FACULTAT DE PSICOLOGIA, CIÈNCIES DE L'EDUCACIÓ I DE L'ESPORT
BLANQUERNA
ENGINYERIA I ARQUITECTURA LA SALLE

UNIVERSITAT RAMON LLULL

# Màster en Formació del Professorat d'Educació Secundària, Batxillerat, Formació Professional i Ensenyament d'Idiomes

**TREBALL FINAL DE MÀSTER**
Curs 2021-2022

# Fostering secondary students' plurilingual competence: an IPA based didactic proposal

**ESTUDIANT: Léa Osmanoglu**
**DIRECCIÓ: Hendrik Dirk Lagerwaard**

# ACKNOWLEDGEMENTS

## ABSTRACT

The purpose of the present study is to investigate practical ways for developing secondary school students' plurilingual competence. To achieve this, an informed didactic sequence was designed and implemented over the course of three weeks in a public secondary school in Molins de Rei, within a class of 3rd of ESO. This paper explores the perceptions of the three participants or set of participants of the study, namely the teacher-researcher, the teacher-observer, and the students, on the impact that the informed teaching practice had on the students' plurilingual competence following its implementation. Through the process of triangulation of the results, it is discovered that all participants of the study consider that the implementation of plurilingual teaching strategies such as Pedagogical Based Code Switching and Translation in Other Learning Contexts in the additional language classroom is beneficial for the development of secondary students' plurilingual competence. As such, this study suggests that the inclusion of plurilingual didactic sequences in the curriculum is essential for effectively developing secondary students' plurilingual competence.

**Keywords**: plurilingual competence, Integrated Plurilingual Approach, Pedagogical Based Code Switching, Translation in Other Learning Contexts, translanguaging

# RESUM

L'objectiu del present estudi és investigar maneres pràctiques per a desenvolupar la competència plurilingüe d'alumnes de secundària. Per a aconseguir-ho, una seqüència didàctica informada va ser dissenyada i implementada al llarg de tres setmanes en un centre educatiu públic situat a Molins de Rei, a una classe de 3r d'ESO. Aquest treball explora les percepcions dels tres participants o grup de participants a l'estudi, concretament la professora-investigadora, la professora-observadora, i els alumnes, sobre l'impacte que ha tingut la pràctica docent informada sobre la competència plurilingüe dels alumnes després de la seva implementació. A través de la triangulació dels resultats, està revelat que tots els participants de l'estudi consideren que la implementació d'estratègies docents plurilingües com són el Canvi Pedagògic del Codi Lingüístic i la Traducció per a Contextos d'Aprenentatge Alternatius a la classe d'idiomes addicionals és benèfica per al desenvolupament de la competència plurilingüe dels alumnes de secundària. En conseqüència, aquest estudi suggereix que la inclusió de seqüències didàctiques plurilingües dins del currículum és essencial per a desenvolupar efectivament la competència plurilingüe dels alumnes de secundària.

**Paraules clau**: competència plurilingüe, Enfocament Plurilingüe Integrador, transllenguatge, Canvi pedagògic del codi lingüístic, La traducció per a contextos d'aprenentatge alternatius

# RESUMEN

El objetivo del presente estudio es investigar maneras prácticas para desarrollar la competencia plurilingüe de alumnos de secundaria. Para conseguirlo, una secuencia didáctica informada fue diseñada e implementada a lo largo de tres semanas en un centro educativo público ubicado en Molins de Rei, en una clase de 3ro de ESO. Este trabajo explora las percepciones de los tres participantes o grupo de participantes al estudio, concretamente la profesora-investigadora, la profesora-observadora, y los alumnos, sobre el impacto que ha tenido la práctica docente informada sobre la competencia plurilingüe de los alumnos después de su implementación. A través de la triangulación de los resultados, está revelado que todos los participantes del estudio consideran que la implementación de estrategias docentes plurilingües como son el Cambio Pedagógico del Código Lingüístico y la Traducción para Contextos de Aprendizaje Alternativos en la clase de idiomas adicionales es benéfica para el desarrollo de la competencia plurilingüe de los alumnos de secundaria. En consecuencia, este estudio sugiere que la inclusión de secuencias didácticas plurilingües dentro del currículo es esencial para desarrollar efectivamente la competencia plurilingüe de los alumnos de secundaria.

**Palabras clave:** competencia plurilingüe, Enfoque Plurilingüe Integrador, Cambio Pedagógico del Código Lingüístico, Traducción para Contextos de Aprendizaje Alternativos

# INDEX

# 1. INTRODUCTION

In recent years, and especially in the last decade, the concept of plurilingualism appears to be at the heart of research in education (Hall & Cook, 2012; Cenoz & Gorter, 2013; González-Davies, 2014). Many scholars agree that the traditional monolingual way of teaching additional languages is obsolete given the profile of students nowadays, and that the switch to a plurilingual approach in the additional language classroom is more suited and beneficial for the learners (Cummins, 2007). Not to be confused with multilingualism, a concept that refers to the coexistence of multiple languages in the same context, the term plurilingualism refers to an individual person's dynamic and ever developing linguistic repertoire and their ability to use and connect the languages included in it. (Council of Europe, 2007).

This seems to be particularly relevant in Catalonia, a region in Spain that boasts an impressive language diversity not only due to its intrinsic bilingual identity, but also because 16,2% of its population comes from outside of Spain (Idescat, n.d.). In fact, and quite logically, the plurilingual competence is included in both the official Language Model of the Catalan Education System (Departament d'Ensenyament, 2018) and the Compulsory Secondary Education Curriculum (Departament d'Educació, 2019). As such, schools have been assigned the responsibility to foster their students' ability to view and understand languages holistically, in other words to encourage them to make connections between the languages available to them.

However, despite the apparent pedagogical value of the so-called Integrated Plurilingual Approach and the mention of the plurilingual competence in official documents regulating education in Catalonia, my personal experience in observing additional language teachers suggests that the plurilingual dimension seems to be often overlooked in secondary schools. Indeed, apart from a brief activity on false friends and cognates, the lessons I observed did not seem to include any further plurilingual activities that would draw students' attention to connections between languages, hence perpetuating the Plurilingual Student/Monolingual Classroom Phenomenon (Wilson & González-Davies, 2016). Based on my observations, this generally leads to a limited reflection on language from the students that results in the systematic use of online translators without prior linguistic consideration.

Considering this gap in educational initiatives I had the opportunity to observe, this paper first aims to design an informed didactic sequence based on published research on the topic of plurilingual practices. Secondly, it strives to analyse the data obtained after its implementation in a group of *3rd of ESO* students of a public middle school in Molins De Rei, in the province of Barcelona. Finally, it intends to draw conclusions in order to understand how to effectively develop secondary students' plurilingual competence in the secondary classroom.

To do so, this dissertation will start by stating the research objectives and questions, followed by an extensive summary of its theoretical framework and the presentation of the informed teaching practice that was designed accordingly. It will then describe the methodology used to obtain and analyse data to finally draw conclusions from the results and discussion.

## 2. OBJECTIVES, RESEARCH QUESTIONS AND HYPOTHESIS

The main idea behind this study evolved from the observation from the teacher-researcher of secondary students' generally weak use of their plurilingual competence.

Therefore, the main objectives of this dissertation are as follows:

- Firstly, to design and implement an informed didactic sequence with the objective of developing secondary students' plurilingual competence.
- Secondly, to analyse the results of the implementation to investigate on practical ways of improving secondary students' use of their plurilingual competence.

As such, the main research question addressed in the present study is:

*How can secondary students' plurilingual competence effectively be developed?*

This main research question will be answered through three secondary questions that have been specifically designed to obtain the perspective of all participants of the study, namely the teacher-researcher, the students, and the teacher-observer.

The secondary questions are the following:

*SQ1: How do the secondary students develop their plurilingual competence during the implementation of the informed didactic sequence?*

This first question aims at retrieving and analysing data from the teacher-researcher's observations collected through a teaching diary. The observations will be centred on how the impact of the informed didactic sequence on the students' plurilingual competence is perceived during its implementation.

> *SQ2: How does the implementation of the informed teaching strategy differ from how the school aims at developing secondary students' plurilingual competence?*

This secondary question has been formulated with the objective of being able to make a comparison, by means of an interview with a teacher-observer, between the usual way of developing students' plurilingual competence at the school where the study takes place and the informed didactic sequence. It also aims at collecting and analysing the observer's perspective on its repercussions on the students' plurilingual competence.

> *SQ3: How do the secondary students perceive the development of their plurilingual competence during the implementation of the informed didactic sequence?*

In this case, the purpose of the question is to understand and analyse the results of a designed questionnaire which obtains the students' own perception of the effect of the informed teaching practice on their plurilingual competence.

The triangulation of the data retrieved from the three aforementioned perspectives will ensure the objectivity of the study and of its conclusions. Indeed, by obtaining multiple perspectives through the use of various independent data instruments, triangulation permits to reduce possible bias and to strengthen the reliability of the results (Johnson, 1992.

As such, the following hypothesis will be tested in this paper:

> *An informed plurilingual teaching practice will effectively develop secondary students' plurilingual competence.*

This hypothesis has been drawn based on the multiple benefits of plurilingual teaching practices discussed in the existing literature on the topic, and on the teacher-researcher's personal belief that a didactic sequence designed following specialised scholars' recommendations about the use of students' L1(s) in additional language learning has the potential to positively impact secondary students' plurilingual competence.

# 3. THEORETICAL FRAMEWORK

## 3.1 Use of the Students' L1 in the Additional Language Classroom along the Years

Throughout the different methods and approaches in additional language learning that have been in use historically, the role of the L1s within the classroom has constantly evolved and shifted. Once elevated to the status of the target additional language during the prevalence of the Grammar-Translation approach, the L1s were then rigorously excluded from the additional language classroom for most of the 20th century by the Reform Movement and the Communicative Approaches, following the assumption that languages are best taught and learnt monolingually (Hall & Cook, 2012). As such, the defenders of a monolingual approach to additional language learning claim that the exclusive use of the target language allows to comply with Krashen's theories (1981), defending the idea that additional languages acquisition should imitate first language acquisition.

However, the beginning on the 21st century brought a reassessment of monolingual practices and a shift towards a plurilingual approach to additional language learning for many reasons. First, the monolingual assumption proved to have minimal scientific support. Indeed, there is no research evidence demonstrating causal relationship between the exclusion of the L1 and improved learning (Macaro, 2001). Moreover, research in cognitive psychology and theories in linguistics showed that monolingual practices are incoherent with the way learning additional languages works (Cummins, 2007). Perhaps the strongest theoretical argument for the inclusion of students' L1 in the additional language classroom is Cummins' Interdependence Theory (1979), according to which languages have a common underlying cognitive proficiency that allows the transfer of features from one language to another. Finally, the ever-growing global mobility and the exposure to multilingual inputs thanks to technology have impacted the profile of today's classrooms; more often than not, teachers now train plurilingual individuals with plurilingual brains and skills.

## 3.2 The Introduction of Plurilingualism

The need for this paradigm shift was further recognized institutionally when the concept of plurilingualism was mentioned and defined in documents of the Common European Framework of Reference for Languages (Council of Europe, 2001), together with the

need of creating "plurilingual speakers who act as linguistic and cultural intermediaries and mediators" given the context of a "highly multilingual and multicultural Europe" (CEFRL, 2001). Different to multilingualism, which refers to the societal phenomenon of the coexistence of various languages in the same context, plurilingualism is a characteristic of individuals, in other words, a personal competence. As an illustration of this distinction, García & Otheguy (2019) explain that "the European Union is multilingual as a supranational body, but its citizens should be plurilingual". Furthermore, plurilingualism is described both as a competence and a value. These two dimensions are respectively defined as follows by the Council of Europe (2001):

- "The ability to use languages for the purposes of communication and to take part in intercultural action, where a person, viewed as a social agent, has proficiency, of varying degrees, in several languages and experience of several cultures."
- "An educational value that is the basis of linguistic tolerance: speakers' awareness of their plurilingualism may lead them to give equal value to each of the varieties they themselves and other speakers use, even if they do not have the same function".

In this way, schools should foster a plurilingual and intercultural education to prepare plurilingual citizens who are able to use a repertoire of languages while being aware and tolerant of language diversity (García & Otheguy, 2019).

