difficulties. The examples below (Figures 87-89), taken from the menu designs in which students came across many problematic concepts to translate, students applied different strategies. In the first two examples, students chose to keep the Catalan word and offer a description of the product in brackets afterwards.

**Appetizers**    Pà amb tomaquet  
(bread with tomato and cold meats)

**Starter**    Spaghetti carbonara

**Main course**    Tuna with rice and vegetables

**Dessert**    Crema Catalana  
(type of *Crème Caramel*)

Figure 87 PCI3 example from TG students' work

**First Plate**  
 Bolognese Macaroni  
 Chicken Soup  
*Arròs a la Cubana* (tomato with rice and egg)  
 Rice with vegetables and chicken

**Second Plate**  
 Chicken in sauce  
*Botifarra* (Catalan sausage) with chips or tomato  
 Steak with chips or tomato  
 Meatball in sauce with chips or tomato

**Dessert**  
 Lemon Pudding  
*Arròs amb llet* (Rice Pudding)  
 Apple Cake  
*Crema Catalana* (custard or|creme caramel)

Figure 88 PCI3 example from TG students' work 2

In the next example, however, the student chose to translate the food products literally.

\*Appetizer:

- Salted prawns.....	12€
- Baby octopus .....	7€
-Chips with spicy sauce .....	4€
-Olives .....	2€
-Shells.....	4.50€
Mussel.....	6€
-Baby cuttlefish .....	4€

Figure 89 PCI3 example from TG students' work 3

Elsewhere, students were becoming more and more aware of the different options available when translating, rather than accepting the first or literal translation as the correct one. In the first example (Figure 90), the group conjugated the verb based on the subject ‘you’ being translated as the Catalan informal *tu*. However, re-reading the sentence and picking up on the fact that the sentence began “Dear Mr. Potter” they changed their original translation of ‘you’ as *tu*, opting instead for the more formal, more fitting option, *vostè*.

formal Harry: Dear Mr. Potter, we are pleased to inform you that you have been accepted to Hogwarts School of Witchcraft and Wizardry. <sup>si us plau?/contents una cosa que no pots explicar?</sup>  
 Prof. McGonagall: In a few moments you will pass through these doors and join your <sup>Estimat Senyor Potter, estem contents per informar-te que heu estat acceptat a Hogwarts</sup>

Figure 90 PCI3 example from TG students' work 4

In the next two examples (Figure 91-92), the group toy with the different options available to them when translating words with more than one meaning. In the first example, consider the different possibilities to translate the word ‘clever’, before settling on *brillant*.

Hermione: I'm going to bed before either of you come up with another clever idea to get us killed, or worse, expelled. <sup>Enten això Harry perquè és molt important. No tots els magis són bons. Veig a dormir abans qualsevol de vosaltres veniu a pensar amb en una altra idea intel·ligent brillant per perquè ens matin o pitjor expulsin</sup>  
 Ron: She needs to sort out her priorities. <sup>de dolor</sup>

Figure 91 PCI3 example from TG students' work 5

Furthermore, for the exclamation ‘Wicked!’ they consider the different ways that they would express the same emotion, choosing the option *mola!*

Ron: Do you really have that scar? Wicked! <sup>exactament on pensades que</sup>  
 Prof. Snape: Mr. Potter, our new celebrity. <sup>Guai! Mola!</sup>  
 Prof. Dumbledore: First years should note that the dark forest is strictly forbidden, that no <sup>to</sup>

Figure 92 PCI3 example from TG students' work 6

Here, the TG students show their ability to try different options and not settle for either literal translations, or even the first option they have come across in order to propose an appropriate translation.

#### 6.2.4. Plurilingual Competence – Indicator 4

PCI4 refers to the students’ ability to make use of resources, for example, bilingual dictionaries or online translation tools in order to tackle potentially problematic translations.

### 6.2.4.1. Plurilingual Competence Indicator 4 – Teacher’s Diary and Semi-Structured Interview Results and Discussion

As seen in Table 70, two codes were identified for Indicator 4, [Good use of translation tools] and [Using dictionary to overcome translation problems]. Under these codes, it was observed that students’ approach to using dictionaries, but especially, online tools had changed for the better, as they were using them in a more effective use. Students seemed to resort to the bilingual dictionaries and not settle for the first entry, instead widening their options and taking into account the options available to them.

Treatment group				
Students make effective use of resources (dictionaries and/or online tools)				
Variable	Theme	Code	Examples	Instrument
Plurilingual competence	Resources	[Good use of translation tools]	S4: <i>Com per exemple, el Google Traductor, que tu fiques una paraula i potser t’acaba traduint en una altra paraula que no té sentit.</i> [S4: <b>For example, Google Translate, you put a word in and maybe it ends up translating it as another word that doesn’t make sense.</b> ]	SSI I
			S1: <i>“Run away” i “flee” volen dir el mateix, oi?</i> [S1: <b>“Run away” and “flee” mean the same thing, right?</b> ] T: Yes, why? S1: I find, found <i>“run away”</i> and <i>“flee”</i> al, in the dictionary and to not repeat. I can use the two, no?	TD
		[Using dictionary to overcome translation problems]	You wanted to go to the ball with me? S14: Is ball <sup>47</sup> not <i>‘pilota’</i> ? T: Look it up S14: Ball is <i>“pilota,” “balón” “bola” “baile”</i> ah so <i>“baile”</i>	TD

Table 70 PCI4 results (TG)

### 6.2.4.2. Plurilingual Competence Indicator 4 – Students’ Work and Discussion

With regards to the TG students’ work, building on the third example found in Table 70, Figure 93 shows that the students made use of a bilingual dictionary to find an alternative meaning for a word they were already very familiar with, i.e. ball. Knowing their usual understanding of

<sup>47</sup> This example is elaborated on in section 6.2.4.2.

this word (i.e. football, or basketball) was not a possibility given the context, they considered other options that would prove more fitting to the text.

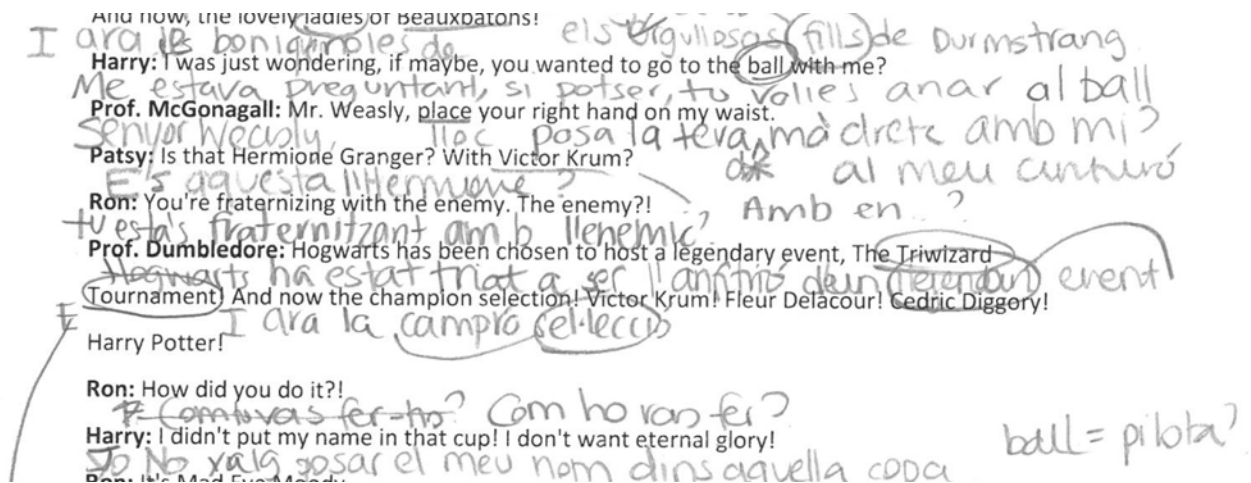


Figure 93 PCI4 example from TG students' work

Once again, students originally identify a word they are familiar with, in this case, the word 'please'. However, in this case, seeing that the translation of 'please' that they were familiar with was not possible, they look for other options to make sense of the text (Figure 94).

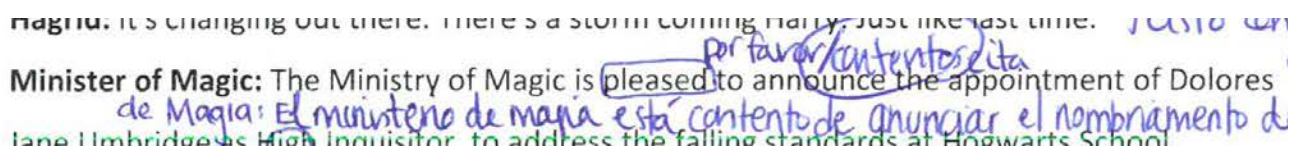


Figure 94 PCI4 example from TG students' work 2

### 6.2.5. Research Question 6 – Overall Discussion

Bearing in mind our definition of plurilingual competence (section 2.1.) as well as the indicators based on the CEFRL (Council of Europe, 2001, 2018), we can argue that the data collected during and after the implementation of our IPA-based activities show that such activities had a positive effect on students' regarding plurilingual competence.

As seen above, the IPA-based activities proposed for the TG encouraged students to carry out practices such as noticing or problem spotting and solving. As well as this, students were seen to be questioning language, managing different aspects of language as well as discussing possible translations, the options available as well as justifying their choices. Opportunities also



arose for students to find connections between the languages in question, actively seeking out similarities and differences between the different languages being used. Students were obliged to consult translation tools, such as online translators or bilingual dictionaries, meaning that they were forced to go beyond superficial, literal translations and look for other options that most fitted the needs of the text in question.

The contributions collected from students in the SSIs carried out with the CG were interesting as they allowed us to see that practices associated with plurilingual competence, namely, looking for similarities and differences or looking for ways to take on tricky translations, come naturally to plurilingual individuals. However, if they are not encouraged, or indeed actively discouraged from carrying out such strategies, students will regard them as negative practices. This does not mean that they will cease to implement them, but the results may not be effective. In this sense, taking all of the above into consideration, the data we collected from the three instruments discussed, seem to corroborate hypotheses 2 and, thus, provide an affirmative answer to research question 6.

### 6.3. Use of Translation in the Additional Language Classroom

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The hypotheses related to use of translation were the following:

- H3** The use of IPA-based classroom practices in a collaborative environment could affect participating students' perceptions on the use of translation in the AL class.
- H4** The use of IPA-based classroom practices in a collaborative environment could affect participating students' performance regarding the use of translation in the AL class.

The research question slinked to hypothesis 3 and 4 respectively were the following:

- RQ7** Will participating students' perceptions towards the use of translation in ALL be affected by the implementation of plurilingual classroom practices in an informed way?
- RQ8** Will working on IPA-based classroom practices, affect when and how students use translation in the AL class?



The instruments designed to measure students' perceptions on the use of translation in the AL class, answer research question 7 and attempt to corroborate hypothesis 3 were the following: the use of translation in the AL class (UOT) questionnaire and the SSIs.

The instruments designed to measure students' performance regarding their use of translation in the AL class, answer research question 8 and attempt to corroborate hypothesis 4 were the following: the UOT class questionnaire, TD, researcher's diary (RD) and SSI.

The UOT questionnaire provided quantitative and qualitative data and served to answer research question 7 and research question 8. The answers were collected and introduced following a Likert scale where very much = 4; often = 3; rarely = 2 and never = 1. A t-test was carried out on the data for each of the items in order to see whether the variances between the pre-questionnaire and the post-questionnaire could be considered significant. The t-test was applied intra-group and then intergroup to calculate whether the difference in answers within each group between both questionnaires could also be considered statistically relevant. If the value of  $p$  was equal or less than 0.05, we could reject the null hypothesis and conclude that a significant difference does exist. That is to say, that  $p < 0.05$  and any differences above or equal to 0.05 cannot be considered statistically relevant.

### 6.3.1. Research Question 7 – Quantitative Results and Discussion

**RQ7** Will participating students' perceptions towards the use of translation in ALL be affected by the implementation of plurilingual classroom practices in an informed way?

Questions 4 and 5 from the UOT questionnaire served to answer research question 7 in that they dealt with students' perceptions towards the use of translation in the AL classroom. Question 4 asked students to provide their opinion on twelve statements related to the use of translation in the AL classroom. A t-test was carried out intra-group to measure whether the change in students' opinion between the pre UOT questionnaire and post UOT questionnaire could be considered statistically significant (Table 71). In the intra-group comparison, no significant change was recorded in the CG for any items. However, in the TG, those items that produced a statistically significant change in opinion were:

Q4.1 The use of translation contributes to language learning (0.03)

Q4.4 The use of translation creates a relaxed atmosphere in the English classroom (0.003)

Q4.11 The use of translation helps to improve knowledge of the culture English-speaking communities (0.002)

Q4. To what extent do you agree with the following statements?		TG		CG	
		Mean	t-test p value	Mean	t-test p value
Q4.1 The use of translation contributes to language learning	PRE	3.2	<b>0.03</b>	3.2	0.83
	POST	3.6		3.24	
Q4.2 The use of translation contributes to interaction among peers	PRE	2.72	0.44	2.64	0.54
	POST	2.88		2.76	
Q4.3 The use of translation contributes to interaction with the teacher	PRE	2.88	0.29	2.84	0.83
	POST	3.12		2.88	
Q4.4 The use of translation creates a relaxed atmosphere in the English class	PRE	2.6	<b>0.003</b>	2.8	0.26
	POST	3.24		2.56	
Q4.5 The use of translation contributes to reading	PRE	3.24	0.48	3.28	0.36
	POST	3.4		3.12	
Q4.6 The use of translation contributes to listening	PRE	3	0.16	3.08	0.33
	POST	3.28		2.88	
Q4.7 The use of translation contributes to writing	PRE	3.12	0.06	3.28	0.29
	POST	3.52		3.08	
Q4.8 The use of translation contributes to speaking	PRE	3.04	0.12	3.08	0.59
	POST	3.36		2.96	
Q4.9 The use of translation helps to distinguish similarities between languages	PRE	2.92	0.19	3.08	0.72
	POST	3.24		3	
Q4.10 The use of translation helps to distinguish differences between languages	PRE	3	0.06	2.96	0.1
	POST	3.44		3.28	
Q4.11 The use of translation helps to improve knowledge of English-speaking communities	PRE	2.56	<b>0.002</b>	2.92	0.2
	POST	3.28		2.64	
Q4.12 The use of translation helps to improve knowledge of one's own culture	PRE	2.44	0.14	2.72	0.07
	POST	2.8		2.32	

Table 71 UOT questionnaire Q4 intra-group comparison

A second t-test was run to identify whether the difference between the TG and the CG in the average change between the pre UOT questionnaire and post UOT questionnaire could be considered significant. The change in average scores could be considered significantly different in nine items, as shown in Table 72. First of all, the three items that showed significant changes in the TG in the intra-group analysis also showed a significant difference in change when the intergroup analysis was carried out. That is to say, the contribution of translation to language learning (0.004), to creating a relaxed atmosphere in the English class (<.001), and to improving knowledge of English-speaking communities (<.001).

Items	Average change in scores between pre and post UOT questionnaire		t-test <i>p</i> value
	TG	CG	
<b>Q4.1. The use of translation contributes to language learning</b>	0.36	0.04	<b>0.004</b>
Q4.2. The use of translation contributes to interaction among peers	0.16	0.12	0.66
Q4.3. The use of translation contributes to interaction with the teacher	0.24	0.04	0.08
<b>Q4.4. The use of translation creates a relaxed atmosphere in the English class</b>	0.64	-0.2	<b>&lt; .001</b>
<b>Q4.5. The use of translation contributes to reading</b>	0.16	-0.2	<b>0.004</b>
<b>Q4.6. The use of translation contributes to listening</b>	0.28	-0.2	<b>&lt; .001</b>
<b>Q4.7. The use of translation contributes to writing</b>	0.4	-0.2	<b>&lt; .001</b>
<b>Q4.8. The use of translation contributes to speaking</b>	0.32	-0.1	<b>0.001</b>
<b>Q4.9. The use of translation helps to distinguish similarities between languages</b>	0.32	-0.1	<b>0.002</b>
Q4.10. The use of translation helps to distinguish differences between languages	0.44	0.32	0.39
<b>Q4.11. The use of translation helps to improve knowledge of the culture of English-speaking communities</b>	0.72	-0.3	<b>&lt; .001</b>
<b>Q4.12. The use of translation helps to improve knowledge of one's own culture</b>	0.36	-0.4	<b>&lt; .001</b>

Table 72 UOT questionnaire Q4 intergroup comparison

Furthermore, the intergroup analysis showed significant difference in the change not only regarding translation's contribution to language learning as a whole, but also translation's

contribution to specific aspects of language learning, namely the four skills, reading (0.004), listening (<.001), writing (<.001), and speaking (0.001). A significant change was also observed regarding translation's contribution to distinguishing similarities between languages (0.002). In addition to contributing to knowledge of the culture of English-speaking communities, a significant change was observed regarding translation's contribution to improving knowledge of one's own culture (<.001).

Question 5 asked students to answer whether they would like to do more translation in their English classes. Given that, in this case, the variables were categorical, a Chi-squared test was used to establish whether differences within the groups could be considered statistically significant. The results, presented in Table 73, showed that significant change in the TG (0.002), as more students expressed a desire to carry out translation-based classroom practices in the post UOT questionnaire than in the pre UOT questionnaire. On the other hand, no significant change was observed in the CG (0.089) and students showed less desire to carry out translation-based classroom practices in the post UOT questionnaire than in the pre UOT questionnaire.

Group	UOT questionnaire	Yes	No	Chi-square <i>p</i> value
TG	Pre	12 (48%)	13 (52%)	<b>0.002</b>
	Post	22 (88%)	3 (12%)	
CG	PRE	16 (64%)	9 (36%)	0.089
	POST	10 (40%)	15 (60%)	

Table 73 UOT questionnaire Q5 intra-group comparison

Following this, we ran a second Chi-square test to measure differences in the answers provided by both groups in the pre-questionnaire and again in the post UOT questionnaire. The results, presented in Table 74, showed that in the pre UOT questionnaire the difference between the TG and CG answers could not be considered significant. On the other hand, with regards to the post-questionnaire, significant change was observed (<.001).

Questionnaire	Group	Yes	No	Chi-square <i>p</i> value
PRE	TG	12 (48%)	13 (52%)	0.254
	CG	16 (64%)	9 (36%)	
POST	TG	22 (88%)	3 (12%)	<b>&lt;.001</b>
	CG	10 (40%)	15 (60%)	

Table 74 UOT questionnaire Q5 intergroup comparison

From the results presented in Table 73 and Table 74, we see that in both analysis, intra-group and intergroup, significant changes could be observed. In the intra-group analysis, the change was observed in the TG, but not for the CG. On the one hand, the change in opinion between the pre UOT questionnaire and the post UOT questionnaire was significant in the TG and not in the CG. Also, the results obtained from the post UOT questionnaire, that is to say the questionnaire carried out after having worked on translation-based classroom practices showed significant differences. This suggests that not only did working on translation-based classroom practices have an effect on the TG's opinion on translation, but that this effect was very positive given the greater desire to work on translation-based classroom practices expressed by the TG.

### 6.3.2. Research Question 7 – Qualitative Results and Discussion

The second part of question 5 was open and asked students to explain why they would or would not like to do more translation activities in the English class. These qualitative answers were analysed using Atlas.ti (version 1.5.4) and following the phases of thematic analysis. Codes were identified and following this, these codes were grouped to form themes.

Codes were identified and classified as to whether they represented a positive or negative perceptions towards the use of translation. These codes were then categorized into themes.

Perception	Theme	Code
Positive	Contribution to ALL	[Helpful for communication]
		[Helpful for learning English]
		[Helpful for learning vocabulary]
		[Helpful for listening]
		[Helpful for reading]
		[Helpful for speaking]
		[Helpful for understanding English]
	Contribution to AL learning experience	[Allows for reflection]
		[Awareness of own development]
		[Opportunity to compare languages]
	Contribution to class atmosphere	[Enjoyable]
		[Feeling secure]
	Cultural issues	[Helpful for accessing other cultures]
		[Opportunity to compare cultures]
Negative	Prioritizing other aspects of language	[Prioritizing vocabulary]
		[Prioritizing other skills]
	Prioritising AL only approach	[Prioritizing AL use]
		[Translation interfering with AL progression]
	Questioning necessity	[Questioning usefulness]
		[Questioning need]
	Understanding of translation	[Collaborative work not part of translation]
		[Vocabulary not associated with translation]
		[Speaking not associated with translation]
		[Reading not associated with translation]
		[Translation for understanding]
Quantity of translation	[No need for more translation]	

Table 75 UOT questionnaire Q5 themes and codes

In Tables 76 and Table 77, we present the theme linked to codes as well as the number of quotations connected to this code from both groups in the pre UOT questionnaire and post UOT questionnaire. Examples are provided from each of the questionnaires. Finally, we have

included contributions extracted from the semi-structured interviews that corroborate the data from the UOT questionnaire.

Table 76 and Table 77 present examples from the TG, the former including examples of positive perceptions and the latter including negative perceptions. We can see from Table 76, that the number of affirmative perceptions increased between the pre UOT questionnaire and the post UOT questionnaire. Furthermore, there were no codes identified from the pre UOT questionnaire that were no longer observed in the post UOT questionnaire. That is to say, if translation was deemed useful for a particular reason in the pre UOT questionnaire, it was also considered useful for the same reason in the post UOT questionnaire. On the contrary, more codes were identified in the post UOT questionnaire. The following codes were identified in the post UOT questionnaire, but not in the pre UOT questionnaire: [Helpful for communication], [Helpful for reading], [Allows for reflection], [Awareness of own development], [Opportunity to compare languages], [Enjoyable], [Feeling secure], [Helpful for accessing other cultures] and [Opportunity to compare cultures]. This allows us to conclude that by participating in translation-based classroom practices, students can become aware of the different advantages that working with translation can entail. Furthermore, the positive perceptions went beyond language learning and aspects such as their learning experience, the classroom atmosphere as well as culture issues emerged.

With regards to the negative perceptions, far fewer examples were collected and only three codes were identified. Moreover, the opposite occurred regarding the disappearance of codes between the pre UOT questionnaire and the post UOT questionnaire. In the pre UOT questionnaire, the codes [Prioritizing AL use] and [Questioning usefulness] were identified. However, they were not present in the post UOT questionnaire. With regards to the third code, [Satisfied with current amount], it was observed in both the pre UOT questionnaire and the post UOT questionnaire. In the case of the post UOT questionnaire, although the student had not expressed a need to carry out more translation-based classroom practices, their reason why suggests that they would not be averse to carrying out the same amount of translation-based classroom practices as they had done during the study:

S5: *Així ja està bé*

**[S5: It's fine as it is.]**

Affirmative perception (TG)							
Variable	Theme	Code	Pre #	Example	Post #	Example	Example from SSI
Use of translation in the AL class (perception)	Contribution to ALL	[Helpful for communication]			2	S17: <i>Per aprendre a saber altres paraules que no sé per tal de poder comunicar-me amb altres persones.</i> [To learn other words that I don't know and be able to communicate with other people]	S10. <i>Perquè et pots comunicar millor.</i> [Because you can communicate better]
		[Helpful for learning English]	3	S25: <i>Per saber-hi més anglès</i> [To know more English]	8	S3: <i>Perquè aprendria molt més l'anglès i tindria més vocabulari.</i> [Because I would learn much more English and I would have more vocabulary]	S2: <i>Jo crec que aprens més i també va bé trencar una rutina i no estar sempre a classe escoltant el que diu el professor, perquè a vegades tu no entens res si no li dius que no entens res, però si tu vas traduint les coses i vas fent tu el projecte, sí que vas millorant i ho entens millor.</i> [I think that you learn more and also it is good to break the routine and not always be in class listening to what the teacher says because sometimes you don't understand anything if you don't say that you don't understand anything, but if you translate things and you do the project yourself you improve and you have a better understanding]
		[Helpful for learning vocabulary]	2	S18: <i>Crec que estaria bé per ampliar el vocabulari</i>	8	S10: <i>Perquè ajuda molt a aprendre paraules noves</i> [Because it really helps when learning new words]	S25: <i>La traducció ens ajuda per paraules que no sabem que volen dir</i> [Translation helps us with words that we don't know the meaning of]



**Affirmative perception (TG)**

Variable	Theme	Code	Pre #	Example	Post #	Example	Example from SSI
				[I think it would be good to broaden our vocabulary.]			
		[Helpful listening] for	1	S19: <i>Per entendre millor el que s'està dient, fent o escoltant</i> [To have a better understanding what is being said, done or heard.]	1	S7: <i>Potser amb l'ús de la traducció podriem entendre millor el que llegim, el que ens diuen i el que diem</i> [Maybe with the use translation we could have a better understanding of what we read, what people say to use and what we say.]	
		[Helpful reading] for			2	S24: <i>Per poder comprendre millor l'anglès i sobretot, també per poder a l'hora de parlar-los saber el que estic llegint o dient</i> [To have a better understanding of English, especially, when using it to know what I am reading or saying.]	S15: <i>Aquí és com un text, el reading, llavors alhora de traduir entens molt més i alhora de posar en pràctica això, doncs va bé</i> [Here it's like a text, a reading, so as you translate you understand more and at the same time you put it into practice, so it works.]
		[Helpful speaking] for	1	S5: <i>Per entendre millor: parlar.</i> [To have a better	3	S15: <i>D'una manera et fa parlar-lo.</i> [One way or another it makes you speak.]	

Affirmative perception (TG)							
Variable	Theme	Code	Pre #	Example	Post #	Example	Example from SSI
				<b>understanding: speak.]</b>			
		[Helpful for understanding English]	5	S13: <i>Sí, per poder entendre millor les classes d'anglès.</i> <b>[Yes, to have a better understand of the English classes.]</b>	4	S22: <i>Perquè penso que ens pot ajudar a entendre millor l'anglès.</i> <b>[Because I think that it can help us have a better understanding of English.]</b>	S10. <i>Perquè et pots comunicar millor, i entens millor i costa menys.</i> <b>[Because you can communicate better and you have a better understanding and it's less difficult.]</b>
<b>Contribution to ALL experience</b>		[Allows for reflection]			2	S15: <i>Crec que ajuda a obrir-te més, ja que a l'hora que tradueixes i preguntes.</i> <b>[I think it helps to open you up more, because you translate and ask.]</b>	
		[Awareness of own development]			1	S14: <i>És molt útil i progresses el teu desenvolupament.</i> <b>[It's really useful and you advance your development.]</b>	
		[Opportunity to compare languages]			1	S2: <i>Perquè ajuda bastant i per comprovar similituds i curiositats de les llengües.</i> <b>[Because it's quite helpful for checking similarities and</b>	S2: <i>Sí, jo sí, per exemple, quan estic llegint o llegeixo anglès en la meva subconsciència ho estic traduint tot al català.</i> <b>[Yes, me, yes, for example when I am reading or read English in my</b>

Affirmative perception (TG)							
Variable	Theme	Code	Pre #	Example	Post #	Example	Example from SSI
						peculiarities between languages.]	subconscious I am translating everything to Catalan.]
Contribution to class atmosphere		[Enjoyable]			1	S16: <i>El que hem fet ha sigut entretingut i divertit.</i> [What we have done has been entertaining and fun.]	
		[Feeling secure]			3	S19: <i>A mi anglès em costa i amb les traduccions crec que em resultaria més fàcil aprendre.</i> [I find English difficult and I think that translating make it easier for me to learn.]	
Cultural issues		[Helpful for accessing other cultures]			1	S2: <i>Perquè ajuda bastant i per comprovar similituds i curiositats de les llengües i les cultures.</i> [Because it's quite helpful for checking similarities and peculiarities between languages and cultures.]	S8: <i>Bueno i dels altres cultures també, com lo de Mèxic, del Catrina.</i> [Well and other cultures too, like what we did about Mexico and <i>La Catrina</i> .]
		[Opportunity to compare cultures]			1	S1: <i>Així m'ajudaria a conèixer a més gent d'altres localitats estrangeres.</i> [It would help me to meet more people from different places.]	S12: <i>Bueno no, a lo millor en el meu grup ens va tocar fer la Castanyera i la Castanyera és una paraula que existeix aquí, però en anglès no existeix aquesta paraula, i llavors és perquè allà potser no hi ha d'això.</i>

Affirmative perception (TG)							
Variable	Theme	Code	Pre #	Example	Post #	Example	Example from SSI
							[S12: Well no, in my group we were doing the <i>Castanyera</i> and the <i>Castanyera</i> is a word that exists here but in this word doesn't exist in English, so maybe that's because they don't have the <i>Castanyera</i> there.]

Table 76 UOT questionnaire Q5 qualitative data affirmative perceptions (TG)

Negative perception (TG)							
Variable	Theme	Code	Pre #	Example	Post #	Example	Example from SSI
Use of translation in the AL class (perception)	Prioritising AL only approach	[Prioritizing AL use]	3	S10: <i>Perquè si parles en anglès, podries aprendre millor que no parlant català.</i> [Because if you speak English you can learn more than speaking in Catalan.]			
	Quantity of translation	[Satisfied with current amount]	3	S1: <i>Crec que amb les que fem ja en tenim prou.</i> [I think that with the ones we do, it's enough.]	3	S5: <i>Així ja està bé.</i> [It's fine as it is.]	
	Questioning necessity	[Questioning usefulness]	2	S16: <i>No sé si és molt útil per aprendre bé l'anglès.</i> [I don't know if it's really useful for learning English well.]			

Table 77 UOT questionnaire Q5 qualitative data negative perceptions (TG)

Table 78 and Table 79 present examples from the CG, the former including examples of positive perceptions and the latter including negative perceptions. We can see from Table 78, that the number of affirmative perceptions decreased between the pre UOT questionnaire and the post UOT questionnaire. Furthermore, three new codes were observed in the pre UOT questionnaire but were no longer present in the post UOT questionnaire contributions, namely, [Helpful for speaking], [Opportunity to compare languages] and [Feeling secure]. On the other hand, one code, [Enjoyable], emerged between the pre UOT questionnaire and post UOT questionnaire.

With regards to the negative perceptions, more examples were collected. Seven codes emerged between the pre UOT questionnaire and the post UOT questionnaire: [Prioritizing learning vocabulary], [Prioritizing other skills], [Collaborative work not part of translation], [Reading not associated with translation], [Speaking not associated with translation], [Translation to ensure comprehension] and [Vocabulary not associated with translation]. Examples from the post UOT linked to these codes showed that students in the CG considered translation as a separate activity that could not incorporate the other skills they considered more important:

*S23: M'aniria millor fer més speaking i no traduir tant*

**[I would rather do more speaking and not translate so much.]**

Affirmative perception (CG)							
Variable	Theme	Code	Pre. #	Example	Post #	Example	Example from SSI
Use of translation in the AL class (perception)	Contribution to ALL experience	[Helpful for learning English]	7	S5: <i>Perquè així s'aprèn més.</i> [Because that way you learn more.]	6	S6: <i>Ja que així aconseguiríem un domini més ampli de l'anglès.</i> [Because that way we would achieve a broader command of English.]	
		[Helpful for learning vocabulary]	4	S9: <i>Per aprendre més paraules d'anglès.</i> [To learn more words in English.]	1	S15: <i>Així ens ajudaria a comprendre millor algunes paraules que no entenguéssim.</i> [That way it would help us to understand some words that we don't understand better.]	
		[Helpful for speaking]	1	S6: <i>Perquè traduint s'aprèn molt i va molt bé perquè així parles l'anglès amb més fluïdesa.</i> [Because by translating you learn a lot and it works because that way you speak English more fluently.]			
		[Helpful for understanding English]	5	S1: <i>Per entendre millor l'anglès.</i>	2	S14: <i>Perquè jo crec que sense la traducció, no entendríem ni podríem fer</i>	

Affirmative perception (CG)							
Variable	Theme	Code	Pre. #	Example	Post #	Example	Example from SSI
				[To understand English better.]		<i>servir la mitad d'expressions que fem servir.</i> [Because I think that without translation we wouldn't understand or be able to use half of the expressions that we use.]	
		[Opportunity to compare languages]	1	S15: <i>Per a poder conèixer i aconseguir distingir l'una a l'altra.</i> [To be able to know and distinguish one from the other.]			
	Contribution to class atmosphere	[Enjoyable]			1	S14: <i>I també perquè passes una bona estona.</i> [And you have a good time, too.]	
		[Feeling secure]	1	S21: <i>Perquè és fàcil.</i> [Because it's easy.]			

