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**Official Master's Degree in Teaching in Secondary Schools, Vocational
Training and Language Centres**

**Master's Dissertation
2025-2026**

**Exploring translanguaging practices through
pedagogical translation in the EFL classroom**

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Table of contents

1. Introduction, Objectives and Research Questions.....	6
2. Theoretical Framework.....	8
2.1. Translanguaging in language education.....	8
2.2. Pedagogical translation in EFL Education.....	9
2.3. Plurilingual competence and mediation.....	10
2.4. Translation, translanguaging and multilingual learning.....	11
3. Research Methodology.....	13
3.1. Context, Data Collection and Selection Criteria.....	13
3.2. Data Analysis Procedure.....	14
3.3. Ethical Procedures.....	14
3.4. Use of Artificial Intelligence.....	14
4. Results.....	15
4.1. Translanguaging Practices During Pedagogical Translation Activities.....	15
Fragment 1.....	15
Fragment 2.....	16
Fragment 3.....	17
Fragment 4.....	18
4.2. Plurilingual Competence and Mediation During Pedagogical Translation Activities.....	19
Fragment 5.....	19
Fragment 6.....	20
Fragment 7.....	22
Fragment 8.....	23
5. Discussion.....	25
5.1. Pedagogical Translation and Translanguaging Practices in the EFL Classroom.....	25
5.2. Translation Tasks, Plurilingual Competence and Mediation.....	26
5.3. Students' and Teacher's Perceptions of Pedagogical Translation.....	27
5.4. Translation as a Meaningful and Contextualised Learning Activity.....	28
5.5. Pedagogical Implications and Reflection on the Teaching Placement.....	29
6. Conclusions.....	30
6.1. Professional Learning and Pedagogical Implications.....	31
6.2. Limitations and Future Research.....	32
7. References.....	34
8. Appendices.....	36
APPENDIX A.....	36
Pedagogical Translation Worksheet.....	36
APPENDIX B.....	38
Audio Transcriptions.....	38
APPENDIX C.....	40
Field Notes.....	40
APPENDIX D.....	41
Student Questionnaire.....	41
APPENDIX E.....	43

Mentor Questionnaire.....	43
APPENDIX F.....	44
Student Class Diaries (Selected Extracts).....	44
Student Diary Extract 1.....	44
Student Diary Extract 2.....	45
Student Diary Extract 3.....	45
Student Diary Extract 4.....	45

Abstract

This master's dissertation investigates the educational value of translation as a strategy to foster translanguaging practices and promote the development of plurilingual and mediation competences in the English as a Foreign Language classroom. The study was carried out in a multilingual 3rd-year ESO class at a public secondary school in Catalonia and was contextualised within a learning situation focused on raising awareness of cyberbullying and responsible digital communication. The research analysed data collected during a pedagogical translation activity in which the students collaboratively translated short messages from Catalan and Spanish into English. The main corpus consisted of audio recordings, translations written by the students and field notes, while questionnaires and class diaries were used as additional sources. The results show that students often mobilised their linguistic repertoires to negotiate meanings, resolve linguistic difficulties and collaborate with their peers, which indicates that pedagogical translation can promote translanguaging practices and contribute to the development of plurilingual competence and mediation skills. In brief, the master's dissertation demonstrates the potential of pedagogical translation as a multilingual practice that regards students' linguistic repertoires as tools for language learning and communication in secondary education contexts.

Keywords: translanguaging; pedagogical translation; plurilingual competence; mediation; multilingualism; EFL