## 3.3 Plurilingualism as a Framework for Additional Language Teaching

Additionally to being supported by language policy documents in Europe, many scholars recognize plurilingualism as a significant framework for language teaching and learning (Canagarajah & Liyanage, 2012; Moore & Gajo, 2009; Piccardo, 2013), claiming that it encourages students to build on their existing linguistic and cultural repertoire to acquire additional languages more efficiently. Indeed, a plurilingual approach allows learners to improve their plurilingual competence, that is their ability to relate languages in their repertoire by softening the boundaries between them and adopting a more holistic view of language. By doing so, students not only improve their linguistic skills but also develop their metalinguistic awareness (Cenoz & Gorter, 2013). A plurilingual approach also implies that the objective of additional language learning is not to attain the traditionally sought-after native speaker proficiency, but rather to "become intercultural speakers whose proficiency enables them to communicate and to share knowledge with others"

(Alcón, 2007), and, as described by González-Davies (2020), "to foster proficient mediation skills that can allow for effective communication between speakers of different languages and people from different cultures".

However, despite the unambiguous importance of fostering the plurilingual competence amongst language learners nowadays, the apparent benefits of a plurilingual approach in education discussed earlier, and the support from international language policies, practical applications in the classroom still appear to be uncommon (Piccardo & Galante, 2017). In Catalonia, for example, a region where educational policies support the practice of plurilingualism, on paper, in both the Language Model of the Catalan Education System (Departament d'Ensenyament, 2018) and the Compulsory Secondary Education Curriculum (Departament d'Educació, 2019), it is nevertheless still the monolingual paradigm that seems to mainly prevail in the language classroom (Corcoll, 2011). It is clear that the shift of paradigm cannot happen organically merely based on the fact that students are multilingual and multicultural. One of the reasons explaining this phenomenon is arguably the fact that language teachers are not provided with the necessary support and pedagogic tools to be able to bridge the gap between theory and practice (Piccardo & Galante, 2017).

### 3.4 The Integrated Plurilingual Approach for Additional Language Teaching

In response to this clear lack of guidance for teachers to fully commit to the switch of paradigm in teaching additional languages, and to avoid perpetuating the Plurilingual Student/Monolingual Classroom Phenomenon (Wilson & González-Davies, 2016), Esteve et al. (2017) propose a new pedagogical framework to foster the plurilingual competence, the so-called Integrated Plurilingual Approach. As such, this innovative didactic model aims at developing linguistic sensitivity and awareness amongst students by encouraging the observation of similarities and differences between languages and the acceptance of linguistic diversity (Wilson, 2020). This additional language teaching model follows three core principles:

- The distinction between the concept of plurilingual competence vs. multilingualism, as discussed in the first part of this theoretical framework
- A holistic conception of language: the IPA understands language as a semiotic system, that is to say that it values meaning creation over attention to form (Esteve et al., 2017)

- Concept-based instruction (Negueruela, 2013): building upon the previous principle, the IPA also gives priority to conceptual meaning rather than form. As such, students are prompted to discover the different linguistic ways of expressing concepts (such as intensification or politeness for example)

To effectively apply this didactic model in the additional language classroom and articulate these three pillars, the IPA revolves in turn around the two following teaching methodologies:

*Reflective action-based teaching*

The action-based teaching methodology aims at providing learners with an environment that allows them to perform agency and to use their linguistic knowledge according to their communicative objectives. Hence, this methodology entails the use of scaffolded tasks that make up a didactic sequence in which the learners are progressively led to perform conceptual work on the linguistic elements of a given textual genre. By doing so, the succession of articulated tasks ensures a dual focus on both form and meaning as it prompts metalinguistic reflection in relation to meaning and communicative objectives (Esteve et al., 2017).

*Translinguistic conceptualization*

The Integrated Plurilingual Approach holds as a core value to confront students with translinguistic conceptualization, defined as "a language user's ability to connect concepts between different languages and express them effectively in the different languages" (Corcoll & González, 2015). By including this concept in didactic sequences, IPA implies a reflection on language that goes further than a comparison of grammatical rules between languages. Instead, it encompasses sophisticated and complex metalinguistic analysis not only based on form but also on meaning and concept (Wilson, 2020), with the objective to provide learners with strategies to situate themselves in their communicative and discursive practice (Esteve et al., 2017).

## 3.5 Informed Teaching Strategies based on the Integrated Plurilingual Approach

In concrete and specific terms, various plurilingual practices and learning strategies have been researched and developed in recent years within the context of the Integrated Plurilingual Approach. These strategies aim at fostering students' plurilingual and intercultural competencies while also working their communicative skills in the additional language. For the purpose of this dissertation, two of these plurilingual learning

strategies will be further described, namely Pedagogical Based Code Switching (Corcoll, 2013) and Translation for Other Learning Contexts (González-Davies, 2014). They both fit under the umbrella term of "translanguaging", defined by Canagarajah (2011) as plurilingual speakers' ability to move between languages, treating the different languages in their repertoire as part of an integrated system.

It is worth mentioning that both code switching and translation within the additional language classroom suffer a bad reputation due to the deeply rooted belief that the inclusion of students' L1(s) create interference and undermines target language learning, as discussed earlier. However, evidence shows that used in an informed and effective way, both strategies have the potential to take advantage and build on naturally occurring translanguaging practices by plurilingual speakers to benefit additional language learning (Corcoll & González-Davies, 2015).

### 3.5.1 Pedagogical Based Code Switching

Code switching, as defined by Poplack (2001), is the ability that plurilingual speakers possess to switch languages within the same speech, without implying a change in topic nor in interlocutor. As such, uninformed code switching often takes place in the additional language classroom, a multilingual context by definition. However, a distinction must be made between uninformed code switching, generally used for classroom management, or for socioaffective reasons, such as sharing a joke or giving emotional support to students (Corcoll, 2013), and PBCS, used in a controlled and informed way to allow students to work with several languages simultaneously (Corcoll & González-Davies, 2015). PBCS aims at initiating a metalinguistic thought amongst students, creating opportunities for them to observe and notice language characteristics to make connections between languages and understand similarities and differences (Esteve & González-Davies, 2016).

### 3.5.2 Translation in Other Learning Contexts

The practice of translation has a long history in additional language learning. Traditionally associated with the now obsolete Grammar Translation method of language teaching, its use has been said to be incompatible with the communicative conception of language. However, new approaches to translation applied to language learning have recently allowed to reconceptualise its potential benefits (Carreres & Noriega-Sánchez, 2021).

Translation in Other Learning Contexts, a term coined by González-Davies (2014), refers to translation as a pedagogical tool to acquire linguistic and intercultural competencies in learning contexts that are not centred on professional translator training. As such, it takes on "an open and communicative approach to translation that considers it to be both a process and a product of communication" (Gonzaléz-Davies, 2020).

TOLC allows the development of three mains skills, as follows (Esteve & González-Davies, 2016):

*Linguistic skills*
Through TOLC, students get the opportunity to notice and reflect on interferences between languages, whether they be similarities, like cognates and borrowings, or differences, like false friends.

*Encyclopaedic skills*
Contrasting L1(s) with the additional language contributes to students' intercultural understanding by encouraging them to make informed choices on adaptations of cultural elements such as jokes, idiomatic expressions, or gastronomy, amongst others.

*Transfer skills*
Translation implies that learners go through a sophisticated process of problem spotting and solving, decision-making, mental agility and flexibility, while also developing their resourcing skills to look for answers.

Finally, it is worth mentioning that when performed collaboratively, TOLC has also proven to foster teamwork and interpersonal skills by engaging in complex mental processes such as analysing, justifying, and deciding as a group (Corcoll & González-Davies, 2015).

## 3.6. The role of Audio-Visual Translation in Additional Language Learning

The rapid advances in digital technologies paired with the wide use of internet and digital devices in the classroom provide an excellent opportunity for combining TOLC with the ever-growing audiovisual material available to teachers and learners. As such, Audio-Visual Translation, or AVT, introduces innovative and engaging didactic applications for language learning (Talaván, 2019).

AVT can be divided into two main categories; captioning, on the one hand, referring to written language transfer procedures, and revoicing (or dubbing) on the other, that has to

do with oral language transfer procedures. Both interlingual captioning and revoicing can be performed as "standard", meaning from L2 to L1, or "reverse", that is from L1 to L2 (Lertola, 2019).

While the benefits of the didactic use of subtitling have been more extensively discussed (Talaván, 2010; Incalcaterra Mcloughlin & Lertola, 2014, Lopriore & Ceruti, 2015), research suggests that using revoicing as a plurilingual practice demonstrates apparent advantages for language learning. Dubbing seemingly allows to improve listening, reading, writing, and speaking skills, while also to foster advanced vocabulary and grammar acquisition (Burston, 2005). It has also proved to positively impact speaking fluency, pronunciation, and intonation (Sánchez-Requena, 2018), and pragmatic awareness (Lertola & Mariotti, 2017).

## 3.7 The Informed Plurilingual Teaching Strategies in this Investigation

Based on the present theoretical framework, an informed didactic sequence was designed following the principles of the Integrated Plurilingual Approach and integrating various plurilingual teaching strategies with the objective of fostering students' plurilingual competence.

The didactic sequence is articulated around four stages, as described below:

### Stage 1

The first stage of the didactic sequence serves as an introduction to plurilingual practices for students to start activating their plurilingual skills. As seen in the worksheet provided for this session (Appendix A), this stage involves three activities, each with a different objective:

- Activity 1: after preliminary questions used as a warm-up to the topic of languages, students view a video about fun facts about languages and answer questions in writing to check for comprehension and start discussion on the matter. This activity aims at raising awareness about language diversity in the world.

- Activity 2: Students are presented with pictures of words or short text in Latvian and Danish, and must make assumptions on what they mean, and why they think so. This activity aims at warming up their metalinguistic skills by detecting

similarities between languages, despite allegedly having no knowledge of the languages presented in the activity.

- Activity 3: Students are asked to fill in their linguistic repertoire. This activity aims at students gaining consciousness of the languages available to them in this given moment.

*Stage 2:*

In this session, students are presented with visual evidence of real-life mistranslations either in their L1(s) or in English (see Appendix B). In pairs, they are asked to analyse the mistranslations to pinpoint and analyse the error made, to explain why it happened, and to come up with a solution to correct the mistranslation.

This Pedagogical Based Code Switching activity aims at fostering collaborative metalinguistic analysis to reflect and hopefully sensitize on the risks of using literal translation in the way online translation tools do. It further aims at developing resourcing skills to find solutions to correct the mistranslations, as well as encouraging collaborative decision-making in coming up with suitable solutions.

*Stage 3:*

The third session is divided in three activities (see Appendix C), widely inspired and adapted from Wilson (2020).

- Activity 1: In this PBCS based activity, students must look for the translation of the title of the movie "Jaws" in various proposed languages, in order for them to appreciate the fact that the same movie has several titles in different countries, that in turn have different meanings. This activity aims at raising students' awareness on the flexibility of translation and at introducing them to adaptations in translation.
- Activity 2: Students are introduced to translation techniques used in movie title translation (Leave it as it is, Literal translation, Adapted title, or New title). Then, in pairs, they must propose their best guess for the equivalent English title of a list of movies and series titles in Spanish, before searching for the official translation and assigning the translation technique that was used for each movie/series. This activity aims at building up on the previous activity and further explore translation options and techniques, as well as cultural adaptations.

- Activity 3: students are presented with several famous movie quotes in Spanish. Similar to the last activity, they must, in pairs, come up with their best guesses for English translations before looking up for the official one to make comparisons. The objective of this activity is for them to get further familiarised with TOLC, while strengthening their understanding of translation options and cultural adaptations.

*Stage 4:*

The last stage of this didactic sequence is a reverse interlingual translation and dubbing project taking place over three sessions. The project unfolds in the following way:

- Preliminary step: In groups of 4/5, students are asked to pick a trailer of a movie or series whose original language is either Catalan or Spanish. After collecting the trailer choices, the teacher transcribes the script of the chose trailer for each group. The choice of transcribing the script is made to avoid the use of online translation tools and dictionaries and activate spontaneous translation skills for the first step of the project.

- Step 1: Groups must start translating the script of the trailer on paper. To do so, they are instructed to first translate what they know, what is obvious to them. Then, they are asked to highlight problematic excerpts, such as unknown vocabulary, idiomatic expressions, puns, cultural references, and humour.

- Step 2: Now allowed to access online dictionaries, groups search and discuss options and techniques for translating the identified problematic excerpts, and complete their trailer translation.