Table 78 UOT questionnaire Q5 qualitative data affirmative perceptions (CG)



Negative perception (CG)							
Variable	Theme	Code	Pre #	Example	Post #	Example	Example from SSI
Use of translation in the AL class (perception)	Prioritising AL only approach	[Prioritizing AL use]	2	S14: <i>S'ha de parlar més anglès.</i> [We should speak more English.]	3	S12: <i>Vull parlar durant tota la classe en anglès.</i> [I want to speak in English all the time in the class.]	S8: <i>Jo crec que totalment en anglès és millor perquè aprens més, perquè t'has de concentrar molt més en només en anglès. Poses el xip en anglès i aprens més.</i> [I think that it's better always in English because you learn more because you have to concentrate a lot more when it's only in English. You set your brain to English and you learn more.]
		[Translation interfering with AL progression]	1	S12: <i>Perquè si tradueixes sempre pensaràs en traduir i ha de sortir sol.</i> [Because if you translate you'll always think about the translation and it has to come naturally.]	2	S5: <i>Perquè m'agrada parlar l'idioma sense necessitat d'estar traduïnt.</i> [Because I want to speak the language without having to translate.]	S10: <i>No, perquè "after" això és el problema en castellà i català, perquè "after" sona més com a abans, i és després, i "before" és més després, però és abans, i no m'ajuda.</i> [S10: No because "after" is a problem in Spanish and Catalan because "after" sounds more like "abans" and it means "després" and before is more "després" but it is "abans" and it doesn't help me.]
	Prioritizing other aspects of language	[Prioritizing learning vocabulary]			4	S10: <i>No, m'agradaria fer més classes on aprenem noves paraules.</i> [No, I'd like to do more classes where we learn new words.]	

Negative perception (CG)							
Variable	Theme	Code	Pre #	Example	Post #	Example	Example from SSI
		[Prioritizing other skills]			1	S4: <i>Prefereixo aprendre altres coses com vocabulary o speaking o reading.</i> [I prefer to learn other things like vocabulary, speaking or reading.]	
	Quantity of translation	[No need for more translation]	1	S7: <i>No perquè amb les que ens fem ja ens va bé.</i> [No because what we do now is already enough.]	1	S24: <i>Perquè crec que ja fem bastanta traducció</i> [Because I think that we do enough translation.]	
	Questioning necessity	[Questioning usefulness]	1	S16: <i>No sé si és útil.</i> [I don't know if it's useful.]	3	S22: <i>Perquè traduïnt no s'aprenen els idioms.</i> [Because translation isn't the way to learn languages.]	
		[Questioning need]	1	S22: <i>Perquè no cal per aprendre anglès.</i> [Because it's not necessary for learning English.]	3	S5: <i>Perquè m'agrada parlar l'idioma sense necessitat d'estar traduïnt si no saps algu en anglès no crec que sigui necessari traduir.</i> [Because I like speaking the language without having to translate if you don't know something in English you explain it in English I don't think translation is necessary.]	S12: <i>Depèn, hi ha coses que sí que va bé que les tradueix, però hi ha coses que penso que no cal.</i> [It depends, there are things that are translation is helpful for, but there are also things that I think translation is not necessary for.]

Negative perception (CG)

Variable	Theme	Code	Pre #	Example	Post #	Example	Example from SSI
Understanding of translation		[Collaborative work not part of translation]			1	S24: <i>M'agradaria més treballar en grup i això que no traduir més.</i> <b>[I'd prefer to do more group work than do more translation.]</b>	S10: <i>Bé, és que l'any passat nosaltres, amb la professora que teníem, parlàvem bastant en català a la classe. Però també fèiem treballs en grups. I aquest any estem fent bastants treballs individuals, però tot en anglès i no tant en grup.</i> <b>[Well, last year we, with the teacher that we had, spoke a lot of Catalan in class. But we also did group work. This year, we are doing quite a lot of individuals tasks, but everything is in English, and not so much in groups.]</b>
		[Reading not associated with translation]			1	S4: <i>Prefereixo aprendre altres coses com vocabulary o speaking o reading.</i> <b>[I prefer to learn other things like vocabulary, speaking or reading.]</b>	
		[Speaking not associated with translation]			2	S23: <i>M'aniria millor fer més speaking i no traduir tant.</i> <b>[I'd prefer to do more speaking and not translate so much.]</b>	S13: <i>Hauríem de parlar més perquè tu quan parles l'anglès no et fixes si ho fas bé, si poses bé les paraules.</i> <b>[We should speak more because when you speak English you don't fixate on if you're doing it well, or if you use the right words.]</b>

Negative perception (CG)							
Variable	Theme	Code	Pre #	Example	Post #	Example	Example from SSI
		[Translation to ensure comprehension]			1	S25: <i>M'agradaria buscar els dubtes per el nostre compte en comptes de que la professora ens digués tot traduït.</i> [I'd like it if we worked out our doubts on our own rather than the teacher giving us everything translated.]	S14: <i>Sí, però és clar, també utilitzar també el català o el castellà va bé per aprendre, perquè si des d'un principi et diuen tot en anglès, no entens res.</i> [Yes, but it's true, using Catalan and Spanish is helpful for learning, because if they only talk to you in English from the beginning, you don't understand anything.]
		[Vocabulary not associated with translation]			4	S17: <i>Més que de traducció de vocabulary.</i> [I'd prefer vocabulary to translation.]	

Table 79 UOT questionnaire Q5 qualitative data negative perception (CG)

### 6.3.3. Research Question 7 – Overall Discussion

Taking into account the quantitative data collected, as detailed above, three items showed significant change between the pre UOT questionnaire and the post UOT questionnaire taken by the TG. With regards to the CG, there was no significant change observed in any of the items. If we consider the intergroup analysis carried out, we can see significant change in nine items, as detailed in Table 80.

	Intra-group significant change		Intergroup significant change
	TG	CG	
<b>The use of translation contributes to language learning</b>	✓	✗	✓
The use of translation contributes to interaction among peers	✗	✗	✗
The use of translation contributes to interaction with the teacher	✗	✗	✗
<b>The use of translation creates a relaxed atmosphere in the English class</b>	✓	✗	✓
The use of translation contributes to reading	✗	✗	✓
The use of translation contributes to listening	✗	✗	✓
The use of translation contributes to writing	✗	✗	✓
The use of translation contributes to speaking	✗	✗	✓
The use of translation helps to distinguish similarities between languages	✗	✗	✓
The use of translation helps to distinguish differences between languages	✗	✗	✗
<b>The use of translation helps to improve knowledge of English-speaking communities</b>	✓	✗	✓
The use of translation helps to improve knowledge of one's own culture	✗	✗	✓

Table 80 Research question 7 quantitative results summary

Furthermore, a significant change could be observed regarding students desire to carry out translation classroom practices in the AL classroom. As we can see in Table 81, a significant change can be seen in the TG but not in the CG if we consider the difference between the answers collected in the pre UOT questionnaire and the post UOT questionnaire. If we take

into consideration intergroup analysis, we can conclude that a significant difference was not observed in the pre-questionnaire, but could be observed in the post questionnaire.

	Intra-group significant change		Intergroup significant change	
	TG	CG	PRE	POST
Would like to do more translation in their English classes?	✓	✗	✗	✓

Table 81 UOT questionnaire Q1 results

These quantitative results can lead us to the conclusion that participation in translation-based classroom practices can have an effect on how students perceive the use of translation in the AL classroom. If we consider the intra-group analysis in particular, students perceptions changed regarding translation’s contribution to language learning on the whole, to creating a relaxed classroom atmosphere and to improving knowledge of the culture of English-speaking communities. On the other hand, if we take into account the intergroup analysis, the number of items showing significant change increases. Students considered translation to contribute not only to language learning on the whole, but also to the different skills involved (reading, listening, writing and speaking). Moreover, students’ perception on translation’s contribution to helping distinguish similarities between languages significantly changed. Furthermore, with regards to cultural aspects, students perceived that translation could contribute not only to improving our knowledge of the culture of English-speaking communities, but also our knowledge of our own culture. Lastly, participation in translation-based classroom practices can have a positive impact on students’ desire to carry out this type of classroom practice.

With regards to the qualitative data the main themes identified regarding positive contributions of translation to the AL classroom can be linked to the items that showed significant change in the quantitative data. Therefore, we can reaffirm that participation in IPA-based classroom practices, like those carried out by students in the TG, can have a positive effect on students’ perceptions regarding the role of translation in the AL. If we contrast the qualitative data found to favour the use of translation with those contributions that were not in favour of using translation in the class, we can also conclude that participation in IPA-based classroom practices can help students have a better understanding of what translation entails.

On the one hand students from the TG considered translation to be helpful for listening, reading and speaking. On the other hand, data collected from the CG suggested that students did not associate translation with speaking or reading, but rather as a way of understanding the class. These students would choose to prioritize other aspects of language (for example, vocabulary) or skills over translation, again, reinforcing the idea that working on vocabulary and the four language skills are not associated with translation. Students from the TG also provided other advantages to working via translation including its role in allowing for reflection and inclusion within the class, as well as being an opportunity for cultural aspects to be dealt with. On the contrary, the CG presented arguments that were more in line with a monolingual approach to AL teaching and learning, making no reference to reflection, connections, inclusion or indeed cultural issues (Table 82).

Bearing all this in mind, the data we collected seem to corroborate hypothesis 3 and provide an affirmative answer to research question 7.

Qualitative Data		Quantitative Data	
Theme	Item with significant change in intergroup analysis		Item with significant change in intra-group analysis
Contribution to AL learning acquisition			The use of translation contributes to language learning
		x	The use of translation contributes to reading
		x	The use of translation contributes to listening
		x	The use of translation contributes to writing
		x	The use of translation contributes to speaking
	x	The use of translation helps to distinguish similarities between languages	
Contribution to AL learning experience			
Contribution to class atmosphere			The use of translation creates a relaxed atmosphere in the English class
Cultural issues			The use of translation helps to improve knowledge of English-speaking communities
		x	The use of translation helps to improve knowledge of one's own culture

Table 82 Research question 7 quantitative and qualitative data summary

### 6.3.4. Research Question 8 – Quantitative Results and Discussion

**RQ8** Will working on IPA-based classroom practices, affect when and how students use translation in the AL class?

Students were first asked whether they used translation in their AL class. As detailed in Table 83, a significance difference could be viewed between how students in the TG answered in the pre UOT questionnaire and post UOT questionnaire. With regards to the CG, this significant change was not observed.

		TG		CG	
		Mean	t-test <i>p</i> value	Mean	t-test <i>p</i> value
Q1. Do you use translation in your English class?	PRE	2,56	<.001	2.84	0.83
	POST	3,28		2.52	

Table 83 UOT questionnaire Q1 results

Following this, students were asked for what reason their teacher used translation in the class. The intra-group analysis showed a significant change for one item for each group. Students in the TG considered their teacher used translation more for group activities and the change in answer between the pre UOT questionnaire and the post UOT questionnaire was significant (0.02). With regards to the CG, the significant change was observed for item Q2.4. In the post UOT questionnaire students expressed that their teacher used translation to translate a word or sentence from the L1 to the AL or vice versa less so than in the pre UOT questionnaire (Table 84).



Q2: For what reasons does your teacher use translation in the English class?		TG		CG	
		Mean	t-test p value	Mean	t-test p value
Q2.1 For individual activities	PRE	2.3	0.71	2.9	0.11
	POST	2.2		2.3	
Q2.2. For group activities	PRE	2.44	<b>0.02</b>	2.6	1
	POST	3		2.6	
Q2.3. To check aspects of your learning (make sure you have understood)	PRE	2.9	0.6	3.1	0.26
	POST	2.8		2.9	
Q2.4. To translate a word or sentence from the L1 to the AL or vice versa	PRE	3.2	0.86	3.5	<b>0.01</b>
	POST	3.2		3.1	

Table 84 UOT questionnaire Q2 intra-group comparison

A second t-test was run to identify whether the difference between the TG and the CG in the average change between the pre UOT questionnaire and post UOT questionnaire could be considered significant (Table 85). The change in average scores could be considered significantly different in two of the four items, as presented in Table 2 85. In the case of Q2.4, referring to the use of translation to translate a word or sentence, the difference in the change of average was also significant (0.01), with students in the CG claiming to use translation this way less in this way post UOT questionnaire than in the pre UOT questionnaire. This result in Q2.1 and Q2.4 is in keeping with question 1 where students in the CG expressed that they were using translation in the AL class less in the post UOT questionnaire than in the pre UOT questionnaire. With regards to Q2.2, referring to the use of translation in group activities, also showed that the difference in the change of average was also significant (<0.001). This is not surprising, given that our didactic proposal was designed in order to include collaborative classroom practices. On the other hand, it is reassuring to see that this change was perceived by the students.

Items	Average change in scores Pre and Post		t-test <i>p</i> value
	TG	CG	
Q2.1 For individual activities	-0.08	-0.36	0.07
Q2.2. For group activities	0.56	0	<.001
Q2.3. To check aspects of your learning (make sure you have understood)	-0.12	-0.2	0.45
Q2.4. To translate a word or sentence from the L1 to the AL or vice versa	-0.04	-0.4	<b>0.01</b>

Table 85 UOT questionnaire Q2 intergroup comparison

Students were then asked for what reasons they used translation in the English class. A t-test was carried out intra-group to measure whether the change in students' opinion between the pre UOT questionnaire and post UOT questionnaire could be considered statistically significant. As we can see in Table 86, in the intra-group comparison a significant change was observed in the TG regarding the use of translation to make notes on the instructions and to consult a classmate. In both cases, they considered they were doing it less in the post UOT questionnaire than in the pre UOT questionnaire. In the CG, no significant change was recorded.

Furthermore, in Table 86, we can see that the mean results were between 2 (rarely) and 3 (often) for all but one item which was between 3 (often) and 4 (always) for both the TG and the CG (to understand a new aspect of English). The item with the lowest average in both groups in the pre-test was the only item to involve an informed practice, that is, consulting a bilingual dictionary. In the post-test, this item remained with the lowest average in the CG but not in the TG.

Q3: For what reasons and how do you use translation in the English class?		TG		CG	
		Mean	t-test p value	Mean	t-test p value
Q3.1. To make notes on the instructions	PRE	2.88	<b>0.02</b>	2.72	0.4
	POST	2.24		2.48	
Q3.2. To consult a classmate	PRE	2.92	<b>0.02</b>	2.48	0.9
	POST	2.32		2.52	
Q3.3. To consult the teacher	PRE	2.68	1	2.72	0.9
	POST	2.68		2.75	
Q3.4. To understand a new aspect of English	PRE	3.08	0.3	3.32	0.3
	POST	2.8		3.12	
Q3.5. To check a new aspect of written comprehension (reading)	PRE	2.88	0.6	2.88	0.8
	POST	2.72		2.84	
Q3.6. To check a new aspect of oral comprehension (listening)	PRE	2.88	0.1	2.56	0.5
	POST	2.44		2.72	
Q3.7. To check a new aspect of written expression (writing)	PRE	2.96	0.2	2.96	0.7
	POST	2.64		2.88	
Q3.8. To check a new aspect of oral expression (speaking)	PRE	2.72	0.4	2.84	0.7
	POST	2.48		2.76	
Q3.9. To look for equivalences in a bilingual dictionary	PRE	2.12	0.7	2.28	0.4
	POST	2.24		2.08	

Table 86 UOT questionnaire Q3 intra-group comparison

A second t-test was run to identify whether the difference between the TG and the CG in the average change between the pre UOT questionnaire and post UOT questionnaire could be considered significant. The change in average scores could be considered significantly different in three items, as presented in Table 87. The first item was Q3.2, and referred to the use of translation in order to consult a classmate, in this case, students in the CG claimed to be doing this more in the post UOT questionnaire than in the pre UOT questionnaire. However, students in the TG, claimed to use translation less for this purpose in the the post UOT questionnaire than in the pre UOT questionnaire. In the case of Q3.6, which referred to using translation in order to check a new aspect of oral comprehension (listening), students in the TG claimed to

use translation less for this reason in the post UOT questionnaire than in the pre UOT questionnaire. In the CG, the opposite occurred, resulting in a significant difference (<0.001). The second item was Q3.9, which referred to the use of translation in order to look for equivalences in a bilingual dictionary. Students in the TG claimed to do this more often in the post UOT questionnaire than in the pre UOT questionnaire, while the peers in the CG claimed to do this less often in the post UOT questionnaire than in the pre UOT questionnaire, resulting in a significant difference (0.03). This is, again, unsurprising as students in the TG were encouraged to make use of tools such as (online) dictionaries while carrying out the didactic proposal.

Items	Average change in scores Pre and Post		t-test <i>p</i> value
	TG	CG	
Q3.1. To make notes on the instructions	-0.48	-0.24	0.07
<b>Q3.2. To consult a classmate</b>	-0.16	0.04	<b>&lt;.001</b>
Q3.3. To consult the teacher	0	-0.08	0.7
Q3.4. To understand a new aspect of English	-0.28	-0.2	0.5
Q3.5. To check a new aspect of written comprehension (reading)	-0.1	-0.04	0.3
<b>Q3.6. To check a new aspect of oral comprehension (listening)</b>	-0.44	0.16	<b>&lt;.001</b>
Q3.7. To check a new aspect of written expression (writing)	-0.36	-0.08	0.08
Q3.8. To check a new aspect of oral expression (speaking)	-0.24	-0.08	0.2
<b>Q3.9. To look for equivalences in a bilingual dictionary</b>	0.12	-0.2	<b>0.03</b>

Table 87 UOT questionnaire Q3 intergroup comparison

### 6.3.5. Research Question 8 – Qualitative Results and Discussion

The qualitative data related to research questions 8 was collected by means of the researcher’s diary through observation and the TD during the interventions. We also used data from the SSIs. The qualitative data were analysed using Atlas.ti (version 1.5.4) and following the phases of thematic analysis. Codes were identified and following this, these codes were grouped to form themes (Table 88).

Variable	Theme	Code
Use of translation in the AL class (performance)	Cognitive uses of translation	Translating literally
		Translating new aspects only
		Translation to confirm comprehension
		Translation to ensure comprehension (written)
	Socio-affective uses of translation	Translation to organize group work tasks
		Translation to consult a classmate
		Translation to consult the teacher

Table 88 Research question 8 qualitative data (themes and codes) from TD and SSI

Table 89 shows the codes identified with examples from the instruments use for research question 8.

Code	Example	Instrument
Translating literally	Most of them [students] wrote set menus. This was the teacher's fault for not being clear between menú = set meal and menu = carta	TD Block 1, Session 3-4.
Translating new aspects only	S4: <i>Paraules o frases noves que no entenem</i> [Words or new phrases that we don't understand]	SSI1 (TG)
Translation to confirm comprehension	Students translate the word it seems to show they've understood, ensure they've understood. It seems like a natural reaction to say it out loud in Catalan or Spanish.	TD Block 1 Session 1
Translation to organize group work tasks	Some groups start by thinking of the questions in Catalan or Spanish, writing them in Spanish and Catalan and then translating them into English. Others discuss the questions in Catalan or Spanish but write them directly in English. Either way, Catalan and Spanish are used in the decision-making process.	TD Block 3
Translation to consult a classmate	Interaction between members of the groups s done most of the time in Catalan or Spanish.	TD Block 1, 2 and 3
Translation to consult the teacher	They continue addressing the two teachers in English and resorting to Catalan when they get lost	TD Block 2

Table 89 Research question 8 qualitative data (codes, examples and instruments) from TD and SSI

Many of the codes identified above did not change throughout the project, for example, [Translation to consult a classmate] or [Translation to consult the teacher]. However, with regards to the quantitative item 3.9 related to using translation to look for equivalences in a bilingual dictionary, changes could be observed.

Students initially begin by translating literally. By the second didactic sequence, extracts from the TD show that students were using bilingual dictionaries but still needed reassurance, as the extract Figure 95 shows:

Students use bilingual dictionaries and then double check doubts with the teachers.

Figure 95 Research question 8 extract from TD session 8

By the time students reached Didactic Sequence 3, they were making more use of dictionaries, but some problems were still present, as the extract Figure 96 shows:

Today we have dictionaries in the class but students don't really know how to use them. Examples of bad use:

- taking the first option
- taking a verb and not conjugating it.

when you ask them to tell you the past tense they tell you it, regular verbs, irregular verbs but when they are required to use it out of the context of a past simple grammar exercise

Figure 96 Research question 8 extract from TD session 15

By the end of Didactic Sequence 3, there had been an improvement in their use of dictionaries as the extract Figure 97 shows:

Students make use of bilingual dictionaries and when we are in the IT room, online dictionaries like wordreference.com and linguee. More and more they are not opting for the first dictionary entry, but rather finding the most appropriate word for the context.

Figure 97 Research question 8 extract from TD session 20

With regards to the data collected from the RD via class observations with the TG and CG, very little change could be observed. The lack of change in the TG could be due to the fact that, during the classes observed by the researcher, these students carried out normal AL-only classes with their usual teacher. Neither teacher involved explicit plurilingual classroom practices in their AL classes, following the Communicative Approach, and therefore students were not encouraged to partake in translation activities or tasks.

On the other hand, extracts from the RD show despite not being used as an explicit classroom practice, translation was present in the AL classroom in both the TG and the CG (Table 90).

Code	Example	Instrument
Translating for reading	Reading activity is carried out using translation. Students translate the sentences into Spanish to ensure understanding.	RD pre-project observation 1 (CG)
Translating for writing	In writing the answers to the reading comprehension exercise students tend to think of the answer in Spanish and translate it into English.	RD pre-project observation 1 (CG)
Translation to confirm comprehension	Double check they've understood the new grammar point and compare it to their own language	RD mid-project observation 2 (TG)
Translation to organize group work tasks	The group activity is done in English but communicate that isn't related to the work is in Catalan and/or Spanish.	RD mid-project observation 1 (CG)
Translation to consult a classmate	Students interact in Spanish/Catalan at all times unless quoting from the text	RD mid-project observation 1 (TG)
Translation to consult the teacher	The teacher addresses the students in English but students tend to reply or address the teacher in Catalan.	RD post-project observation 1 (TG)
Translating for listening	The teacher stops the video from time to time and recaps what has been said in Catalan. The students provide translations for specific words in the video.	RD post-project observation 2 (TG)

Table 90 Research question 8 qualitative data (codes, examples and instruments) from RD

Therefore, it can be argued, that even when teachers strive to create an AL-only classroom, translation is present. What we cannot conclude is for what reasons it is used. This is because we could not control the nature of the activity that was carried out during the class observation. That is to say, in one class we observed students carrying out a listening comprehension activity, while in another, we observed them carrying out a reading comprehension activity. Translation was used as a support in most activities, however, we cannot conclusively say it was used more for one particular reason.

### 6.3.6. Research Question 8 – Overall Discussion

As detailed above, the first significant change that we could observe in the TG, but not in the CG, was when asked if they used translation in the AL class. This result is not surprising, given that the CG continued to follow a Communicative-Approach-based syllabus. With regards to how and when students used translation, no significant change was observed in either group (Table 91).

	Intra-group significant change		Intergroup significant change
	TG	CG	
Q3.1. To make notes on the instructions	×	×	×
Q3.2. To consult a classmate	×	×	✓
Q3.3. To consult the teacher	×	×	×
Q3.4. To understand a new aspect of English	×	×	×
Q3.5. To check a new aspect of written comprehension (reading)	×	×	×
Q3.6. To check a new aspect of oral comprehension (listening)	×	×	✓
Q3.7. To check a new aspect of written expression (writing)	×	×	✓
Q3.8. To check a new aspect of oral expression (speaking)	×	×	×
Q3.9. To look for equivalences in a bilingual dictionary	×	×	✓

Table 91 Research question 8 quantitative data summary

As for the intergroup analysis, four items showed significant change, as detailed in the Table 91. With regards to item Q3.2, the qualitative data collected from Tables 89 and 90 suggest



that students did in fact use translation to consult one another. The fact that students considered they were using it less for this purpose, implies that they did not consider this to be a use of translation after having worked explicitly on translation-based classroom practices.

Taking into consideration the qualitative data collected, there were no data to back up these changes in the case of the items:

Q3.6 To check a new aspect of oral comprehension (listening)

Q3.7 To check a new aspect of written expression (writing)

The following entry found in Table 90, taken from the RD and referring to the post-project class observation of the TG, seems to support item Q3.6:

*The teacher stops the video from time to time and recaps what has been said in Catalan. The students provide translations for specific words in the video.*

However, as aforementioned, we cannot claim this to be conclusive as the nature of the tasks and activities varied greatly from observation to observation.

On the other hand, the qualitative data presented above (Figure 95, 96 and 97) support the third item that showed significant change:

Q3.9 To look for equivalences in a bilingual dictionary

What we can conclude from the qualitative data collected for research question 8 is that a slight change could be observed in students' performance regarding the use of translation. Students continued to use translation primarily in order to consult a classmate or the teacher. However, the IPA-based classroom practices allowed for students to participate in group work and make use of bilingual dictionaries and, therefore, it was observed that students made use of translation, on the one hand, in order to organize group work tasks and, on the other hand, when making use of bilingual dictionaries.

Bearing all this in mind, the data we collected seem to corroborate hypothesis 4 and provide an affirmative answer to research question 8.

## 6.4. Conclusions of the Chapter

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In this section, we have used the data collected in order to test the hypothesis identified and answer the research questions proposed for our study. We have analysed and discussed the data collected in order to test our hypothesis and provide an answer to the research questions established.

With regards to the four hypotheses, the data collected and analysed corroborate:

- ✓ **H2** The use of IPA-based classroom practices in a collaborative environment could prove beneficial to the development of participating students' plurilingual competence.
- ✓ **H3** The use of IPA-based classroom practices in a collaborative environment could affect participating students' perceptions on the use of translation in the AL class.
- ✓ **H4** The use of IPA-based classroom practices in a collaborative environment could affect participating students' performance regarding the use of translation in the AL class.

Data corroborate hypothesis 1 with regards to writing, but not in the case of grammar and vocabulary or listening, reading or speaking.

As for the research questions set for the study, the data collected and analysed provided a negative answer for research question 1, research question 2, research question 3 and research question 4, but, more promisingly, an affirmative answer in the case of research question 5, research question 6, research question 7 and research question 8.

- ✗ **RQ1** Can participating students' ALL performance in terms of the acquisition of grammar and vocabulary be enriched by working on IPA-based classroom practices?
- ✗ **RQ2** Can participating students' ALL performance in terms of the development of reading skills be enriched by working on IPA-based classroom practices?

- ✘ **RQ3** Can participating students' ALL performance in terms of the development of listening skills be enriched by working on IPA-based classroom practices?
- ✘ **RQ4** Can participating students' ALL performance in terms of the development of speaking skills be enriched by working on IPA-based classroom practices?
- ✓ **RQ5** Can participating students' ALL performance in terms of the development of writing skills be enriched by working on IPA-based classroom practices?
- ✓ **RQ6** By making plurilingual classroom practices visible and informed, through the incorporation of translation, will participating students' plurilingual competence be developed?
- ✓ **RQ7** Will participating students' perceptions towards the use of translation in ALL be affected by the implementation of IPA-based classroom practices in an informed way?
- ✓ **RQ8** Will working on IPA-based classroom practices, affect how and when students use translation in the AL class?

Qualitative data showed that students had perceptions of having learnt and improved their English. Furthermore, while the TG may not have obtained significantly better marks than the CG, it is important to emphasize that attrition did not take place.

# 7. Conclusions

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## *Presentation*

This chapter is dedicated to presenting the conclusions derived from our research and relating them to the objectives established. The chapter will take on the following structure. To begin, we will provide an overview of this thesis, focussing on the content of each chapter. Following this, we will present the conclusions related to the objectives established for our research. After this, we will the limitations that arose while carrying out the research and, finally, the future lines of research we propose.

Our study has been dedicated to identifying the role of translation in additional language (AL) teaching and learning and, from there, proposing effective ways in which it can (and should) be incorporated into AL classrooms. We carried out a literature review, from which we could obtain an overview of, on the one hand, the trajectory of translation in AL teaching and learning in Chapter 2 Part 1, and, on the other hand, the current linguistic climate in Catalonia, where our study is set in Chapter 2 Part 2.

Following this, in Chapter 3, we have presented the theoretical framework for our study, which addresses the inconsistency present in classrooms' today, where plurilingual students are being required to behave like monolinguals and their linguistic repertoires or language experience are not exploited. Ironically, this is often the case in schools where plurilingualism is, in fact, considered an educational goal. However, a paradox occurs in that, with the good intention of promoting plurilingualism and language learning, monolingual teaching practices are being promoted.

In Chapter 4, we presented our socioconstructivist pedagogical framework based on the Integrated Plurilingual Approach (IPA) and Translation for Other Learning Contexts (TOLC). Drawing on IPA and TOLC as well as other contributing approaches, namely, collaborative learning, humanistic learning and situated learning, which were able to pinpoint what we consider to be the most important aspects that ought to be taken into account when designing effective plurilingual classroom practices. To present our pedagogical framework we drew on

both Richard and Rogers (2014) three-layered framework, focussing specifically on the approach and design layers as well as the IPA five-dimensional instructional framework (IPA-5DIF). The five dimensions presented and the layers of Richard and Rogers framework are interrelated and interdependent (Table 3).

The third layer procedure, and fifth dimension *use of natural plurilingual practices to promote effective translanguaging* were addressed in Chapter 5 when we presented our IPA-based didactic proposal centred on TOLC. Here, taking into account the most important aspects – or pillars – identified in our pedagogical framework, we outlined the classroom procedures of the different activities, tasks and projects developed for our study, providing, when possible, examples of students' work who had participated in the study.

From here, in Chapter 6, we detailed the different aspects of the observational and interpretative study carried out in this research. We presented the hypothesis, research questions and objectives, the contextualisation of the study, as well as the research method adopted and the instruments designed to collect data on the three main dimensions of our study which were students'

- Students' performance in terms of ALL in terms of grammar, vocabulary and the four skills (listening, reading, speaking and writing);
- Students' performance in terms of the development of plurilingual competence;
- Students' performance and perceptions regarding the use of translation in AL classroom.

We dedicated Chapter 7 to the description and discussion of the results obtained from the range of instruments implemented. The results were presented in relation to the three dimensions of study seen above as well as the research question and organised according to the hypothesis and research questions they sought to answer. With regards to the four hypotheses, all but one (hypothesis 1) were corroborated, which was partly corroborated. With regards to the eight research questions, four were answered affirmatively (those related to hypothesis 2, hypothesis 3 and hypothesis 4) and four were answered negatively (those related to hypothesis 1).

We will now present our conclusions, relating them to the six objectives established for our study.

## 7.1. Conclusions from Objectives

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### 7.1.1. Conclusions from Objective 1

The first of our objectives was addressed in Chapter 1, our State of the Art section, where we were able to consider the role of learners' L1, specifically via translation, has had in AL teaching and learning:

- O1** Analyse the literature on the plurilingual paradigm and, specifically, on IPA and TOLC, to build a situated theoretical framework for the study.

The literature review carried out for Chapter 1 allowed us to conclude that the role of the L1 and translation in AL teaching and learning has changed considerably throughout the last century. Translation was for years common practice in classrooms as the, now infamous, Grammar Translation Method dominated AL teaching and learning. Its use could be described as focussed on form, as the types of exercises used were just that, decontextualised translations of written texts from one language to another carried out as an individual activity. As a reaction to this somewhat obsolete way of teaching, the Direct Method called for a rejection of L1-use and translation. Their argument for doing so was that language ought to be more communicative and, therefore, focus on form gave way to focus on meaning and speaking and listening were favoured above reading and writing.