Resum

El present treball final de màster investiga el valor educatiu de la traducció com a estratègia per fomentar pràctiques de transllenguatge i afavorir el desenvolupament de les competències plurilingüe i de mediació a l'aula d'anglès com a llengua estrangera. L'estudi es va dur a terme en un grup multilingüe de 3r d'ESO d'un centre públic de secundària de Catalunya i es va contextualitzar en una situació d'aprenentatge centrada en la sensibilització sobre el ciberassetjament i la comunicació digital responsable. La investigació va analitzar dades recollides durant una activitat de traducció pedagògica en què els alumnes traduïen missatges breus del català i del castellà a l'anglès col·laborativament. El corpus principal estava format per enregistraments d'àudio, traduccions escrites pels alumnes i notes de camp, mentre que els qüestionaris i els diaris de classe es van utilitzar com a fonts addicionals. Els resultats mostren que els estudiants van mobilitzar sovint els seus repertoris lingüístics per negociar significats, resoldre dificultats lingüístiques i col·laborar amb els companys, fet que assenyala que la traducció pedagògica pot afavorir les pràctiques de transllenguatge i contribuir al desenvolupament de la competència plurilingüe i les habilitats de mediació. Breument, el treball de fi de màster posa de manifest la capacitat de la traducció pedagògica com a pràctica multilingüe que considera els

repertoris lingüístics dels estudiants com a eines per a l'aprenentatge de llengües i la comunicació en contextos d'educació secundària.

Paraules clau: transllenguatge; traducció pedagògica; competència plurilingüe; mediació; multilingüisme; anglès com a llengua estrangera

1. Introduction, Objectives and Research Questions

This master's dissertation analyses the use of pedagogical translation in a multilingual English as a Foreign Language (EFL) classroom. It specifically investigates the implementation of collaborative translation activities in secondary education and their pedagogical relevance.

Currently, this aspect is particularly crucial because multilingual classroom contexts are increasingly common. Consequently, teachers are increasingly being asked to adopt pedagogical approaches that recognise and integrate students' linguistic repertoires into their learning process. Despite the growing interest in multilingual pedagogical methods, foreign language teaching has traditionally been influenced by monolingual perspectives that tend to discourage the use of students' mother tongues. However, recent research on translanguaging and plurilingual education argues that multilingual learners naturally use their linguistic resources to construct meaning, negotiate understanding and engage in communication (García, 2009; García & Li Wei, 2014; Cenoz and Gorter, 2021). In this context, pedagogical translation has been re-evaluated as a transcultural multilingual practice, rather than a traditional grammar-translation exercise (Leonardi, 2010; Albrecht, 2025a).

The interest in this topic arose during the second placement period of the third term of the 2025–2026 academic year at a public secondary school in Catalonia. This school has a linguistically and culturally diverse student body, making it an ideal context for exploring multilingual pedagogies. During interactions in the English as a Foreign Language classes, the students often switched between Catalan, Spanish, English and other mother tongues when solving language-related problems, explaining ideas to their classmates or negotiating meanings together.

In order to capitalise on these spontaneous practices, a classroom-based study was conducted around a learning situation on cyberbullying and responsible digital communication. Within the framework of this learning situation, the students carried out collaborative pedagogical translation tasks. The main objective of this master's dissertation is to explore the pedagogical value of these activities as a tool for fostering inclusive and multilingual language learning. To this end, the study addresses the following research questions:

1. In what ways do pedagogical translation activities promote translanguaging practices in the EFL classroom?
2. To what extent do translation tasks contribute to the development of plurilingual and mediation competences?

Beyond answering these research questions, the overall aim of this project is to contribute to current debates on multilingual pedagogies and the role of translation in language learning. This study also contributes to the researcher's professional development as a future teacher of English as a Foreign

Language, while promoting critical reflection on how to meaningfully incorporate students' linguistic resources into teaching practice.

The present master's dissertation is structured into six chapters. Chapter 2 presents the theoretical framework and reviews the main concepts related to translanguaging, pedagogical translation, plurilingual competence and mediation. Chapter 3 describes the study's methodology, including the research context, the participants, the data collection procedures, the ethical considerations and the use of artificial intelligence as a support tool. Chapter 4 presents and analyses the findings obtained from the different data sources. Chapter 5 discusses these findings in relation to the research questions and the theoretical framework. Finally, Chapter 6 summarises the main conclusions of the study, acknowledges the limitations of the research and suggests possible future lines of research.