- Step 3: Students are provided with a table (see annex x) to structure the analysis of dialogues to prepare the dubbing of the trailers. For each line of the scripts, they must indicate which character says it, and make notes on their tone of voice and expression when the line is delivered (e.g., is the character scared, excited, shouting, whispering, inquisitive, etc). They must also time the characters' intervention to guide themselves on the timing they will have to pronounce their lines. Once the table is filled, students divide the roles amongst the group.

- Step 4: Students practice their lines, taking into consideration pronunciation, intonation, expression, and timing. Adjustments are made according to their ability to say the line in the allocated time. Once ready, they proceed to recording

themselves line per line with the help of the web application Vocaroo, and copy the link of their recordings onto the table.

- Posterior step: The teacher edits the trailers with the students' voices using the web application Veed.io.

This last stage of the didactic sequence aims at students partaking in a scaffolded TOLC process by working on their metalinguistic, plurilingual and pluricultural skills, together with their resourcing and interpersonal skills. They are prompted to collaboratively analyse language, make suggestions on translation options and cultural adaptations, and justify their preferred option. The objective is also to acquire new vocabulary and grammar structures through the process, as well as obviously working on their speaking skills such as pronunciation, fluency, and intonation.

# 4. RESEARCH METHODOLOGY

The main aspects of the research methodology employed in this study will be discussed in this session, namely the type of research conducted, the contextualization of the study, the description of the data instruments and the data analysis, and finally the procedure that was followed.

## 4.1 Qualitative research

In order to attempt answering the main research question addressed in this dissertation, which is *"How can secondary students' plurilingual competence effectively be developed?"*, the present investigation adopts a qualitative research methodology.

Qualitative research is especially suited in this case, for the following reasons:

- The research relies primarily on observations and descriptive rather than statistical data.
- The participants' number is limited.
- The research being classroom-based, it takes place in the participants' natural setting as it aims to study the development of their plurilingual competence at a micro-level.
- The study aims at studying the perspectives and meanings the participants attach to the plurilingual competence, hence at collecting qualitative data.

- The research question is open-ended, thus admitting a wide range of answers and allowing the emergence of new hypotheses and questions during the study.

## 4.2 Action-research

Within the qualitative research methodology, the action-research framework has been specifically selected to conduct this investigation.

Defined as "one form of teacher-initiated research" (Mackey & Gass, 2005), action-research aims at addressing a specific and immediate classroom need or problem and is motivated by a reflection from practitioners on their own teaching. The objective of the action-research cycle is to eventually improve classroom practices through researching, applying, and analysing more effective teaching methods.

As such, action-research is highly relevant in the context of the current study, as the starting point of this dissertation is the teacher-researcher's observation of secondary students' generally weak use of their plurilingual skills and competence, and as its objective is to address ways to effectively foster said competence.

## 4.3 Contextualization

### 4.3.1 Setting

The present research takes place in the school that was assigned to the teacher-researcher to carry out the practicum period. It is a public secondary school located in Molins de Rei, a city of a little over 26'000 inhabitants (Idescat, n.d.) of the *comarca* of *Baix Llobregat*, in the province of Barcelona.

The school is located in a neighbourhood originally formed in the 1960's as a result of strong waves of immigration from the rest of Spain. A working-class neighbourhood at first, its population has since transformed into a new middle class (Ajuntament de Molins de Rei, n.d.). Overall, students attending the school come from a homogenous cultural and socioeconomic milieu.

The research took place over the course of three weeks during the month of May 2022.

### 4.3.2 Participants

*The Students*

The study was conducted with a group of 27 students (14 girls and 13 boys) in their 3$^{rd}$ year of *ESO*, hence aged 14 or 15 at the time of the study. It is quite a cohesive group that shows strong friendship ties between its members, possibly due to the fact that the same grouping has been in place since their 1$^{st}$ year of ESO. The students attend 3 hours of English a week, while roughly half of the group also attend French classes as an optional subject. As it is usually the norm in the English class, the level within the group is heterogenous due to differences in exposure to English during their extracurricular time. It is also worth noticing that this group is not culturally and linguistically diverse, as none of the students' L1(s) is different to Catalan and/or Spanish.

*The Teacher-Observer*

The teacher-observer is a qualified and trained English teacher with 12 years of experience in working in public secondary education, 7 of which in the school in question. She is currently the head of the additional languages department.

*The Teacher-Researcher*

The teacher-researcher is an English and French teacher currently finishing her MA training, with an experience of 3 years in teaching children, adolescents, and adults in various contexts. At the time of the study, she had already spent close to four months co-teaching the participants of the study with the teacher-observer.

## 4.4 Data instruments

In the present study, the qualitative data will be collected through three different data instruments, as described in this section.

### 4.4.1 Teaching diary

A teaching diary will be kept up to date to collect the observations of the teacher-researcher with the objective to document a detailed record of their impressions and perceptions about the implementation of the informed teaching strategy (see Appendix D). The diary will be updated both during and at the end of each teaching session as the didactic sequence unfolds, in order to collect the teacher-researcher immediate and spontaneous insights on their own teaching process on each stage of the implementation.

The data collected in the teaching diary aims at answering the secondary research question of "*How do the secondary students develop their plurilingual competence during the implementation of the informed didactic sequence?*"

### 4.4.2 Interview

With the objective of answering the secondary research question of "*How does the implementation of the informed teaching strategy differ from how the school aims at developing secondary students' plurilingual competence?*", data will be collected by means of a semi-structured interview with the teacher-observer.

Opting for a semi-structured interview allows to collect data on the impressions and perceptions of the teacher-observer about the school's practices in use to foster students' plurilingual competence and the effects of the implementation of the informed teaching practice. Furthermore, it provides flexibility for possible valuable digressions that were not originally planned in the interview design.

The interview was designed to cater to the secondary research question specifically. It consists of 9 questions, as described in further detail below:

*Questions regarding the School's Plurilingual Methodology*
The first 5 questions of the interview have the objective of exploring how the plurilingual competence is usually worked by the teacher-observer and other language teachers at the school where the research is conducted. It also aims at retrieving the teacher-observer perception on the existing situation on the matter. As such, the 5 questions are expressed as follows:

1. In your classes, how do you normally work the plurilingual competence? Please explain the activities or projects you realize related to this competence.

2. Within the school, are you aware of the way other teachers work this competence? If so, please explain how they do it.

3. Would you say that the school you work at focuses on languages enough and do you think this has an impact on the students' development of the plurilingual competence?

4. Overall, do you think the plurilingual competence is worked enough at the school? Please justify.

5. Before observing the didactic sequence, were you aware of the use of translanguaging activities such as Pedagogical Based Code Switching and Translation in Other Language Context in the additional language classroom? Does the school implement any teaching strategies that are related to these concepts?

*Questions regarding the Implementation of the Informed Teaching Strategy*

The next questions asked have the objective to collect the teacher-observer's perception on the effectiveness of the proposed informed teaching practice on developing the students' plurilingual competence, or in other words, their ability to relate languages together. The question was asked four times, each time focusing on one of the four stages of the didactic sequence as described at the end of the theoretical framework:

6. As you were observing the didactic sequence, did you think the proposed tasks helped students relate languages together? Please give examples from your observations.

To complement the previous question, the following two questions aim at collecting the teacher-observer's perception on how the proposed tasks rank in terms of effectiveness in fostering students' plurilingual competence:

7. Which of the activities of the didactic sequence do you think was the most effective in developing students' plurilingual competence, and why do you think so? You can mention more than one.

8. On the other hand, which of the activities of the didactic sequence do you think was the least effective in doing so, and why? You can mention more than one.

The last question of the interview was designed in order to gauge the teacher-observer's interest in incorporating teaching practices observed during the didactic sequence to foster students' plurilingual competence in her own teaching practice:

9. Would you include some similar activities in your future classes? If so, which one(s) and why?

The interview was conducted in a semi-formal setting a couple of days after the end of the implementation of the informed didactic sequence. The full transcription of the interview can be found in the appendices as Appendix E.

### 4.4.3 Questionnaire

In order to answer the secondary research question of "*How do the secondary students perceive the development of their plurilingual competence during the implementation of the informed didactic sequence?*, data will be collected through a questionnaire for the students partaking in the study.

Opting for a questionnaire in this case allows to retrieve students' perceptions and impressions about the effects of the informed didactic sequence on their own plurilingual competence in a time-efficient manner.

The questions making up the students' questionnaire were designed to specifically cater to the secondary research question. The questionnaire consists of 5 either open-ended or multiple-choice questions, as described below:

The first multiple choice question aims at gauging students' perception on which of the proposed activity or activities had a positive impact on their plurilingual competence:

---

1. Which of the following activities we did in class helped you understand the connection between different languages? (You can choose several answers)

Guess what these Danish and Latvian words mean (session 1)

Correcting mistranslations between Catalan/Spanish and English (session 2)

Translating movie titles and quotes (session 3)

Translating and dubbing trailers (session 4, 5 and 6)

---

The following two questions, the first being multiple-choice and the second open-ended, have the objective of collecting specific data about students' perception on the effectiveness of each activity of the didactic sequence in developing their plurilingual competence. These two questions are asked four times, each time for a different stage of the didactic sequence as described at the end of the theoretical framework, as follows:

---

2. How much would you say this activity helped you see and understand connections between different languages better?

---

It didn't help me.

It somehow helped me.

It quite helped me.

It helped me a lot.

I wasn't in class that day.

---

3. Briefly explain how it helped or didn't help you by giving one or different example(s).

The last two questions (one multiple choice, and the other open-ended) were designed in order to gauge the students' overall impression and perception of how their plurilingual competence at the end of the informed didactic sequence differ from their plurilingual competence before experiencing the teaching practice, as well as collecting data to illustrate their perception:

---

4. At the end of the didactic unit, I feel like:

My ability to see and understand connections between languages has not improved.
My ability to see and understand connections between languages has improved a little.
My ability to see and understand connections between languages has quite improved.
My ability to see and understand connections between languages has improved a lot.

---

5. Justify your answer to the last question by briefly explaining why you feel like this (give one or different examples).

---

This questionnaire was translated to Catalan and presented to the students through a Google Form link that can be found in the appendices (Appendix F). The use of Google Form was chosen for facilitating data collection and analysis. Students answered the questionnaire during the session following the end of the implementation of the teaching practice. They were offered to answer the questionnaire in the language that is easiest for them to use in order to avoid concerns of proficiency impacting the quality of the data.

## 4.5. Data analysis

The qualitative data retrieved with the help of each data instrument, hence from each participant or group of participants of the study, will first be analysed separately. This will be done in order to answer each secondary research question individually.

The results reached for each perspective will then go through a process of triangulation, that is a meticulous cross referencing of the retrieved data to analyse the instances where the three different perspectives may vary from one another or on the contrary corroborate each other. As such, the triangulation of qualitative data allows to support the conclusions of the study as "it reduces observer or interviewer bias and enhances the validity and reliability of the information" (Johnson, 1992).

## 4.6 Procedure

The action-research study presented in this dissertation is articulated around the following procedure.

First, an informed approach based on published research was designed. This informed teaching practice was then implemented in the classroom. Following its implementation, qualitative data were collected from three different perspectives. This data was in turn analysed to reach answers for the secondary research questions. The results of the three perspectives were compared and contrasted through triangulation to be able to draw conclusions. Based on the conclusions, a practical informed action was designed to improve teaching practices.

# 5. RESULTS AND DISCUSSION

## 5.1 Results

The results for each set of data will be presented separately in this section, namely the results of the data collected through the teaching diary kept by the teacher-researcher, the data retrieved from the interview with the teacher-observer, and the data collected in the questionnaires answered by the students.

### 5.1.1. Teacher-researcher's diary

The results of the teaching diary are reported chronologically, in accordance with the way it was written (Appendix D).

*Stage 1*
The teacher-researcher observes that students are spontaneously able to make connections between words in Danish and Latvian and other languages available to them, and are able to activate their plurilingual skills to deduct the meaning of most of the words presented

to them. She also observes interest from students to learn more about the language diversity in the world.

*Stage 2*

The teacher-researcher notices that the mistranslation activity had a very positive impact on students' plurilingual competence. The investigation they had to undertake to understand the mistranslations and correct them allowed them to analyse language, thus activating their metalinguistic skills, and encouraged their resourcing skills by leading them to refer to various types of dictionaries. Very importantly, the teacher-observer notices that the students understand the caveats of online translation tools through this activity.