Cummins' (1979b) theories helped raise awareness on the valuable resource being squandered by forcing plurilingual students to act like monolinguals. Alternating bilingual approaches became widespread, however, not in keeping with Cummins' theories, languages were still kept compartmentalised, for example, one language for one teacher or day. On the other hand, languages coexisted in methods such as the New Concurrent Method. However, such methods could only be used in classes in which students and their teacher all shared the same L1 and AL in question.

Finally, we established that social changes, brought about by immigration had and continues to have a direct effect on education and the way in which languages are taught and learnt. Classrooms are no longer monolingual or bilingual spaces but rather, home to plurilingual

individuals with their eclectic linguistic repertoires – a fact that must be addressed by teachers, schools and policy makers alike.

In conclusion, while monolingual teaching may still be favoured by hard-core communicative-approach advocates, the research in recent years by linguists, educators and even neuroscience provides valid arguments for a shift towards methods and approaches, like the IPA (Esteve and González Davies, 2016; Corcoll, 2019; Esteve et al., 2017; González Davies, 2018, 2020; Sugranyes, 2017), that explicitly seek to establish connections between the languages in students' linguistic repertoires, in a way that contributes to and supports ALL. Practices considered beneficial include those related to TOLC (and Pedagogically Based Code-switching).

### 7.1.2. Conclusions from Objectives 2-3

The second and third objectives of our study are presented together given that the road we took to address each of them was the same up until the data-collection and analysis of data stages:

- O2** Analyse the literature on the plurilingual paradigm and, specifically, on IPA and TOLC, to identify the indicators that suggest best pedagogical practices of TOLC for ALL regarding the learning of grammar, vocabulary and the four skills (listening, reading, speaking and writing).
  
- O3** Analyse the literature on the plurilingual paradigm and, specifically, on IPA and TOLC, to identify the indicators that suggest best pedagogical practices of TOLC for the development of plurilingual competence.

Having analysed the literature by carrying out a literature review, as detailed in the conclusions for objective 1, we were able to identify the ways in which translation has been incorporated into AL classroom practices as well as the advantages of using translation in the AL as presented by advocates of plurilingual teaching approaches as well as the disadvantages of its use as claimed by supporters of monolingual teaching approaches.

In the following chapter, our theoretical framework, particularly relevant to objective 3, we provided a definition on plurilingual competence. Following this, we considered the qualms expressed by teachers into using translation in the AL class, coming to the conclusion that teachers often steered clear of translation due to three main factors:

- Receiving external influences (for example, teacher training, pressure from schools),
- Questioning the pedagogical value of translation (for example, uncommunicative, time consuming)
- Doubting their own capabilities (for example, translation being considered an advanced practice).

From here, we reaffirmed the need for plurilingual education by referring to the Plurilingual Student/Monolingual Classroom (PS/MC) phenomenon (Wilson, 2011; Wilson & González Davies, 2016) which represents the current panorama in many schools in which multilingual schools with the final objective of developing students' plurilingual competence are encouraging plurilingual students to act like monolinguals, rather than actively promoting connections between languages. Here we referred to research into Dynamic Bilingualism (García, 2009b), Interdependence Hypothesis (Cummins, 1979b, 1984, 2008), Multi-competence (Cook, 1991, 2002, 2002, 2012; Cook & Wei, 2016)) and Translanguaging (García, 2009a; Canagarajah, 2011).

At that point, we introduced our pedagogical framework, in which, we considered the approach and design sections of Richard and Rogers (2014) three-layered framework as well as the dimensions presented in the IPA-DIF. To present our pedagogical framework, we set off from socioconstructivist presumptions, presenting the approaches our framework draws on, namely, collaborative language learning, humanistic learning, situated learning and, naturally, the IPA, via which we dealt with concept-based instruction, reflective action-based learning and translinguistic conceptualization. Lastly, we considered how to effectively put IPA into practice but means of incorporating TOLC-based classroom practices.

However, given the aforementioned criticisms on translation as well as the doubts expressed by teachers, we deemed it necessary to establish what aspects are key to ensuring TOLC-based classroom practices be considered effective classroom practices that contribute favourably to students' ALL. Drawing on the aforementioned approaches, we identified eight pillars as key in order to ensuring the effectiveness of TOLC-based classroom practices.



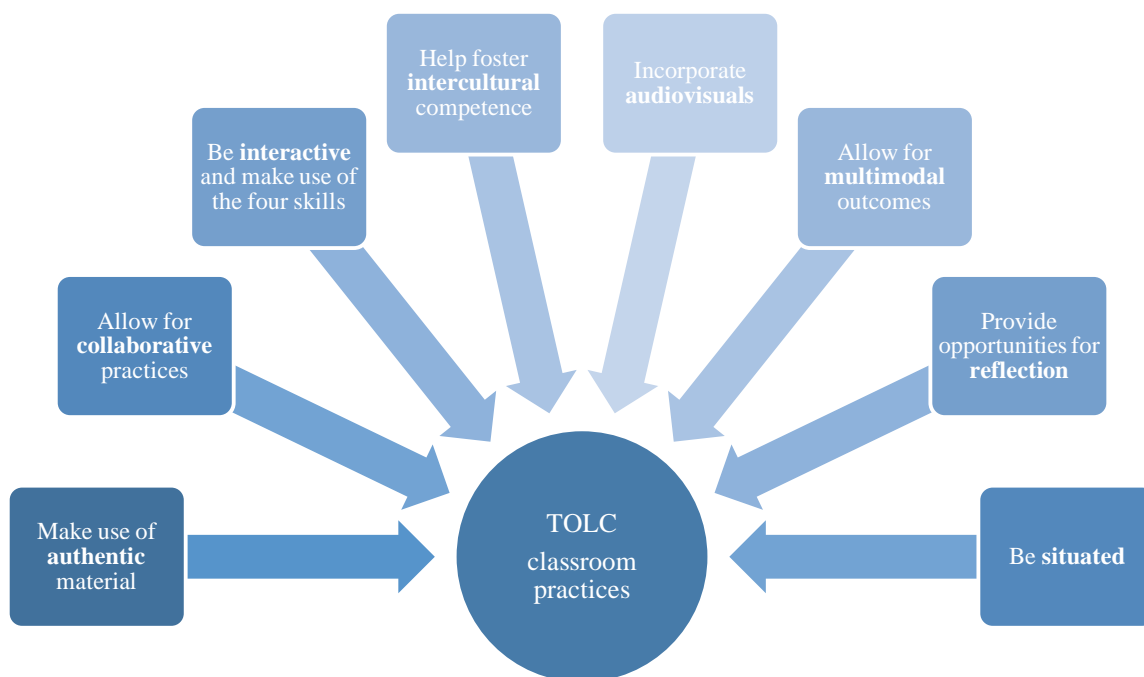


Figure 98 Important factors for developing TOLC classroom practices

Regarding the CEFRL, we found that the use of translation was considered only part of the communication mode mediation. However, taking into account the aspects detailed in Figure 98, translation via TOLC can be a useful tool for working the other three modes of communication, interaction, production and reception. Furthermore, focussing specifically on the incorporation of audiovisuals, and again referring to the CEFRL, we found that audiovisuals, was only referenced under reception. That said, given the interrelated nature of the four modes of communication, we argue that, like TOLC, audiovisuals can also be considered a useful tool for catering to all four modes of communication. This is especially so, if they are used for audiovisual translation (AVT) and, in particular, if carried out as part of TOLC (González Davies & Wilson, forthcoming).

Using the eight pillars as a foundation, we designed the IPA-based didactic proposal, detailed in Chapter 5. To measure the effectiveness of our IPA-based didactic proposal, research instruments were designed and implemented in order to obtain data. As detailed in Chapter 6, instruments to measure both quantitative and qualitative data were designed. In the case of SO3, language tests were selected to measure grammar and vocabulary as well as the four language skills. The quantitative data obtained from this instrument was complemented with qualitative data provided by the semi-structure interviews. As for objective 3, drawing on the CEFRL (Council of Europe, 2001, 2018), indicators were established in order to measure

plurilingual competence. This was done so qualitatively, by means of the teacher's diary (TD) and semi-structured interviews (SSI).

With regards to objective 2 (that is to say, students' ALL), the results collected and discussed in Chapter 7 show that, while a significant change between the treatment group (TG) and control group (CG) involved in the study was only observed in the case of writing, qualitative data showed us that students had perceived that learning had took place. This was especially the case regarding the learning of vocabulary.

In the case of objective 3, the qualitative data obtained in order to answer the research questions linked to this objective was collected during (via the TD) and after (SSIs) the implementation of the IPA-based didactic proposal. Indicators to measure plurilingual competence were established, drawing from the CEFRL (Council of Europe, 2001, 2018), and the results showed positive contributions regarding the use of IPA-based classroom practices on students in the TG's development of plurilingual competence.

Here we also observed that students in the CG were naturally carrying out plurilingual strategies, for example, making connections between the AL and their L1. However, not only were they unaware of the potential of these strategies or carrying them out in an informed way, they actually considered them to be bad practices.

Bearing all this in mind, we can conclude that by following the premises of IPA and TOLC, and by taking into account the eight pillars established, plurilingual classroom practices can prove effective in terms of AL acquisition and plurilingual competence. Furthermore, we have seen the role that TOLC can play in allowing natural or native translators to progress towards becoming expert translators.

### 7.1.3. Conclusions from Objective 4

The fourth objective set for our study was the following:

- O4** Observe, suggest and implement informed pedagogical practices and ALL activities related to IPA, in particular TOLC.

In Chapter 4, we elaborated an IPA-based didactic proposal, related to TOLC practices. The didactic proposal, based on socioconstructivist assumptions, consisted of three didactic sequences. The order in which the didactic sequences were carried out was key as didactic sequence 1, Translation Skills and Strategies, introduced students to some of the skills and strategies they would have to employ in the following two didactic sequences. Within each of the didactic sequences, the activities and tasks were sequenced in a way so that students began with more simple classroom practices before building up to more complex ones. A wide range of activities, tasks and projects were designed and led to multimodal outcomes. Students were given the opportunity to experiment with images, audio and video and were introduced to AVT practices such as dubbing and subtitling.

This didactic proposal was implemented during the academic course 2014-2015, as detailed in Chapter 5 and the results were collected in order to draw conclusions as to the effect of participation in our didactic proposal had on students' ALL, plurilingual competence as well as their perceptions and performance regarding the use of translation in the AL classroom.

#### 7.1.4. Conclusions from Objective 5

The fifth objective set for our study dealt with students' use of translation in the AL regarding students' performance:

- O5** Identify how (in what ways) and when (for what reasons) students use translation in the AL learning process.

From the quantitative and qualitative instruments designed and presented in Chapter 5, we attempted to identify how and when students were using translation in their AL classroom. The first conclusion we can draw is that translation is present in the AL classroom, regardless of whether the teacher promotes it or not. However, the way in which it is present can determine whether students become expert (or even professional) translators or whether they continue functioning as native or natural translators.

Translation is used for communication between the students or when addressing the teacher in both groups. Nonetheless, the nature of the exchanges between them, student-student or teacher-

student, is distinct when the classroom practices being carried out involve IPA practices such as translation. Referring back to a quote from Duff (1989, p. 14, see this document p. 134) “the questions the translator usually solves are questions worth discussing with others”. This could be observed (via the TD) as students engaged in conversations with one another and their teacher on languages, discussing the similarities and differences between them, in a way that was not explicit in the observations of classes that were not explicitly promoting plurilingual practices.

Another conclusion related to objective 5 is that, while the act of translating may come naturally to students, how successfully it is carried out will depend on the nature of the class. If students are not encouraged to make use of tools such as bilingual dictionaries, their need for and use of such tools will not diminish. However, there will be shortcomings in their ability and confidence in using them.

By following the IPA and incorporating classroom practices related to TOLC, students can benefit from translation, not as a last resort in order to ensure comprehension, but as a valuable tool for communication and mediation.

#### 7.1.5. Conclusions from Objective 6

Objective 6 took into consideration students’ perceptions regarding the use of translation in the AL classroom:

- O6** Identify students’ perceptions towards the use of translation in the AL classroom and the effect that IPA-based classroom practices may have on this perception.

In order to address this objective, we relied on quantitative and qualitative data obtained from the use of translation in the AL class (UOT) questionnaire and the SSIs. Qualitative and quantitative data coincided on three main points:

- The use of translation can contribute positively to ALL
- The use of translation can contribute positively to the atmosphere in the classroom atmosphere
- The use of translation can contribute positively to issues related to culture.

Further conclusions related to objective 6 were that students' perceptions of what translation entails can also be affected by participating in plurilingual classroom practices in that participating students from the TG found:

- The use of translation was helpful for practices such as listening, reading and speaking
- The use of translation allowed for the classroom to have an inclusive environment
- The use of translation allowed for reflection

On the other hand, students from the CG still considered translation to be a tool for checking comprehension rather than fostering any of the language skills. The students from the CG prioritised other aspects of language over carrying out translation classroom practices, showing a limited understanding as to what translation in the AL classroom entails.

When perceived as a tool only used for checking comprehension, students can be made to feel that they are taking the easy way out. If we refer back to the exchange presented in Table 66, we can see that the student in question, S8, expressed that looking for connections between the AL and their L1 was something that ought not to be done:

*T: Busqueu coses semblants, o la diferència?*

*S6: Sí, això sempre.*

*T: Ho feu molt?*

*S8: Bastant, no ho hauríem de fer, però ho fem molt.*

**[T: Do you look for similarities and differences?**

**S6: Yes, always.**

**T: Do you do it a lot?**

**S8: Quite a lot, we shouldn't but we do.]**

A further conclusion related to objective 6 is that by adopting the IPA and elaborating classroom practices related to TOLC, following the eight pillars identified in section 3.5.2, as opposed to being considered merely a tool to aid comprehension, translation's potential as a resource for communication and mediation could be perceived by students.

## **7.2. Limitations**

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In this section, we outline the obstacles faced during the development of the study, namely during the periods of data collection and implementation of the project. We have identified three main aspects that proved challenging (1) logistic factors, (2) involvement of teachers and head teachers and (3) working with teenagers.

### **7.2.1. Logistic factors**

In line with real life research, specifically applied to research in schools, the fact that the researcher was working alone on the data collecting along with the organisation of the school meant that, at times, data collecting was problematic. As detailed in the Study section, when it came to the AL class, students were assigned according to their level. On the one hand, this proved advantageous to us as we were able to ensure that our Treatment Group and Control Group were similar regarding their AL level, the fact that both were heterogeneous, the time of the day they studied English, and so forth. On the other hand, the fact that the groups formed for the AL class was distinct to all the other subjects, meant that we could only carry out interventions during the three hours assigned to English. If one of these days happened to be a holiday or coincide with a school trip, we “lost” a day. Furthermore, during the distribution of the tests and questionnaires, the researcher had to be quite literally in two places at once. While not impossible, it was challenging at times, as the class teachers were hesitant to resolve the students’ doubts in case they had an adverse effect on the study.

Another factor that posed problematic had to do with the resources available at the school. Our didactic proposal was based heavily on the use of ICT, and while the school had two computer suits at its disposal, we were not always able to book these rooms. Furthermore, certain software, which was necessary, was not always available on the computers, but given that the researcher was not a member of the teaching staff at the school, information about what software was or was not available was not always readily available to her.

### **7.2.2. Working with teenagers**

A final area where we observed room for improvement had to do with the students’ reluctance to express themselves. Students were very participative in class and seemed to thrive on

working in groups on their projects. However, when it came to carrying out the semi-structured interviews, we observed a certain degree of adversity to provide anything more than a one word answer. This was particularly the case in the CG.

Foreseeing that this could be problematic, we had already taken some precautionary measures, for example:

- We had avoided carrying out the interviews during their 8am class, taking into account that they may not be particularly receptive at that time.
- With regards to one student with a speech impediment, a smaller, more intimate focus group was created in which this student would feel comfortable expressing themselves.

Nonetheless, despite these measures, some focus groups were not very communicative at all, and they had to be coaxed or provided with examples in order to answer the questions posed by the researcher. The students in the TG were familiar with the researcher by this stage and had developed a positive relationship with her, something that their class teacher commented on in their interview:

*Penso que tu també has connectat bé amb ells.*

**[I also think you have connected well with them.]**

Therefore, perhaps we have to put their lack of communication down to their age and the consequent feelings of embarrassment that come with adolescence. In the CG, the fact that they had not had the same weekly contact with the researcher as those from the Treatment Group appeared to add to these feelings of embarrassment.

### 7.2.3. School involvement

This leads us to the second point of improvement: the teachers. Initially, the study was to be carried out with one TG and two CG. However, after collecting the pre-questionnaires and pre-tests, the teacher of one of the CG stepped back from the project and, therefore, we lost one of our CG.

As for the teacher of the TG, their cooperation cannot be faltered. We were essentially given full access to their class, despite the implications this had on their syllabus. While this was, indeed, highly beneficial as we were able to carry out the activities, tasks and projects as we had designed them to be carried out, it meant that the teacher was not actively involved in teaching plurilingually and therefore no changes would be observed. The teacher himself recognised this fact in a post-project interview:

*Reconec que no m'he implicat en tot moment en el que els alumnes havien de fer i això potser ha estat un error.*

**[I recognise that I wasn't always involved in what the students had to do and that has maybe been a mistake.]**

The teacher taught the remaining two hours of AL a week and continued to teach as always, following the Communicative Approach, which became apparent in our class observations. In hindsight, perhaps encouraging the teacher to carry out the IPA-based classroom practices would have been beneficial in changing both students and teachers' perspectives towards the use of translation in the classroom. Then again, this may have been perceived as putting pressure on the teacher to teach in a way they were uncomfortable doing and, in turn, perhaps the students would not have enjoyed the experience as much. It must be noted at this point, that AL teachers' perspectives on working plurilingually are being investigated in the wider research project that this study belongs to.

Another area where there is room for improvement has to do with the head teacher team. Apart from granting us permission to carry out the study and helping us inform parents, the head teacher team were not involved in the project. The project was not adopted, so to speak, by the school, but rather it was the researcher's project being carried out by the school's students. It was limited to the TG, the CG and their teachers. Elsewhere, life continued as always. A comment made by the TG teacher in their interview suggested the TG teacher was still under the same pressure to complete their syllabus as every year and that no special allowances had been granted given their participation in our study:

*Jo sé que pot ser he notat que m'he quedat una mica curt amb el meu programa.*

**[It's true that maybe I've noticed that I was pressed for time regarding my syllabus.]**



Perhaps, also, if the school's management team had been involved in the study, certain teachers would not have been reluctant to take part themselves.

### 7.3. Future Lines of Research

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The final limitation presented leads us to what we can consider possibly future lines of research. As mentioned in the previous lines, the stance of the head teacher team may have played an influence in, on the one hand, the lack of involvement of some teachers and, on the other hand, the pressure on the TG teacher to complete their regular syllabus having “lost” a session a week.

#### 7.3.1. Plurilingual Teaching

Since carrying out the study, many important developments regarding plurilingualism have come about in Catalonia. Those aspects detailed in our State of the Art, namely:

- The presentation of the book *Ensenyar i aprendre llengües en un model educatiu plurilingüe* in 2016
- The introduction of the term ‘plurilingual’ in the assessment established by the *Departament d’Ensenyament*
  - Primary School- *Dimensió plurilingüe i intercultural*
  - Secondary School – *Dimensió transversal actitudinal i plurilingüe*
- The presentation of the new language model of the Catalan education system, in October 2018 (see section 1.6.6)
- The adoption of the *Companion Volume* to the CEFRL (Council of Europe, 2018).

Plurilingualism and plurilingual teaching has gained so much momentum that it has become a household name. Upon posterior reflection and, drawing on studies into leadership and its effects on innovation in schools (Soler, 2017; Soler, et al., 2017), it is worth considering whether, if our study was to be carried out now, it may have counted on the involvement of the head teacher team and, in turn, the cooperation of more teachers. Once again, studies into leadership in particular regarding the implementation of projects dealing with plurilingualism, have been developed and carried out by members of the I+D+i project to which this study belongs (Soler, 2017; Soler, et al., 2017).

### 7.3.2. Plurilingual Identity and Heritage Languages

Conflicting information identified in contributions made during the semi-structured interviews has allowed us to consider a further line of research, identity and heritage languages, that is worth investigating in the future. When carrying out one semi-structured interview, when asking students what languages they used, S1 claimed to use Tagalog when speaking with student 5, as seen in the exchange below:

T: *Molt bé, crec que en els vostres grups no, però algú va fer servir, quan estàveu en grups, algun altre idioma, era anglès, català, castellà... algú parlava un altre?*

Tots: *No.*

T: *És que a una altra classe, potser hi ha grups que els dos parlen hindú.*

Tots: *No, no.*

S1: *Amb el S5.*

T: *Amb el S5, sí, què?*

S1: *Que el S5 parlem tagàlog.*

**[T: OK, I don't think this was the case for your groups, but did anyone use another language when doing group work, a language other than English, Catalan, Spanish, did anyone speak another?**

**All: No.**

**T: In another class, perhaps there are groups in which two students speak Hindi.**

**All: No, no.**

**SI: With S5.**

**T: With S5 what?**

**S1: With S5 we speak Tagalog.]**

This was reaffirmed in another interview:

T: *No, OK, I al vostre grup hi havia gent parlant un altre idioma, era tot català o castellà?*

S20: *Sí, el tagàlog, en S1 i aquests.*

T: *I era per quin motiu, per fer la feina, o per a què?*

S18: *Perquè el tagàlog en teoria s'assembla més a l'anglès o així, no sé.*

**[T: No, OK. And in your group, was there anyone that spoke another language or was it all in Catalan or Spanish?**

**S20: Yes, Tagalog, SI and the others.**

**T: And was it for a particular motive, to do the work, or what?**

**S18: Because Tagalog is supposedly more similar to English or something like that, I don't know.]**

However, in the interview with the student in question, student 5, the following exchange occurred:

*T: A part del català o castellà, hi ha algun altre idioma que hagueu parlat amb el grup?*

*Tots: No.*

*T: Amb en S1, en quin idioma parleu?*

*S5: En castellano.*

**[T: Apart from Catalan or Spanish, is there any other language that you used with your group?**

**All: No.**

**T: And with S1, in what language do you speak?**

**S5: In Spanish.]**

The denial on behalf of student 5 regarding the use of his heritage language could be construed due to feelings or shame or embarrassment, or not wanting to be seen as different. These attitudes towards heritage languages have been made evident in other studies, too.

Another example was observed during the session on food and drink (Block 1 session 3-4), in which the following exchange occurred:

S21: I don't know what to put. I eat food from India.

T: What kind of things?

S21: I don't know, curry.

T: That's fine, why don't you put another circle for Indian food?

It would seem that from this exchange that, although doubting the relevance of his cultural heritage here, student 21, despite having been reassured that he could write about Indian food, created a menu dedicated to Spanish and Catalan food. On the other hand, when carrying out the menu design, three of the four Filipino students created a menu for a Filipino restaurant, the following exchange having taken place:

S1: Does it have to be Spanish or Catalan food, or can we do Pilipino food?

T: Is that what you eat at home?

S1: Sometimes, I mean, we eat Spanish and Catalan food too, but it's different, you know?

A final example related to the topic of heritage languages occurred during the translation of the final story (Didactic sequence 3). The researcher approached a student who spoke Tagalog at home, asking if she would be interested in translating the subtitles or the comprehension questions into Tagalog. Her reluctance to do so was not a problem, but the reason for her reluctance was worth highlighting, in that she felt it would be weird to use Tagalog in school. Here, we must refer to Sugranyés (2017; see also Sugranyés & González Davies, 2014; González Davies, 2020a, 2020b), in which use and visibility of participating students' heritage language proved to be relevant to their plurilingual identity. As detailed in section 1.3.2.1.2, It was considered that students' plurilingual identity could be developed given that they had been actively encouraged to develop as plurilingual individuals within the classroom. Sugranyés' research was carried out at primary-school level with promising results, but given the exchanges outlined above, perhaps a similar study at secondary-school level would prove beneficial.

### 7.3.3. Translation for Other Learning Contexts and Motivation

Qualitative data obtained from the semi-structured interviews, showed that students in the TG were motivated by the translation-based classroom practices carried out. The code [positive reaction to methodology] was identified and counted on 36 contributions. The same positivity was not recorded in the semi-structured interview with the CG. However, no matter how encouraging this may be, more research is required to determine the extent to which TOLC-based practices can affect motivation levels among secondary-school students.

### 7.3.4. Think-Aloud Protocols

Lastly, the exchanges between students observed and noted in the teacher's diary (TD) (see section 6.2), showed that by participating in translation classroom practices, students engaged in conversations related to language, both their own and the AL. The analysis of these

exchanges is interesting and can be linked to the analysis of think-aloud protocols (TAPS). TAPS (Jääskeläinen, 1993; Krings, 1986; Lörcher, 1992) are a way of taking a peek at what goes on in an individual's mind when carrying out a translation task. By getting a glimpse of the translator's mind, the strategies executed by the translator and observed via TAPS can be used to create models for successful translation, in the case of individuals with some sort of experience in translation. On the other hand, in the case of translation students, TAPS can be useful in pinpointing potential problems. Researchers working on TAPS refer to monologue and dialogue protocols (Tirkkonen-Condit, 1995), the former referring to the observation of an individual carrying out the translation task on his or her own and the latter, referring to translation tasks carried out by two people. Below, we include our own example of a dialogue protocol, taken from TD Block 2 Session 3:

S20: It's kind of exciting, *és un tipus d'ilusió*

S9: Kind was not "*amable*"?

S20: Yeah, but it doesn't make sense here

S9: <looks up dictionary> Kind...*amable, tipo, clase, un poco, algo*

S20: OK, like *és bastant divertit*

In this exchange, two students are discussing the different possible ways to translate the word "kind". S20 originally translate the word as "type", meanwhile S9 is familiar with the word "kind" to mean a friendly or generous person. Neither option seems appropriate for the particular context. S9 looks for the translation in a bilingual dictionary and recites the entries for "kind" and S20 provides a more appropriate translation.

Dialogue protocols were found to provide richer data than monologue protocols due to the fact that:

When talking in pairs, solutions to translation problems were negotiated and all partners in the pair thinking aloud sessions benefited in terms of incidental clarification of their own thoughts, and each individual's thoughts appeared to have been consistently shaped through the necessity of having to verbalize them

(Tirkkonen-Condit, 1995, p. 180)

If that is indeed the case, then "collaborative protocols" could provide even richer data, given that the process is shared not only with one other person but all the members of the group, who

bring their only linguistic repertoire and experience with them. Below, we provide an example of what could be considered a “collaborative protocol”, taken from TD Block 1 Session 3. In this example, five students are involved in the discussion, as they discuss the false friend in question:

S4: No, *embarazada* looks like embarrass or something like that

S19: Embarrassed

S10: But she isn't *embarazada* because she is like 70

S13: Ah, yeah, *vergonya*, *té vergonya*

S4: But, “I have embarrassed”

T: But, look at the translation, does she say I have *vergonya*?

S10: No, she says *estoy*

S19: So, I is, “I am embarrassed”.

S13: And how did you say *embarazada*

S23: “Pregnant,” like the programme on MTV, “16 and Pregnant”.

To the best of our knowledge, the use of TAPs in translation has mainly focused on students of translation not AL students carrying out translation classroom practices. Therefore, it would be interesting to observe TAPs among AL students carrying out TOLC-based practices.

#### **7.4. Concluding Remarks**

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To bring this thesis to an end, we feel it important to reiterate the fact that the plurilingual paradigm continues to develop in both importance and relevance. Through the elaboration of this thesis, we hope to have contributed positively to this paradigm by actively identifying and proposing ways in which students' L1(s), through translation, can be incorporated into the AL class in an integrated, humanistic and situated way. By means of TOLC and audiovisuals we have sought to revamp the once negative reputation of translation as a traditional practice and allow for it to receive the recognition it truly deserves as a useful and motivating tool that, in our case, was able to cater to secondary-school students with varied linguistic repertoires.

Nowadays, adolescents like those involved in our study, spend a huge amount of their time within the four walls of their classrooms and will often ask us “*Why are we learning this?*” or “*What is the point in this?*” They want to know if what they are learning can be applied to their daily lives. In the case of Catalonia, where our research is set, the daily lives of our students

are (almost) always plurilingual. For that reason, throughout this thesis, we have defended the need to ensure that our students are prepared to function within the plurilingual reality in which they find themselves. This, we have argued, cannot be achieved by encouraging them to act like monolinguals, but rather by giving them the opportunity to develop as the plurilingual individuals they are.

Finally, it is important to note that for plurilingual approaches to prove effective, researchers and practitioners need to work hand-in-hand (González Davies & Soler, forthcoming). We believe that our research work can in fact contribute to narrowing the gap between university research and real classroom practice. Furthermore, we consider this thesis to be useful for AL-teacher training programmes. As a teacher on the *Màster Universitari en Formació del Professorat d'Educació Secundària Obligatòria i Batxillerat, Formació Professional i Ensenyament d'Idiomes*<sup>48</sup> at the Faculty of Psychology, Education and Sports Sciences Blanquerna (URL), I have had the opportunity to use the informed plurilingual practices developed for our research with future English teachers. Thus, the proposals detailed in this thesis can, and hopefully will, be extrapolated to other age groups and educational contexts.

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<sup>48</sup> Official master in teachers training for compulsory and post-compulsory secondary education, vocational training and language teaching

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# 8. APPENDIX

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In this section, we have included complementary material which accompanies this thesis. The material can be found in the following order:

Annex 1: Classroom material from the Didactic Proposal

Annex 2: Material from Didactic Sequence 2 (source texts, final translations and drafts)

Annex 3: Material from Didactic Sequence 3 (source texts, final translations and drafts)

Annex 4: Agreement with Escola PIA Sant Antoni

Annex 5: Consent form Escola PIA Sant Antoni

Annex 6: Transcriptions of semi-structured interviews

## Annex 1 – Classroom material from Didactic Proposal

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Don't be afraid of El Dia de los Muertos - the Day of the Dead<sup>50</sup>

*El Día de los Muertos* is a Mexican holiday that takes place on November 2<sup>nd</sup> every year and dates back to an Aztec festival. It is a holiday for remembering and honoring those who have died, but it is a happy, joyful celebration. People believe that the dead return to their homes to visit and celebrate with their loved ones on this day. It is an important holiday in Mexico, which means they put lots of time and money into celebrating it.



*El Día de los Muertos* is celebrated in both public and private places. It is most often celebrated at home, schools and graveyards. People create altars in their homes to pay respects to loved ones who have died. In graveyards, families clean the graves of their loved ones, and decorate them with flowers, photos, candles, food and drink. People stay up all night in the graveyards, socializing and telling funny stories about their dead ancestors. Musicians walk through the graveyard, playing the favorite songs of the dead. Children also have fun parties and parades at school to celebrate *el Día de los Muertos*.



The traditional symbol of *el Día de los Muertos* is the skull, more specifically, *La Catrina*, a female skeleton wearing elegant clothes. Nowadays people also make or buy and exchange sugar or chocolate skulls and other sweets.

Most people celebrate *el Día de los Muertos* out of love and commitment to their loved ones, but some people celebrate this holiday out of fear! Mexico is full of traditional stories about what happens if someone does not respect their dead ancestors on *el Día de los Muertos*. If a spirit returns to find that no one has built an altar for them they will feel sad and angry and may look for revenge. So you see, there are some people in Mexico who participate in *el Día de los Muertos* out of fear and superstition and NOT love!

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<sup>50</sup> Adapted from: <http://www.celebrate-day-of-the-dead.com/>

## This is Halloween!<sup>51</sup>

Halloween is celebrated every year on October 31<sup>st</sup>, but where does this holiday come from? Halloween is the day before All Saint's Day or All Hallow's Day. The day before, October 31st, is called All Hallow's Eve, or Halloween for short.



Halloween is a very old tradition and originally comes from a group of people called the Celts who lived in Europe more than 2000 years ago. More specifically, people believe it originated in Scotland or Ireland, but now it is celebrated all around the world. In the past, on November 1st the Celts celebrated the end of summer and they believed that ghosts returned to visit the living the night before. They dressed up as ghosts so that the spirits would not harm them. People also carried lanterns made of turnips to scare away the evil spirits. Later, when people moved from Ireland and Scotland to the United States, they started using pumpkins. That is where the traditional symbol of Halloween, the jack-o'-lantern, comes from.