2. Theoretical Framework

Recent developments in multilingual education have tested traditional monolingual approaches, leading to perspectives such as translanguaging, pedagogical translation, plurilingual competence and mediation. These frameworks perceive students as individuals who mobilise their entire linguistic repertoire to communicate and learn, rather than perceiving them as users of separate languages.

Based on these perspectives, this study explores the pedagogical value of translation activities in a secondary school English as a Foreign Language (EFL) classroom learning situation focused on raising awareness about cyberbullying and digital communication. This chapter specifically reviews the basic concepts and research that guide the design of the learning situation and support the interpretation of the subsequent conclusions.

2.1. Translanguaging in language education

The concept of translanguaging has become one of the most influential perspectives in contemporary multilingual education. García (2009) questioned traditional interpretations of bilingualism by arguing that learners should be viewed through the dynamic interaction of their linguistic resources and not through rigid separations between languages.

Similarly, García and Li Wei (2014) determine language as a process through which multilingual speakers build meaning by mobilising their entire linguistic repertoire in flexible and integrated ways.

From this perspective, multilingual speakers do not communicate through separate language systems. In contrast, language refers to the use of interconnected language resources that speakers adapt according to their needs and “does not refer to two separate languages” (García and Li Wei, 2014, p. 21).

García and Li Wei (2014) further explain that multilingual competence should be understood as an ‘inter-connected whole’ (p. 21), which calls into question the monolingual theories that have traditionally dominated education.

The implications for education of this perspective are particularly significant in multilingual classrooms. García and Kleyn (2017) argue that translanguaging should be understood as a transformative pedagogical orientation capable of validating students' linguistic resources and identities, and not as mere language alternation.

According to these authors, teachers who adopt a translanguaging stance must recognise that “bilingualism is a resource at all times to learn, think, imagine, and develop commanding performances in two or more languages” (García & Kleyn, 2017, p. 21). Consequently,

translanguaging pedagogy promotes more inclusive and equitable educational practices, and values students' full linguistic repertoires.

Additionally, Cenoz and Gorter (2021) differentiate between spontaneous language practices and pedagogical translanguaging. While spontaneous language takes place naturally in multilingual communication, pedagogical translanguaging involves the design of activities that make learners mobilise multiple linguistic resources in the learning process. According to these authors, pedagogical translanguaging aims to improve the learning of content and languages when they activate their verbal repertoire.

Several studies have highlighted the pedagogical benefits of these practices in multilingual educational contexts. For example, Günter-van de Meij et al. (2020) demonstrate that multilingual approaches can foster participation, understanding and inclusion in secondary education, thereby reducing rigid language separation policies.

In addition, Moore et al. (2020) emphasise the transformative and collaborative potential of translanguaging practices, especially in socially and linguistically diverse classrooms. Correspondingly, Mendoza (2023) claims that translanguaging practices in plurilingual classrooms allow learners to foster communicative competence, metalinguistic awareness, and critical reflection on language, whilst also enabling students to establish connections between linguistic repertoires.

Moreover, translanguaging has also been linked to identity construction, social justice and metalinguistic awareness. García and Li Wei (2014) explain that translanguaging creates a “social space for bilingual individuals” (p. 23), where learners can integrate linguistic practices and experiences and linguistic identities that are often separated within the traditional school. In this sense, translanguaging facilitates language learning, challenges linguistic hierarchies and validates multilingual identities within educational settings.

Tian and Lau (2026) have most recently highlighted the increasing importance of language practices in multilingual English-language classrooms. Their work strengthens the idea that multilingual pedagogies should include the linguistic diversity of students as a significant educational resource and that they should go beyond monolingual norms.

2.2. Pedagogical translation in EFL Education

Historically, translation has occupied an ambiguous position within foreign language teaching. Traditional communicative approaches often associated translation with outdated grammar-focused methodologies and discouraged the use of learners' mother tongues (European Commission, 2013).

Recent research, however, has gradually reconsidered translation as a significant pedagogical practice supporting metalinguistic awareness and multilingual learning.