*Stage 3*

The teacher-researcher notices valuable considerations on languages that this activity allowed, especially in the field of translating concepts and meaning over translating form, and taking into account the intercultural dimension. She observed very interesting debates between students about what expressions sound better in a language or another.

*Stage 4.1: trailer translation*

The teacher-observer believes that the scaffolded translation of the trailer gave way to valuable linguistic considerations and comparisons between how to express concepts in different languages. Students went through an investigation process to collaboratively come up for best solutions in translating the highlighted problematic excerpts including humour and idiomatic expressions, and were generally very successful in doing so. She also observed interesting considerations on translating register.

*Stage 4.2: trailer dubbing*

The teacher-researcher notices that the table used for the preparation of the dubbing proves to be very appropriate for the project as it allows students to structure their analysis to start practicing the dubbing. She believes that practicing for dubbing brings a wide rage of benefits as students practice their pronunciation, intonation, and fluency. Moreover, the timing constraints encouraged students to further analyse their translations to shorten them when necessary, hence going through more research on ways of translating concepts and meaning, moving away even more from literal translations.

Reflecting on the teaching practice in the teaching diary, the teacher-researcher considers that the fourth stage of the didactic sequence calls for the necessity of one additional session to fully take advantage of the project. She also advocates for groups of 4 students maximum to conduct an efficient group work when translating. Finally, she believes having a say in the choice of trailers will ensure that the workload and level of difficulty is homogenous amongst students.

## 5.1.2. Teacher-observer's interview

### Results regarding the School's Plurilingual Methodology

When asked to assess and give her perception on the way the plurilingual competence is usually worked in her own and her peers' teaching practice through questions 1 to 5, the teacher-observer admits that it is not a competence that is generally prioritized and fostered at the school. In her own words, "*since it's a cross-disciplinary competence, sometimes we forget that we have to pay close attention to it*". However, she does highlight that she usually incorporates some activities on false friends and cognates in her programming, a teaching strategy that fits in the category of PBCS. She also mentions a missed opportunity of fostering students' plurilingual competence by collaboratively programming certain text types to be studied in parallel with the Spanish and Catalan head teachers, and hopes that they will implement it in the next course.

She mentions that she was not previously aware of the PBCS and TOLC teaching strategies to foster students' plurilingual competence (although as mentioned above, she had naturally already programmed PBCS activities), and that these methodologies are not in use at her school. However, being trained in translation herself, she was already familiar with the potential benefits that translation in context can bring to additional language learning.

As a possible explanation of the lack of initiative from the school to work on the plurilingual competence, the teacher-observer acknowledges that the school seems to focus more on sciences, technology, and informatics than on languages. According to her, this is due to the fact that the school offers vocational training in these disciplines. She also mentions the influence from the town; indeed, Molins de Rei is a city that aims at becoming a hub for technological innovation, and many teachers from the school participate in various projects promoted by the public administration. The teacher-

observer believes that this probably has an effect on the students' overall linguistic skills and competencies. To illustrate the last assumption, she mentions that the school's results in *Competències Bàsiques* in terms of English are slightly below average.

*Results regarding the Implementation of the Informed Teaching Strategy*

Moving on to the data collected through the sixth question of the interview, the teacher-observer's perception on the impact of each stage of the didactic sequence on the students' ability to make connections between languages is as follows:

Stage 1:

The teacher-observer considers that the activity proposed at this stage was useful for students to start making connections between languages. As she observed, by "*connecting the odds*", noticing similarities with languages known to them, and being observant of the context, students were able to elicit the days of the week in Danish.

Stage 2:

The teacher-observer believes that the activity proposed at this stage was effective for students to relate languages together, but also to foster their intercultural skills, resourcing skills and improve their dictionary searches. She illustrates this belief with the example of the mistranslation of "*Mel i Matò*" on a dessert menu, mistranslated as "killed with honey" in English. As the Catalan term "matò" cannot be directly translated to English, she observed students undergoing research and discussing amongst each other on the best way to explain it to someone that doesn't know Catalan culture, thus activating their plurilingual skills fully during this activity. She also points out that this activity is very useful in sensitizing students on the caveats of the use of Google Translate.

Stage 3:

The teacher-observer acknowledges that the activities proposed in the third stage of the didactic sequence effectively encouraged students to notice and understand connections between languages, especially in terms of translating concepts and meaning over literal translations. As an example, she mentions the reflection students had on the Terminator quote that is "Sayonara, baby" in the Spanish version and "Hasta la vista, baby" in the original English version. Students reached the conclusion if the original version was in Spanish, then the Spanish version needed to be in a different language to keep it as catchy as in the original version.

Finally, the teacher-observer explains that she perceived the trailer translation and dubbing project as effective and useful to prompt students to make connections between languages. She justifies her point of view by explaining how she observed students debating with each other in order to come up with the best solution to translate regional expressions like "aupa" in Basque or the friendly term "pisha" used in Southern Spain. She also thinks that the step-by-step translation of the trailer allows students to be aware of how much they know and how much they can do without the help of using an online translation tool. She also points out how useful the dubbing activity is for practicing speaking skills such as pronunciation and intonation.

Despite her overall positive impressions on the didactic sequence's impact on students' plurilingual competence, the teacher-observer ranks stage 3 and 4 as the most effective in doing so. On the contrary, she believes that Stage 1 was slightly less effective than the rest of the didactic sequence in encouraging students to relate languages together as she sees it as an introductory stage.

Finally, the teacher-observer states that she plans on incorporating the concept of plurilingualism and PBCS/TOLC activities in her program for the next course. She further details that she would probably start the whole course with this unit, as to activate students' plurilingual, metalinguistic, and resourcing skills for the rest of the year.

## 5.1.3. Students' questionnaires

As shown in the chart below, when asked which of the proposed activities helped them understand connections between languages, students seem to clearly favour two of them, namely the mistranslation activity (88,9% of the students consider it impacted their plurilingual competence positively) and the trailer translation and dubbing project (85,2% of the students believe it fostered their plurilingual competence). On the contrary, the Latvian/Danish words and the movie titles and quotes translation activities were less often mentioned as helpful to relate languages together, although in both cases a majority of students still felt like they did (respectively 59,3% and 66,7% of them).

Quines de les següents activitats que hem fet a classe t'han ajudat a entendre la connexió entre diferents llengües? (Pots triar diverses respostes)

27 responses
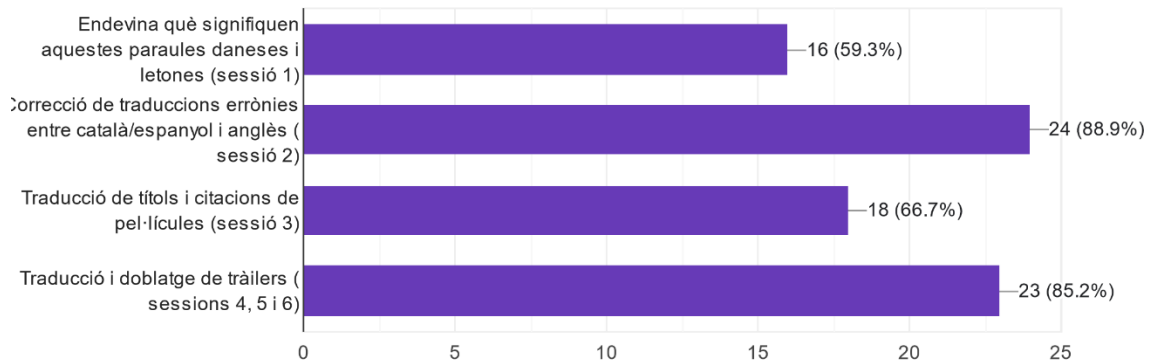


The students' perception of how much each stage of the didactic sequence has had an impact on their plurilingual skills will now be looked at into details, activity per activity.

Guess what these Latvian/Danish words mean:

En quin grau diries que t'ha ajudat la activitat "Endevina què signifiquen aquestes paraules daneses i letones" a veure i entendre millor les connexions entre diferents llengües?

27 responses
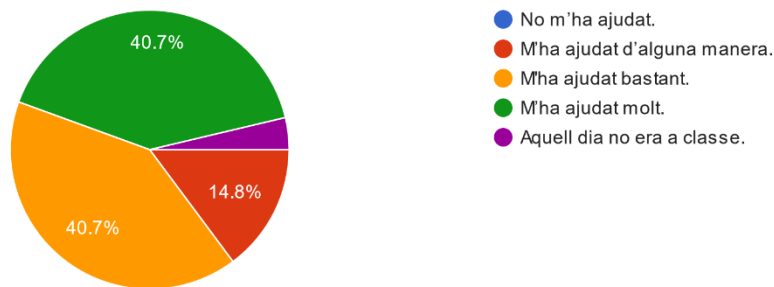


Although being mentioned the least times by students in the previous question, more than 80% of the students consider that this activity has quite helped them or helped them a lot to notice and understand connections between languages, while roughly 15% claim it helped them a little.

When asked to give justification and examples for their answers, the answer with the highest number of occurrences (11 times) mentioned something along the lines that this activity helped them realize that many words are similar across languages. Nonetheless,

it is worth highlighting that a total of 4 students mention in their answers that they do not understand the use of languages foreign to them in the English class.

Correction of mistranslations:

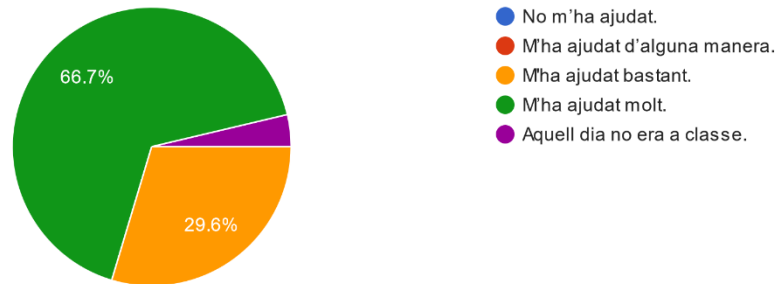En quin grau diries que t'ha ajudat la activitat "Correcció de traduccions errònies entre català/espanyol i anglès" a veure i entendre millor les connexions entre diferents llengües?
27 responses



- No m'ha ajudat.
- M'ha ajudat d'alguna manera.
- M'ha ajudat bastant.
- M'ha ajudat molt.
- Aquell dia no era a classe.

This particular activity is the one that was mentioned most times as being helpful to being able to relate languages together. This is corroborated by the fact that all participants consider the activity helped them a lot or quite helped them notice and understand connections between languages (respectively 66,7% and 29,6%).

When asked to justify and give examples for their answer, it is worth noting that 14 students mentioned that this activity helped them realize the issues linked to the use of Google translate and literal translations, and/or the need to use dictionaries instead.

Movie titles and quotes translation:

En quin grau diries que t'ha ajudat la activitat "Traducció de títols i citacions de pel·lícules" a veure i entendre millor les connexions entre diferents llengües?
27 responses



- No m'ha ajudat.
- M'ha ajudat d'alguna manera.
- M'ha ajudat bastant.
- M'ha ajudat molt.
- Aquell dia no era a classe.
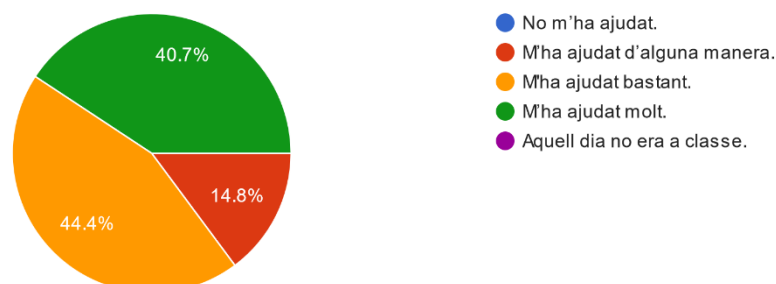
Students' perception on how much this activity helped them relate languages together is statistically very similar to the first activity. However, this is the only activity that more students considered as quite helpful in terms of noticing and understanding connections between languages rather than very helpful.

When asked to justify and explain their answers, 7 students pointed out that this activity helped them understand the importance of the cultural dimension in translation, while 6 students mentioned that this activity allowed them to realize that there is no such thing as a unique correct translation.