Also, the Celts had a tradition of offering food to the spirits and years later they gave food to poor people on the 31<sup>st</sup> of October. This is where the famous trick-or-treating or "guising" tradition came from which continues to be celebrated today.



Nowadays, Halloween is one of the biggest festivals in the UK and USA after Christmas. People have fancy dress parties or watch horror films and tell ghost stories with friends. Meanwhile, children dress up in fancy dress costumes and have parties at school or go trick-or-treating. Halloween is a scary holiday, so people are supposed to dress up as frightening figures, like witches, ghosts or zombies. When children go trick-or-treating, they visit friends' and neighbours' houses and ask for treats, like sweets, in exchange for a funny joke or story. In Scotland and Ireland, people also eat peanuts and toffee apples.

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<sup>51</sup> Adapted from: <http://www.history.com/topics/halloween>

## Translation Strategies<sup>52</sup>

### How can we translate that?

#### Here are some of the strategies we can use:

- 1) Translate literally e.g. *pà amb tomaquet* = Bread with tomato
- 2) Describe the item e.g. a typical Catalan country house (for *Masia*)
- 3) Keep the original name in *italics* & do 2 e.g. He lives in a *Masia*, a typical Catalan country house.
- 4) Invent a new word of expression
- 5) Choose a similar concept/expression in the other language (when possible):
  - a. *Sentir-se com a casa* = *to feel at home* (the expression is the same in both languages)
  - b. *Prendre el pèl* = *pull someone's leg* (the expression is very similar in both languages)
  - c. *Masia* = *cottage* (the thing is quite distinct in the two languages, both are country houses, but they are not the same style)



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<sup>52</sup> (González Davies, 2004, p. 85)

## Annex 2 – Didactic Sequence 2 (source texts, final translations and drafts)

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### Harry Potter and the Philosopher's Stone

**Hagrid:** Did you ever make anything happen? Anything you couldn't explain?

You're a wizard Harry.

**Harry:** I'm a what?

**Harry:** Dear Mr. Potter, we are pleased to inform you that you have been accepted to Hogwarts School of Witchcraft and Wizardry.

**Prof. McGonagall:** In a few moments you will pass through these doors and join your classmates.

**Percy:** Keep an eye on the staircases, they like to change.

**Madame Hooch:** Good afternoon class. Welcome to your first flying lesson. Stick your right hand over the broom and say 'up'.

**All:** Up!

**Madame Hooch:** Mr. Longbottom! Mr. Longbottom exactly where do you think you're going?!

**Ron:** Do you really have that scar? Wicked!

**Prof. Snape:** Mr. Potter, our new celebrity.

**Prof Dumbledore:** First years should note that the dark forest is strictly forbidden, that no magic is to be used, between the classes in the corridors. The third floor corridor is out of bounds to everyone does not wish to suffer a most painful death.

**Prof. Quirrel:** Troll! In the dungeon!

**Hagrid:** Understand this Harry because it's very important. Not all wizards are good.

**Hermione:** I'm going to bed before either of you come up with another clever idea to get us killed, or worse, expelled.

**Ron:** She needs to sort out her priorities.

**Mr. Olivander:** I think it is clear, that we can expect great things from you.

## Harry Potter i la pedra filosofal

**Hagrid:** Alguna vegada has fet alguna cosa que no podies explicar? Ets un mag, Harry.

**Harry:** Sóc què?

**Harry:** Benvolgut Senyor Potter, ens complau informar-li que ha estat acceptat a l'Escola de Màgia i Bruixeria.

**Prof. McGonagall:** En uns moments, passareu per aquestes portes i us trobareu amb els vostres companys.

**Percy:** Vigileu les escales, els agrada canviar.

**Madame Hooch:** Bona tarda, classe. Benvinguts a la vostra primera classe de vol. Poseu la vostra mà dreta sobre per damunt de l'escombra i diueu "a munt!"

**All:** A MUNT!

**Madame Hooch:** Sr. Longbottom! Sr. Longbottom, exactament on penses que vas?

**Ron:** De veritat tens la cicatriu? Mola!

**Prof. Snape:** Sr. Potter, el nostre celebritat.

**Prof Dumbledore:** Els de primer haurien de saber que el bosc fosc està prohibit, que no es pot fer server màgia entre les classes als passadissos . El passadis del tercer pis està prohibit per tothom que no desitga patir una mort dolorosa.

**Prof. Quirrel:** Un troll! Al calabós!

**Hagrid:** Entén això Harry, perquè és molt important. No tots els mags són bons.

**Hermione:** Vaig a dormir abans que cap dels dos tingueu una altra idea brillant perquè ens matin o pitjor, ens expulsin.

**Ron:** Ha d'ordenar les seves prioritats.

**Mr. Olivander:** Jo penso que és clar que podem esperar gran cosa de tu!

Harry Potter and the Philosopher's Stone

**Hagrid:** Did you ever make anything happen? Anything you couldn't explain?  
 You're a wizard Harry.  
**Harry:** I'm a what?  
**Harry:** Dear Mr. Potter, we are pleased to inform you that you have been accepted to Hogwarts School of Witchcraft and Wizardry.  
**Prof. McGonagall:** In a few moments you will pass through these doors and join your classmates.  
**Percy:** Keep an eye on the staircases, they like to change.  
**Madame Hooch:** Good afternoon class. Welcome to your first flying lesson. Stick your right hand over the broom and say 'up'.  
**All:** Up!  
**Madame Hooch:** Mr. Longbottom! Mr. Longbottom exactly where do you think you're going?!  
**Ron:** Do you really have that scar? Wicked!  
**Prof. Snape:** Mr. Potter, our new celebrity.  
**Prof. Dumbledore:** First years should note that the dark forest is strictly forbidden, that no magic is to be used, between the classes in the corridors. The third floor corridor is out of bounds to everyone does not wish to suffer a most painful death.  
**Prof. Quirrel:** Troll! In the dungeon!  
**Hagrid:** Understand this Harry because it's very important. Not all wizards are good.  
**Hermione:** I'm going to bed before either of you come up with another clever idea to get us killed, or worse, expelled.  
**Ron:** She needs to sort out her priorities.  
**Mr. Olivander:** I think it is clear, that we can expect great things from you.

Harry Potter and the Philosopher's Stone

**Hagrid:** Did you ever make anything happen? Anything you couldn't explain?  
 You're a wizard Harry.  
**Harry:** I'm a what?  
**Harry:** Dear Mr. Potter, we are pleased to inform you that you have been accepted to Hogwarts School of Witchcraft and Wizardry.  
**Prof. McGonagall:** In a few moments you will pass through these doors and join your classmates.  
**Percy:** Keep an eye on the staircases, they like to change.  
**Madame Hooch:** Good afternoon class. Welcome to your first flying lesson. Stick your right hand over the broom and say 'up'.  
**All:** Up!  
**Madame Hooch:** Mr. Longbottom! Mr. Longbottom exactly where do you think you're going?!  
**Ron:** Do you really have that scar? Wicked!  
**Prof. Snape:** Mr. Potter, our new celebrity.  
**Prof. Dumbledore:** First years should note that the dark forest is strictly forbidden, that no magic is to be used, between the classes in the corridors. The third floor corridor is out of bounds to everyone does not wish to suffer a most painful death.  
**Prof. Quirrel:** Troll! In the dungeon!  
**Hagrid:** Understand this Harry because it's very important. Not all wizards are good.  
**Hermione:** I'm going to bed before either of you come up with another clever idea to get us killed, or worse, expelled.  
**Ron:** She needs to sort out her priorities.  
**Mr. Olivander:** I think it is clear, that we can expect great things from you.

X Vigila les escales, els agrada moure's

X Els alumnes de primer tenen estrictament prohibit anar al bosc oscure, no es pot utilitzar la magia entre els passadissos i les classes. A la tercera planta està prohibit anar a tothom qui no volgui patir una mort molt dolorosa.

Harry Potter and the Philosopher's Stone

*mag. brovet*  
**Hagrid:** Did you ever make anything happen? Anything you couldn't explain?  
 You're a wizard Harry. *alguna vegada has fet passar algo?*  
**Harry:** I'm a what? *alguna cosa?*  
**Harry:** Dear Mr. Potter, we are pleased to inform you that you have been accepted to Hogwarts School of Witchcraft and Wizardry. *si us plau? /aments una cosa que no pots explicar?*  
**Prof. McGonagall:** In a few moments you will pass through these doors and join your classmates. *En uns moments, passars a través d'aquesta porta i coneixeràs els teus companys de classe.*  
**Percy:** Keep an eye on the staircases, they like to change. *mantén un ull a les escales, els agrada canviar?*  
**Madame Hooch:** Good afternoon class. Welcome to your first flying lesson. Stick your right hand over the broom and say 'up'. *Bona tarda classe. Benvinguts a la vostra primera classe de vol. Pos la vostra mà dreta sobre l'escoba i diu "a munt".*  
**All:** Up! *A MUNT!*  
**Madame Hooch:** Mr. Longbottom! Mr. Longbottom exactly where do you think you're going?!  
**Ron:** Do you really have that scar? Wicked! *exactament on penses que estàs anant vas.*  
**Prof. Snape:** Mr. Potter, our new celebrity. *de veritat tens una cicatriu? Guai! Hola!*  
**Prof. Dumbledore:** First Years should note that the dark forest is strictly forbidden, that no magic is to be used, between the classes in the corridors. The third floor corridor is out of bounds to everyone does not wish to suffer a most painful death. *Els de primer haurien de saber que el bosc fosc està estrictament prohibit. Es pot fer servir màgia entre les classes als passadissos. El tercer pis està prohibit per tothom que no desitja patir una dolorosa mort.*  
**Prof. Quirrel:** Troll! In the dungeon!  
**Hagrid:** Understand this Harry because it's very important. Not all wizards are good. *Entén això Harry perquè és molt important. No tots els magis són bons.*  
**Hermione:** I'm going to bed before either of you come up with another clever idea to get us killed, or worse, expelled. *Veig a dormir abans que ningú de vosaltres veni amb un altre idea més brillant per perquè ens matin o pilgor expulsin.*  
**Ron:** She needs to sort out her priorities.  
**Mr. Olivander:** I think it is clear, that we can expect great things from you. *Ja! Pense que és clar que podem esperar grans coses típics genials de tu. Això ha de solucionar les seves prioritats.*

## Harry Potter and the Chamber of Secrets

**Narrator:** One year ago, he learned the truth.

**Hagrid:** You're a wizard Harry.

**Narrator:** And his first year at Hogwarts School became legend. And so, for Harry Potter and his friends, another year begins.

**Ron:** Bloody birds a menace.

**Narrator:** The education in the magical arts continues.

**Prof. Lockhart:** Pixies! Laugh if you want Mr. Finnegan, see what you make of them.

**Narrator:** Old rivalries grow stronger.

**Oliver:** Slytherin's got a new seeker.

**Harry:** Malfoy?

**Malfoy:** You'll never catch me Potter!

**Narrator:** And something in the school's dark past will be awakened.

**Prof. Dumbledore:** The chamber of secrets has indeed been opened.

**Prof. McGonagall:** Unless the culprit is caught, it is likely the school will be closed.

**Dobby:** Harry Potter must go home!

**Filch:** Oh dear, we are in trouble.

**Hermione:** Here's the plan, you disguise yourselves as Crab and Goyle.

**Harry:** We're going to drink that?

**Hermione:** Yes.

**Ron:** Harry?

**Harry:** Ron? Excellent!

**Ron:** Harry!

**Narrator:** Warner Brothers Pictures presents,

Ron's Mum: How dare you steal that car!

**Narrator:** The next chapter of Harry Potter. Where the past will return, and the struggle for the future of Hogwarts will begin. Harry Potter and the Chamber of Secrets

**Malfoy's dad:** Let's hope that Mr. Potter will always be around to save the day.

**Harry:** Don't worry, I will be.



## Harry Potter i la cambra de secrets

**Narrador:** Fa un any, va aprendre la veritat.

**Hagrid:** Ets un mag, Harry.

**Narrador:** I el seu primer any a Hogwarts va ser legendari. Ara, pel Harry Potter i els seus amics, any comença un any més.

**Ron:** ¡Aquest ocell és una punyatera desastre!

**Narrador:** L'educació en les arts màgiques segueix.

**Prof. Lockhart:** Pixies! Riu si vols, Sr. Finnegan, a veure què feu amb ells.

**Narrador:** Les velles rivalitats es tornen més fortes.

**Oliver:** Slytherin té un nou cercador.

**Harry:** Malfoy?

**Malfoy:** No m'agafaràs mai, Potter!

**Narrador:** I alguna cosa en el passat fosc de l'escola es despertarà

**Prof. Dumbledore:** La cambra de secrets ha estat oberta

**Prof. McGonagall:** Si no atrapem el culpable, és probable que l'escola es tancarà.

**Dobby:** Harry Potter ha d'anar-se'n a casa!

**Filch:** Oh no, tenim problemes.

**Hermione:** Així es el pla, vosaltres us disfressareu del Crab i el Goyle.

**Harry:** Anem a beure això?

**Hermione:** Sí.

**Ron:** Harry?

**Harry:** Ron? ¡Excel·lent!

**Ron:** Harry!

**Narrador:** Warner Brothers Pictures presenta,

**Mader de Ron:** Com t'atreveixes a robar aquell coche?

**Narrador:** El proper capítol de Harry Potter. On el passat tornarà i la lluita pel futur de Hogwards començarà. Harry Potter i la cambra de secrets.

**Malfoy's dad:** Esperem que el Sr. Potter sempre estarà per salvar el día

**Harry:** No es preocupi, ho seré!

Harry Potter and the Chamber of Secrets

Narrator: One year ago, he learned the truth.
Hagrid: You're a wizard Harry.
Narrator: And his first year at Hogwarts School became legend. And so, for Harry Potter and his friends, another year begins.
Ron: Bloody birds a menace.
Narrator: The education in the magical arts continues.
Prof. Lockhart: Pixies! Laugh if you want Mr. Finnegan, see what you make of them.
Narrator: Old rivalries grow stronger.
Oliver: Slytherin's got a new seeker.
Harry: Malfoy?
Malfoy: You'll never catch me Potter!
Narrator: And something in the schools dark past will be awakened.
Prof. Dumbledore: The chamber of secrets has indeed been opened.
Prof. McGonagall: Unless the culprit is caught, it is likely the school will be closed.
Dobby: Harry Potter must go home!
Filtch: Oh dear, we are in trouble.
Hermione: Here's the plan, you disguise yourselves as Crab and Goyle.
Harry: We're going to drink that?
Hermione: Yes.
Ron: Harry?
Harry: Ron? Excellent!
Ron: Harry!
Narrator: Warner Brothers Pictures presents,
Ron's Mum: How dare you steal that car!
Narrator: The next chapter of Harry Potter. Where the past will return, and the struggle for the future of Hogwarts will begin. Harry Potter and the Chamber of Secrets
Malfoy's dad: Let's hope that Mr. Potter will always be around to save the day.
Harry: Don't worry, I will be.

Harry Potter and the Chamber of Secrets

X Narrator: One year ago, he learned the truth.
X Hagrid: You're a wizard Harry.
Narrator: And his first year at Hogwarts school became legend. And so, for Harry Potter and his friends, another year begins.
X Ron: Bloody birds a menace.
Narrator: The education in the magical arts continues.
X Prof. Lockhart: Pixies! Laugh if you want Mr. Finnigan, see what you make of them.
Narrator: Old rivalries grow stronger.
Oliver: Slytherin's got a new seeker.
Harry: Malfoy?
Malfoy: You'll never catch me Potter!
Narrator: And something in the schools dark past will be awakened.
Prof. Dumbledore: The chamber of secrets has indeed been opened.
Prof. McGonagall: Unless the culprit is caught, it is likely the school will be closed.
Dobby: Harry Potter must go home!
Filtch: Oh dear, we are in trouble.
Hermione: Here's the plan, you disguise yourselves as Crab and Goyle.
Harry: We're going to drink that?
Hermione: Yes.
Ron: Harry?
Harry: Ron? Excellent!
Ron: Harry!
Narrator: Warner Brothers Pictures presents,
Ron's Mum: How dare you steal that car!
Narrator: The next chapter of Harry Potter. Where the past will return, and the struggle for the future of Hogwarts will begin. Harry Potter and the Chamber of Secrets
Malfoy's dad: Let's hope that Mr. Potter will always be around to save the day.
Harry: Don't worry, I will be.

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## Harry Potter and the Prisoner of Azkaban

**Prof. Snape:** Turn to page three hundred and ninety-four.

**Afro head:** Little old lady at twelve o' clock! Three, two, yes!

**Bus driver:** Serious Black has escaped from Azkaban Prison. He's a murderer.

**Prof. McGonagall:** Serious Black is the reason the Potters are dead. And now he wants to finish what he started.

**Ron's dad:** I want you to swear to me you won't go looking for Black.

**Harry:** Why would I go looking for someone who wants to kill me?

**Ron:** There's something moving out there.

**Lupin:** It was a dementor, one of the guards of Azkaban, searching the train for Serious Black.

**Prof. Dumbledore:** It is not in the nature of a dementor to be forgiving.

**Harry:** I hope he finds me, because when he does, I'm going to be ready!

**Prof. Trelawney:** You must look beyond!

**Malfoy:** Filthy little mudblood!

**Hermione:** Foul, loathsome, evil little cockroach! That felt good.

## Harry Potter i el presoner d' Azkaban

**Prof. Snape:** Gireu a pàgina tres cents nouanta quatre

**Cap d'Afro:** Iaia a les dotze. Tres, dos, sí!

**Conductor:** En Sirius Black s'ha escapat de la presó d'Azkaban. És un assassí.

**Prof. McGonagall:** En Sirius Black és la raó perquè els Potters estan muertos. I ara vol acabar el que va començar.

**Pare del Ron:** Has de jurar que no aniràs a buscar al Black.

**Harry:** Per què voldria buscar algú que em vol matar?

**Ron:** Hi ha alguna cosa movent-ser allà fora.

**Lupin:** Era un dementor, un dels guàrdies d'Azkaban, estava buscant al tren pel Sirius Black.

**Prof. Dumbledore:** No és en la naturalesa d'un dementor de perdonar.

**Harry:** Espero que em trobi, perquè quan ho faci, estaré preparat!

**Prof. Trelawney:** Heu de mirar més enllà!

**Malfoy:** Sang bruta fastigosa.

**Hermione:** ¡Cucaracha, fastigosa, odiosa i malvat! Això m'ha sentat bé!

Harry Potter and the Prisoner of Azkaban

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Prof. Snape: Has jure et tens que <sup>jurar</sup> prometer-me que no aniràs

Ron's dad: a buscar al Black

Ron: Hi ha alguna cosa mala <sup>fora</sup> movent-se

Ron's dad: Has de jurar-me que no aniràs a busca

Ron: Hi ha alguna cosa allà fora movent-se

Prof. McGonagall: Serious Black és l'oració de que els

Amics dels Potters estiguin morts i en canvi vol acabar el que va començar

Hermione: terrible, repugnant, fetida <sup>perdua que be senten</sup>

Harry Potter and the Prisoner of Azkaban

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Prof. Dumbledore: It is not in the nature of a dementor to be forgiving.

Harry: I hope he finds me, because when he does, I'm going to be ready!

Prof. Trilawny: You must look beyond!

Malfoy: Filthy little mudblood!

Hermione: Foul, loathsome, evil little cockroach! That felt good.

Harry: Perquè, ~~se~~ voldria buscar a la persona que em vol matar.

Harry: Espero que em trobi, perquè quan ho faci, estaré preparat.

Malfoy: Petit ~~malfoy~~ sang bruta fastigós.

Harry Potter and the Prisoner of Azkaban

GRA A PAGINA TRES CIENTOS NOVENTA CUATRO  
Prof. Snape: Turn to page three hundred and ninety four.

Afro head: Little old lady at twelve o' clock! Three, two, yes!

UN TA YAYA A LAS POZE. TRES, DOS, ~~YAY~~ SI  
Bus driver: Serious Black has escaped from Azkaban Prison. He's a murderer.

Prof. McGonagall: Serious Black is the reason the Potters are dead. And now he wants to finish what he started. *Enou Black es la razon das Potter estan muertos y ahora eli quiere acabar que eli empezó*

Ron's dad: I want you to swear to me you won't go looking for Black.

Harry: Why would I go looking for someone who wants to kill me? *Yo quien fu prometer quiero que me prometes que no irás buscando por Black.*

Ron: There's something moving out there. *Por que ~~busca~~ buscaria alguien que quiere matarme?*

Lupin: It was a dementor, one of the guards of Azkaban, searching the train for Serious Black. *Hay algo moviendo fuera (all)*

Prof. Dumbledore: It is not in the nature of a dementor to be forgiving. *Eso era un dementor, uno de las guardias d'Azkaban, buscando el tren por S.B*

Harry: I hope he finds me, because when he does, I'm going to be ready! *Es en la natura de un dementor de ser perdonado perdonar*

Prof. Trilawny: You must look beyond! *espero que el encuentre (me) porque cuando él hace, hay a estar tions que mirar más allá*

Malfoy: Filthy little mudblood!

Hermione: Foul, loathsome, evil little cockroach! That felt good. *Asqueroso, odioso, malvado pequeño cucaracha. Eso sentió bien.*

Senou Black ha escapado del carcel Azkaban. Eli es un asasino.

## Harry Potter and the Goblet of Fire

**Prof. Dumbledore:** I'd like to make an announcement. Hogwarts castle will not only be your home this year, but home to some very special guests as well.

Please welcome our friends from the north, the Proud Sons of Durmstrang!

And now, the lovely ladies of Beauxbatons!

**Harry:** I was just wondering, if maybe, you wanted to go to the ball with me?

**Prof. McGonagall:** Mr. Weasley, place your right hand on my waist.

**Patsy:** Is that Hermione Granger? With Victor Krum?

**Ron:** You're fraternizing with the enemy. The enemy?!

**Prof. Dumbledore:** Hogwarts has been chosen to host a legendary event, The Triwizard Tournament! And now the champion selection! Victor Krum! Fleur Delacour! Cedric Diggory! Harry Potter!

**Ron:** How did you do it?!

**Harry:** I didn't put my name in that cup! I don't want eternal glory!

**Ron:** It's Mad Eye Moody.

**Mad Eye Moody:** The killing curse. Only one person is known to have survived it, and he's sitting in this room.

**Mad Eye Moody:** People die in this tournament.

**Sirius:** The devils are inside the walls.

**Harry:** He's coming closer, I can feel it.

**Pettigrew:** The dark lord shall rise, again!

**Harry:** Is it Voldemort?

**Hermione:** Everything is going to change now isn't it?

## Harry Potter i el calze de foc

**Prof. Dumbledore:** M'agradaria fer una declaració. Aquest any, el castell d'Hogwarts no sera només casa vostra, sinó, tindrem uns convidats molt especial també.

Doneu la benvinguda als nostres amics del nord, els fills orgullosos de Durmstrang!

**I ara, les dames boniques de Beauxbatons!**

**Harry:** Em preguntava si potser volies anar al ball amb mi?

**Prof. McGonagall:** Senyor. Weasley, posa la mà dreta a la meva cintura.

**Patsy:** És la Hermione Granger? Amb en Victor Krum?

**Ron:** Estàs fraternitzant amb l'enemic.

**Hermione:** L'enemic?!

**Prof. Dumbledore:** Hogwarts ha estat escollida per acollir l'esdeveniment legendari, el Torneig dels tres Bruixots! I ara la selecció de campió! En Victor Krum! La Fleur Delacour! En Cedric Diggory! En Harry Potter!

**Ron:** Com ho vas fer?!

**Harry:** No vaig posar el meu nom a la copa! No vull glòria eterna!

**Ron:** És en Ull-foll Murri.

**Mad Eye Moody:** La maledicció assassina. Només se sap d'una persona que l'ha sobreviscuda. I està assegut en aquesta aula.

**Mad Eye Moody:** La gent mor en aquest torneig.

**Sirius:** Els diables estàn dins de les parets.

**Harry:** S'està apropant, ho noto.

**Pettigrew:** El Senyor Fosc s'aixecarà de nou!

**Harry:** És en Voldemort?

**Hermione:** Tot es canviarà ara, no?



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Harry Potter and the Goblet of Fire

Handwritten Catalan translation of the dialogue above, including notes like 'ball = pilota?' and 'Es un fill murri'.

El torneig dels Tres Bruixots



## Harry Potter and the Order of the Phoenix

**Hagrid:** It's changing out there. There's a storm coming Harry. Just like last time.

**Minister of Magic:** The Ministry of Magic is pleased to announce the appointment of Dolores Jane Umbridge as High Inquisitor, to address the falling standards at Hogwarts School.

**Umbridge:** Things at Hogwarts, are far worse than I feared. Enough! You have been told that a certain dark wizard is at large. This, is, a, lie.

**Harry:** It's not a lie! I saw him!

**Hermione:** We've got to be able to defend ourselves, and if Umbridge refuses to teach us how, we need someone who will.

**Harry:** Every great wizard in history has started out as nothing more than what we are now. If they can do it, why not us?

**Hermione:** It's sort of exciting isn't it?

**Ron:** Breaking the rules? Who are you and what have you done with Hermione Granger?

**Cho:** You're a really good teacher Harry.

**Sirius:** The ministry is going to have a full uprising on their hands. It's your turn now.

**Prof. Snape:** Discipline your mind!

**Hermione:** We're in this together!

**Harry:** If Voldemort is building up an army, then I want to fight.

**Voldemort:** Harry Potter. You will lose everything.

## Harry Potter i el orden del fenix

**Hagrid:** Afuera está cambiando todo. Hay una tormenta. Como la última vez. It's changing out there. There's a storm coming Harry. Just like last time.

**Minister of Magic:** El ministerio de magia está contento de anunciar el nombramiento de Dolores Jane Umbridge como Alto Inquisidora, para abordar la caída de los estándares en l Hogwarts.

**Umbridge:** Las cosas en Hogwarts son cada vez peores. Os han dicho que un gran mago ha vuelto. Es una mentira.

**Harry:** No es una mentira, lo vi!

**Hermione:** Tenemos que ser capaces de defendernos y si Umbridge se niega a enseñarnos, necesitamos a alguien que lo haga.

**Harry:** Cada gran mago en la historia ha empezado como nada más de qué somos nosotros ahora. Si lo pueden hacer ¿por qué nosotros no?

**Hermione:** Es algo emocionante, no?

**Ron:** Rompiendo las normas. ¿Quién eres y qué has hecho con Hermione Granger?

**Cho:** Harry, eres un buen profesor.

**Sirius:** El ministerio va a tener un levantamiento en sus manos. Ahora os toca.

**Prof. Snape:** ¡Disciplina tu mente!

**Hermione:** ¡Estamos juntos en esto!

**Harry:** Si Voldemort está contruyendo un ejército, yo quiero luchar.

**Voldemort:** Harry Potter. Lo perderás todo.

Harry Potter and the Order of the Phoenix

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Umbridge - es las cosas en Hogwarts, son cada vez peores (con miedo) y más han dicho que un gran mago ha muerto. Es esta mentira.  
 Cho - eres un buen profesor.  
 Hermione: Estaríamos juntos en esto.  
 Hermione: Es un tipo de emoción que no existe. Es bastante emocionante, ¿no?  
 Hermione: Tenemos que ser capaces de defendernos y ni siquiera Umbridge se nega a enseñarnos a alguien que lo age.

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• No es una mentira, le evito.  
 • Esos los magos de la historia con empezado como nosotros. Estimo: abate si ellos podieron. Por que nosotros?  
 • Si Voldemort esta contruyendo un ejercito, ¿o que no luchar.

Harry Potter and the Order of the Phoenix

Está cambiando allí fuera. Una tormenta está viniendo.  
 Hagrid: It's changing out there. There's a storm coming Harry. Just like last time. Justo como la última vez.  
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 Harry: If Voldemort is building up an army, then I want to fight.  
 Voldemort: Harry Potter. You will lose everything.

Estamos juntos en esto.  
 Si Voldemort está contruyendo un ejército quiero luchar.  
 Harry: Potter & perdamos todo

#### Sant Jordi i el drac

Fa molt i molt de temps, el poble de Montblanc era devastat per un drac ferotge i terrible, que podia caminar, volar i nadar, i tenia un alè tant pudent, que enverinava l'aire i produïa la mort a tots els qui el respiraven.

Preocupats per la situació, els habitants de Montblanc van pensar en donar al drac, cada dia de menjar a una persona, per intentar calmar-lo. El problema, era trobar una persona que volia sacrificar-se cada dia per ser devorada pel drac.

Després d'una llarga discussió, la gent del poble va decidir sortejar cada dia qui seria la persona que aniria a l'estomac del drac. I així ho feien, i semblava ser que el seu pla funcionava bé, l'abominable bèstia es sentia satisfeta, i va deixar de matar a més gent del poble.

Però un dia, el nom que va sortir del sorteig va ser el de la princesa, la filla del rei. La jove princesa era molt simpàtica, amable, bonica i elegant. Tenia el cor de tots els ciutadans robats, i per aquest motiu molta gent es va oferir per substituir-la. Però el rei, afligit i adolorit, era un home just i seriós, i va acceptar que la seva filla era com qualsevol altre, ni més ni menys important. Si li havia tocat i hi havia d'anar.

Llavors, la jove princesa va sortir del castell per trobar-se amb la bèstia mentre tot el poble mirava desconsolat i trist, com la princesa es dirigia cap al sacrifici. Però mentre la noia es dirigia cap al cau del monstre, un jove cavaller, amb una brillant armadura, muntat sobre un cavall blanc, es va presentar. La princesa el va mirar i va cridar:

- Allunya't d'aquí! Noble cavaller, si es queda per aquí, apareixerà la bèstia i quan el vegi el devorarà.

El jove cavaller, la mirà i li va contestar

- No pateixi princesa. Si sóc aquí es perquè he vingut expressament. He vingut des de molt lluny per protegir-la i a alliberar el seu poble d'aquest drac.

No va tenir temps ni de dir això, que de cop i volta va sortir el drac, davant l'horror de la princesa i el goig del cavaller. Va començar una intensa però breu lluita, fins que el cavaller li va clavar una bona estocada amb la seva llança, que va deixar malferida a la terrible bèstia i la matar. De la sang del monstre, es va sorgir ràpidament un roser, amb les roses més vermelles que la princesa havia vist mai.

El jove cavaller va tallar una rosa de l'arbre i li va oferir a la princesa.

El rei volia casar la seva filla amb el cavaller valent, però ell, Sant Jordi, va dir que no la mereixia; va dir que havia tingut una revelació divina sobre la necessitat urgent d'anar a combatre el drac ferotge i alliberar la princesa, i amb ella la ciutat de Montblanc, però que no mereixia cap premi.

Aleshores, Sant Jordi es va desaparèixer misteriosament, just com havia aparegut.

## Saint George and the Dragon

A long time ago, the village of Montblanc was devastated by a ferocious and terrible dragon. It could walk, fly and swim, it had very foul breath that could poison the air and caused the death of all the people that breathed it.

The situation was uneasy, so villagers of Montblanc decided to give the dragon the chance to eat one person a day to try and calm its hunger. The problem was finding a person that wanted to be devoured by the dragon.

After a very long discussion, the villagers decided to choose at random the person that every day would go to the stomach of the dragon. While they did this, everything seemed to work well, the abominable dragon was satisfied and left the people of Montblanc alone.

But one day, the name that came out of the draw was the princess, the daughter of the king. The young princess was very nice, friendly, beautiful and elegant. She had stolen the heart of the citizens and for this reason, many people offered to replace her. But the king, sorely distressed, was a fair and serious man, and accepted that his daughter was like any other, no more important. If her name came out, she had to go.

The young princess left the castle to meet the beast. All the village were looking on disconsolate and sad as the princess was going to be sacrificed. But when the princess was walking to the monster's den, a young knight, with shining armour and riding a white horse, showed up. The princess saw him and shouted.