The European Commission (2013) argues that in the early stages of language learning translation can work both as scaffolding and as a complex communicative activity in more advanced stages. According to the report, multilingual learners rely on mental translation and translanguaging processes as they learn additional languages. The latter suggests that a separation of languages may not reflect authentic multilingual cognition.

In the same way, Leonardi (2010) defends pedagogical translation as a communicative and learner-centered activity that promotes reflection on linguistic structures, vocabulary and intercultural meaning. Leonardi (2010) does not conceive translation as a mechanical transfer, but defines it as a task that fosters critical awareness of language.

Laviosa (2014) supports this perspective, as she highlights the educational value of translation in multilingual and intercultural learning environments. Translation activities can encourage learners to compare languages, reflect on the construction of meaning, and develop mediation skills. Translation is closely related to multilingual competence and multilingual communication.

Alternatively, Tsagari and Floros (2013) argue that translation activities can contribute to foreign language learning by promoting analytical thinking, intercultural reflection and awareness of linguistic similarities and differences. These authors emphasise the relevance of integrating translation significantly in the teaching of languages.

Recent contributions by Albrecht (2025a, 2025b) further reinforce the pedagogical value of translation in English classrooms as a foreign language. Both works conceptualise pedagogical translation as a multilingual learning practice that enables students to mobilise linguistic resources strategically to negotiate meaning and enhance communication. From this perspective, translation is not treated as a traditional grammatical exercise, but as a communicative and reflective pedagogical activity related to multilingual competence.

2.3. Plurilingual competence and mediation

The rise in recognition of multilingualism in education has also enabled the development of plurilingual approaches to language learning. The Common European Framework of Reference for Languages (Council of Europe, 2020) defines plurilingual competence as the ability to mobilise linguistic and cultural resources dynamically according to communicative situations. In this respect, multilingual speakers do not possess separate competences for each language, but rather an integrated repertoire that they activate flexibly depending on context and communicative purpose.

The Companion Volume also emphasises mediation as the ability to facilitate communication, understanding and the creation of meaning between individuals or groups. Mediation activities involve interpretation, reformulation, summary or translation of information in order to support communication and collaboration. Mediation is therefore closely linked to the practices of translanguaging and pedagogical translation.

From this perspective, Piccardo (2022) argues that plurilingual competence should be understood as dynamic, flexible and socially situated. According to this author, multilingual learners continually negotiate meaning between languages and cultures, reinforcing the importance of pedagogical practices that validate multilingual repertoires in educational contexts.

Choi and Ollerhead (2018) also highlight the relationship between translanguaging and plurilingual pedagogies. They argue that multilingual learners benefit from educational environments where their linguistic resources are viewed as valuable tools for communication and learning, and not as obstacles to target language acquisition.

Similarly, Lau and Van Viegen (2020) show that multilingual pedagogies can contribute to more inclusive classroom practices by validating learners' identities, experiences and linguistic backgrounds. These approaches encourage students to participate more actively in classroom interaction and knowledge building.

The additional perspectives provided by Aronin and Melo-Pfeifer (2023) and Juan-Garau and Salazar-Noguera (2015) further strengthen the awareness that multilingual education should promote intercultural awareness, flexible language use, and multilingual communication skills. These approaches align closely with the goals of mediation and language-oriented pedagogies.

2.4. Translation, translanguaging and multilingual learning

Recent literature increasingly links translanguaging, pedagogical translation and plurilingual competence within broader multilingual learning frameworks. Panagiotopolou et al. (2020) argue that multilingual educational practices can promote inclusion, equity and social justice by recognising and legitimising students' linguistic diversity. According to these authors, multilingual pedagogies enable learners to participate more actively and to develop intercultural and communicative competences.

Vygotsky (1978) insists on the central role of language and social interaction in cognitive development from a sociocultural perspective. Learning is understood as a socially mediated process in which linguistic interaction supports knowledge acquisition. This perspective provides an important theoretical basis for collaborative multilingual practices such as language and pedagogical translation.