Trailer translation and dubbing:

En quin grau diries que t'ha ajudat la activitat "Traducció i doblatge de tràilers" a veure i entendre millor les connexions entre diferents llengües?
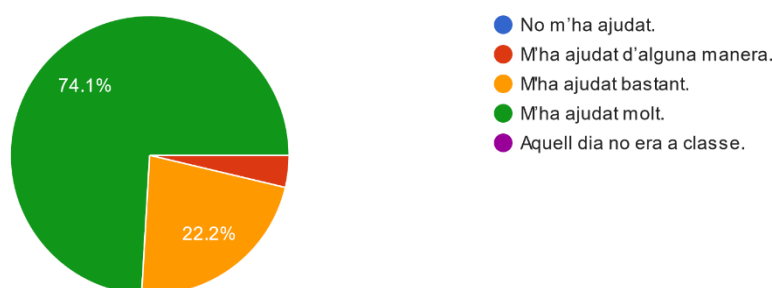27 responses



- No m'ha ajudat.
- M'ha ajudat d'alguna manera.
- M'ha ajudat bastant.
- M'ha ajudat molt.
- Aquell dia no era a classe.

The trailer translation and dubbing project is the activity that received the highest percentage of students considering that it helped them a lot to better notice and understand connections between languages (close to 75% of the participants). It is worth mentioning that a possible explanation of this result may be the length of this activity that took place over three sessions.

In their open-ended answers, 8 students mentioned that this activity allowed them to learn new vocabulary, while 7 of them pointed out that it helped them improve their pronunciation and/or intonation in English. In 4 occurrences, students mentioned in their answers that they were impressed/content to see that they were able to translate complex dialogues without the help of an online translator.

Finally, as shown in the diagram below, when asked to assess the overall impact of the didactic sequence on their plurilingual competence, all students participating in the study consider that it has improved in some degree. The majority considers their ability to see

and understand connections between languages has improved a lot (59,3%), 37% believe it has quite improved, while one student perceives it as having improved a little.



Al final de la unitat didàctica, considero que:
27 responses

● La meva capacitat de veure i entendre les connexions entre llengües no ha millorat.
● La meva capacitat de veure i entendre les connexions entre llengües ha millorat una mica.
● La meva capacitat de veure i entendre les connexions entre llengües ha millorat bastant.
● La meva capacitat de veure i entendre les connexions entre llengües ha millorat…

When asked to explain why they felt like this, the students' open-ended answers were quite heterogenous. However, it is worth pointing out that 6 students mention that the didactic sequence showed them that they were capable of making connections between languages without using online translation tools.

## 5.2 Discussion

In this section, the convergences and divergences in the results of all three sets of data will be discussed.

### 5.2.1. Convergence of perspectives

Overall, it is worth highlighting that all participants of the study, namely the teacher-researcher, the teacher-observer, and the students, agree that the students' plurilingual competence was positively impacted by the didactic sequence. This can be justified by all three parties converging perspective on the students' improved ability to make connections between languages during the implementation of the teaching practice. This confirms the benefits of a plurilingual approach in additional language learning discussed in the literature (amongst others, Hall & Cook, 2012; Cenoz & Gorter, 2013; González-Davies, 2014).

For the first stage of the didactic sequence, all participants mention in their own words that the activity improved their metalinguistic awareness, which is in line with the claim that PBCS improves linguistic and metalinguistic awareness (Esteve and González-Davies, 2016).

When it came to the second stage of the didactic sequence, all participants agreed on its positive impact on students' resourcing skills, by highlighting the caveats of using literal translations and hence, online translation tools. This confirms the theory that an integrated plurilingual approach to additional language learning fosters students' resourcing skills (Corcoll & González-Davies, 2015).

For the third stage of the didactic sequence, the consensus amongst participants is that the proposed activities allowed to work students' encyclopedic skills and intercultural understanding, hence verifying Esteve & González-Davies' theory on the matter (2016). Moreover, all participants mention in their own words that this activity encouraged students to focus on meaning and concepts over literal translations, hence corroborating scholars' theories (Negueruela, 2013; Esteve et al, 2017).

Finally, the participants of the study all claim that last stage of the didactic sequence allowed students to acquire metalinguistic awareness, resourcing and encyclopedic skills, as well as speaking skills, while focusing on meaning and concepts. This comes to reaffirm the claim that TOLC activities paired with dubbing shows a wide array of benefits for additional language learning (Esteve & González-Davies, 2016; Sánchez-Requena, 2018).

### 5.2.2. Divergence of perspectives

The main divergence of perspectives noted in the study has to do with the first stage of the teaching practice. Indeed, while the teacher-researcher noticed it effectively allowed students to gain metalinguistic awareness, the teacher-observer ranks it as least useful to make connections between languages. Furthermore, although the majority of students considered it as helpful to relate languages together, a small group of them deemed it was not the case as the languages in question in the activity were not part of their curriculum. A potential explanation for this difference in perspective may come from the fact that the students participating in the study do not have prior experience of a plurilingual approach to language learning, and may have thus missed the significance of the activity.

## 6. CONCLUSIONS

The conclusions reached in the present study will be discussed in this final section.

## 6.1 Level of fulfillment of the initial objectives

The initially stated objectives of this study were as follows:

- To design and implement an informed didactic sequence with the objective of developing secondary students' plurilingual competence.
- To analyse the results of the implementation to investigate on practical ways of improving secondary students' use of their plurilingual competence.

It is fair to say that these objectives have been achieved. Indeed, a didactic sequence was designed following the framework of the Integrated Plurilingual Approach to additional language learning, and observing the theories and strategies prescribed by specialised scholars on the matter. As such, a series of scaffolded tasks including Pedagogical Based Code Switching and Translation for Other Learning Contexts was created for learners to progressively work and improve their plurilingual competence.

The designed didactic sequence was them implemented over the course of three weeks with a group of students in their 3rd year of *ESO*.

The data collected through three different data instruments, each catering for the perspective one or one set of participants, during and posterior to the implementation of the didactic sequence, was then thoroughly analysed through triangulation of the results. This was done in order to be able to investigate concrete and practical ways to foster secondary school students' plurilingual competence.

## 6.2 Answers to the research questions

### Secondary research question 1:
The answer to the first secondary question is reached through the analysis of the teacher-researcher's teaching diary. As such:

> *SQ1: How do the secondary students develop their plurilingual competence during the implementation of the informed didactic sequence?*

According to the teacher-researcher's observations and perspective, students develop their plurilingual competence through engaging in successive activities that include Pedagogical Based Code Switching and Translation for Other Learning Contexts. In this way, the activities, planned to become progressively more cognitively demanding, they activate their metalinguistic, create the opportunity for students to work and improve their

metalinguistic skills, making connections and understanding similarities and differences between the languages available to them to boost their additional language learning.

*Secondary research question 2:*
The answer to the next secondary question is achieved thanks to the analysis of the interview with the teacher-observer. As such:

*SQ2: How does the implementation of the informed teaching strategy differ from how the school aims at developing secondary students' plurilingual competence?*

According to the teacher-observer, the school does not have a strategy to develop secondary students' plurilingual competence, despite having the responsibility to do so. The languages are taught monolingually and there is no space for the students' L1(s) within the additional language classroom. The informed teaching strategy differs drastically as it advocates for an Integrated Plurilingual Approach to additional language learning and supports an informed use of the students' L1(s) to stimulate secondary students' plurilingual competence and linguistic skills.

*Secondary research question 3:*
The answer to the last secondary question is reached through the analysis of the students' answers to the questionnaire. As such:

*SQ3: How do the secondary students perceive the development of their plurilingual competence during the implementation of the informed didactic sequence?*

The students are able to appreciate the development of their plurilingual competence by observing and affirming that their ability to make connections between languages has improved. During the implementation of the didactic sequence, they were able to perceive the development of their plurilingual competence when being capable of translating complex dialogues with minimal help from tools that they usually use for this purpose.

*Main research question:*
The answers to the three secondary research questions allow to successfully answer the main research question guiding this study, that is:

*How can secondary students' plurilingual competence effectively be developed?*

This investigation suggests that secondary students' plurilingual competence can be effectively developed through taking the step towards the paradigm switch and adopting

plurilingual teaching strategies within the framework of the Integrated Plurilingual Approach in additional language learning. Specifically, this study advises that a didactic sequence based on researched plurilingual strategies such as activities including Pedagogical Based Code Switching and Translation for Other Learning Contexts undeniably develops secondary students' plurilingual competence, even when it is the students' first time experiencing such a methodology.

As such, the hypothesis formulated at the beginning of this investigation proves to be verified. Indeed, the present study suggest that an informed plurilingual teaching practice does effectively develop secondary students' plurilingual competence.

## 6.3 Contributions of the study

This study's contributions are to provide practical ideas of plurilingual activities that can be implemented with secondary school students and to offer suggestions on how to sequence them. It is worth mentioning that the didactic sequence is easily adaptable to all levels of secondary education.

At the micro-level, the contributions of the study are to have been able to introduce plurilingual practices to the teacher-observer and inspire her to adapt her teaching practice to include them in the curriculum as of next course. This study has also been useful in making her appreciate that the plurilingual competence was not fostered enough at the school. Being the head of the language department at the school in question, she has the authority to make changes on the matter as of next course.

## 6.4 Limitations and future research directions

Although successful at developing secondary students' plurilingual competence, this didactic sequence must be considered as an introduction to plurilingual practices. Indeed, a switch of paradigm from monolingual teaching practices to the Integrated Plurilingual Approach takes adaptation time for both teachers and students, and the impact on students' plurilingual competence will be more significant if plurilingualism is worked over an entire didactic unit rather than an isolated didactic sequence.

The conclusions presented in this dissertation are not to be taken as absolute, as there is still a need to conduct more research on the impact that the implementation of informed plurilingual strategies have on students' plurilingual competence.

# 7. BIBLIOGRAPHY

Ajuntament de Molins de Rei. (n.d.). *Història*. Retrieved May 28, 2022, from https://www.molinsderei.cat/historia/

Alcón Soler, E. (2007). Linguistic unity and cultural diversity in Europe: Implications for research on English language and learning. In E. Alcón & M.P. Safont, (Eds.), *Intercultural language use and language learning* (pp. 7-22). Springer.

Burston, J. (2005). Video Dubbing Projects in the Foreign Language Curriculum. *CALICO Journal, 23*(1), 79-92.

Canagarajah, S. (2011) Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *The Modern Language Journal, 95*(3), 401-417. https://doi.org/10.1111/j.1540-4781.2011.01207.x

Canagarajah, S., & Liyanage, I. (2012). *Lessons from pre-colonial multilingualism.* The Routledge handbook of multilingualism. Routledge.

Carreres, Á., & Noriega-Sánchez, M. (2021). *The translation turn: a communicative approach to translation in the language classroom*. In Beaven, T., & Rosell-Aguilar, F. (Eds), Innovative language pedagogy report (pp. 83-89). Research-publishing.net. https://doi.org/10.14705/rpnet.2021.50.1240

Cenoz, J. & Gorter, D. (2013). Towards a plurilingual approach in English language teaching: Softening the boundaries between languages. *Tesol Quarterly, 47*(3), 591-599. https://doi.org/10.1002/tesq.121

Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment.* Modern Languages Division, Strasbourg. Cambridge University Press. https://www.coe.int/t/dg4/linguistic/source/framework_en.pdf

Council of Europe. (2007). *From linguistic diversity to plurilingual education. Guide for the development of language education policies in Europe*. https://rm.coe.int/16802fc1c4

Corcoll, C. (2011). Developing children's language awareness: Switching codes in the language classroom. *International Journal of Multilingualism, 10*(1).

Corcoll, C. (2013). *Translanguaging in the additional language classroom: Pedagogically based codeswitching in a primary education context*. [Unpublished doctoral dissertation]. Blanquerna, Universitat Ramon Llull.

Corcoll López, C., & González-Davies, M. (2015). Switching codes in the plurilingual classroom. *ELT Journal*, *70*(1), 67–77. https://doi.org/10.1093/elt/ccv056

Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Learning 49,* 222-251.

Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics*, *10*(2), 221–240.

Esteve, O., Fernández, F., Martín-Peris, E., & Atienza, E. (2017). The Integrated Plurilingual Approach: A didactic model providing guidance to Spanish schools for reconceptualizing the teaching of additional languages. *Language and Sociocultural Theory, 3*(2), 153-176.