"Get away from here! Noble knight, if you stay there, and the beast appears, it will devour you."

The young knight looked at her and answered, "Don't worry, princess. I'm here on purpose. I have come from far away to protect you and free your village from this dragon..."

He didn't have time to finish the sentence when suddenly the dragon appeared in front of the terrified princess and happy knight. An intense but short fight began until the knight stabbed the dragon and it left it injured. Then he killed it. A rose bush emerged from the blood of the dragon. The young knight cut a rose from the tree and gave it to the princess.

The king wanted his daughter to marry the courageous knight, but Sant Jordi said that he couldn't marry her. He said that he only wanted to kill the dragon and save the princess and Montblanc, but he didn't deserve a prize.

Then, just as he had appeared, Sant Jordi mysteriously disappeared.

## Sant Jordi i el Drac

Fa molt i molt de temps, el poble de Montblanc era devastat per un drac ferotge i terrible, que podia caminar, volar i nadar, i tenia un alè tant pudent, que enverinava l'aire i produïa la mort a tots els qui el respiraven.

Preocupats per la situació, els habitants de Montblanc van pensar en donar al drac, cada dia de menjar a una persona, per intentar calmar-lo. El problema era trobar una persona que volia sacrificar-se cada dia per ser devorada pel drac.

Després d'una llarga discussió, la gent del poble va decidir sortejar cada dia qui seria la persona que aniria a l'estomac del drac. I així ho feien, i semblava ser que el seu pla funcionava bé, l'abominable bèstia es sentia satisfeta, i va deixar de matar a més gent del poble.

Però un dia, el nom que va sortir del sortej va ser el de la princesa, la filla del rei. La jove princesa era molt simpàtica, amable, bonica i elegant. Tenia el cor de tots els ciutadans robats, i per aquest motiu molta gent es va oferir per substituir-la. Però el rei, afligit i adolorit, era un home just i seriós, i va acceptar que la seva filla era com qualsevol altre, ni més ni menys important. Si li havia tocat i hi havia d'anar.

Lavors, la jove princesa va sortir del castell per trobar-se amb la bèstia mentre tot el poble mirava desconsolat i trist, com la princesa es dirigia cap al sacrifici. Però mentre la noia es dirigia cap al cau del monstre, un jove cavaller, amb una brillant armadura, muntat sobre un cavall blanc, es va presentar. La princesa el va mirar i va cridar:

- Allunya't d'aquí! Noble cavaller, si es queda per aquí, apareixerà la bèstia i quan el vegi el devorará.

El jove cavaller, la mirà i li va contestar

- No pateixi princesa. Si sóc aquí es perquè he vingut expressament. He vingut des de molt lluny per protegir-la i alliberar el seu poble d'aquest drac.

No va tenir temps ni de dir això, que de cop i volta va sortir el drac, davant l'horror de la princesa i el goig del cavaller. Va començar una intensa però breu lluita, fins que el cavaller li va clavar una bona estocada amb la seva llança, que va deixar malferida a la terrible bèstia i la matar. De la sang del monstre, es va sorgir ràpidament un roser, amb les roses més vermelles que la princesa havia vist mai. El jove cavaller va tallar una rosa de l'arbre i li va oferir a la princesa.

El rei volia casar la seva filla amb el cavaller valent, però ell, Sant Jordi, va dir que no la mereixia; va dir que havia tingut una revelació divina sobre la necessitat urgent d'anar a combatre el drac ferotge i alliberar la princesa, i amb ella la ciutat de Montblanc, però que no mereixia cap premi.

Aleshores, Sant Jordi es va desaparèixer misteriosament, just com havia aparegut.

A lot of time ago the village of Montblanc was devastated for one ferocious and terrible dragon that he can walk, fly and swim, he have the breath very foul and this can poison the air and this, produce the dead of the all people that breathe.

There are unesay for this situation, so villagers of Montblanc decide to give the dragon the chance to eat a person a day to try and calm its hunger. The problem is to find a person that want to offering everyday and want to be devoured by the dragon.

After a very long discussion the villagers decide to raffle that what is the person that everyday want to the stomach of the dragon. And while they did this everything seemed to work well, the abominable dragon was satisfied and let alone the people of Montblanc.

But one day, the name came out of the draw was the princess, the daughter of the king. The young princess was very nice, friendly, beautiful and elegant. His heart stolen enough citizens, and for this reason many people offered to replace it. But the king, and sore distressed was a just man and serious, and accepted that her daughter was like any other, no less important. If he had played and had to go.

The young princess got out of the castle to meet the beast. All the village are looking disconsolate and sad when the princess is going to the offering. But when the princess was walking to the monster's den, a young knight, with a shining armor and riding on a white horse, show up. The princess saw him and shout:

- Get away from here! Noble knight, if you stay there, and appears when you see the beast devour.

The young knight, looked her and answered, "Don't worry princess, I'm here on purpose. I have come from far away to protect you and free your village from this dragon..."

He didn't have time to finish the sentence when suddenly the dragon appeared in front of the terrified princess and happy knight. An intense but short fight began until the knight stabbed the dragon and left it injured and then he killed it. A rose bush emerged from the blood of the dragon. The young knight cut a rose from the tree and gaved to the princess.

The king want to marry her daughter with the courageous prince but Sant Jordi say that he can't marry because his don't ment. He say that only want to cild the dragon and save the princess and Montblanc, but he don't ment a prize.

- Then Sant Jordi was mysteriously disappear, just as it had appeared.

## El Mariner de Sant Pau

Diuen que vivia a Roses, a l'Empordà, un pescador que al principi només tenia una barqueta i pescava el just per viure ell i la seva dona. El mariner era molt treballador i va arribar a estalviar uns diners. Va invertir els estalvis en una barca més gran, i va decidir contruir-se una casa on poder viure més còmodes la seva dona i ell. Uns mesos després va néixer en aque... a casa un nen, i un any després va néixer una nena.

Un dia, el mariner va haver de dur una mercaderia molt especial fins a França. El viatge era arriscat, però el mariner era valent i va acceptar la feina. L'endemà, el mariner va acomiadar-se de la seva família i va començar el seu viatge. Al cap d'unes hores, va desfermar-se una gran tempesta, amb uns llamps i trons espantosos.

"Déu meu, mai no havia passat tanta por! No havia d'hacer acceptat aquesta feina" va dir el pobre mariner, "Si m'ha surto d'aquesta, mai més no voldré saber res del mar! Ho prometo! Quan la tempesta es va calmar, uns pescadors va trobar el pobre mariner a la vora del mar i el van portar a casa seva.

El mariner trobava molt a faltar a la seva família, "Com deuen estar?" es preguntava. "Segur que pensen que m'ha passat alguna cosa terrible!"

El sol ja s'havia post quan el mariner va arribar a Roses, i quina va ser la seva sorpresa quan al lloc on hi havia casa seva i on vivia amb la seva estimada família, ara no quedava res. La tempesta que li havia fet perdre la seva barca, havia afectat les terres de Catalunya i la força de l'aigua havia endut la seva casa i la seva família. El mariner va començar a plorar i va cridar, "El mar ha destrossat tot el que estimava i necessitava! Me'n vaig lluny d'aquí, allà on la gent no conegui el mar. Aniré fins que trobi algú que no sàpiga què és un rem!"

Lavors, el mariner va començar el seu viatge cap a l'interior amb un rem a la mà. Per tots els pobles on passava, preguntava a la gent dels carrers si sabien dir-li què era allò que portava a les mans però tota la gent sabia que era un rem. Va passar molts dies caminant i va conèixer molts pobles i moltes persones. Va passar per Banyoles però l'aigua del llac li feia recordar massa la seva antiga casa i va decidir marxar. Va travessar boscos i prats fins que va arribar a Olot. Ja era diumenge de Pasqua i la gent celebrava i ballava al carrer. Tot i que va trobar la gent d'Olot molt bona gent i molt acollidors, quan va demanar a diverses persones què era l'objecte que portava, li van respondre: un rem. Va pensar que calia continuar el seu camí.

Després d'uns quants dies més, va trobar un jove pel camí que venia d'un poble a prop.

"Li puc preguntar una cosa?" va dir el mariner.

"Clar que sí!" va respondre el noi.

"Sap què és això que duc a les mans?" va preguntar el mariner.

"I tant!" va contestar el noi, "És una cullera gran per a remenar el menjar dels porcs."

El mariner va somriure d'orella a orella. "Em pot dir el nom d'aquest poble?"

"Sant Pau de Segúries." va dir el noi i va marxar.

Per fi, el mariner havia arribat al poble que buscava, i des del primer moment s'hi va sentir com a casa. Va trobar feina en una masia, va estalviar uns diners i va poder contruir-se una casa, a la qual va anomenar "del Mariner de Sant Pau". I per això, podem trobar a Sant Pau de Segúries, un poble del Ripollès, als Pirineus, una casa coneguda com la casa del Mariner de Sant Pau.

devastat = devastate  
alè = breath  
pudent = foul smelling  
enverinava = poison  
calmar = calm  
discussió = discussion  
sortejau = raffle  
abominable = abominable  
adolorit = in pain  
desconsolat = disconsolate  
sacrifici = offering  
armadura = armor  
consciència = conscience  
horroritzar = be terrified  
goig = happiness  
estocada = thrust  
feuda = woun  
mereixia = merit  
ferotge = ferocious  
precis = precise

George



## EL MARINER DE SAINT PAU!!!

They say that living in Roses, Empordà, a fisherman who initially had only one boat and fished just what he and his wife lived. The fisherman was a hard worker and decided to construct a house in which to live more comfortably with his wife. A few months after he was born in this house and a year later a child was born a girl.

One day the sailor had to carry a very special goods to France. arriescat the trip was, but he was brave and early accepted the job. The next day the sailor say goodbye to his family and began his journey. After a few hours being unleashed a storm with thunder and pencil scary.



Oh my God. I've never felt so scared, I wouldn't have accepted this job. Said the poor fisherman. If I got out of this, I'll never want to know more about the sea! I swear when the storm got calmed, some fishermen found the poor sailor on the shore and they took him to their home.

The sailor missed his family a lot. "I wonder how they're ", he thought, "I'm sure that they think something terrible has happened to me".

The sun had set when the fisherman came to Roses. What was his surprise when the home where he had lived and where his beloved family, now nothing left. The storm that had made him lose his boat had affected the lands of Catalonia and the force of the water had taken her home and her family. The fisherman begin to cry and shouted, "This boy destroyed everything I needed loved! The sea has destroyed everything he loved and needed! I'm far from here, where people do not know the sea. I'll go until you find someone Who does not know what to paddle!

The fisherman began his trip to the inland with a paddle in hand. In each of the towns he passed, he asked people on the street if they could tell him what it was he was carrying in his hands, but everyone knew it was a paddle. He spent many days walking and discovered many towns and met many people.

He passed Banyoles, but the water of the lake reminded him too much of the old house and he decided to leave. He went through forests and meadows until he came to Olot. It was Easter Monday and the people were celebrating and dancing in the street.

Although he found that the people of Olot was very good and very welcoming people, when he asked what the object was several people responded: "A paddle." He thought he should continue on his way.



After some days more, we found a young boy in the wayby nearby village.  
-Can I ask to you a thing?- say fishman  
-Yes of course - answer a boy  
-Do you know what I have in my hands?-ask the fishman  
-Of course-he answer - it's a big spoon for stir the food of pigs  
The fishman grin from ear to ear-Can you tell me the name of this village?  
-Sant Pau de Segúries- say the boy and left

Finally, the fishman had come to the village searched, from the first moment we felt at home. He found work in a farmhouse, he saved money and build a house called "del Mariner de Sant Pau". For this reason, we can found in Sant Pau de Segúries, a village of Ripollès, in Pirineus, a house known as the house the Mariner de Sant Pau

## DIÀLEG !!!

### Personatges:

- The fisherman
- a girl: Angelina
- a boy: Christopher

Angelina: Hello Sir.

Fisherman: Hi!

Angelina: I am a student of a school in Barcelona and I'm doing an assignment. Do you mind if I ask you some questions?

Fisherman: Of course.

Angelina: Can you tell me about your family and your life in Roses?

Fisherman: Yes, but please be patient, it is very hard to remember that.

Angelina: Okay, take you time.

Fisherman: Thanks. To begin, I was a fisherman with only one boat and I fished to survive with my wife. We were hard-workers and I decided to build a house to live more comfortably with my wife. A few months later my first son was born and a year later my daughter arrived.

Angelina: What was the reason that you had to travel to France?

Fisherman: I had to take a very special delivery, the trip was risky but I was brave and I accepted it. The next day I said goodbye to my family but after a few hours, a storm erupted with thunder and lightning, and the truth is, I was really frightened. When the storm calmed down, some fishermen found me on the shore and they took me home.

Angelina: How were you affected when you saw your home again?

Fisherman: To my surprise to find that the house where I lived with my family, it was not there. Everything was very hard, it still still.

Angelina: What exactly had the storm done in your village?

Fisherman: The storm had affected the lands of Catalonia and the force of the water came to the village and took everything away, both my home and my family.

Angelina: Then, following this you were when you decided to leave your old people?

Fisherman: Unfortunately it is. I wanted to get away to forget and go to a place where people did not know what the sea was.

## El Mariner de Sant Pau

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“Déu meu, mai no havia passat tanta por! No havia d’haver acceptat aquesta feina” va dir el pobre mariner, “Si me’n surto d’aquesta, mai més no voldré saber res del mar! Ho prometo! Quan la tempesta es va calmar, uns pescadors va trobar el pobre mariner a la vora del mar i el van portar a casa seva.

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“Clar que sí!” va respondre el noi.

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## The Fisherman of Sant Pau

They say that a fisherman lived in Roses, Empordà. He began with only one boat and fished just what he and his wife needed to live. The fisherman was a hard worker and decided to build a house to live more comfortably with his wife. A few months later, their son was born in that house, and later their daughter.

One day, the sailor had to take very special goods to France. The trip was risky but he was brave and quickly accepted the job. The next day, the sailor said goodbye to his family and began his journey. After a few hours, a storm broke out with scary thunder and lightning.

“Oh my God. I’ve never felt so scared. I shouldn’t have accepted this job,” said the poor fisherman. “If I get out of this, I’ll never want to hear anything about the sea! I swear!” When the storm got calm, some fishermen found the poor sailor on the shore and they took him to their home.

The sailor missed his family a lot, “I wonder how they are,” he thought, “I’m sure that they think something terrible has happened to me.”

The sun had set when the fisherman returned to Roses. He was shocked to see that where his house had been, where he had lived with his beloved family, now there as nothing left. The storm that had made him lose his boat had affected the lands of Catalonia and the force of the water had taken his home and his family. The fisherman began to cry and shouted, “The sea has destroyed everything I loved and needed! I’m going far from here, where people do not know what the sea. I’ll go until I meet someone who does not know what a paddle is.”

The fisherman began his trip inland with a paddle in his hand. In each of the towns he passed, he asked people on the street if they could tell him what it was he was carrying in his hands, but everyone knew it was a paddle. He spent many days walking and discovered many towns and met many people.

He passed Banyoles, but the water of the lake reminded him too much of his old house and he decided to leave. He went through forests and meadows until he came to Olot. It was Easter Monday and people were celebrating and dancing in the street. Although he found that the people of Olot were very good, welcoming people, when he asked what the object was, several people responded, “a paddle.” He thought he should continue on his way.

After some more days, he met a young boy on a path near a village.

“Can I ask you something?” said the fisherman.

“Yes, of course,” answered the boy.

“Do you know what I have in my hands?” asked the fisherman.

“Of course,” he answered, “it’s a big spoon to stir the food for the pigs!”

The fisherman grinned from ear to ear, “Can you tell me the name of this village?”

“Sant Pau de Segúries,” said the boy and he left.

Finally, the fisherman had come to the village he was looking for. From the first moment, he felt at home. He found work in a farmhouse, he saved money and built a house called “*El Mariner de Sant Pau*” (the Fisherman of Sant Pau). For this reason, we can find, in Sant Pau de Segúries, a village in Ripollès, in the Pyrenees, a house known as the house of the Fisherman of Sant Pau.

First Paragraph: ( David ) ✓

In the year 1808 Catalonia were fighting a war, the war of the French, and the Napoleonic army was horrible and unstoppable. When the French were about to attack El Bruc a little village in Anola near the mountains of Montserrat, the population of the village were desperate.

Second Paragraph: ( Roser ) ✓

The people was armed as he could with spears, sticks and stones, and a young man of the people who always went with this drum asked what he could do to help. The men of the people answered that they could do nothing because the situation was too dangerous and had to stay home with her mother and her sisters.

Third Paragraph: ( Liayne ) ✓

The tallest and strongest man in the village, who knows all of the corners of the Bruc, fought back the first attack of the French. But when the French came out, they promise that when they came back, they will have more power, more soldiers and more weapons. The child ask the men of the village of what they can help, but he received the same answer than before.

Fourth Paragraph: ( Andree ) ✓ C / F

He went home angry and he began to play the drum too see if his rage will be calmed. But that day, the sound of the drum, had the opposite effect, and the boy was even more angry. He wanted to help the people of his village but they didn't near him and he felt frustrated.

Fifth Paragraph: ( Juan & Sandra ) ✓

Then <sup>he</sup> grabbed his drum, left the village and ran to the mountains of Montserrat. <sup>When he</sup> got there, he could see from the mountains as they approached the French. It was not as <sup>what</sup> the French had said, they had become much stronger and more <sup>with</sup> men with swords and spears. The boy exclaim "oh my god," and felt the mountains returns sound of his voice, then took his drum and began to play it as fast as he could. Again, the mountains with its eco did they resonate the sound of his drum.

Sixth Paragraph: ( Pau ) ✓

Then the boy clearly saw that he must play the drum more strong and more faster to believe the french people that from the Montserrat mountain heard thousands of drums.

His plan worked and the french people heard so much noise and they thought that there where thousands of warriors. They ran.

Eighth Paragraph: ( Sergi ) C / F ✓

The village of Brug, realized that the boy did the drum. When he went back with his drum in his hand he was received with an applause. Years <sup>later</sup> ~~before~~ the village they built an estatuue of remember his little heroes who with his drum he could save the lives of the village.



script

In the year 1808 Catalonia were fighting a war, the war of the French, and the Napoleonic army was horrible and unstoppable. When the French were about to attack El Bruc a little village in Anola near the mountains of Montserrat, the population of the village were desperate.

The people armed themselves as they could with spears, sticks and stones. A young man <sup>whom</sup> the people <sup>who</sup> always went <sup>with</sup> this drum, wanted to help, but was told that he could not. He was too young to fight.

## El timbales del bruc. Andrea G., Pau G., David N., Juan A., Liayne H.

- En quin any Catalunya estava lluitant una guerra.
  - l'any 2012
  - l'any 1808
  - l'any 1912
- On es va rebre l'atac francès?
  - Barcelona
  - el Bruc
  - Tarragona
- Quin instrument portava el noi.
  - timbal
  - flauta
  - guitarra
- ~~Quin~~ El noi tenia permès lluitar contra els francesos.
  - si
  - no
- Qui va guanyar la primera batalla?
  - Nadie
  - els del poble d'en Bruc
  - A francesos
- Perque va anar a la muntanya?
  - es volia fer un viatge
  - es volia visitar el monestir
  - estava en vacances

## El timbales del bruc. Juan A., Liayne H.

- In what year Catalonia were fighting a war?
  - In the year 2012
  - In the year 1808
  - In the year 1912
- Where did the French attack?
  - Barcelona
  - El bruc
  - Tarragona
- What instrument did the boy bring?
  - Drum
  - Flute
  - Guitar
- The boy was allowed to fight against the French.
  - True
  - False
- Who won the first battle?
  - Nobody.
  - The villages from El Bruc.
  - The French.
- Why did he go to the mountain?
  - He wanted to go hiking.
  - He wanted to visit the monastery.
  - He was angry.

## El Timbaler del Bruc

Hi havia una vegada, per l'any 1808, Catalunya estava lluitant una guerra, la Guerra del Francès, i el exèrcit napoleònic era espantos i imparabile. Quan els francesos estaven a punt d'atacar El Bruc un poblet de l'Anoia molt a prop de les muntanyes de Montserrat, els habitants del poble estaven desesperats.

La gent del poble es va armar com va poder amb llances, pedres i pals, i un noi jove del poble que anava sempre amb el seu timbal va preguntar què podia fer ell per ajudar. Els homes del poble li van contestar que no podia fer res perquè la situació era massa perillosa, i que s'havia de quedar a casa amb la seva mare i les seves germanes.

Els homes més grans i més forts del poble, que coneixien tots els racons del Bruc, van aguantar un primer atac dels francesos. Però quan, per fi, els francesos van marxar, van prometre tornar amb més força, més soldats i més armes. El noi va tornar a preguntar als homes del poble què podia fer, però va rebre la mateixa resposta que la vegada anterior.

Empipat se'n va anar cap a casa i va començar a tocar el timbal a veure si es calmava. Però aquell dia, van tenir l'efecte contrari, i el noi es va enfadar encara més. Volia ajudar a la gent del seu poble, i es sentia inútil.

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Tot el poble del Bruc es va adonar de que havia fet el noi del timbal. Quan va tornar-hi amb el seu timbal a la mà, li van aplaudir. Anys després li van fer una estàtua per recordar a aquest petit heroi i com, amb el seu timbal, va poder salvar la vida de tota la gent del poble.

### The Drummer of Bruc

In the year 1808, Catalonia was fighting a war, the war of the French and the Napoleonic army was horrible and unstoppable. When the French were about to attack El Bruc, a little village in Anoia near the mountains of Montserrat, the population of the village were desperate.

The people armed themselves as they could with spears, sticks and stones and a young man, who always carried his drum asked what he could do to help. The men of the people answered that he couldn't do anything because the situation was too dangerous and he had to stay home with his mother and sisters.

The tallest and strongest men in the village, who knew all the corners of El Bruc, fought back the first attack of the French. But, when the French left, they promised that when they came back, they would have more power, more soldiers and more weapons. The child asked the men of the village how he could help, but he received the same answer as before.

He went home angry and he began to play his drum to see if his anger would calm. But that day, the sound of the drum had the opposite effect and the boy became even angrier. He wanted to help the people of his village but they wouldn't listen to him and he felt frustrated.

Then he grabbed his drum, left the village and ran to the mountains of Montserrat. When he got there, he could see from the mountains as the French approached. It was not a lie what the French had said, they had become much stronger and with more men with swords and spears. The boy exclaimed "Oh my God!" and heard the mountains return the sound of his voice. Then, he took his drum and began to play it as fast as he could. Again, the mountains, echoed the sound of his drum.

Then the boy saw clearly what he had to do. He had to play his drum more strongly and faster to make the French people believe that from the mountains of Montserrat, they could hear thousands of drums. His plan worked and the French people heard so much noise that they thought there were thousands of warriors. They ran.

The village of El Bruc realised what the boy had done with his drum. When he went back with his drum in his hand, he was received with an applause. Years later, the village built a statue to remember its little hero who, with his drum, could save the lives of the village.

## El Timbaler del Bruc

Hi havia una vegada, per l'any 1808, Catalunya estava lluitant una guerra, la Guerra del Francès, i el exèrcit napoleònic era espantós i imparable. Quan els francesos estaven a punt d'atacar El Bruc un poblet de l'Anoia molt a prop de les muntanyes de Montserrat, els habitants del poble estaven desesperats.

La gent del poble es va armar com va poder amb llances, pedres i pals, i un noi jove del poble que anava sempre amb el seu timbal va preguntar què podia fer ell per ajudar. Els homes del poble li van contestar que no podia fer res perquè la situació era massa perillosa, i que s'havia de quedar a casa amb la seva mare i les seves germanes.

Els homes més grans i més forts del poble, que coneixien tots els racons del Bruc, van aguantar un primer atac dels francesos. Però quan, per fi, els francesos van marxar, van prometre tornar amb més força, més soldats i més armes. El noi va tornar a preguntar als homes del poble què podia fer, però va rebre la mateixa resposta que la vegada anterior.

Empipat se'n va anar cap a casa i va començar a tocar el timbal a veure si es calmava. Però aquell dia, van tenir l'efecte contrari, i el noi es va enfadar encara més. Volia ajudar a la gent del seu poble, i es sentia inútil.

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exite

Then the boy clearly saw that he must play the ~~drum~~ drum more ~~and more~~ stronger and more faster to believe the french that from the Montserrat Mountain heard thousands of drums. His plan worked and the french people heard ~~too~~ <sup>so</sup> much noise and they thought that there ~~were~~ thousands of men. They ran.

## The "Castanyera"

This is the story of "castanyera". Her name was Tana and it's very good women. The children loved her a lot because when they didn't have any money she gave them chestnuts. Also loved something fun. Often invited to his house and them fantastic stories. They closed eyes and everything seemed real.

Tana was expecting the fell when the leaves become Abres gold colored wind blows hard. While the castaners leave with a skirt grated and red handkerchief on the head. She sit in one place and she shout: Buy, buy toast chestnut. Hot chestnut. In the evening, when it was cooler, the chestnut seller came home, a little house, and the chestnut prepared for the next day. Tana waited a long day Tots Sans because she get a lot of money. That night everyone celebrated with "panellets", boniatos and roasted chestnuts.

But one year, a few days before the party, a strange woman who appears like a witch, entered the house while she was Tana market and stole all chestnuts bank that was prepared. The woman was another chestnut, but sad and bitter. Tana had envy so much toward children. When Tana went home, discover if their chestnuts are missing she crying how cry. How cry and cry until he fell.

Following, the kids, how every day, of round to school, they were to buy charrnuts from Tana. But that day, The chestnut there wasn't. They found her crying, cold as ice. When Tana said all that had happened, the kids ran to the home to find the bank, that breaked and with the savings of all, they could buy a bag of raw chestnuts of very good quality. When Tana watched the bag she was put very good and she embraced very strong to the kids. You are the kids more nice from the world! She

Meanwhile toasted chestnut wore she had stolen, but suddenly chestnuts began to skip making a frightful and terrible flames. People began to flee and stopped to buy it. "This is a punishment for stealing and envid that nice chestnut" thing the wore chestnut all sat was to apologize Tana.

Tana was so good person the forgave and the two were friends.

Now the "castanyeras" work together and they help and the children of the village loves the "castanyeras".

## El Timbaler del Bruc

Hi havia una vegada, per l'any 1808, Catalunya estava lluitant una guerra, la Guerra del Francès, i el exèrcit napoleònic era espantós i imparable. Quan els francesos estaven a punt d'atacar El Bruc un poblet de l'Anoia molt a prop de les muntanyes de <sup>Montserrat</sup> ~~Montserrat~~, els habitants del poble estaven desesperats.

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Tot el poble del Bruc es va adonar de que havia fet el noi del timbal. Quan va <sup>tornar-hi</sup> ~~tornar-hi~~ amb el seu timbal a la mà, li van <sup>aplaudir</sup> ~~aplaudir~~. Anys després li van fer una <sup>estàtua</sup> ~~estàtua~~ per recordar a aquest petit heroi i com, amb el seu timbal, va poder salvar la vida de tota la gent del poble.

but one <sup>year</sup> ~~year~~ <sup>wood</sup> ~~wood~~ woman <sup>strange</sup> ~~strange~~ <sup>who</sup> ~~who~~ <sup>looked</sup> ~~looked~~ like a witch entered <sup>in</sup> ~~in~~ the house <sup>of</sup> ~~of~~ Tana while she was at the <sup>market</sup> ~~market~~. She <sup>stole</sup> ~~stole~~ all the <sup>chestnuts</sup> ~~chestnuts~~ that the Tana <sup>had</sup> ~~had~~ prepared. The woman was another castanyera but <sup>she</sup> ~~she~~ <sup>was</sup> ~~was~~ <sup>jealous</sup> ~~jealous~~ of Tana because the children liked <sup>Tana</sup> ~~Tana~~ more than her.

## Paragraf 2

then came out <sup>red</sup> ~~red~~ a castanyera with one skirt and one <sup>veil</sup> ~~veil~~ at the head. she <sup>got</sup> ~~got~~ in her place and shout, buy, buy, buy castanyes.. At the evening <sup>it</sup> ~~it~~ was very cold, the castanyera was going back to home, a small home and prepared castanyes for the next <sup>day</sup> ~~day~~. The tony was waiting for the day sans because that day she win very much money. That <sup>night</sup> ~~night~~ every body was celebrating la caste yada

## Paragraf 2

But one year the day before the party, a strange woman who looked like a witch broke into the Tana's house while she was at the market. She stole all the chestnuts that Tana had prepared. The woman was another castanyera but she was sad, she was jealous of Tana because the children liked Tana more than her.



## La Castanyera

- Jean** Aquesta és la història d'una castanyera. Es deia Tana i era molt bona dona. Els nens l'estimaven molt perquè, quan no tenien diners, els regalava castanyes. També l'estimaven per una cosa divertida. Sovint els convidava a casa seva i els explicava contes fantàstics. Ells tancaven els ulls i tot semblava de veritat.
- Jos** La Tana esperava la tardor, quan les fulles dels arbres es tornen de colors d'or i el vent bufa fort. Llavors sortia la castanyera amb una faldilla ratllada i un mocador vermell al cap. S'asseia al seu lloc i cridava, "Comprin, comprin castanyes torrades! Castanyes calentes!". Cap al tard, quan feia més fred, la castanyera tornava a casa, una casa petita i molt acollidora. I preparava les castanyes per a l'endemà. La Tana esperava el dia de Tots Sants perquè feia molts diners: aquella nit tothom celebrava la Castanyada amb panellets, moniatos i, sobretot, castanyes torrades.
- Seah** Però un any, uns dies abans de la festa, una dona estranya, que s'assemblava a una bruixa, va entrar a casa de la Tana mentre ella estava al mercat i li va robar totes les castanyes que tenia preparades. La dona era una altra castanyera, però trista i amargada. Tenia enveja de la Tana perquè els nens l'estimaven molt.
- Edu** Quan la Tana va tornar a casa i va descobrir que les seves castanyes havien desaparegut va començar a plorar. Com va plorar, pobra Tana! Plorava i plorava fins que es va quedar adormida.
- Alex** L'endemà, els nens, com cada dia, de camí cap a l'escola, van anar a comprar castanyes de la Tana. Però aquell dia la castanyera no hi era. Quan van veure que no era al seu racó van córrer cap a casa seva per saber què li passava. La van trobar plorant, morta de fred. Quan la Tana els va explicar tot el que havia passat, els nens van córrer cap a casa a buscar les guardioles, que van trencar i, amb els estalvis de tots, van poder comprar una bossa de castanyes crues de molt bona qualitat. Quan la Tana va veure la bossa es va posar molt contenta i va abraçar ben fort tots els nens. "Sou els nens més macos del món" va dir.
- Muriel** Mentrestant la castanyera dolenta torrava les castanyes que havia robat. Però, de cop i volta, les castanyes van començar a saltar fent unes flames terribles i espantoses. La gent va començar a fugir i ningú va parar per comprar-ne cap. "Això és un càstig per haver robat i haver envejat aquella castanyera tan simpàtica", va pensar la castanyera dolenta, i tot seguit va decidir demanar perdó a la Tana. La Tana era tan bona persona que la va perdonar i les dues van ser molt bones amigues.
- Maria** A partir de llavors les dues castanyeres treballaven juntes, s'ajudaven entre elles, i els nens del poble se les estimaven totes dues.
- Tana is waiting the autumn, when the leaves get full on the trees, and leaves change the color like golden color, and the wind blow really strong. While the castanys with her
- from the other children the castanyeres' work together and each other help and the other children in the village like them both.

castanya = chestnut

## La Castanyera

Aquesta és la història d'una castanyera. Es deia Tana i era molt bona dona. Els nens l'estimaven molt perquè, quan no tenien diners, els regalava castanyes. També l'estimaven per una cosa divertida. Sovint els convidava a casa seva i els explicava contes fantàstics. Ells tancaven els ulls i tot semblava de veritat.