More recent studies by Karpava (2025, 2026) support the relationship between multilingual learning, mediation and translanguaging. These studies suggest that multilingual pedagogies not only promote more inclusive educational environments but can also facilitate metalinguistic awareness, intercultural communication and learner engagement.

Overall, the literature reviewed throughout this chapter reveals important connections between these theories. Although these concepts have been developed through different research traditions, they share a common understanding of multilingualism as a dynamic, resource-oriented phenomenon that challenges monolingual hypotheses about language learning. While previous studies have highlighted the educational value of translanguaging, pedagogical translation, plurilingual competence and mediation, fewer studies have explored how these concepts interact within collaborative pedagogical translation tasks in secondary English as a Foreign Language (EFL) classrooms. This study addresses this area and examines how students mobilise their linguistic repertoires during translation tasks and how these practices support multilingual learning.

Ultimately, this integrated theoretical framework provides the conceptual lens through which the study examines how secondary students mobilise their linguistic repertoires during collaborative translation activities. It also shapes the interpretation of the empirical findings presented in the following chapters.

3. Research Methodology

This dissertation adopts a qualitative, interpretative and classroom-based research approach centred on exploring the pedagogical practices of translation and translanguaging in a secondary school English as a Foreign Language (EFL) classroom. The study specifically adopts a research-action perspective, as the pedagogical intervention was designed and implemented during the teaching placement to observe how collaborative translation activities contributed to multilingual communication, mediation and plurilingual competence. Instead of quantitatively measuring statistical results, and because the study aimed to analyse natural interaction in the classroom and multilingual strategies, a qualitative approach was chosen.

3.1. Context, Data Collection and Selection Criteria

The research was framed in a learning situation focused on raising awareness about cyberbullying and responsible digital communication and was carried out during the third term of the academic year 2025-2026 at a public secondary school in Catalonia. The participants were students from three linguistically diverse English as a Foreign Language classes in 3rd-year ESO. During the implementation, the students completed collaborative pedagogical translation tasks. They translated short online messages from Catalan and Spanish into English while discussing linguistic aspects related to grammar structures, vocabulary choices and possible rephrasing.

Multiple qualitative instruments were analysed to ensure methodological triangulation and reinforce the reliability of the analysis. The data collected included classroom audio recordings, students' written translations, field notes derived from classroom observations, class diaries and questionnaires completed by the students and the placement mentor. All documents and digital recordings were securely stored in a private account accessible only to the researcher.

The selection of data for the main analysis focused on Activity 2 of Session 4 of the learning situation, which constituted the central task of pedagogical translation of this dissertation. During this specific activity, students had to work in pairs to translate while discussing messages related to a cyberbullying case. This task was selected because it represented the time when pedagogical translation was implemented more explicitly, generating rich examples in multilingual interaction, meaning negotiation, and collaborative problem solving. Thus, the primary corpus analysed consists of the audio recordings, the students' written translations and the researcher's field notes from this specific session for the three groups in the study. However, the questionnaires and class diaries from the students in Session 4 were used as additional data to contextualise the findings.

3.2. Data Analysis Procedure

The analysis combined qualitative content analysis and interaction analysis in order to identify patterns related to translanguaging practices, mediation, multilingual communication and metalinguistic awareness. The analysis focused on identifying episodes of language alternation, peer mediation, meaning negotiation and collaborative problem-solving during the translation tasks. These categories were based on the theoretical concepts discussed in Chapter 2 and were refined through data analysis. The audio recordings were selectively transcribed, focusing on episodes of peer interaction and meaning negotiation. At the same time, the written translations and the session's class diaries were evaluated in terms of communication effectiveness, linguistic difficulties and students' perceptions of the usefulness of pedagogical translation. The aim was not to generalise the results statistically, since the study adopted a qualitative and descriptive orientation, but to provide a deep understanding of how pedagogical translation worked within this specific classroom context.