Esteve, O., & González Davies, M. (2016). Estratègies de transferència interlingüística en l'aprenentatge de llengües addicionals: un Enfocament Plurilingüe Integrador. In M. Pereña (Ed.), *Ensenyar i aprendre llengües en un model educatiu plurilingüe*. Hosorio. http://doi.org/10.1017/CBO9781107415324.004

García, O., & Otheguy, R. (2019): Plurilingualism and translanguaging: commonalities and divergences. *International Journal of Bilingual Education and Bilingualism, 23*(1), 17-35. https://doi.org/10.1080/13670050.2019.1598932

Generalitat de Catalunya, Departament d'Educació. (2019). *Currículum Educació Secundària Obligatòria.* https://educacio.gencat.cat/web/.content/home/departament/publicacions/collecci ons/curriculum/curriculum-eso.pdf

Generalitat de Catalunya, Departament d'Ensenyament. (2018). *The language model of the Catalan education system. Language learning and use in a multilingual and multicultural educational environment.* http://ensenyament.gencat.cat/web/.content/home/departament/publicacions/mon ografies/model-linguistic/model-linguistic-Catalunya-ENG.pdf

González Davies, M. (2014). Towards a plurilingual development paradigm: from spontaneous to informed use of translation. *The Interpreter and Translator Trainer, 8*(1), 8-31. https://doi.org/10.1080/1750399X.2014.908555

González Davies, M. (2020). Using translation to develop plurilingual competence in high complexity schools. In M. Ji & S. Laviosa (Eds.), *The Oxford handbook of translation and social practices.* http://doi.org/10.1093/oxfordhb/9780190067205.013.19

Hall, G., & Cook, G. (2012). Own-language use in language teaching and learning. *Language Teaching, 45*(3), 271-308.

Idescat. (n.d). *El municipi en xifres – Molins de Rei (Baix Llobregat).* Retrieved May 28, 2022, from https://www.idescat.cat/emex/?id=081234

Idescat. (n.d.). *Población extranjera a 1 de enero por sexo y grupos de edad*. Retrieved May 1, 2022, from https://www.idescat.cat/indicadors/?id=anuals&n=10332&lang=es&tema=estra

Incalcaterra McLoughlin, L., & Lertola, J. (2014). Audiovisual translation in second language acquisition. Integrating subtitling in the foreign-language curriculum.

*Interpreter and Translator Trainer*, *8*(1), 70–83. http://doi.org/10.1080/1750399X.2014.908558

Johnson, D. M. (1992*). Approaches to Research in Second Language Learning*. New York: Longman.

Krashen, S. D. (1981). *Second language acquisition and second language learning*. Pergamon Press Inc., Oxford.

Lertola, J. (2019). *Audiovisual translation in the foreign language classroom: applications in the teaching of English and other foreign languages*. Research-publishing.net. https://doi.org/10.14705/rpnet.2019.27.9782490057252

Lertola, J., & Mariotti, C. (2017). Reverse Dubbing and Subtitling: Raising Pragmatic Awareness in Italian ESL Learners. *The Journal of Specialized Translation, 28*, 103-121.

Lopriore, L & Ceruti, M. A. (2015). Subtitling and language awareness: A way and ways. In: Gambier, Y. & Caimi, A. & Mariotti, C. (Eds.), *Subtitles and language learning* (pp.293-321). Peter Lang.

Macaro, E. (2001) Analysing student teachers' codeswitching in foreign language classrooms: Theories and decision making. *Modern Language Journal 85*(4), 531-548. https://www.jstor.org/stable/1193074

Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. Lawrence Erlbaum Associates Publishers.

Moore, D., & Gajo, L. (2009). French voices on Plurilingualism and Pluriculturalism: Theory, Significance and Perspectives. *International Journal of Multilingualism, 6(*2), 137-153.

Negueruela, E. (2013). Comunicación y pensamiento verbal en la enseñanza de la gramática: un enfoque conceptual. *Miríada Hispánica 6*, 53–70.

Piccardo, E. (2013). Plurilingualism and Curriculum Design: Towards a Synergic Vision. *TESOL Quarterly, 47*(3), 600-614.

Piccardo, E., & Galante, A. (2017). Plurilingualism and agency in language education: The role of dramatic action-oriented tasks. In *Plurilingualism in teaching and learning: Complexities across contexts*. Routledge.

Poplack, S. (2001). Code-switching (linguistic). *International Encyclopedia of the Social and Behavioral Sciences*, 2062-2065.

Sánchez-Requena, A. (2018). Intralingual dubbing as a tool for developing speaking skills. *Translation and Translanguaging in Multilingual Contexts, 4*(1), 102-128.

Talaván, N. (2010). Subtitling as a task and subtitles as support: Pedagogical applications. In J. Díaz-Cintas, A. Matamala, & J. Neves (Eds.), *New insights into audiovisual translation and media accessibility* (pp. 285–299). Rodopi.

Talaván, N. (2019). Creative audiovisual translation applied to foreign language education: A preliminary approach. *Journal of Audiovisual Translation, 2*(1), 53–74.

Wilson, J. (2020). *Working within the Plurilingual Paradigm. Use of Translation to Enrich Additional Language Learning and Plurilingual Competence in Secondary Education in Catalonia.* [Unpublished doctoral dissertation]. Blanquerna, Universitat Ramon Llull.

Wilson, J., & González Davies M. (2016). Tackling the Plurilingual Student/Monolingual Classroom Phenomenon. *TESOL Quarterly, 51*(1). https://doi.org/10.1002/tesq.336

## 8. APPENDICES

## Appendix A: Worksheet Session 1

### *Activity 1: Watch the video and answer the following questions:*

1) How many languages are spoken by less than 3000 people?

2) Mention five of the ten most spoken languages in the world.

3) What percentage of the world's population speaks the ten most spoken languages in the world?

4) What is the language with the largest alphabet? And the language with the smallest?

5) Which country has most languages? With how many languages?

6) Mention three different alphabets.

7) What languages are written from right to left?

8) What is special about the Khoisan language?

9) What is a palindrome? Give an example.

10) What happens to the English dictionary every year? Why?

11) Which fact is the most surprising to you? Explain why.

*Activity 2: Try to guess what these Latvian and Danish words mean in English without using a translator or dictionary online.*



| Latvian | English | How did you guess? |
|---------|---------|--------------------|
| Kafejnica |  |  |
| Tualete |  |  |

Åbningstider:

Mandag-Fredag: 11-17.30

Lørdag: 10-15

Søndag: lukket

McVERDI

| Danish | English | How did you guess? |
|---|---|---|
| Mandag | | |
| Fredag | | |
| Lordag | | |
| Sondag | | |
| Lukket | | |
| Abningstider | | |

**Activity 3: Fill in your linguistic repertoire**

MY LINGUISTIC REPERTOIRE

WRITE YOUR NAME HERE

Language(s) that I speak with my family:

Language(s) that I would like to learn one day. Why?

Language(s) that I am learning in school and outside of school:

Language(s) that I speak with my friends:
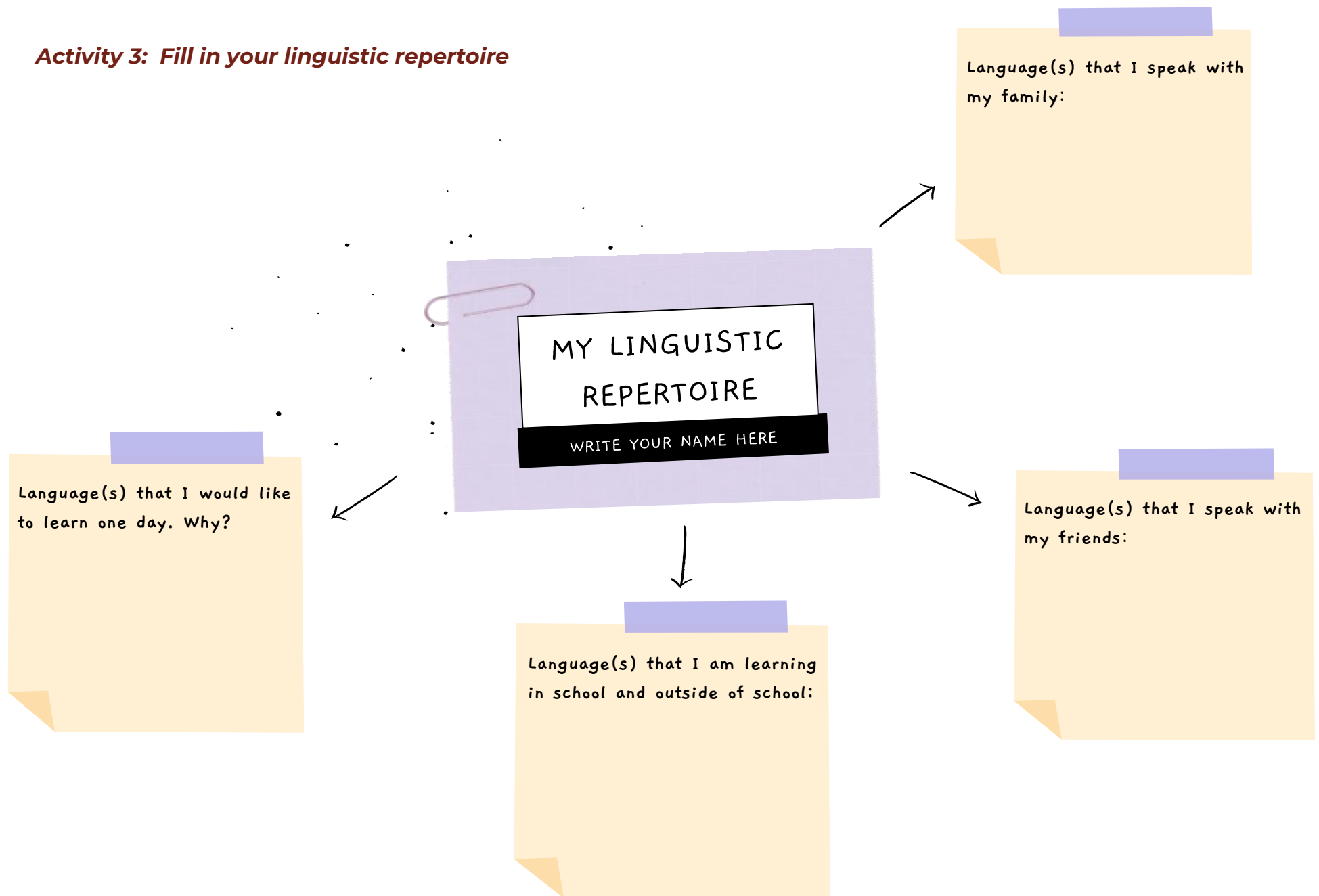
Below are some examples of mistranslations (= translations gone wrong) between English and Spanish/Catalan.

Analyse the errors made, explain why they happened, and propose a solution.

1)



    a) Where can you find this sign?


    b) What is the error? What happened?


    c) Propose a correction for the Spanish translation:

2)



MUSEU MUSEUM MUSEO
FC BARCELONA
camp nou experience

BUY THE
ENTRANCE NOW
WITHOUT TAILS

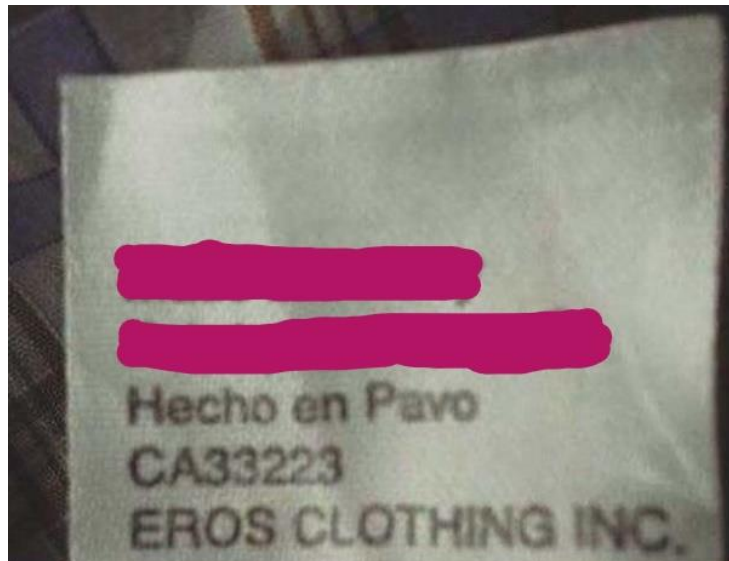VISIT MUSEUM
OFFICIAL SHOP
NOU CAMP TOUR
NEW MULTIMEDIA AREA

a) Where can you find this sign? Who is it for?

b) What is the error? What happened?

c) Propose a correction for the English translation:

3)



Hecho en Pavo
CA33223
EROS CLOTHING INC.

a) Where is this text written? Where can you find it?

b) What is the error? What happened? What do you think the original
   text is (in English)?

c) Propose a correction for the Spanish translation:

4)



Mousse del día
Day Mousse    4.90

Killed with honey . 3.