La Tana esperava la tardor, quan les fulles dels arbres es tornen de colors d'or i el vent bufa fort. Llavors sortia la castanyera amb una faldilla ratllada i un mocador vermell al cap. S'asseia al seu lloc i cridava, "Comprin, comprin castanyes torrades! Castanyes calentes!". Cap al tard, quan feia més fred, la castanyera tornava a casa, una casa petita i molt acollidora. I preparava les castanyes per l'endemà. La Tana esperava el dia de Tots Sants perquè feia molts diners, ja que aquella nit tothom celebrava la Castanyada amb panellets, moniatos i, sobretot, castanyes torrades.

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Quan la Tana va tornar a casa i va descobrir que les seves castanyes s'havien desaparegut, va començar a plorar. Com va plorar, pobra Tana! Plorava i plorava fins que es va quedar adormida.

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Mentrestant, la castanyera dolenta torrava les castanyes que havia robat. Però, de cop i volta, les castanyes van començar a saltar fent unes flames terribles i espantoses. La gent va començar a fugir-se i ningú va parar per comprar-ne més. Això és un càstig per haver robat i tingut enveja d'aquella castanyera tan simpàtica, va pensar la castanyera dolenta, i tot seguit va decidir anar a demanar perdó a la Tana. La Tana era tan bona persona que la va perdonar i les dues van ser molt bones amigues.

A partir de llavors, les dues castanyeres treballaven juntes s'ajudaven entre elles, i els nens del poble se les estimaven a les dues.

## La Castanyera

chestnuts

Aquesta és la història d'una castanyera. Es deia Tana i era molt bona dona. Els nens l'estimaven molt perquè, quan no tenien diners, els regalava castanyes. També l'estimaven per una cosa divertida. Sovint els convidava a casa seva i els explicava contes fantàstics. Ells tancaven els ulls i tot semblava de veritat.

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L'endemà, els nens, com cada dia, de camí cap a l'escola, van anar a comprar castanyes de la Tana. Però aquell dia la castanyera no hi era. Quan van veure que no era al seu racó van córrer cap a casa seva per saber què li passava. La van trobar plorant, morta de fred. Quan la Tana els va explicar tot el que havia passat, els nens van córrer cap a casa a buscar les guardioles, que van trencar i, amb els estalvis de tots, van poder comprar una bossa de castanyes crues de molt bona qualitat. Quan la Tana va veure la bossa es va posar molt contenta i va abraçar ben fort tots els nens. "Sou els nens més macos del món" va dir.

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This is the story of castanyera. Her name was Tana. and it's very good woman. The children loved her a lot because, when they didn't have any money she gave them chestnuts. Also loved something fun. often invited to his house and making she told them fantastic stories. They closed eyes and everything seemed real.

21.

## English

1- What is the name of the "castanyera"?

- a) Tana   
b) Tana   
c) Tomia

2- Why does the "castanyera" doesn't sell chestnuts on the street corner?

- a) Because don't like her work.   
b) Because she is angry.   
c) Because she doesn't have any chestnuts

3- What was she explaining to the children?

- a) story   
b) recipes   
c) secret

4- On All Saint's Day, Tana prepared lots of tomatoes and apples. T/F

5. why did the children love Tana?

- a) she gave them money   
b) she was very beautiful   
c) she gave them chestnuts



## La Castanyera

Aquesta és la història d'una castanyera. Es deia Tana I era molt bona dona. Els nens l'estimaven molt perquè, quan no tenien diners, els regalava castanyes. També l'estimaven per una cosa divertida. Sovint els convidava a casa seva i els explicava contes fantàstics. Ells tancaven els ulls i tot semblava de veritat. La Tana esperava la tardor, quan les fulles dels arbres es tornen de colors d'or el vent bufa fort. Llavors sortia la castanyera amb una faldilla ratllada i un mocador vermell al cap. S'asseia al seu lloc i cridava, "Comprin, comprin castanyes torrades! Castanyes calentes!" Cap al tard, quan feia més fred, la castanyera tornava a casa, una casa petita, i molt acollidora, i preparava les castanyes per l'endemà. La Tana esperava el dia de Tots Sants perquè feia molts diners, ja que aquella nit tothom celebrava la Castanyada amb panellets, moniatos I, sobretot, castanyes torrades.

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Quan la Tana va tornar a casa i va descobrir que les seves castanyes s'havien desaparegut, va començar a plorar. Com va plorar, pobra Tana! Plorava i plorava fins que es va quedar dormida.

L'endemà, els nens, com cada dia, al camí cap a l'escola, van anar a comprar castanyes de la Tana. Però aquell dia, no hi era. Quan van veure que no era al seu racó, van anar corrents cap a casa seva per saber que li passava. La van trobar plorant, morta de fred. Quan la Tana els va explicar tot que li havia passat, els nens van anar corrents cap a casa a buscar els guardioles, que van trencar i, amb els estalvis de tots, li van poder comprar una bossa de castanyes crues de molt bona qualitat. Quan la Tana va veure la bossa, es va posar molt contenta i va abraçar ben fort als nens. "Sou els nens més macos del món!" va dir.

Mentrestant, la castanyera dolenta torrava les castanyes que havia robat. Però, de cop i volta, les castanyes van començar a saltar fent unes flames terribles i espantoses. La gent va començar a fugir-se i ningú va parar per comprar-ne res. "Això és un càstig per haver robat i tingut enveja d'aquella castanyera tan simpàtica," va pensar la castanyera dolenta, i tot seguit va decidir anar a demanar perdó a la Tana. La Tana era tan bona persona que la va perdonar I les dues van ser molt bones amigues.

A partir de llavors, les dues castanyeres treballaven juntes, s'ajudaven entre elles, i els nens del poble estimaven a les dues.

### The Castanyera

This is the story of a *Castanyera* (chestnut seller). Her name was Tana and she was a very good woman. The children loved her a lot because, when they didn't have any money, she gave them chestnuts. Also, they loved something fun. She often invited them to her house and told them fantastic stories. They closed their eyes and everything seemed real.

Tana was waiting for the fall when the leaves become gold coloured and the wind blows hard. Then the *Castanyera* went out with a checked skirt and red handkerchief on her head. She sat in her place and she shouted "Buy, buy, toasted chestnuts. Hot chestnuts!" In the evening, when it was cooler, the chestnut seller came home, to a little house, and prepared the chestnuts for the next day. Tana waited for All Saints Day because she got a lot of money. That night everyone celebrated with *panallets*, *boniatos* (sweet potatoes) and roasted chestnuts.

But one year, a few days before the party, a strange woman who looked like a witch, entered the house while Tana was at the market and stole all the chestnuts that were prepared. The woman was another chestnut seller, but sad and bitter. She envied Tana because the children loved her so much. When Tana went home and discovered her chestnuts were missing, she cried. How she cried! She cried and cried until she fell asleep.

The following day, the kids, like every day, on their way to school, went to buy chestnuts from Tana. But that day, the *Castanyera* wasn't there. They found her crying, cold as ice. When Tana said all that had happened, the kids ran to their houses to find their piggy bank. They broke it and with the savings of all of them, they could buy a bag of raw chestnuts of very good quality. When Tana saw the bag, she was very happy and she hugged the kids very strongly. You are the nicest kids in the world!

Meanwhile, the bad chestnut seller, toasted the stolen chestnuts, but suddenly the chestnuts began to jump making frightful and terrible flames. People began to flee and stopped buying them. "This is punishment for stealing and envying that nice *Castanyera*," thought the bad *Castanyera* and she immediately went to apologize to Tana. Tana was so good, she forgave her and the two women were friends.

Now, the *Castanyeres* work together and they help each other. The children in the village love the *Castanyeres*.

## Annex 4 – Agreement with Escola Pia Sant Antoni

### CONVENI DE COL·LABORACIÓ ENTRE L'ESCOLA PIA SANT ANTONI I LA FUNDACIÓ BLANQUERNA

Barcelona, 31 d'octubre de 2014

#### REUNITS:

D'una part, el Dr. Josep Gallifa i Roca, amb DNI 39324845-C, amb domicili, a efectes d'aquest conveni, a Barcelona (08022), carrer del Cister, 34.

I de l'altra, Ramon Beringues i Reig, amb DNI 77734458R, amb domicili, a efectes d'aquest conveni, es signa a Barcelona.

#### ACTUEN:

El primer, en representació de la Fundació Blanquerna, amb domicili a Barcelona, Passeig de Sant Gervasi, 47 i CIF núm. R5800622B, en qualitat de degà de la Facultat de Psicologia, Ciències de l'Educació i de l'Esport Blanquerna (en endavant FPCEE Blanquerna) de la Universitat Ramon Llull, segons resulta de l'escriptura de poder autoritzada pel notari de Barcelona Sr. D. Miquel Campo Güerri, de data de 15 de febrer de 2013, núm. de protocol 407.

El segon, en nom i representació del l'Escola Pia Sant Antoni, amb domicili a Barcelona, Ronda Ronda Sant Pau, 72 i CIF R0800576A.

Ambdues parts es reconeixen mútuament la capacitat legal suficient per obligar-se i

#### MANIFESTEN:

- I. Que la Fundació Blanquerna és una fundació privada, sense ànim de lucre i acollida al règim fiscal especial de les entitats sense ànim de lucre establert per la Llei 49/2002 de 23 de desembre, que té com a principal finalitat l'ensenyament universitari i la recerca dels seus àmbits específics.
- II. Que, per al desenvolupament de la seva activitat, la Fundació Blanquerna realitza, a través de la FPCEE Blanquerna, activitats de formació i activitats de recerca.
- III. Que la FPCEE Blanquerna compta amb el Grup de Recerca en Competència Interlingüística i Intercultural amb una àmplia i contrastada tradició de recerca en aquest camp.
- IV. Que l'Escola Pia Sant Antoni té la voluntat de col·laborar amb el Grup de Recerca en Competència Interlingüística i Intercultural de la FPCEE Blanquerna en l'execució de la recerca per a la realització de la tesi doctoral de la Sra. Jaclyn Wilson, alumna del Programa de Doctorat de la FPCEE Blanquerna.
- V. Que, en conseqüència, i existint un acord entre elles, ambdues parts signen el present conveni de col·laboració en activitats d'interès mutu d'ambdues institucions, amb subjecció a les següents

- b. Descompte del 40% per l'assistència a jornades, seminaris, congressos, etc. promoguts i organitzats per la Facultat de Psicologia, Ciències de l'Educació i de l'Esport Blanquerna.

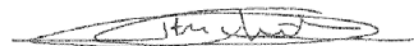
**Vuitena.- Submissió i resolució.** Aquest conveni es basa en la mútua confiança i en la bona fe, de manera que qualsevol diferència o dubte que es plantegi en el futur en relació al seu compliment o interpretació haurà de ser resolta, en primera instància, per acord transaccional, posant les parts els seus millors esforços a obtenir-lo.

El present conveni es pot resoldre per ambdues parts amb un preavís de 30 dies.

En darrer terme, per a la resolució de qualsevol qüestió litigiosa derivada d'aquest conveni, les parts se sotmeten a la jurisdicció dels jutjats i tribunals de Barcelona, amb renúncia expressa a llurs propis furs si els tinguessin.

**Novena.- Altres.** Ambdues institucions es comprometen a aplicar la normativa vigent en matèria de protecció de dades.

I perquè consti, en prova de conformitat, ambdues parts signen el present conveni, per duplicat exemplar i només a un efecte, en el lloc i data indicats a l'encapçalament.



Dr. Josep Gallifa i Roca  
Fundació Blanquerna



Escola Pia  
Sant Antoni

Ramon Beringues i Reig  
Escola Pia Sant Antoni

## **Annex 5 – Consent form Escola Pia Sant Antoni**

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A les famílies dels nostres alumnes de 3r d'ESO

Avui dia, la mobilitat i els intercanvis culturals fan que el reconeixement i ús eficaç de les llengües sigui un objectiu educatiu prioritari en la formació de joves de cara a les seves futures trajectòries professionals i personals. Com a conseqüència, les escoles s'han convertit en una eina clau per abordar la necessitat de formar persones plurilingües amb capacitat per moure's amb seguretat en contextos pluriculturals.

En aquest context, la classe de llengües estrangeres es converteix en el lloc ideal per fomentar aquestes habilitats. Avui en dia, en aquests espais convergeixen moltes llengües fent que un dels objectius d'un projecte lingüístic positiu sigui la cerca d'accions que contribueixin a l'enriquiment de l'alumnat a partir de la integració i interacció entre aquestes llengües i cultures. Això s'ha de dur a terme de forma informada i rigorosa. Avui en dia, un dels recursos didàctics que s'estan fomentant per aconseguir aquest aprenentatge eficaç i integrador és la traducció, entesa com a comunicació dinàmica, lluny de la idea de transferència literal entre llengües. La implementació d'activitats didàctiques desenvolupades especialment basades en la traducció pot contribuir en una manera positiva tant en l'adquisició de l'anglès dels alumnes (gramàtica, vocabulari, l'expressió i comprensió escrita i oral) com a la seva competència plurilingüe. Amb això en ment, Jaclyn Wilson, una alumna de doctorat de la Facultat de Psicologia, Ciències de l'Educació i l'Esport Blanquerna (Universitat Ramon Llull) i la seva tutora, la Dra. Maria González Davies, han desenvolupat un projecte basat en la traducció per als alumnes de tercer d'ESO de l'Escola Pia Sant Antoni.

Segueix darrera

A partir del 10 d'octubre de 2014 i fins l'abril de 2015, els alumnes del grup 3 d'anglès de 3r d'ESO participaran un cop a la setmana (els divendres) en aquest projecte col·laboratiu on aprendran estratègies de traducció mentre treballen amb noves tecnologies a través de l'el·laboració de vídeos i la gravació d'audios. Es repartiran proves escrites i qüestionaris al principi i al final del projecte i també es realitzarà una entrevista de grup amb la Jaclyn un cop s'hagi finalitzat el projecte per recollir l'opinió dels alumnes participants i poder identificar l'efecte que el projecte ha tingut sobre la seva adquisició de l'idioma i la seva competència plurilingüe. Es garantirà l'anonimat total dels noms dels alumnes i tots els resultats es compartiran amb vosaltres, els pares, i l'escola.

Destaquem que la prioritat principal d'aquest projecte és que els alumnes aprenguin i millorin el seu anglès en un context d'aprenentatge realista i agraïm molt la vostra col·laboració.

Cordialment,

L'Equip Directiu de Secundària

Barcelona, 6 d'octubre de 2014

(per retornar al professor d'anglès abans del 10 d'octubre)



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El pare/mare/tutor/tutora de l'alumne/a .....  
de 3r d'ESO ..... estem assabentats de la participació del nostre fill/a en el projecte sobre la traducció a la classe d'anglès, en el qual l'Escola col·labora amb la Universitat Ramon Llull

Signatura i DNI

CEO20ESO207\_projectetraducció3r\_20141006

## Annex 6 – Transcriptions of semi-structured interviews

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### Interview 1 – Treatment Group

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**T:** Us ha agradat fer aquest projecte de traducció aquest curs? Per què?

**Tots:** Sí.

**T:** Per què? Quines coses?

**S4:** Jo trobo que està bé però depèn de quin traductor no es pot utilitzar. Com per exemple el Google Traductor que tu fiques una paraula i potser t'acaba traduint en una altra paraula que no té sentit. Només funciona amb paraules que valguin la pena.

**T:** Algú més?

**S2:** Sí, a mi sí, crec que ha sigut interessant i he après coses noves i paraules noves que no sabia.

**T:** Quins aspectes o quines coses us han agradat més? Treball en grup, fer servir l'aula d'informàtica.

**S19:** Bastantes coses.

**S4:** El treball en grup sobretot.

**T:** Perquè no és una cosa que feu molt, no?

**S23:** Pot ser el fet de sortir de la rutina, d'estar fent coses diferents enlloc d'estar fent la gramàtica tot el dia i fer traduccions jo crec que ha sigut divertit i alhora aprens.

**T:** Molt bé, doncs trencar la rutina, val, hi ha alguna cosa del vostre anglès que ha millorat? O noteu que sabeu més o que heu pogut practicar gramàtica, vocabulari, *reading*, *writing*, *listening*, *speaking* o una cosa?

**S2:** Jo entenc millor l'anglès i que després de fer totes les traduccions i tot això entenc molt

millor l'anglès i potser se'm dona millor traduir-ho una mica.

**T:** Clar, així veus els dos no? Entens perfectament el català i després veus l'anglès. Alguna cosa més?

**S4:** Jo crec que l'*speaking*. O sigui, globalment sí, ha estat bé perquè hem après paraules noves i tot això.

**T:** Vocabulari més que res, no?

**S4:** Sí.

**T:** Abans de fer això amb mi, fèieu servir el vostre idioma matern a la classe? Català, castellà, *whatever is your first language*, feu servir això a l'aula d'anglès?

**S4:** Però amb el Ferran no, o l'any passat.

**S12:** Molt poc.

**T:** Per quines coses?

**S12:** Quan alguna paraula no s'entén, quan alguna cosa no, quan estem estudiant, o alguna cosa que no enteníem, doncs la deia en català.

**S4:** Paraules o frases noves que no entenem.

**S19:** Jo utilitzava això per als verbs nous.

**T:** Però no com a una activitat. Nosaltres hem fet servir la traducció com una activitat. És més per entendre's.

**S2:** Era que a cada unitat hi havia unes paraules de vocabulari i aquelles les traduïem, però mai hem fet el típic treball en grup o el típic treball de traduir coses.

**T:** Penseu que fer servir la traducció així amb el vostre idioma per fer l'activitat, perquè és una

activitat que necessita el vostre idioma, us ha ajudat? Us ha agradat?

**Tots:** Sí.

**S4:** Aquesta part sí, però jo només diria que les paraules noves o les frases noves les podríem fer però la resta no les hauríem de traduir, o sigui, tot el que hem fet antigament, que se suposa que s'hauria de saber, no hauríem de traduir-ho.

**T:** Us ha ajudat en grups? Perquè clar hi ha grups amb nivells molt diferents, hi ha gent que parla molt bé l'anglès i altre gent que no tant, doncs fer servir el vostre idioma potser us ajuda a equilibrar això, perquè qui no es pot ajudar en anglès pot ajudar en català o en castellà.

**Tots:** Sí

**T:** A part del català i el castellà dins del vostre grup algú va fer servir un altre idioma?

**Tots:** No.

**T:** Ho dic perquè hi ha altres classes que potser tenen un grup de companys xinesos que poden parlar entre ells en xinès. Us agradaria fer un altre projecte així en el futur?

**S19:** Sí, perquè és diferent, no és una manera clàssica de fer les classes.

**S2:** Jo crec que aprens més i també va bé trencar una rutina i no estar sempre a classe escoltant el que diu el professor perquè a vegades tu no entens res si no li dius que no entens res, però si tu vas traduint les coses i vas fent tu el projecte si que vas millorant i ho entens millor.

**T:** Quines coses canviaríeu del que hem fet? Alguna cosa que us va agradar, alguna cosa que haguéssiu fet diferent.

**S4:** Doncs potser fer més en general alguns grups, vull dir que hi ha molts treballs que hem fet més individuals i fer-los en grup i potser que fossin més llargs.

**S19:** Els temes eren interessants però els trobava curts d'alguna manera.

**T:** Sí, perquè era súper ràpid, potser una setmana era això i a la següent era allò. I potser si haguéssim tingut més temps.

**S2:** Però el problema dels grups era que hi ha gent que no fa res i hi ha gent que fa molt. Jo crec que individual cadascú fa lo seu i aprèn més perquè és seu, i amb grup, *vale* que lo del conte va estar molt bé perquè és bastant llarg però per exemple, lo de Harry Potter i tot va estar bé perquè cadascú aprenia paraules noves i cadascú estava obligat a fer-ho, si ho fem en grup hi havia 3 o 4 persones que estaven parlant.

**T:** O potser canviar els grups més sovint, no? Potser dividir el conte si que es poden posar més objectius.

**S12:** Jo crec que va estar tot molt bé però el que va faltar va ser lo del speaking.

**S4:** Potser sí que és la part més important.

**T:** La idea era que si treballàveu en grup que parléssiu en anglès, però clar entre vosaltres parleu català i seria molt fals posar-vos a parlar amb el John en anglès no?

**T:** Us he dit moltes vegades que la traducció és la llengua però també la cultura, heu après alguna cosa de la vostra cultura o d'una altra cultura?

**Tots:** Sí.

**S4:** Jo perquè havia anat a Anglaterra i coneixia algunes coses, però perquè havia anat que sinó no hauria conegut res i hauria sigut tot diferent.

**T:** Doncs fent els contes per exemple doncs vosaltres ja sabíeu tot de Catalunya i de la vostra cultura?

**Tots:** Sí.

**S12:** *Bueno*, no, a lo millor en el meu grup ens va tocar fer la castanyera i la castanyera és una paraula que existeix aquí però en anglès no existeix aquesta paraula, i llavors és perquè allà potser no hi ha d'això.

**T:** Un cop vam fer Halloween, vam poder veure el “dia de los muertos” vas aprenent cosetes. Teniu tres idiomes, alguns més, al cap, penseu que potser fer servir el vostre idioma a la classe us pot ajudar com a agafar estratègies. Per exemple, si tu estàs parlant en anglès doncs tens aquests altres idiomes al cap, fer aquestes activitats us ajuda com a millorar aquesta competència perquè els vostres idiomes son en principi interdependent, saps? Quan esteu fent una traducció us ha ajudat a veure coses semblants o diferents amb el vostre idioma? Us ha ajudat d'aquesta manera? O quan mireu l'anglès només mireu en anglès o en català només en català o barregeu? Quan esteu llegint en anglès busqueu coses semblants en català?

**S2:** Sí, jo sí, per exemple, quan estic llegint o lleigeixo anglès en la meva subconsciència ho estic traduint tot al català i a vegades estic utilitzant els dos idiomes.

**S12:** Jo també

**T:** Tu també fas això de traduir?

**S4:** Sí, *bueno*, però si veig una paraula que no entenc la intento traduir. Ho faig per separat perquè sinó em *liaria* amb les paraules.

**T:** Llavors trobeu útils aquest tipus d'activitats?

**Tots:** Sí

## Interview 2 – Treatment Group

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**T:** Us ha agradat fer aquest projecte amb mi aquest curs?

**Tots:** Sí.

**T:** *Vale*, quines coses del projecte us han agradat més?

**S10:** Els treballs en grup.

**S16:** Sí, els treballs en grup.

**S21:** Tot, tot en general ha estat bastant divertit.

**T:** I per què us ha agradat treballar en grup? No és una cosa que feu normalment?

**Tots:** No.

**S21:** No, bueno, no ho fem normalment.

**T:** A anglès no ho feu?

**Tots:** No, no.

**S21:** No, a anglès no.

**T:** *Vale*, penseu que hi ha alguna part algun aspecte del vostre anglès que ha millorat, gramàtica, vocabulari o heu pogut practicar, el *reading, writing, listening, speaking*, o tot?

**Tots:** Sí

**S16:** Sí, speaking

**T:** Sí, què?

**S10:** Sí, doncs que ha millorat

**S16:** Sí, el *vocabulary*, no

**T:** Sí, *vocabulary*?



**S1:** Sí, el *vocabulary*.

**S21:** Sí, el *vocabulary*.

**T:** I penseu que heu intentat practicar el *reading* el *writing* quan hem fet el conte en grups, quins *skills* heu fet servir, el *reading*, el *writing*, el *listening*, el *speaking*.

**S1:** L'*speaking* potser una mica menys

**S16:** El *reading* més

**T:** Abans de fer això que amb mi heu fet servir el català o el castellà durant la classe, i abans, havíeu fet servir el català o el castellà a la classe?

**S16:** No, no tant.

**S21:** No molt.

**T:** En altres classes, no en la meua classe, però en altres classes, *bueno*, a anglès, per què feu servir l'anglès, a part del vostre idioma?

**S16:** Doncs perquè no ho entenem.

**S1:** I perquè ens ajudi més.

**S16:** Encara i així ens diu que li preguntem en anglès, i és com, no ens serveix de res.

**S10:** Sí, sí, li preguntem a un profe, i no ho entén.

**T:** I per parlar entre vosaltres, o vosaltres us parleu en anglès quan esteu a la classe d'anglès?

**S1:** No.

**S13:** Al igual.

**S16:** Nosaltres, sí, si abans amb una noia, que ella no parlava anglès, no, ella no parlava català, llavors parlàvem en anglès.

**T:** Però us ha agradat poder fer servir, ara esteu dient que quan no enteneu alguna cosa, parlàveu entre vosaltres o amb el profe abans fèieu servir el català o el castellà, ara amb les coses que hem

fet junts, doncs la idea era de fer servir el vostre idioma, però per fer l'activitat, no perquè no enteneu l'activitat, però realment necessiteu el vostre idioma. Us a agradat fer servir el vostre idioma d'aquesta manera?

**S16:** Sí.

**T:** Per què?

**S16:** És més còmode és més còmode, home perquè normalment parlem en anglès i clar.

**S10:** No tots saben anglès.

**S16:** Sí, o sigui que normalment parlem en anglès, i ara no era català, català, sinó que tot.

**T:** Jo crec que sabeu no, o fins i tot algú que té un nivell més baixet d'anglès poden contribuir al grup.

**Tots:** Sí.

**T:** Molt bé, crec que en els vostres grups no, però algú va fer servir quan estàveu en grups, algun altre idioma era anglès, català castellà, algú parlava un altre?

**Tots:** No.

**T:** Es que a l'altre classe, potser hi ha grups que els dos parlen hindú.

**Tots:** No, no.

**S1:** Amb el Kim.

**T:** Amb el Kim, sí, que?

**S1:** Que el Kim parlem tagàlog.

**S16:** Què ha dit?

**T:** Molt bé, OK, us agradaria fer algun projecte així en el futur?

**Tots:** Sí

**T:** Per què?

**S16:** Perquè és molt dinàmic, t'ho passes molt bé.

**S13:** Sí, dinàmic.

**S2:** Sí, t'ho passes bé en grup.

**S16:** Com que no és molt, sempre el mateix.

**S10:** L'aprenentatge canvia molt.

**S13:** Varia molt les activitats el tema i tot.

**T:** Us ha costat una mica no, fer aquest canvi?

**S10:** Adaptar-se, sí.

**S21:** Al principi sí.

**T:** Com que a vegades us dic: feu això, però com? Però així? No, com vulgueu. I potser no esteu acostumats, no?

**S16:** Ens diuen 'feu això' i ho fem?

**S10:** Ojalà tot fos així.

**T:** Sí.

**S16:** Com que aportes algo, saps? O sigui no et sents com sols allò, perquè hi ha algunes activitats que no sols fas el que et diuen, sinó que tu també tens que posar algo teu allà

**T:** Sí, o sigui, no és el mateix treballs en grup que tots fer algo diferent, es a dir us ha agradat això, com aquesta *freedom*, no?

**Tots:** Sí.

**T:** Molt bé, ara podeu ser súper honest aquí, hi ha alguna cosa que no us ha agradat o que haguéssiu fet diferent?

**S16:** Harry Potter.

**T:** No et va agradar?

**S16:** Sí, estava bé però és molt Harry Potter.

**T:** OK, massa.

**S16:** Sí, massa, massa.

**T:** Potser, no m'estic defensant, però...

**Tots:** [rialles]

**T:** Potser és un cop a la setmana, saps? Si fos el profe de tota la part, igual haguéssis trigat dos setmanes senceres, i ja esta. Però com que es un cop a la setmana, cada setmana, saps? És com costa, a mi també, per exemple: fins on vam arribar? Vale, fins aquí i costa com arrancar una mica. Alguna cosa més que canvarieu?

**Tots:** No.

**T:** No?

**S1:** Més hores.

**S21:** Tot perfecte.

**S10:** Més hores.

**T:** Més hores?

**S16:** Sí, més hores.

**T:** *Vale*, ho he dit moltes vegades, això no només es la llengua, és la cultura. Has de mirar a les cultures, hi ha alguna cosa de cultura que heu après? De la vostra cultura, d'aquí a Catalunya?

**S16:** El "dia de los muertos", de Halloween, vam aprendre bastantes coses, i allò de Harry Potter, perquè jo tampoc tenia ni idea que existia.

**T:** I el per exemple, el tema de l'idioma, o vosaltres, heu après alguna cosa de cultura, d'aquí o d'allà? O tot ja ho sabíeu?

**Tots:** No, tot no.

**S10:** *Bueno*, allò de Halloween també.

**T:** I els contes aquells que veu fer?

**Tots:** Aaah sí.

**S16:** Però no hem escoltat als altres, o sigui dels altres no tenim cap idea tampoc.

**T:** *Vale*, ah i per exemple, penseu que heu millorat, el tema si jo per exemple, la primera

setmana, si jo us hagués donat aquell text, aquell conte per traduir aquella setmana, sense haver fet una mica de practica abans, sense haver fet totes aquestes activitats sobre el menjar, les pelis, estratègies per traduir. Haguéssiu pogut fer-ho? O us hagués sortit més difícil o més fàcil.

**S16:** Potser més fàcil, si no, haguéssim anat a Google Traductor i et tradueix tot el text.

**T:** *Oh my God*, i penses que ara aniríeu a Google Traductor, cada vegada que hagieu de traduir alguna cosa?

**S16:** No, sols per paraules que potser no entenem.

**T:** Però potser abans haguéssiu anat directament allà i ara no tant?

**S16:** Sí.

**T:** Heu après com identificar frases fetes, o cosetes així? Dins el text?

**S16:** Sí.

**T:** Perquè jo veig que al principi veu traduir cada paraula per paraula, i potser ara jo veig que ara busqueu més.

**S16:** Sí, en el meu text, per exemple, vas venir tu i ens vas dir que allò era una altra cosa, el somriure d'orella a orella.

**T:** *Yes, smile from ear to ear.*

**S16:** Sí

**T:** Algun altre comentari? T'ha agradat poder parlar català durant aquest temps a classe?

**S10:** Sí.

**T:** Per què?

**S10:** Perquè et pots comunicar millor, i entens millor, i costa menys.

**T:** I t'ha ajudat també com, trobar com, o saber quan es pot traduir i quan no es pot traduir. Per exemple, jo sóc escocesa, penso en anglès, i al principi quan vaig aprendre el català clar jo hi havia coses que traduïa literalment, totalment. Després aprens que hi ha ah no aquesta paraula no puc traduir literalment. Heu après una mica de veure les diferencies, el català i l'anglès, o el castellà i l'anglès, o les coses semblants? Us ha ajudat això? O per exemple, altres idiomes que sabeu. Quins altres idiomes sabeu? El tagàlog. Hi ha coses que us han servit, que heu vist en anglès, o heu vist la connexió, i heu pensat, això sembla al meu idioma?

**S21:** Sí també.

**Tots:** Sí.

**S13:** En el *reading*.

**T:** Quan ara esteu comunicant en anglès, encara feu traduccions del català?

**S16:** Sí, parles el primer segon, crec que sí, però després ja és més fluït.

**T:** *OK*, algun comentari més?

**Tots:** No.

**T:** *OK*.

### Interview 3 – Treatment Group

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**T:** Em podeu contestar en castellà, si esteu més còmodes parlant en castellà. Us ha agradat fer projectes aquest any? Per què?

**S25:** Sí, jo penso que ha estat molt dinàmic, ha estat molt divertit fer-ho.

**T:** S6?

**S6:** També.

**T:** S14?

**S14:** El mateix.

**S22:** Jo penso que ha estat diferent perquè no només ho hem treballat lo de classe, hem fet diverses activitats, com lo de Harry Potter o el conte.

**T:** Quines activitats us han agradat més? Altres han dit: treballar en grup, a l'aula d'informàtica.

**S22:** Treballar en grup.

**S6:** Fer la traducció del conte, treballar per fer la història i també gravar-la.

**S6:** Treballar en grup, ha estat guai.

**T:** No ho feu normalment?

**S14 + S6:** No.

**T:** Penseu que algun aspecte del vostre anglès ha millorat, ja sigui el vocabulari, la part de *speaking* o *reading*?

**S22:** Jo, el vocabulari.

**T:** Els altres, què? També vocabulari?

**S6:** Sí.

**T:** Sí?

**S14:** Sí.

**T:** Ha ajudat per complementar el que feu amb en Ferran, ell fa més part de gramàtica?

**S22:** Per mi ha estat diferent, una mica.

**T:** Abans, havíeu fet servir el català o el castellà a la classe abans de fer aquestes traduccions?

**S25:** Algunes vegades, quan no algú no entenia alguna paraula concreta ens ho dèiem en català.

**T:** Us a agradat fer servir el català o el castellà així, per una activitat?

**Tots:** Sí.

**S25:** Sí, ens ha facilitat que entenguéssim l'activitat perquè ens costa entendre l'anglès.

**T:** US agrada l'anglès o us costa?

**S6, S22, S25:** Em costa.

**T:** Doncs potser així us pot ajudar no estar perduts.

**T:** A part del català o castellà hi ha algun altre idioma que hagueu parlat amb el grup?

**Tots:** No.

**T:** Amb en S1, en quin idioma parleu?

**S5:** *En castellano*

**T:** Quan esteu aprenent anglès intenteu fer servir el català o el castellà per buscar coses semblants o diferències?

**Tots:** Sí.

**T:** Estudieu un altre idioma, francès per exemple, no, no feu francès.

**T:** Us agradaria fer un altre projecte així al futur? Per què?

**S22:** Sí, perquè ha estat divertit i no ha sigut tota l'estona fer gramàtica, aprendre i fer deures.

**T:** Canviaríeu algunes coses, per exemple, fer una altra pel·lícula que no fos Harry Potter o triar-la vosaltres mateixos?

**S25:** No, ha estat bé encara que no haguéssim triat la pel·lícula.

**T:** Heu après alguna cosa cultural, ja sigui de la cultura catalana o estrangera?

**S22:** Sí, alguna paraula.

**T:** Per exemple, vosaltres sabíeu, coneixíeu el conte de Sant Pol?

**S6:** Sí, jo sí.

**S14:** No, jo no, era la primera vegada.

**T:** I també vam fer el “*dia de los muertos*” i totes aquestes coses de Halloween.

**S22:** *Bueno*, els altres anys algunes coses de Halloween sí que hem fet.

**T:** Quan vosaltres esteu fent coses en anglès i aprenent anglès penseu en català i en castellà, per quines coses ho feu, ho feu per la gramàtica, ho feu per aprendre vocabulari, quan intenteu fer *speaking* o penseu en català i intenteu traduir-ho en anglès?

**S25:** Sí, jo penso el que vull dir i després ho intento traduir.

**T:** I vosaltres?

**S6:** Jo no, o sigui, no penso en català, directament ho dic en anglès.

**T:** S14? O depèn del tema?

**S14:** Sí.

**T:** Penseu que el català i el castellà tenen lloc a la classe d’anglès com hem fet amb les activitats de traducció o penseu que hauríeu de fer cent per cent anglès, immersió total?

**Tots:** No.

**S25:** No, la traducció ens ajuda per paraules que no sabem que volen dir.

**S22:** O si algú li costa també li pot ajudar.

**T:** Doncs això, la traducció i treballant en grups, no, potser?

**Tots:** Sí.

**T:** OK, algun comentari més?

**Tots:** No.

## Interview 4 – Treatment Group

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**T:** Us ha agradat fet aquest projecte, projecte vull dir totes les activitats que heu fet amb mi aquest curs, us ha agradat fer això?

**S17:** A mi o sigui sí, era més relaxat, guai. No era tot com el llibre, era més relaxat, mes lliure, és guai

**S15:** Més lliure, et donaven molta més llibertat

**T:** Què us ha agradat més? Una activitat, o algun aspecte.

**S7:** És que a mi tot, era guai tot.

**S15:** La historia traduir-la, era diferent.

**S7:** Ah si, a mi també.

**S17:** Ah sí, el conte.

**S15:** Aquí és com un text, el *reading*, llavors alhora de traduir entens molt més i alhora de posar en practica això, doncs va bé.

**T:** I treballar en grup, era una cosa nova, o ja ho havíeu fet això abans?

**S17:** En altres assignatures.

**S15:** Sí, *pero muy poco*.

**S7:** I era més avorrit, t’indicaven el que tenies que fer, no era com que això tenies que traduir-ho anaves tu fent-ho però encara podies inventar-te coses per explicar-te, en altres assignatures és, no, tradueix, fi.

**T:** Era difícil tenir una mica més de llibertat?

**S17:** Ah no, no, no.

**S15:** La llibertat era bastant limitada.

**S7:** Doncs és com, a mi m’agrada, per exemple, perquè tinc molt poca imaginació i doncs em costa molt.

**S17:** No, no, no, quan és tot tant marcat és com més avorrit, i així és com que...

**S7:** És com un punt entremig.

**S15:** Depèn de la persona, per exemple a mi em donen llibertat i ho faré igual, a altres els dones llibertat i no fan res.

**T:** Trobeu que hi ha alguna cosa del vostre anglès que ha millorat, gramàtica, vocabulary, or *reading, writing, listening, speaking*, notes que tens més confiança en alguna cosa?

**S17:** Sí, en escriure sí.

**S7:** *Más fluido*

**T:** Aneu fent gramàtica i tal amb en Ferran, però ho heu pogut posar en pràctica aquesta gramàtica que heu après amb ell, fent aquestes coses, per exemple al conte?

**S17:** Sí, el conte.

**S15:** Sí, al traduir-lo.

**T:** Perquè era una barreja de tot no era només un text sobre present simple, al principi vam fer això de les pelis, traduint la paraula "get" i tot això, als menús... i vam mirar com traduir cosetes...penseu que si no haguéssim fet totes aquestes activitats us hagués sigut més difícil fer aquesta traducció final, vau poder fer servir algunes estratègies que havíem mirat al principi... o com ho haguéssiu fet diferent si no haguéssiu fet diferent? Haguéssiu anat directament a *Google Translator*?

**S15:** Jo crec que sí, és més fàcil començar per lo fàcil, és com a mates, que no pots començar per equacions o no sé què, si no fas, jo crec que has de començar per coses així i després ja anem a la historia.

**S7:** Sí.

**T:** Abans de fer això amb mi, havíeu fet servir abans el vostre idioma a la classe d'anglès?

**S15:** *Bueno*, potser.

**T:** Abans de fer això amb mi, havíeu parlat amb català o castellà, o perquè?

**S7:** Recordo que de petites que per anar al lavabo teníem que dir-ho en anglès, hi havia vegades que no anava per que no recordava com es deia, així que no, no ens deixaven.

**S15:** Només el fem servir quan el vocabulari, el traduïm, i ho corregim, i ho diu, però ja està.

**T:** Però no per fer una activitat, només per les instruccions?

**S7:** Sí, per traduir.

**S15:** Sí.

**T:** Però no per fer-lo servir durant l'activitat, *OK*, i penseu que fer servir el català o el castellà us ha ajudat, *bueno*, clar, és traducció, però quines són les avantatges?

**S17:** Ens ha ajudat amb el vocabulari, és molt, no sé com explicar-ho, els significats.

**S15:** És que jo crec que el fet de fer totes les classes en anglès, *bueno*, amb tu no, no, però si volen imposar tot en classes amb anglès, al final, arribes a classe i desconnectes perquè no ho entens.

**S7:** Exacte.

**T:** O si esteu en grup, bé, ja sé que vosaltres esteu en un grup bastant poc treballador, però el fet de fer una cosa en grup, si tot és en anglès, potser el nivell diferent d'anglès afecta, però...

**S7:** Directament, crec que ho acaba fent tot la que va a la acadèmia, la persona que sap molt d'anglès, i sobretot aquest nivell que ara mateix

els nivells no m'agraden gens perquè estan malament perquè.

**S17:** Sí.

**S15:** L'any passat estaven diferents perquè un que anava a reforç doncs ara va amb nosaltres.

**S7:** O sigui hi ha el nivell alt i el nivell baix, i tot els altres estan barrejats i a mi personalment no em sembla bé, perquè com que els de nivell baix no estan entre ells perquè sinó no s'esforcen saps, perquè si estan del mateix nivell s'esforcen perquè diuen *jolin*, no hi ha ningú que m'ho pugui fer, doncs en canvi per exemple al nostre grup no, diuen si tu saps fer-ho, fes-ho tu! I a sobre el pitjor és que no entenen res, acaben sense entendre res.

**T:** Doncs per això potser, és clar, traduir català-castellà a l'anglès és difícil, perquè si tenen nivell baix, però al revés, quan vam fer, ja sé que no et va agradar gens ni mica fer això del Harry Potter però bé, perquè m'ho has dit potser 40 vegades, però el fer de poder fer és clar si tu fas una traducció anglès, castellà, català, la persona ja sap el català, ja sap el castellà, i saben pronunciar, doncs potser pot fer que altre gent que igual no haguessin participat, doncs participin una mica més, En el vostre grup, en quins idiomes anàveu comunicant?

**S15:** En castellà, català i anglès.

**S7:** Jo crec que entre nosaltres parlàvem castellà, l'activitat l'enteníem en anglès, i després al escriure el text traduir-lo o algo, ho traduïem en català, perquè és com la obligació que sempre et fan d'escriure en català, doncs crec que és així, perquè sempre que parlem en anglès no parlem en castellà, parlem en català, doncs crec que és això .

**T:** I tu notaves per exemple que quan fem les traduccions buscaves coses semblants de l'anglès, coses semblants del català, del castellà, o parleu algun altre idioma?

**S7:** No.

**T:** Però buscàveu com semblances entre...

**S7:** Semblances? Sí.

**T:** I feu això cada vegada més?

**S17:** Lo de buscar, sí, és que és més ... saps que això és igual que això, o això s'assembla, i així com que te'n recordes millor.

**S7:** Ho relaciones.

**S15:** I hi ha paraules aquestes de, no sé com "*facility*" que tu les escoltes i dius, facilitar.

**T:** Així no heu de perdre molt de temps allà buscant cada paraula al diccionari no, si podeu fer com una imatge després, ja saps, us agradaria fer un projecte o més coses així en un futur?

**S7:** Sí.

**S17:** Em, sí.

**S15:** Segur.

**T:** Perquè penseu que és una avantatge això?

**S7:** Un avantatge i a sobre que no vas avorrida a classe, vas amb ànims, jo per exemple ara és, *jolin*, ara anglès, i allò molava perquè era, anem a informàtica, a fer coses, ens ho passarem bé, a sobre anem a fer-ho en grup, que no estarem sola jo, sols pensant.

**S17:** Ara és amb el llibre aquí, amb els exercicis, copiar i pegar, tenim que escriure nosaltres.

**T:** Noteu diferències?

**S17:** És que amb els exercicis és com, tot d'un tema, en especial, i amb tu era com, els verbs, el vocabulari, tot junt.

**S7:** Ho combinaves, sí.

**T:** És clar, perquè tot i que és un conte i no ho pots jugar gaire, era un text real perquè era un conte, els *readings* molt sovint passa que han canviat tot perquè surti el verb *continuous*

**S15:** Sí, *exacto*

**S7:** Tot és com una pauta, i sempre és així, tots els temes segueixen el mateix ordre, en canvi tu, desfàs la pauta i la tornes a fer d'una manera que queda súper.

**T:** I segurament que hi havia coses en aquest conte i en el tràiler, i tot allò, que no havíeu vist, estructures de gramàtica que fins l'any que ve no veureu, però *bueno*, si ho veus en context, podeu endevinar.

**S15:** És que aquí ho combines tot. En canvi a classe només fas una cosa, acabes, ho deixes i ja està.

**S17:** I t'ho posen a l'examen.

**S7:** Els exàmens, són molt fàcils perquè t'ho aprens tot i és tot igual, el que és *xulo*, penso que a l'acadèmia ho fan, és que t'ho posen tot barrejat, ajuntat tot, allà és on aprens.

**S17:** Aquí no aprens perquè no ho poses en pràctica.

**S15:** Per exemple el que hem fet amb tu aquí, al barrejar, doncs jo ho he posat en pràctica però realment així és com més aprens.

**T:** Hi ha alguna cosa que canviariu? De les activitats o...?

**S15:** Doncs jo penso que potser tenir en comptes els grups, no m'he trobat molt

malament, però potser es passaven l'hora parlant i després et deien: què has fet, m'ho passes?

**T:** Potser podríem canviar els grups més sovint? O alguna cosa així?

**S7:** O fer allò de demanar tu les parelles i combinar-ho tu.

**S17:** I que hi hagi més temps, era tot massa ràpid, en un dia fer tot això, més temps.

**S7:** I en el cas que torni a passar que els grups estiguin mal organitzats, posa'ls tots els que saben menys, posa'ls tots junts, ja veuràs com aportaran molt més i es posaran les piles.

**S15:** Nosaltres l'any passat anàvem juntes, ens passava.

**S7:** Excel·lent, notables.

**S15:** Tots fèiem el mateix, encara que preguntéssim, ho havíem de fer.

**T:** Jo crec que amb grups ho vam mirar, si fem grups petits, que normalment és millor, perquè amb grups bastant grans no pots comptar que aquesta persona vindrà cada dia si és un grup de 4 persones i 2 fallen, com que només tenim 1 cop a la setmana són coses a tenir en compte, o obstacles, perquè no sóc la profe, és a dir sóc profe, però no la profe de la classe doncs si jo fos la vostra profe, començaríem el divendres, si no teníem temps a acabar-ho doncs continuem el dimarts. Saps? Però si només tens una hora, és una mica, doncs hem acabat això, següent cosa, i això dels tràilers, potser, si haguessis tingut més opció, millor no?

**S17:** Sí, posar més varietat.

**S7:** També.



**T:** És que jo vaig agafar això, com que hi havia sèrie, de pelis. Pensava si us dono la llibertat de triar, potser d'aquí tres setmanes, ningú haurà triat res.

**S7:** Sí, però potser posar tres pel·lícules i escollir. I dir: digue'm la que has escollit. I en dos minuts t'ho diuen, perquè si tu dius agafa la que tu vulguis hi ha moltes coses.

**S17:** Poder escollir.

**T:** Què més, ah sí, us anava dient que la traducció és la llengua però també la cultura, doncs estem mirant cultures diferents, heu après alguna cosa nova de o la vostra cultura o d'una altra cultura en aquests mesos?

**S15:** Sí, amb lo de Halloween.

**S17:** Sí, *pero lo hicimos de lo que queremos.*

**S7:** Hagués molat fer això de la teva, del Regne Unit no, com ens feia el Charlie, per exemple jo voldria, la gent vol anar, si vols aprendre anglès el que has de fer és anar-te'n allà, i com que dones iniciativa i expliques què és el bo i el dolent d'allà, jo per exemple vull anar a un lloc on parlin anglès per practicar-ho, doncs jo també donaria opcions o ensenyaria com és viure allà.

**T:** I el tema de la vostra cultura, perquè els contes que anàvem fent són de la cultura catalana, i heu après alguna coseta sobre, o alguna cosa nova que no te n'havies adonat?

**S7:** Jo crec que del nostre conte no, però potser dels altres grups sí, per exemple haurà de ser a Barcelona, no pas de més enfora, perquè estem més centrats, aquí no vols sortir de Barcelona, ho té tot no, doncs penso que els contes haurien d'estar més centrats del lloc on ets.

**T:** O que vosaltres porteu un conte no?

**S7:** No perquè tothom es barallaria i tal.

**T:** *It's true*, és complicat treballar amb adolescents eh, sou complicats, tornaré a parlar d'allò dels idiomes, quan tu dius que tens el teu pare que et parla en català, la teva mare que et parla en castellà, l'anglès a l'escola, però quan tu parles en català, tu barreges paraules dels dos idiomes?

**S7:** Sí, la veritat és que últimament sí perquè em surt en castellà i és clar, la meva família paterna no els agrada i em corregeixen ells i jo els dic, sí, és veritat, i realment a mi no m'agrada perquè m'estic acostumant a parlar en castellà i penso que s'està perdent la llengua.

**S17:** Sí, et surt sol.

**S7:** Les barreges se t'ajunten, i a mi em passa que si parlo en català em surten paraules castellanes però si parlo castellà no em surten paraules catalanes, perquè el català s'ha deixat de practicar perquè jo per exemple amb elles parlo en castellà.

**S17:** És veritat.

**S15:** És que és la mania, per exemple jo amb elles les vaig conèixer parlant castellar i a una altre companya també llavors ja amb elles no parlo català.

**T:** I l'anglès després, afegeixes l'anglès.

**S15:** És que és difícil.

**T:** Hi ha coses que segurament agafeu del castellar quan esteu pensant en anglès, o agafeu del català quan voleu d'escriure, o aneu a la classe d'anglès i ja intenteu parlar anglès.

**S7:** No perquè jo crec que és com pensar en un idioma, jo per exemple quan parlo en català

penso en català, i quan parlo en castellar penso en castellar, però és clar, en anglès com que no el practiquem i a mi realment m'agradaria molt practicar-ho.

**S15:** És que és difícil practicar-ho.

**S7:** No és difícil, és que et fa vergonya, perquè per exemple, ella amb mi parlaria anglès, jo per exemple un dia perquè sí, vaig parlar amb una companya en anglès i vaig estar mitja hora parlant amb ella en anglès, i hi havia paraules que per exemple no em sortien i li preguntava a ella perquè té un nivell més alt que el meu, i ella me les deia i seguíem parlant, i després de mitja hora dèiem, què hem estat fent, però realment em va agradar bastant perquè arriba un moment en què hi ha petites frases en què simplement les penses en anglès. I penso que això s'hauria de posar molt més en pràctica, parlar molt més en anglès.

**S15:** *L'speaking*, és veritat.

**S7:** Que es facin activitats que s'hagin de practicar parlant, perquè realment com s'aprèn és parlant, per exemple la gent que se'n va a Estats Units.

**S17:** [riu] Sí, als Estats Units

**T:** És clar, jo sóc bastant, és clar, faig servir el vostra idioma, i hi ha altres mestres que no ho faran perquè creuen que haureu de pensar sempre en anglès, penseu que no hauríeu de fer servir mai el vostra idioma, o creieu que hi ha una manera de fer-lo servir, per exemple nosaltres hem fet això amb activitats específiques, i realment treballant els tres idiomes, perquè heu dit abans que era com traduir una paraula o consultar al profe o a un company, però el que hem fet ara és com més

controlat, fer servir l'idioma d'una manera més controlada, veieu això com un avantatge o penseu que millor sempre 100% en anglès?

**S7:** Jo crec que és com, barrejar-ho i no barrejar-ho, és a dir jo dic de fer converses com les que ens feia el Charlie que eren teves, crec, allò està bé, però és molt curt, llavors hauríem de fer allò però més llarg, perquè hi ha poques activitats d'aquestes, llavors està bé perquè ho poses en pràctica, en canvi a l'hora d'ensenyar una cosa, els verbs, etc, utilitzar la traducció, és a dir per aprendre sí, i per practicar-ho, no.

**S15:** Bé, jo per exemple a l'acadèmia tot és anglès, aquí encara utilitzem un idioma però allà si tu preguntes; què és això, et buscarà la definició, però no te la dirà en el teu idioma, allà també la conversa, sempre et diuen busca't una parella i parla.

**T:** OK, thank you very much.

**S15:** *Hemos aportado mucho a la ciencia.*

## Interview 5 – Treatment Group

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**T:** Us ha agradat fer el projecte aquest any?

**S20:** Sí.

**S18:** Sí.

**T:** Per què us ha agradat?

**S20:** Perquè es una activitat diferent i està bé per canviar una mica la rutina

**S18:** Sí, per canviar el que fem sempre.

**T:** Quines coses us han agradat més?

**S20:** Treballar en grup.

**S18:** Sí.

**T:** No feu això normalment?

**S9:** No, normalment no.

**S20:** No, i fer projectes i això.

**T:** I aneu molt a l'aula d'informàtica normalment, o quines coses normalment feu?

**S18:** No, molt.

**S20:** No, no.

**S9:** No.

**S20:** Està bé anar a info, perquè clar ens agrada més, treballem més, no més però si amb mes ganes, doncs aprenem més.

**T:** Jo he intentat donar-vos una mica de, potser massa, llibertat, com molt com vulgueu, com vulgueu, us ha agradat això o us ha costat?

**S20:** No, està bé.

**S18:** Sí.

**S9:** Sí.

**S20:** Perquè així agafem iniciativa.

**T:** Us ha ajudat amb l'anglès d'alguna manera, que està molt bé treballar en grup però heu notat que potser heu millorat gramàtica o vocabulari, qualsevol de les skills?

**S18:** Sí.

**S9:** Sí.

**T:** Quines coses?

**S20:** El parlar, parlar una mica més ràpid, no travar-me en les paraules, o sigui el vocabulari.

**T:** I la gramàtica, no us he ensenyat gramàtica en cap moment, però amb els textos, heu anat veient coses que potser us sonaven, no?

**S20:** Sí, paraules noves.

**S9:** No sé.

**T:** Abans de començar amb tot allò, havíeu fet servir el català o el castellà a classe d'anglès?

**S9:** Sí, però poc.

**S18:** Sí.

**S20:** Sí.

**T:** En quines coses?

**S20:** Sí, per entendre'ns amb el profe.

**T:** Per traduir com fem nosaltres, o traduir més una paraula, o comunicar-te amb el profe?

**S20:** Una paraula.

**S9:** Sí, una paraula.

**S18:** Sí.

**S20:** Una paraula, per si no sabem què esta dient, o que estem dient, o algo, ens ho tradueixi.

**T:** Però per fer una activitat, no?

**S18:** No.

**S20:** No.

**T:** O aquests del llibre no?

**S18:** Sí.

**S20:** Sí.

**S9:** Sí.

**T:** Us ha agradat, fer servir el català i el castellà?

**S20:** Sí.

**S18:** Sí.

**S9:** Sí.

**T:** Us ha ajudat?

**S18:** Sí.

**T:** En quines maneres?

**S18:** És més fàcil quan t'expliquen les coses en la teva llengua materna.

**T:** Perquè vosaltres quan entreu a la classe d'anglès, comenceu a pensar en anglès?

**S18:** No.

**S20:** No.

**S9:** No.

**T:** Esteu pensant en...

**S18:** En català o castellà.

**S9:** Sí.

**T:** Al veure els textos així, heu pogut veure coses semblants o diferents?

**S18:** Sí.

**S20:** Sí.

**T:** I quan esteu treballant si estan llegint un text o el que sigui, potser no expressament, però busqueu semblances amb el català o el castellà amb altres paraules?

**S18:** Sí.

**S20:** Sí.

**T:** I a l'hora de llegir i escriure també?

**S18:** Sí.

**S20:** Sí, sí.

**T:** En els vostres grups, eren els tres idiomes no que parlàveu o hi havia un altre idioma que?

**S18:** No.

**S20:** *Bueno*, nosaltres no.

**T:** Vosaltres teniu un altre idioma, vosaltres feu francès?

**S20:** Tu fas francès?

**S18:** Jo no.

**S9:** No.

**S20:** No.

**T:** No, OK, I al vostre grup hi havia gent parlant un altre idioma, era tot català o castellà?

**S20:** Sí, el tagàlog, en S1 i aquests.

**T:** I era per quin motiu, per fer la feina, o per què?

**S18:** Perquè el tagàlog en teoria s'assembla més a l'anglès o així, no sé.

**T:** Doncs clar, aleshores podien agafar coses.

**S18:** Suposo sí, se'ls hi dona bé l'anglès al sortir.

**T:** Us agradaria fer més coses aquestes en un futur?

**S18:** Sí.

**S20:** Sí.

**S9:** Sí.

**T:** Per què?

**S20:** Sí.

**S9:** Perquè és, no ens avorrim.

**S20:** Ja, sí per també desconnectar una mica del que fem sempre amb fitxes i llibres, que se'ns fa pesat i això.

**T:** I posar-ho a la pràctica no coses que heu après, va sortint en aquestes activitats?

**S20:** Sí, als textos.

**S18:** Sí.

**T:** Hi ha coses que podríeu ser súper honests aquí, coses que canviaríeu?

**S20:** *Todo!* No, era broma.

**T:** La profe! Alguna cosa que canviaríeu o que no heu trobat útil.

**S20:** Tot estava bé.

**S18:** Sí.

**S9:** Sí.

**S20:** Sí, es que no hi ha res dic jo.

**T:** Sí, perfecte.

**S18:** Potser això que has dit tu abans que teníem massa llibertat, i aleshores no treballàvem.

**S20:** I si em fiques un excel·lent estarà encara millor.

**T:** Potser és això, també una mica massa llibertat i en grups bastant grans, potser hi ha alguna que no, alguns dies que no tens ganes, heu après alguna cosa de la cultura, o de la vostra cultura?

**S20:** el dia que vam fer allò de la fitxa de Halloween, del “*dia de los muertos*”, i això, i *bueno*, hi ha algunes fitxes que estan bé, i amb això de Harry Potter, jo no ho coneixia coses.

**T:** Coses, que a veure, tema Sant Jordi i el Drac.

**S9:** És que quan tradueixes el text, aprens més coses de la història.

**T:** Clar, es que per vosaltres això es molt normal però després si ho has de traduir, trobàveu problemes per trobar una equivalència a l’anglès, per exemple calçotada, o així?

**S9:** Sí.

**S18:** Algunes paraules.

**S20:** Típiques catalanes.

**T:** Noteu que quan apreneu més anglès, deixeu més el vostre idioma, o que feu servir el vostre idioma per una altra cosa, que al principi potser penses en català i escrius paraula per paraula en anglès, i després quan vas agafant més nivell.

**S18:** Penses en anglès després.

**T:** I agafes estratègies del teu idioma?

**S18:** Sí.

**T:** I aneu cada vegada fent més això?

**S18:** Sí, però tampoc fem res en català però.

**T:** Quan vam fer aquestes activitats al principi com de *warm up*, com la pel·li, aquestes coses, després penseu que això us va ajudar, o penseu

que si jo hagués fet grups i us hagués donat el conte el primer dia i us hagués dit, *vale*, traduïu-lo al català, penseu que necessitàveu aquestes setmanes.?

**S20:** Sí, ens hagués costat més, sí, jo crec que sí, perquè ja estàs acostumat a traduït i això, i llavors un cop ja agafes, encara que siguin coses petites que vam fer, com el menú i això, després amb una cosa llarga, no tardes tant, sí ens va ajudar.

**T:** Esteu d’acord?

**S20:** Sí.

**S9:** Sí.

**T:** Perfecte.

**S20:** Gracies, *estáis aprobados*.

## Interview 6 – Treatment Group

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**T:** Have you enjoyed carrying this translation project during the course, us ha agradat fer aquest projecte aquest curs?

**Tots:** Sí.

**T:** Per què, quines coses us han agradat més, amb què us ho heu passat millor?

**S8:** Els treballs en grup.

**Tots:** Sí.

**S24:** Amb els treballs en grup perquè quan no entenies alguna cosa com a mínim algú t’ajudava.

**S3:** Les classes no eren sempre monòtones sinó que fèiem activitats diferents i no fèiem sempre el mateix, o sigui no estava el professor davant i t’explicava coses sinó que fèiem activitats interactives.

**T:** Penseu que hi ha alguna part del vostre anglès que ha millorat aquest curs? Gramàtica, listening, writing, speaking, lo normal, o realment penseu que heu après a fer X cosa?

**S24:** Jo crec que, qui més qui menys, tots hem après vocabulari.

**S3:** Sí, molt vocabulari.

**S11:** L'any passat apreníem zero vocabulari, en canvi, aquest any si que n'hem après.

**S3:** Per part meva, jo crec que he après més recursos per fer l'speaking i vocabulari, i tot això, almenys jo, ho he millorat bastant.

**T:** Perquè què us costa més?

**S24:** Jo crec que és veure paraules i no saber què signifiquen, però tu les dius i et quedes igual, però aquest any com que hem fet tràilers i anuncis i més coses doncs ara entenem millor.

**T:** Suposo que quan vam veure lo del conte, anàvem mirant el mateix text i doncs vas veient les mateixes paraules.

**S11:** Sí, i quan vam fer allò de Harry Potter podies veure-ho en castellà i en anglès llavors tenies el teu text i podies veure el què és i com s'escriu en anglès.

**T:** Sí, perquè de vegades si mires una pel·lícula en anglès i amb subtítols en castellà, pot ser no entens el que han dit en anglès, però si ho fas al revés i ho escoltes en castellà o català i ho veus escrit en anglès tu automàticament entens el castellà i després pots veure la paraula.

**T:** Abans d'aquest curs havíeu fet servir el vostre idioma matern, el català o castellà, a la classe d'anglès, per quines coses?

**Tots:** Sí.

**T:** Per quines coses?

**S1:** Sí, perquè quan parles amb angles la gent posava cares rares com si no ho entengués llavors ho acabaves dient en castellà.

**S24:** Però per fer treballs, tot era en anglès.

**S8:** No però si t'han d'explicar alguna cosa en anglès, per exemple el *present continuous*, si t'ho expliquen en anglès no t'enteras de res però si t'ho expliquen en català i després ho fas en anglès doncs ja si que ho entens

**T:** Us ha agradat poder fer servir el vostre idioma d'aquesta manera per fer un treball, per què?

**S3:** Sí, doncs perquè en anglès a vegades no ens entenem.

**S8:** Jo puc tenir un nivell i l'altra persona pot tenir un altre i si jo parlo amb un i diu coses que jo no entenc o jo dic coses que ell no entén doncs.

**T:** Pot ser això no encaixa tant amb vosaltres però a part del treball en castellà hi havia algun altre idioma per parlar en el vostre grup on estàveu treballant?

**Tots:** No, només el castellà.

**T:** Quan estàveu en grup o fent aquestes activitats amb mi en el projecte perquè fèieu servir el castellà o el català?

**S8:** Perquè és l'idioma que parlem entre nosaltres. Jo quan veig a la Sandra o la Roser parlo en català amb elles, em surt sol, i per fer el treball?

**S24:** L'utilitzem per organitzar-nos i parlar del treball.

**T:** Us agradaria fer una altra cosa així o unes altres activitats com a projecte pel futur?

**S11:** Sí perquè les classes que són molt monòtones et fan pensar que molts cops no t'enteres del que estàs fent i, en canvi, si fas alguna cosa més divertida i diferent és una manera de fer-ho sense avorrir-te.

**S24:** Perquè les classes són molt dinàmiques

**S8:** Abans era arribar obrir el *Workbook* o *Student's book*, feies l'exercici, corregies i t'anaves. Ara anem a informàtica i fem altres coses.

**S24:** Clar, també podríem fer-ho més d'un dia a la setmana, enlloc de només divendres doncs dijous també, és millor perquè sinó les classes son bastant lentes i amb aquest projecte són més dinàmiques.

**T:** A més podeu complementar si feu gramàtica amb el Ferran, doncs si divendres fem alguna cosa nosaltres surt allò que heu estudiat.

**T:** Quines coses canviaríeu de les activitats?

**S3:** Jo hi ha coses que no faria. Va haver-hi uns setmana que ens vas posar per parelles i vam haver de fer un conte inventat, o sigui, havíem d'agafar un conte i *versionar-lo* a la nostra manera i ni l'hem acabat ni res. Aquestes coses que no acabem jo no les faria, em dedicaria més a altres coses.

**S11:** És que és això, hi ha poc temps, perquè una hora a la setmana no dóna per res.

**S24:** Però hi ha moltes activitats que moltes vegades s'han quedat allà penjades.

**S8:** Jo faria una hora més a la setmana perquè hi ha molta gent d'aquesta classe que ha après més amb el que hem estat fent que no amb les classes, perquè tu veus un llibre davant i te'l

llegeixes i ja està, o sigui t'ho aprens de memòria i ja està.

**S11:** El que per exemple va bé que fem semblant és que darrere del llibre hi ha el que t'expliquen mes la traducció i bé ja és llegir en anglès i si hi ha alguna cosa que no quadra tens la traducció, llavors aquí és el mateix però sense la necessitat del llibre.

**T:** Al principi, potser la primera o segona setmana vam haver de traduir frases amb la paraula get, si us hagués donat aquest conte per traduir a principi de curs sense fer aquestes activitats abans i sense haver practicat la traducció penseu que hagués sigut més fàcil o difícil?

**S8:** A veure, hagués sortit igual perquè la gent hauria posat el traductor de Google i ja està.

**S11:** També depèn del teu nivell i del teu vocabulari, per exemple el meu és molt bàsic llavors m'hagués sortit igual o molt pitjor.