CREMA CATALANA
Crema Catal...
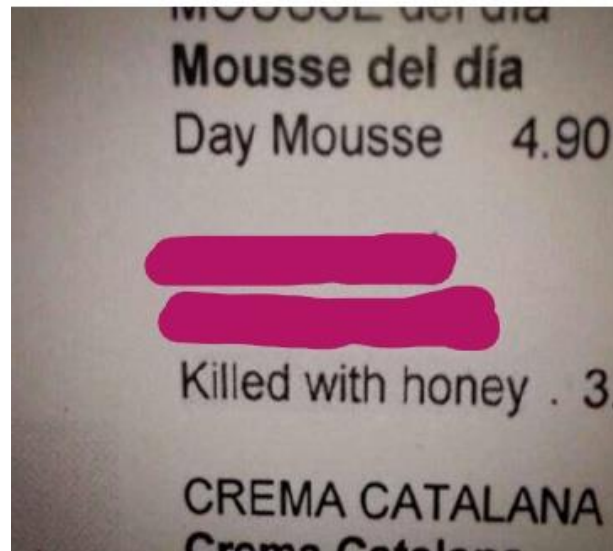
a) Where can you find this text?


b) What is the error? What happened? What do you think the original text is (in Catalan and Spanish)?


c) Propose a correction for the English translation:

6)

Otro titular que resume a la perfección el partidazo de Messi es el de 'Mirror Sport', que directamente habla de "Messi reparte cacahuetes", dando a entender la superioridad del crack azulgrana sobre el resto.



a) Where can you find the text above?

b) Can you find the translation error? What happened?

c) Propose a correction for the Spanish translation.

7)



In the event of fire
do not use lifts

En el acontecimiento del fuego
no utilice las elevaciones

火災時には、エレベーター
をご使用にならないでください。

a) Can you find the errors in the Spanish translation? What happened?

b) Propose a correction for the Spanish translation. Propose a translation in Catalan.

## *Activity 1: Translating movie titles*



| Original language | |
|---|---|
| Original title | |
| Spanish/Catalan translation of the original title | |
| Title in Spain | |

Why do you think they changed the title in Spain? Do you agree with this choice?

➔

|   1   |   2   |   3   |
|-------|-------|-------|



|   4   |   5   |   6   |

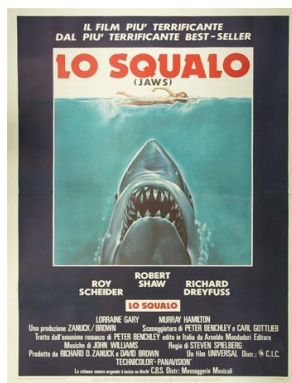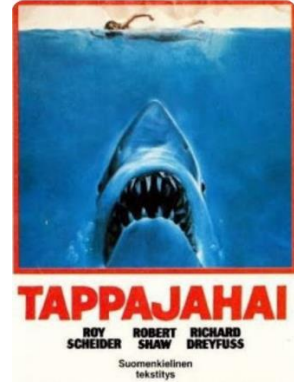|   | Language | Meaning |
|---|----------|---------|
| 1 |          |         |
| 2 |          |         |
| 3 |          |         |
| 4 |          |         |
| 5 |          |         |
| 6 |          |         |

## Activity 2: Translating techniques

Try to guess what the following movie titles are in English, then look for the real title.

Say which translation technique was used:

- Leave it as it is
- Literal translation
- Adapted translation
- New title

| Spanish title | Guess the title in English | Title in English | Translation technique |
| --- | --- | --- | --- |
| La boda de mi mejor amigo | | | |
| Perdida | | | |
| Fast & Furious | | | |
| Sonrisas y lágrimas | | | |
| Resacón en Las Vegas | | | |
| Tú a Londres y yo a California | | | |
| Chicas malas | | | |
| La jungla de cristal | | | |
| Bajo la misma estrella | | | |
| La casa de papel | | | |

### Activity 3: Translating famous movie quotes

Try to guess the original version of these famous movie or series quotes.

| Film/Series | Spanish | Guess | Original |
|---|---|---|---|
| | Yo soy tu padre | | |
| | Mi tesoro | | |
| | E.T., mi casaaaaa, teléfonooooooo | | |
| | Sayonara, baby | | |
| | Se acerca el invierno | | |
| | Mamá siempre decía que la vida es como una caja de bombones. Nunca sabes qué te va a tocar. | | |

**SESSION 1**

Students show interests in the facts about languages and are eager to know more. They are impressed with themselves and surprised that they are able to make the connection between the days of the week in Danish and English, the Danish word "lukked" and locked, and being able to deduct "opening hours". In the same way, they are surprised by the similarities between Latvian words and words they know in other languages. I can notice that they are starting to appreciate their plurilingual skills: "*Mira, resulta que sé hablar danés*". A student tells me later when she sees me in the hallway "*Léa, me voy al Kafejnica*" (cafeteria in Latvian). Initially, some students voiced their confusion when filling out their linguistic repertoire, saying that they don't speak enough languages to make it interesting. When I illustrated what a linguistic repertoire is by showing them mine and telling them they can include languages they know a little bit of, and languages they one day wish to learn, they seemed to understand the dynamic characteristic of a linguistic repertoire, and were happy to show me theirs.

**SESSION 2**

Students were very enthusiastically fond of the activity and the research process that goes into finding the reason for the mistranslations. They were amused by the mistranslations, especially "Mel i mató". They realised some words can't be translated. Some students couldn't believe the mistranslations were real: *"De verdad lo ponen así sin verificar si es correcto?"* or "*Anda ya que el Barça no tiene suficiente dinero para pagarse un traductor"*. When figuring out the mistranslation from "El mundo deportivo" and successfully correcting it, I told them they did a much better job compared to the journalist. I could see they were proud of themselves. To understand the mistranslation, students naturally used the dictionary and read the entries carefully. Some students also made use of a dictionary of synonyms. They made valuable connections between languages, starting a metalinguistic analysis of the excerpts. For example: "*I will never forget that turkey means turquia and pavo. It's very strange*." Many students voiced that they understood the caveats of using Google translate and not the dictionary: "*Es que el Google translate está fatal*." Overall, this activity worked incredibly well, and fulfilled the objective I had for it.

**SESSION 3**

Because the activities of this session had to do with movies and series, I could see that students enjoyed the topic, confirming that using topics of interest for them helps engage them. I was surprised to learn that a majority of students watch movies and series in their dubbed versions. Students were surprised that one movie title could have that many different translations. They reflected on what sounds good or bad in a language in cases of litteral translations. When looking at translations of the movie "Jaws", the general consensus was that: *"Es que claro, "Mandibula" suena mal como titulo de película"*. Students appreciated cultural differences between languages comparing the different titles of the movie "Jaws": "*Porque los franceses lo tienen que complicar todo siempre?"*. The four translation techniques were well comprehended and assimilated, and assigned in the correct manner to the examples provided. Students were surprised at how different some translation choices were. They freely gave their opinion on the quality of movie title translation and even considered that in some cases, their guess was better than the official way. For example, about the Spanish title of "The parent trap", which is "Tú a Londres y yo a California": "*es muy cutre el nombre en castellano, además es spoiler"*. There were some interesting open class debates on what sounds better in each language. I could see the activity was liked "*Teacher, te lo has currado mucho"*.

**SESSION 4:**

The students are not used to working without laptops, and some of them were initially worried that they wouldn't be able to translate anything without consulting the internet. I reassured them telling them to take it step-by-step, and it ended up working well. I was impressed at how much some groups were able to translate without external help. In turn, they I could see they were also impressed by themselves: *"Mira que poco nos queda por traducir!"* Through the process of highlighting problematic excerpts, very interesting conversations were initiated on how to translate concepts. For example, in case of expressions like: "*Que leches estais celebrando…? So this is obviously not what milks right?"* or "*Quiero a todo Dios fuera. We don't need to translate the word God, right? Because it means "everybody", not "all god"*. The way of scaffolding the work, that is starting translating, then highlighting, then looking for answers flowed naturally and worked efficiently.

There were also considerations on register. For example, a student asked me if she could write "*gonna*" instead of "*going to*", as the Spanish character saying the line used colloquial speech in general.

I had originally made groups of 4 and 5 people. During this session, I have realized that groups of 4 were more efficient than the groups of 5. For groups of 5, I should have divided the tasks to be done better amongst them, to avoid some members of the group not working as much as others. I ended up asking the people that were not participating in the translation to start filling up the dialogue analysis table (that was originally planned for next session).

I had originally predicted the translations could be completed in one session, but it turned out half of the groups had to finish their translation at home. I think two sessions are necessary to complete the full translation stage.

There were also differences in length of the translations. The groups having free choice in picking their trailer, this resulted in differences in workload. Also, some trailers were more difficult to translate due to having more problematic excerpts, such as humour and idiomatic expressions. This was the case for comedies such as "Ocho apellidos vascos" or "SuperLopez". An idea to counter this could be to ask the groups to choose two or three trailers that the teacher would eventually choose from to ensure more homogenous level of difficulty and workload between the groups.

**SESSION 5:**

The table I created for the analysis of the dialogues and preparation for dubbing worked very well. The students self-regulated their group work very efficiently and divided the roles amongst them spontaneously. The analysis of tone and expression was a good way to review mood adjectives as they had to describe the way each line was said by the characters. The fast finishers started practicing their lines. In some cases, students rewrote the translation if they couldn't fit them in the allocated time. This also allowed working on concept translation, and to think about what crucial information cannot be taken off, or consider shorter expressions. To do so, students naturally used traditional dictionaries and synonyms dictionaries to improve their lines.

**SESSION 6:**

The groups naturally distributed themselves around the classroom to practice their lines. A lot of students asked me for advice on pronunciation. This practice time was very significative for some groups and worked extremely well. They practiced their pronunciation and the tone of their voice, trying to fit in the time they had to say the line. Some students wrote down their line phonetically to make sure they pronounced well. The fact of having limited time to say the line forced them to tell them more naturally, like a native speaker would, hence working on fluency. Again during this session, some students had to review their translations to make them shorter, analysing what part of the translation to take out to only keep the essential information, or finding shorter ways to say the same thing… Basically doing the work of a dubber. To record, some groups went to nearby empty classrooms. Some students were embarrassed to record in front of me.

Again, a difference in difficulty in dubbing was revealed during this session confirming I should have filtered the choice of trailer as some trailers were significantly easier to record than others. Some trailers chosen had very fast paced dialogues, which made it difficult to keep up and more modifications had to be made compared to the original translation. Drama trailers like "La casa de papel" and "El internado" were slower paced and easier to dub. Typically, comedy films that have faster paced dialogues were more difficult to dub.

**Teacher-researcher:**

Good morning. Thank you for accepting to answer these questions. If you have any doubts about any questions, let me know. So first of all, to start with, you are familiar with the plurilingual competence, as it is defined in the ESO curriculum, that is, just to remind you: "the student's communicative skill to mobilize their whole linguistic experience in which the knowledge they have of different languages interlink and interact in a particular cultural context." On top of that, it is also highlighted in the ESO curriculum that "the additional languages subjects have a significant role in emphasizing the plurilingual approach as they facilitate the contact and the transfer of structures and concepts between languages known to the students and the ones they are learning." With that said, in your classes up until now, how do you normally work the plurilingual competence? And if you could please explain the activities or projects that you realize related to this competence.

**Teacher-observer:**

So, I have to say that lately, I haven't been working a lot on the plurilingual competence. Since it's a cross-disciplinary competence, sometimes we forget that we have to pay close attention to it. This year actually I have done some phonetic activities because I did a course. So I found that it was a good opportunity to introduce some kind of activities like this. I think that from what I've seen thanks to your unit, I have realized that it's a good idea to do certain types of activities focusing on what are the common structures or similarities that they can elicit comparing Catalan, Spanish, and some students also do French. So yes, I'll include this next year. And by the way, from time to time I focus and I work on false friends and cognates, and I normally try to highlight the collocations, what they are and why it's important to remember them. But I don't contrast them with other languages. But yes, this experience has helped me to come up with some ideas to introduce them to the plurilingual approach.