**T:** Hi ha alguns temes culturals que heu après aquest any, de la cultura vostra de mirar coses de la vostra cultura.

**S8:** *Bueno*, i dels altres cultures també, com lo de Mèxic, de la *Catrina* o no sé, jo fa un mes em vaig acabar *d'enterar* que hi havia un Timbaler del Bruc, cadascú ha après *algo*.

**S3:** O sigui, l'any que ve volem repetir.

**T:** Repetiríeu això, us ha agradat i heu millorat el vocabulari, per exemple, abans que teniu al cap sobre el tema de la traducció?

**S11:** El que fèiem de traducció l'any passat eren uns exercicis que hi ha al *Workbook*, pot ser hi ha un per tema i eren frases d'aquell tema concret no frases en general.

**T:** Frases, així, per exemple si estàveu fent el *Present Perfect we haven't seen each other since*, però sense context

**S8:** El problema era que t'ho llegies i a la unitat següent te n'oblidaves.

**T:** I quines habilitats feies servir llavors?

**S11:** Com que sortia vocabulari del tema tenies doncs, a la pàgina anterior les paraules i la traducció.

**S3:** Sí, al *Student's book* a la primera pàgina hi havia un text i després paraules soles i en aquella unitat el professor deia què significaven i t'ho havies d'apuntar en teoria, llavors al final de la unitat, anaves al final del *Workbook* i allà feies els exercicis.

**T:** I ara penseu que la traducció és només una cosa per *writing* i *reading*?

**S11:** Per mi molt millor perquè jo abans l'anglès l'aprenia de memòria, en canvi, ara als exàmens intento traduir les coses i dic, *vale* està dient això, llavors directament em surt.

**T:** Al final, amb això que estem fent no us posaré una nota però no serà com per un examen, sinó que estàveu fent això per fer alguna cosa més dinàmica no per posar-ho en un examen.

**S8:** Alguna cosa que m'hagués agradat fer és una cosa d'*speaking* si que m'hauria agradat fer, sí que hem parlat amb els grups, però algun exercici de sortir davant la classe i mantenir una conversa, perquè tu pots traduir i posar-ho en un full però després tu ho has de parlar i jo de parlar doncs no he fet gairebé res, si que tu ho memoritzes i ho poses en un full però pot ser a

la vida real quan parles amb algú no és el mateix.

**S24:** És que a la primària a cada unitat tenen com un còmic i el que fan és representar-lo i va súper bé perquè després qualsevol cosa que llegeixes ja saps com pronunciar-ho.

**S11:** Sí, vulguis o no és alguna cosa que t'estàs estudiant i tens gràficament el què però després si recordes de la paraula i de la vinyeta dius: és això, així recordes a partir de la imatge.

**T:** Molt bé, algun altre comentari?

**Tots:** No

### Interview 1 – Control Group

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**T:** Us agrada l'anglès?

**S10:** Sí.

**S24:** Sí.

**T:** Teniu la sensació que heu après molt aquest any a la classe d'anglès?

**S10:** A la meua classe comparat amb l'any passat, molt.

**T:** En quin aspecte, *grammar, vocabulary, reading, writing, listening, speaking*...Quines coses penseu que heu après més?

**S16:** A mi m'agrada més la lectura que el vocabulari.

**T:** I has après molt amb això?

**S19:** Jo crec que del *writing*, doncs l'any passat no en fèiem tant.

**T:** I la gramàtica no hi ha gaire gramàtica?

**S10:** Sí, es repeteix i a més sempre és el mateix.

**T:** Quan esteu a la classe d'anglès, en quí idioma parleu?



**S10:** Més en anglès.

**T:** I feu servir el català o castellà?

**S16:** En alguna paraula que no sabem com es diu, per preguntar-li, doncs sí.

**T:** Més per fer una traducció literal d'alguna paraula?

**S10:** Sí.

**T:** I entre vosaltres?

**S16:** Entre nosaltres bé, normalment en català, però si fem un treball en grup i així, doncs en anglès.

**T:** Feu molts treballs en grup?

**S10:** De moment aquest any no gaires.

**T:** Fer servir el català o castellà a la classe o intenteu?

**S24:** Jo quan parlo amb les altres si, però quan estem fent classe no.

**T:** Penseu que el català i el castellà us ajuden a aprendre anglès? O és una cosa com negativa?

**S10:** No, perquè after això és el problema en castellà i català, perquè after sona més com a abans, i és després, i before és més després, però és abans, i no m'ajuda.

**T:** Però després tu ja saps això, perquè tu ja has pogut veure la diferència, i has comparat els dos idiomes. Algú més? Trobes que el català o el castellà t'ajuda?

**S16:** Amb algunes paraules si, com a dit el S16, n'hi ha d'altres que et confonen o et *lien*.

**T:** I amb la gramàtica, us ajuda? Quan esteu fent la gramàtica penseu en català o castellà i feu aquesta comparació?

**S16:** Una mica sí, quan faig alguna cosa com una redacció en ordinador, a vegades penso i aleshores la poso.

**T:** Hi ha algun altre idioma que parleu a classe? O hi ha gent que parli a classe? Català, castellà, anglès?

**S10:** No.

**T:** Vosaltres no feu francès no?

**S10:** No.

**T:** Penseu que hi ha alguna altre cosa que falta a la classe, o que voldríeu fer més? Treballs en grup o...

**S10:** Treball en grup.

**T:** Feu coses de projectes?

**S10:** Bé, és que l'any passat nosaltres, amb la professora que teníem, parlàvem bastant en català a la classe. Però també fèiem treballs en grups. I aquest any estem fent bastants treballs individuals però tot en anglès i no tan en grup.

**T:** Perquè els treballs que fèieu en grup l'any passat, era una activitat en català o simplement parlar en català per donar instruccions, per explicar l'activitat, etc. Per exemple, nosaltres al costat hem fet una activitat de traducció, i necessites el repàs però és per a fer l'activitat, no és només una explicació.

**S10:** Sí, era així.

**T:** Vosaltres esteu aprenent anglès, però esteu aprenent la cultura americana. Heu après motles coses culturals aquest any que puguis ser de la vostra cultura o d'una altre cultura?

**S16:** Bé, de la nostra no gaire. Però quan va venir el Charlie, ens va fer un *PowerPoint* del que feia ell, i ens va ensenyar bastantes coses que feia.

**T:** I alguna cosa us va sorprendre? O ja sabíeu una mica la cultura anglès?

**S16:** A mi una mica em sonaven.

**T:** Quan esteu aprenent anglès, i parlant en anglès, feu servir el català i el castellà al cap o feu servir només l'anglès o potser feu servir un altre diferent?

**S10:** Jo, quan parlo anglès sempre, penso en català, i després ho dic en anglès.

**S10:** Sí

**T:** No està malament eh? Normalment, sempre estem fent això. Però penseu que la classe d'anglès hauria de ser 100% en anglès? O penseu que hi ha lloc, en la classe d'anglès, pels vostres idiomes?

**S19:** És que jo crec que si només hi hagués anglès, no acabariem aprenent res, si no sabem la traducció ni res.

**S16:** Si, alguna paraula en català que ens vagi bé per a entendre-ho més bé, perquè si ho poses tot en anglès, és una mica *rotllo*.

**T:** I de vegades aprens coses sobre el català, perquè mentre aprens anglès pots dir "Ostres, és que nosaltres diem així en català". Per exemple, nosaltres diem *holiday*, a Anglaterra, però al estats units diuen *vacation* i després en català es diu *vacances* i *vacaciones* en castellà, que s'assembla a l'americà i fas aquesta relació.

**T:** Alguna cosa més que us agradaria practicar més?

**S10:** Bé, quan llegim el *reading*, alguna paraula que ens costa bastant vocalitzar-la, m'agradaria una mica més practicar-la.

**T:** I els demés?

**S10:** No.

**T:** Esteu 100% content?

**S10:** Sí.

## Interview 2 – Control Group

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**T:** Teniu la sensació que una part del vostre anglès ha millorat prou aquest curs? Heu après molta gramàtica, vocabulari, o *reading*, *writing*, *listening speaking*? Una mica de tot? O alguna cosa més? O alguna cosa menys?

**S7:** Vocabulari.

**S15:** Sí, vocabulari.

**T:** I coses com *speaking*, *reading*.

**S7:** Sí, hem fet molts *speaking*s també.

**T:** Llavors us sentiu una mica més còmodes parlant en anglès?

**S7:** Sí.

**T:** Us agrada l'anglès?

**S2:** Molt.

**T:** Feu servir només l'anglès a la classe? O de vegades feu servir el vostre idioma, el català, el castellà.

**S14:** Amb algunes paraules.

**S7:** A vegades.

**T:** Per quins motius?

**S7:** Doncs sí la professora està explicant alguna cosa i per si de cas algú no l'ha entès, doncs li diu en català. O si hi ha algun alumne que no se sap explicar en anglès doncs...

**T:** I es fa la traducció davant de tots?

**S7:** Sí.

**T:** I vosaltres? Intenteu parlar en anglès?

**S2:** Jo me'n recordo d'un dia que amb una amiga ho vam fer. Però jo vaig a una acadèmia i allà sí que parlo en anglès amb els companys

**T:** Però amb el profe també en anglès o en català?

**S15:** En anglès?

**T:** Trobeu que si feu servir el català i el castellà us ajuda? Ho trobeu una cosa bona o dolenta?

**S17:** Sí.

**S2:** Sí.

**S7:** Sí, perquè si no ho has entès en anglès, potser en català ho entens millor i llavors et queda més clar el tema del que esteu parlant.

**T:** I els demés? Esteu d'acord?

**Tots:** Sí.

**T:** I hi ha algun altre idioma que la gent parla a la vostra classe?

**S2:** Només hi ha aquests.

**T:** Feu activitats de traducció? Perquè heu dit que de vegades feu activitats de traducció per entendre millor una paraula (busqueu la traducció literal). Alguna vegada heu fet una activitat o projecte de traducció? O és una cosa que no heu pensat mai? O que us agradaria fer?

**S7:** O sigui busquem paraules i les tradueixo, però no hem fet cap treball de traducció.

**T:** I penseu que seria una cosa que us ajudaria?

**S25:** Sí. No ho he pensat, però crec que sí que ens ajudaria.

**T:** Quan aprens anglès, també aprens una mica de la cultura. Hi ha coses culturals que has après aquest any? Que podria ser de la vostra cultura o d'una altre?

**S7:** Sí.

**S14:** Bastant.

**S25:** Quan venia en Charlie, ens va fer un *Power* explicant-nos una mica com vivia ell a Anglaterra, amb les seves tradicions i amb això vam aprendre.

**S15:** Sobretot al Nadal. Ens va ensenyar els menjars del Nadal.

**T:** Però quan vosaltres esteu aprenent anglès, intenteu pensar només en anglès, o intenteu agafar estratègies com per exemple si vosaltres esteu llegint una frase en anglès i potser no entens tota la frase doncs agafes les paraules que són semblants en català, no? Vosaltres feu això?

**S2:** Jo sí quan faig anglès, estic llegint anglès, penso en anglès em surt sol.

**T:** Portes molts anys a l'acadèmia no?

**S2:** No, porto dos anys, però m'agrada bastant l'anglès.

**T:** I els altres?

**S17:** Sí, sí, jo sí.

**T:** Feu servir el català i el castellà?

**S2:** Jo quan parlo és que em surt sol, però quan estic llegint un text i no l'entenc, vaig relacionant paraules amb el català, i després vaig a la frase i continu.

**T:** Hi ha alguna cosa que us agradaria fer més a classe?

**S7:** Parlar.

**S15:** Sí.

**S2:** Treballs en grup.

**T:** No feu treballs en grup?

**S2:** Sí, però m'agradaria fer-ne més. Que quan estem amb els companys, si t'ho expliquen ells ho pots entendre millor que amb la profe.

**T:** I penseu que hi ha lloc a l'aula d'anglès pels vostres idiomes? O penseu que a l'aula d'anglès hauria de ser només anglès com immersió total?

**S25:** No ho fem però jo penso que seria millor perquè son tres hores només a la setmana i s'han d'aprofitar.

**T:** I els demés? Esteu d'acord?

**S14:** Sí, però es clar, també utilitzar també el català o el castellà va bé per aprendre, perquè si des d'un principi et diuen tot en anglès, no entens res. Llavors va bé comparar paraules i coses així.

**T:** Busqueu coses semblants o diferents entre els idiomes. Quan feu aquestes traduccions al cap que tots ho fem, jo crec que ho estic fent ara també, o feu més amb el vocabulari, o més quan feu un *speaking*, o més quan esteu aprenent gramàtica.

**S15:** Jo *speaking*.

**T:** *Speaking*? Tu penses en català i després vas traduït?

**S15:** Sí, vaig traduït.

**S17:** Jo en gramàtica.

**S7:** Jo en gramàtica .

**T:** I tu?

**S2:** No ho se

**T:** Potser sense pensar, quan estàs llegint

**S2:** Sí, igual sí, però és que generalment és quan no entenc una cosa.

**T:** Molt bé, *thank you*

### Interview 3 – Control Group

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**T:** Us agrada l'anglès?

**S22:** Sí.

**T:** I les classes o tot?

**Tots:** Sí.

**S22:** Depèn.

**T:** Teniu la sensació que heu après molt aquest any?

**S6:** una mica.

**T:** Quines coses heu après més? Gramàtica, vocabulari.

**S22:** Vocabulari.

**S3:** Vocabulari sobretot.

**T:** *Writing, listening speaking, reading*.

**S22:** No, jo no gens.

**T:** I la gramàtica?

**Tots:** Sí.

**T:** En la classe, en quin idioma parleu?

**S6:** En anglès, i bastant català. Si, hi ha molta traducció. Tota l'estona estem traduït.

**S3:** I en castellà.

**T:** En castellà amb els companys, o la profe?

**S3:** Amb la profe. Algunes vegades alguna paraula la diu en castellà perquè l'entenguem millor.

**T:** Val, però no feu una activitat de traducció

**S6:** Sí, algunes vegades fem una activitat de traducció. Activitat de vocabulari per exemple *shower*, dutxa.

**T:** I a l'activitat de traducció què feu? Per exemple una frase i l'heu de traduir o...?

**S8:** Sí, una frase d'algun llibre o algo.

**T:** Trobeu que al vostre idioma català, castellà us ajuda amb l'anglès o amb un que esteu aprenent?

**Tots:** Sí, més o menys.

**T:** Busqueu coses semblants, o la diferència?

**S6:** Sí, això sempre.

**T:** Ho feu molt?

**S8:** Bastant, no ho hauríem de fer però ho fem molt.

**T:** Hi ha alguna altre idioma que es parla al vostre grup?

**S8:** Català, castellà i anglès

**T:** Quines coses falten a la classe o quines coses us agradaria fer més?

**S6:** Que fossin més dinàmiques, per començar o per exemple més treballs com han fet a les altres classes. Com per exemple ara fan un pastís, un *Power*, una exposició, etc. Nosaltres només hem fet una exposició en tot el curs i ja està i hem fet dos treballs en grup que els altres n'han fet 5 o 6.

**T:** Us agradaria fer més coses en grup no? Vau fer un pòster no?

**S3:** Sí, vam fer el pòster del club, i després vam fer una exposició de música, un cantant i un grup que ens agradava.

**T:** Apreneu coses culturals a classe?

**S6:** Sí més o menys sí.

**T:** Perquè és clar quan aprens d'idioma aprens una mica la cultura.

**S8:** Sí, quan va venir el Charlie, ens va ensenyar coses de nadal i tot.

**T:** I de la vostra cultura? Heu après algo? Tots sou d'aquí no?

**S8:** Els meus pares són de Cuba, però jo vaig néixer aquí.

**T:** I heu après alguna cosa de la cultura catalana o alguna cosa així?

**S22:** Sí, més o menys molt poquet.

**T:** Quan esteu estudiant anglès, penseu en català i castellà, o intenteu només pensar en anglès?

**S3:** Català i castellà.

**S22:** Sí.

**S6:** O sigui, tota la estona és traduir, traduir, traduir.

**T:** Però quines coses més la gramàtica, el vocabulari?

**S6:** El vocabulari a vegades per la gramàtica però sobre tot pel vocabulari.

**T:** Què us agradaria més, una classe on podeu fer servir els vostres idiomes, o una classe tot en anglès.

**S8:** Jo crec que totalment en anglès és millor perquè aprens més perquè t'has de concentrar molt més en només en anglès. Poses el xip en anglès i aprens més

**T:** I els demás esteu d'acord?

**S3:** Sí alguna classe sí amb traducció però no totes de traduir una classe o dos a cada més, per aprendre vocabulari.

**T:** Quan esteu fent un *reading*, intenteu posar el xip només en anglès o esteu llegint una frase i busqueu les paraules més semblants al català o castellà? Ho feu expressament o creieu que és una cosa que es fa sense pensar?

**S6:** Jo quan estic llegint intento entendre el que m'està dient. Llavors, quan ho estic llegint en

anglès és com si ho estigués llegint en català.  
Llavors és quan entenc més els textos en anglès.

**S8:** Més o menys igual però en els verbs no en les paraules. El que no entenc dic què era això?  
Llavors ja poso el xip en anglès.

**T:** I quan feu els vostres writing penseu primer en català i després ho traduïu?

**S6:** Sí en això sí als *writings* sí.

**T:** Molt bé, fantàstic i moltes gràcies.

#### Interview 4 – Control Group

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**T:** Si penseu en aquest curs acadèmic, de setembre fins ara, penseu que hi ha alguna cosa en el vostre anglès que ha millorat no? Gramàtica, vocabulari, reading, speaking? Alguna cosa que et sentís més còmode que a principi de curs?

**S12:** No.

**S13:** Però d'aquí de l'escola?

**T:** Sí.

**S13:** No més o menys fem el mateix.

**S5:** Cada any.

**S23:** No ha canviat gaire.

**S12:** Sí fem *writing*, *speaking* poc.

**S13:** I tot el que vam fer l'any passat de gramàtica ho hem tornat a fer aquest any. És més, l'any passat vam fer molta més.

**S5:** Sí, de gramàtica sí, jo penso que tampoc hi ha res tan rellevant que haguem fet nou.

**T:** Feu servir traduccions alguna vegada a la classe?

**S18:** Sí, sempre tradueix la professora.

**T:** Per què? Com ho fa servir? Com una activitat?

**S11:** Perquè ho entenguem millor.

**T:** O sigui si no enteneu una frase o alguna paraula?

**S13:** Però encara que no li demanem, ella sempre tradueix sempre després de cada frase.

**T:** Però no feu una activitat de traduir.

**Tots:** No.

**T:** Però al llibre hi ha alguna activitat de traduir?

**Tots:** Sí, exercicis per traduir.

**S18:** Però mai els fem.

**Tots:** No.

**T:** Però trobes útil que faci això la profe o...

**S12:** Depèn hi ha coses que sí que va bé que les tradueix però hi ha coses que penso que no cal

**T:** I quan tu estàs fent una cosa d'angles, penseu en català, busqueu coses semblants o diferents? Quan estàs en un text d'anglès per exemple, que vas buscant coses semblants amb el teu idioma o intentes no pensar-hi?

**S13:** Si no entenc una paraula, jo em lleigeixo el contingut i més o menys la relaciono amb el català però si em diuen per exemple una frase, jo no l'he de traduir al cap, jo ja entenc el que em diuen.

**T:** I quan trobeu una cosa sabeu com identificar per exemple si tu estàs llegint un text i trobes la paraula "Calçotada", sabríeu com traduir-lo o sabríeu com tractar aquesta paraula perquè és molt catalana. Què faríeu? Buscaríeu al diccionari, intentaríeu traduir-ho?

**S12:** Si ho hagués d'explicar a algú. Doncs ho buscaria al diccionari o ho explicaria en les meves paraules perquè ho entengués.

**T:** I al vostre grup classe, hi ha algun altre idioma que feu servir? Perquè teniu el català, castellà, anglès suposo que entre vosaltres parleu en català o castellà perquè hi ha algun altre idioma?

**S18:** No.

**S23:** Optativa de francès però és optatiu.

**T:** I el feu servir el francès?

**Tots:** No.

**S13:** Bé jo en faig, però no dins la classe.

**T:** I quan estàs aprenent francès fas servir coses que has après a l'anglès?

**S23:** No al revés el francès s'assembla molt al català i ho relaciono amb el català sempre.

**T:** I us agradaria fer perquè al nostre grup fem un projecte que fem cosetes de traducció. Treballar en grups i fem un projecte o activitat traduir contes, fer vídeos, etcètera us agradaria aprendre a traduir o és una cosa que no penseu que sigui necessària.

**S13:** Ho podríem fer però és que no.

**T:** O us agradaria fer servir més el vostre idioma a la classe d'anglès?

**S12:** No jo crec que hauríem de fer servir més l'anglès que el català si hi ha paraules que no les entenen doncs les traduïm al català però jo crec que a la classe d'anglès fem servir massa el català.

**S13:** En canvi a l'acadèmia és tot en anglès és a dir si no entens una paraula també li has d'explicar en anglès, o sigui és com si en català com si no t'escoltés

**T:** I heu après alguna cosa de cultura aquest curs?

**S5:** Sí, amb el Charlie.

**S18:** Que ens va explicar una mica com celebrar coses de nadal.

**T:** I alguna cosa de la vostra cultura heu après? Perquè si tu estàs mirant la cultura d'una altre persona, de vegades mires la teva. La teva cultura és molt normal, però després si l'has d'explicar vau explicar coses de la vostra cultura al Charlie?

**S23:** Crec que no.

**T:** Per vosaltres quina és la cosa més important de l'anglès?

**S13:** Saber parlar-lo.

**S12 i S23:** I entendre-ho.

**T:** I respectar la cultura és important.

**S13:** No jo crec que no és a dir que de vegades fem massa gramàtica, i hauríem de parlar més perquè tu quan parles l'anglès no et fixes si ho fas bé, si poses bé les paraules... jo crec que és important però que és a dir, si tu ara et comuniques amb un anglès, no cal que ho facis perfecte et pot entendre perfectament.

**S12:** Però aquest any no hem fet quasi per exemple l'any passat vam fer molta *grammar*, i no vam fer res d'*speaking*.

**S5:** Aquest any sí que estem fent *speaking*.

**T:** Penseu que fer servir el vostre idioma d'una altre manera, a través d'un projecte o així seria un avantatge o penseu que hauria d'estar fora de l'aula és a dir, que hauríeu d'entrar a l'aula d'anglès i només parlar anglès?

**S13:** És que és l'objectiu és a dir, si tu estàs amb gent que parla espanyol tu tindràs tendència a

parlar-lo amb ells i llavors no aprendràs res d'anglès la cosa és entrar a la classe amb el pensament de parlar només aquella llengua.

**T:** OK i quines coses us agraden perquè a part de l'*speaking* hi ha algunes coses més que us agradaria tenir o fer?

**S18:** A mi el que m'agradaria fer intercanvi perquè jo conec altres escoles on una setmana se'n van i altres setmanes els anglesos venen llavors crec que això és molt útil.

**S13:** Sí, podria ser.

**T:** I tema de treballs en grups deu això a la classe d'anglès?

**S23:** No gaire bé fem en parelles o individual però en grup molt poques vegades fem grup o representar algo en grup.

**S18:** Crec que només n'hem fet una en tot el curs.

**S5:** Sí, la de hip hop i el *break dance* la de música.

**T:** I quan apreneu la gramàtica, el vocabulari nou, trobeu que teniu la oportunitat de posar-lo en pràctica?

**S13:** Depèn del vocabulari.

**S12:** Jo crec que el vocabulari el posem més en pràctica que la gramàtica perquè per exemple a mi em costa molt trobar quin temps utilitzar o sigui quan estic parlant sé que en passat he de posar passat, però el *past perfect*.

**S13:** És clar és que no saps quan utilitzar-ho quan parles no penses en aquell moment quin temps utilitzar ni res et surt sol.

**T:** Moltes vegades intuïm les coses per exemple si tu fas un *reading* d'una unitat concreta saps que aquest *reading* tindrà coses *del present*

*simple* i del *present continuous* però si tens una cosa més autèntica com per exemple un text real hi ha una mica de tot.

**S12:** Quan fem *grammar* seguim molt el llibre i només hi ha un *reading* amb tota la unitat i va d'acord amb el vocabulari.

**T:** Teniu algun altre comentari?

**S13:** No.

**S11:** No.

**T:** Val, moltes gràcies adéu.

### **Interview Treatment Group Teacher (TGT)**

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**T:** *Have you enjoyed this translation project as a part of your course?*

**TGT:** Jo crec que sí i sí que reconec que no m'he implicat en tot moment en el que els alumnes havien de fer i això potser ha estat un error, però jo crec que personalment pels alumnes ha estat molt bé fer aquest projecte.

**T:** He fet aquesta pregunta perquè no sabem si l'escola que triéssim em deixarien anar a la classe o si la professora volia fer alguna cosa així. Quines coses us han agradat més o quines coses penses que han trobat més útils ens nens?

**TGT:** A veure jo crec que per una banda que el fet que han treballat molt en grup, després doncs també han treballat molt la part de noves tecnologies, no? La part de les TIC i penso també que han fet coses diferents que normalment doncs on fan tan sovint a les classes normals.

**T:** Penses que algun aspecte del seu anglès ha millorat aquest any? Punts com la gramàtica, el vocabulari, algun dels *skills*?



**TGT:** Això és més difícil de valorar, però tinc la sensació que segurament a nivell de *listening* pot ser si que els haurà anat bé.

**T:** Ells van dir tots que han après moltes coses de vocabulari i també van dir que estava bé perquè “fem molta gramàtica amb el Ferran i després tu ens passaves molts textos i igual havíem de combinar tota la gramàtica que havíem fet amb el Ferran perquè no era un text sobre “*present simple*”, era un text normal i així reconeixíem moltes estructures”. Això deien.

**TGT:** *Bueno*, ja està bé.

**T:** Tu normalment com fas servir el teu idioma a la classe català i castellà?

**TGT:** Jo sóc dels que intento fer servir el màxim l’anglès però si que hi ha moments que pot ser per aclarir algunes coses doncs faig servir el català. O per exemple per temes de vocabulari doncs pot ser a vegades traduir al català.

**T:** Penses que els alumnes, o com s’han sentit els alumnes fent servir el seu idioma d’aquesta manera? No només parlant entre ells, sinó que havien d’implicar el seu idioma per fer l’activitat.

**TGT:** Jo penso que ho han aplicat d’una manera pràctica diferent, el fet de veure que en el cas del doblatge d’una pel·lícula doncs havien d’aplicar també la seva llengua a partir d’un text en anglès. Està bé.

**T:** Penses que els ha ajudat fer servir el seu idioma o penses que és una cosa que els ajuda o penses que és una desavantatge? (utilitzar el català o el castellà)

**TGT:** A veure, jo penso que el que és molt important és que els professors d’anglès intentem parlar molt anglès a la classe però després també ells han de tenir llibertat per poder utilitzar la seva llengua perquè, a veure, a no ser que siguin activitats molt marcades que si tu vols que produeixin en anglès..., però és complicat per molts d’ells.

**T:** A part de català, castellà o anglès tu o els teus alumnes utilitzeu algun altre idioma a la classe? Francès o... alguns van dir el tagàlog, però era més per comunicar entre ells.

**TGT:** Clar perquè hi ha alguns alumnes filipins, en tenim bastants, i a vegades quan parlen entre ells parlen tagàlog però normalment no és per comunicar-se entre tots.

**T:** Jo crec que això seria més per si tenia molts alumnes xinesos. T’agradaria fer un altre projecte així en el futur? Per què?

**TGT:** Si, a veure jo penso que tot el que sigui trencar una mica la rutina de les classes més convencionals o que ells estan més acostumats, tot i que intentem fer activitats molt variades, però jo penso que és positiu pels alumnes.

**T:** Quines coses canviaries o faries diferents tu?

**TGT:** A veure, jo més que canviar lo únic que, entre cometes, inconvenient li trobo a fer una cosa així dins l’horari, no és un inconvenient al 100% perquè el que perden per una banda també ho guanyen per una altra, però clar, en el meu cas, del temari hem fet molt poc. Perquè clar, han fet moltes hores amb tu. Que ja dic, per mi no suposa una pèrdua tampoc perquè, vull dir, l’any que ve continuaran fent moltes coses semblants a les que han estat fent fins ara però

clar, jo sí que pot ser he notat que m'he quedat una mica curt amb el meu programa.

**T:** Pot ser depèn del grup, igual en un altre grup hi ha alguns alumnes que potser aquesta hora a la setmana no els hagués anat bé.

**TGT:** Clar, com que tenim alumnes amb nivells tan diferents doncs pot ser n'hi ha alguns que teòricament els ha afectat una mica més i altres que pot ser notant, però no crec que sigui greu.

**T:** Penses que els alumnes han pogut aprendre algunes coses culturals aquest any? Coses de la seva pròpia cultura o una altra cultura fent aquestes activitats.

**TGT:** Algunes de les coses que vas plantejar al principi que eren sobre buscar sobre algunes llegendes o alguns contes, doncs jo penso que sí, que alguna cosa hauran après.

**T:** I tu notes que els alumnes quan estan amb l'anglès estan escrivint, intenten parlar i tal busquen l'equivalència al català o al castellà o penses que es llencen i és tot en anglès?

**TGT:** Jo crec que sí que en general es llencen bastant però sí que fan servir moltes traduccions literals i això els hi costa, sobretot perquè la majoria no té un nivell gaire alt i llavors els costa trobar a vegades les paraules i les estructures pròpies de l'anglès.

**T:** Penses que treballar amb traduccions ajudaria a que deixin de fer aquestes traduccions literals perquè veurien semblances i diferències? O penses que pot ser és una cosa de més immersió?

**TGT:** No ho sé eh, no m'ho he plantejat això. Home, jo penso que en aquesta edat o segons com ells estan acostumats a treballar jo penso

que el fet de comparar estructures els deu anar bé i de fet, jo també ho faig a vegades quan explico, per aclarir. Per exemple quan expliques com funciona el "ago", doncs els expliques que "ago" en anglès sempre va al final de la frase, però quan ho hem d'utilitzar en català o castellà ho posem al principi i és un verb: "hace" o fa. I a vegades aquestes equivalències penso que els poden anar bé.

**T:** Jo només vaig notar amb algunes coses que al principi vam fer que eren unes activitats de traduir la paraula "get". També hi havia moltes coses que tu anaves traduint al català i després deies no, això no s'escriu així ni en català. Però crec que era el grup de la S17 i era: "I didn't feel like cereal". I deien: "que no em sento com cereal?" i jo: no, era una frase feta de "you really didn't want to". Uns mesos després la S17 estava fent una altra cosa i va veure "to grin from ear to ear" I em va dir: "això és una frase feta, no?" i jo: sí. Llavors em va dir: "i què vol dir?" i jo: "doncs smile", i ella va dir: "ah vale, doncs somriure d'orella a orella". I era com al revés, ella va poder identificar que era una frase feta i potser havia de buscar una altra manera de dir-ho. I al principi era paraula per paraula.

**TGT:** Una mica de tot, no? No cal que sigui 100% traductor. No però bueno jo crec que no ens hem de tancar a la traducció perquè inevitablement ells també ho fan. Vull dir que no es qüestió de prohibir-ho o desterrar-ho de les classes. Jo no ho faria.

**T:** Pot ser ajuda a que ho facin millor.

**TGT:** I sobretot fer-los veure que no tot es pot traduir literalment, no? Que cada llengua té els

seves estructures i que moltes coses no les podem traduir literalment.

**T:** Perquè quan tu fas les classes de català amb els nens que són castellanoparlants no penses que fan això?

**TGT:** La majoria ja porten molt de temps aquí i algun potser, però són pocs.

**T:** Algun comentari més?

**TGT:** No, *bueno*, jo diria que jo estic content de l'actitud en general, globalment, dels alumnes. Jo penso que han respost bastant bé que si que podrien haver treballat més segurament, però això sempre, no? Però penso que tu també has connectat bé amb ells i penso que ha estat una experiència profitosa per tots.