**Teacher-researcher:**

Great. And within the school, are you aware of the way other teachers work this competence? If you have any idea, if you guys talk to each other about it, and if so, please explain how they do it.

**Teacher-observer:**

So, in general I think that we don't focus on the plurilingual competence. Last year we started with the head teacher Spanish, Catalan, and I, so the head teachers of the three different language departments, we started defining different text types that we could work, both oral and written, in accordance, I mean, altogether. So in the different levels and different terms we could identify which text types can be worked also considering the curricular contents, but this year, although we had to start implementing it, we haven't had much time to do it. So hopefully we will do it next year.

**Teacher-researcher:**

The project is in progress, and it will happen.

**Teacher-observer:**

Yes, it is.

**Teacher-researcher:**

Okay. So, would you say that the school you work at focuses on languages enough?

**Teacher-observer:**

Well, sometimes I feel like we don't. On the one hand it is because we don't split groups because we don't have enough classes and it's a really big school. We've got seven and six lines in each course. So if we could at least split the groups, maybe we could work more on it. But there's another thing that is that this high school has got professional training courses that is FP, which mostly deal with technology and informatics. So, I think in general the school puts a lot of attention to the STEAM project. And as well, there's some kind of pressure coming from the town because they do a lot of projects as well. They organize a lot of activities that involve robotics and all that stuff. Some teachers from school participate in them. So I would say the line of the school is more connected to the town and the whole educative community.

**Teacher-researcher:**

I understand. So, would you say that this fact has an impact on the student's development of their plurilingual competence?

**Teacher-observer:**

Yeah, I think so. Actually, yesterday we were looking at the results of the *competencies basiques* and in English, we are more or less in the average, but slightly below. But the thing is that here, most of the students come from upper working classes. So many of them go to the *academia* and then it feels like they don't recognize certain things that we do in school, and they don't put as much effort because they know that then they go to the *academia*, but still the results are not good. Because some go to the academia but then when they come to class and are asked to do what they have to do, which is working with different types of methodologies and activities, the results are not as good as you would predict them to be.

**Teacher-researcher:**

Okay. So before observing my didactic sequence, were you aware of the use of translanguaging activities in the additional language classroom, such as, on the one hand PBCS, which is pedagogical based code switching, and on the other hand TOLC, which is translation in other language context?

**Teacher-observer:**

I wasn't aware of these two methodologies. But I know that originally languages were taught by translating, focusing on just grammar and sentences without context were being translated, which they found out that wasn't useful because language is connected to a communicative situation with the context. I mean, I don't really like doing drills and doing this type of mechanical activities, and, by the way, I am a translator. So I know that translating is difficult, but it's also very useful to learn the language in terms of writing and understanding what are the main differences and seeing that you cannot translate literally, word by word, because there's something else surrounding it. So, yes, actually, I'm going to use this type of activities in the future

**Teacher-researcher:**

And so I assume that the school doesn't implement these kind of teaching strategies for now.

**Teacher-observer:**

No.

**Teacher-researcher:**

Okay, thanks. So now we're going to go through the didactic sequence that I did within the classroom and for each activity, I'm going to ask you the same question, which will be, do you think that this activity in particular helped the student relate the languages together? The first activity was the activity called, guess what these Danish and Latvian words mean. Do you think this one helped the students relate languages together?

**Teacher-observer:**

Yeah. I think so. It was the timetable of, I think, a bar or a coffee shop. They could kind of easily figure out what the words meant because on the one hand some looked similar and as well, because there were timetables and there were the different days of the week that some were kind of similar to the English word. So, yes. I mean, by connecting the odds and looking or thinking of what they find, what they can find on a daily basis, I think it's it useful for them.

**Teacher-researcher:**

The second activity that we did in session two was correcting mistranslations from Spanish and or Catalan to English. What do you think about this activity? Do you think it helped them relate languages together?

**Teacher-observer:**

Yeah. This one was great. I was really interested in this activity because I could guide them as well, at some point I asked you for permission, because I'm a translator. I could tell them for example, about foods that are very difficult to translate because some foods cannot be translated. And this is because they don't exist. Like the example of *mel i matò*.

**Teacher-researcher:**

Mistranslated as "killed with honey".

**Teacher-observer:**

Killed with honey. Yes. That's the best. So I said, but you cannot translate that. *Mel i matò* is *mel i matò*, but some students, they don't know what matò is. Well, so sometimes for the lack of culture or lack of general knowledge it can be also difficult. But the process of looking for the word in the dictionary, what are the different meanings of this word? And then reflecting on why do you think this was translated like this and sometimes, we realize that most of them, although we all say "don't use the translator" all the time and we teach them how to use dictionaries because it is closely related to competence 6. But still, since it's easier for them and it's quicker, they continue just typing, copying a sentence, and then translating it straight away. Another one that was very funny is the "he went nuts" for the Messi piece of news. And here we say, oh, we could introduce that idioms are also very important. And if we don't teach them, they won't know. And I am such a fan of idioms and I try to teach them, but maybe more in higher level. And they were quite surprised because they said, but what's that? Cause it was mistranslated as "repartee cacahuetes".

**Teacher-researcher:**

As I was telling them during the activities, some of them looked for the idiom "to go nuts". They're like, oh, it's "to go crazy". And I told them, see, you've done a better job than the journalist of this newspaper that has translated this by "reparte cacahuetes". You have better skills than someone that is paid to do this. You know, so I thought it was funny that they were realizing that. I think that this activity is a great way to encourage them to use the dictionary or word reference and not just Google translate and to actually read the different definitions of the word and I think it introduces an interesting research activity. So activity three was translating movie titles and quotes. This is the session where I introduced the different ways of translating, in this case movie titles, that there were different options to do it. Sometimes we do a literal translation. Sometimes we adapt the title for many reasons. Maybe it sounds better in Spanish, or it makes more sense this way. Same question. Do you think this activity helps the students relate languages together?

**Teacher-observer:**

Yes. I mean, translating the titles of the movies is something I have always wondered why or how they do it. So sometimes I feel like they pick up the title according to the context or what's the movie about, because again, some words sometimes cannot be passed or cannot be translated into the L2 language, because maybe the concept, the idea doesn't exist. Or maybe because it it's got some other meanings. So, yeah. And it was really good because it was the jaws movie, right?

**Teacher-researcher:**

So I started with Jaws and seeing the different versions of jaws, and then there was a table with different titles and they had to guess what the translated title was using their own words. And then check it by looking for the real one. And then say, which one of the translation techniques was used. Was it literal? Was it adapted? Was it a completely new title? And so there was a list of eight or nine.

**Teacher-observer:**

And then the one with the quotes. Yeah. It was really good. Especially the one from Forrest Gump. And again, here, you could see that some students are culturally aware, and they knew a lot, but others, they didn't know any. So sometimes it's difficult to teach the language because there's a huge gap between students in terms of general culture.

**Teacher-researcher:**

But we can also think of it this way. Those that didn't now they know thanks to what we do in class as well. I was actually surprised. For example, I personally didn't know that "Sayonara baby" was from Terminator. I've never watched Terminator. I had no idea. I was surprised that they knew.

**Teacher-observer:**

I've only watched the first one. "Sayonara baby", I didn't know that, but in English it was

**Teacher-researcher:**

"Hasta la Vista baby". So that one is really interesting, for example, because in the original version, it is in another language. So in Spanish it needs to be in another language as well, but which language do you choose then?

**Teacher-observer:**

Yeah. If in the original one, it's "Hasta la vista, baby", and you have to translate it into Spanish, if you use the same, then it wouldn't be that catchy or interesting. This also happened when they translated trailers in the last activity. The group that picked "*Ocho apellidos vascos*", they had to translate "Aupa" and I was helping the girls because I said, okay, let's see, imagine that you are English or American. So how are you going to make them understand that "Aupa" is an expression that Basques use? And I said, don't you

think it's better to put something in English that means more or less the same because if not, it won't make sense. Another example was the ones from Andalusia that said Picha. They say it for friends like mate, dude. So yeah, this one was, was really, really interesting.

**Teacher-researcher:**

So this is the activity we're talking about. The last one, which is the mini project that lasted for three sessions translating the trailers. I think this project really could use one more session. I think three sessions is a little bit too tight for it. I'm just saying as a comment for the future. I think four sessions is probably good for this activity. I think it's a good activity because trailers are usually made up of the most important things that happen in a movie. A lot of the times they include humor, the funniest times of the movie, for example, and humor is one of the most difficult things to translate. And in the trailers that they had picked, they were a few movies that used a lot of regional idioms like "Ocho apellidos catalanes", "Ocho apellidos vascos", "Super Lopez". Some trailers were a lot easier to translate. Like Casa De Papel that has a more neutral Spanish and easier, easier text overall and less humoristic. So easier to translate. Do you have any other comments about this, this activity?

**Teacher-observer:**

Yes, I was really impressed at how much some students practiced their lines. I had never seen them work so much on their pronunciation. Sometimes I find it hard to work pronunciation and intonation in class, and that was a really good way of doing it.

**Teacher-researcher:**

So, which of the activities do you think, one or more, was the most effective in developing students' plurilingual competence?

**Teacher-observer:**

I would say activity three, translating the movie titles and focusing on the quotes as for what I've said, and obviously, the translation and dubbing project, I mean translating all the dialogues and as you said, humor. And because sometimes when they read or when they speak some feel like putting emphasis and intonating and making gestures, but others just don't and they also keep the same tone, the same voice. So, yes, I think it it's a good type of activity because it also forces them to put themselves into the situation, which is the basis of learning a language so, yeah. I would say the third one and the fourth one.

**Teacher-researcher:**

I think as well, the reason why I transcribed them was for them to start translating without looking for definitions, and then highlight the parts that were difficult for them. Some groups did really well. They translated as much as they could without help and highlighted

what they would need help with. And I think that also showed them that they, they actually know a lot and in some cases they had translated almost everything without help. So I think that also shows them like, okay, I can do it without automatically taking my laptop, writing whatever sentence and copying what it means.

**Teacher-observer:**

That's true. I mean, that's some other thing that I would like to do is to work more without the laptop, even though we work with moodle and they've always got the laptops.

**Teacher-researcher:**

And on the other hand, which one of the activities would you say was the least effective in doing so?

**Teacher-observer:**

I feel like all of them were suitable according to the aim. I don't know. Well, sometimes the first activity to introduce the unit can be great, it can work perfectly. And sometimes it doesn't. So if I had classify them I would put the first one as the least effective but maybe it's also because they don't know exactly what's coming. But as an overall for me, they were really good.

**Teacher-researcher:**

Thank you very much. I also agree with you that this is the one that is the least helpful, but as you said, it's an introductory activity to introduce what we what's going to come next. So this is the last question and you already kind of have answered it before. So would you include some similar activities in your future classes? If so, which ones and why?

**Teacher-observer:**

Yeah, sure. As I said, I'm thinking to start the course with a unit focusing on phonetics and eliciting that it is very important that plurilingualism exists and that they can learn easier or that they know more than they believe, but that they have to observe, to be observant. So yes, I'll start with some kind of activities like this. I'll create a unit focusing on, as you did, eliciting, what are the main similarities looking maybe apart from movies, I can think of other types of inputs that are easy for them. And then I'll focus on phonetics. So I'll do the, the phonetic part as well, introducing some false friends, collocations and cognates and yes, final product translating something. It could be, as you did the trailer, or I don't know, something else, a short part of a book or a short story, but yes, definitely. I'll start the whole course with a unit focusing on plurilingualism.

**Teacher-researcher:**

To kind of activate this thought as well for the rest of the year. And hopefully it makes a bit of a difference in the way they look at languages.

**Teacher-observer:**

Now that I have time and that the syllabus is created for all the levels we can start changing things. Because sometimes we just focus on doing what we have to do and then start the course, kick it off and do it.

**Teacher-researcher:**

Okay. Well, thank you very much for your time!

**Teacher-observer:**

You're welcome.

APPENDIX F: Link to the students' questionnaire

**https://forms.gle/99s99NVVPWpGo5Jm7**