3.3. Ethical Procedures

Various ethical procedures were maintained throughout the research process. Indeed, the anonymity and confidentiality of the students were protected by using alphanumeric codes (for example, 'Student 1B, Student 2C') to distinguish between students from the three classes, and no personally identifying information was included in the analysis. The study was carried out with the mentor's approval, and participation in the activities was part of the normal classroom practice. All data were collected and processed exclusively for academic purposes in accordance with the school's procedures regarding educational research and data protection of students. In addition, all digital records will be permanently deleted after five years.

3.4. Use of Artificial Intelligence

The AI tools ChatGPT from OpenAI and Gemini from Google were used only after the text had been written by the author, exclusively for linguistic revision (grammatical correction, clarity improvement, readability enhancement, etc.), particularly for the Theoretical Framework, Discussion, and Conclusions. The entire work was written by the author, and the tools were not used to draft or generate any part of it.

These tools helped identify grammatical errors, improve the formulation of some ideas, and generally enhance the coherence of certain sections of the text. As a result, the final version of the work was more polished and linguistically accessible. Again, all research, analysis, interpretations, and conclusions were conducted and written by the author and subsequently reviewed linguistically using AI tools.

4. Results

This chapter presents the results obtained from the analysis of the main corpus collected during the implementation of Activity 2 of Session 4, that is, the central task of pedagogical translation of the learning situation. As explained in the Methodology chapter, the class audio recordings, the translations written by the students and the researcher's field notes were part of the main corpus analysed. These three sources of information were analysed together in order to gain a detailed understanding of how students interacted while completing the translation task collaboratively.

The audio recordings reveal students' spontaneous interactions, language choices and problem-solving processes. Written translations allow the researcher to examine the final products resulting from interactions between students, and field notes provide contextual information on classroom dynamics, patterns of participation, as well as observations that recordings cannot illustrate.

Following the methodological approach described in the previous chapter, the analysis combines qualitative content analysis of the pedagogical translations with analysis of student interaction. The aim is therefore to describe what happened during the pedagogical translation activity and to identify patterns related to the two research questions that underpin the work. Section 4.1. focuses on how translanguaging practices emerged during the task, and section 4.2. investigates how the activity contributed to the development of plurilingual and mediation competences.

4.1. Translanguaging Practices During Pedagogical Translation Activities

Fragment 1

Student 1A: *Algunos siguen compartiendo... Com podriem dir compartiendo?* [Some students keep sharing... How could we say *compartiendo*?]

Student 2A: Sharing...

Student 1A: Photo, o the photo? [Photo, or the photo?]

Student 2A: The photo. *Dejemos...* Stop talking about this...[The photo. *Let's stop...* Stop talking about this...]

The interaction in Fragment 1 takes place when two students are translating the twelfth sentence on the translation worksheet of messages related to a cyberbullying case. The exchange begins in Spanish, changes briefly to Catalan and ends with several lexical suggestions in English. Students do not produce an immediate translation, but negotiate the meaning of words and produce the final sentence together and progressively.

From this interaction, a collaborative process is shown in which both participants work to resolve a lexical problem. Student 1A identifies a difficulty while Student 2A proposes an English equivalent. A similar process takes place when the students discuss whether the noun phrase should be translated as *photo* or *the photo*.

The final written version shown on the worksheet presents the solution reached by the pairs as the translation. Although the students correctly conveyed the intended meaning, the final version contains the spelling form “shering” instead of “sharing.” Thus, the worksheet shows how collaborative negotiation allowed the students to resolve lexical difficulties even when spelling errors were evident in the final translation.

“Algunos siguen compartiendo la foto”
Translation:
Some of them keep shering the photo

Figure 1. Student 1A translation of “Some students keep sharing the photo”.

Likewise, the field notes indicate that similar exchanges occurred throughout the activity. It should be noted that several students attempted to resolve their classmates' lexical difficulties before asking the teacher for help. This aspect illustrates lexical negotiation, as the students explored possible English equivalents before agreeing on a final solution for the translation.

Fragment 2

Student 5C: *No puc creure que estiguin fent això.* [I can't believe they're doing this.]

Student 6C: *Cómo se dice “no puc creure”?* [How do you say “I can't believe”?]

Student 5C: I can't... *no sé què és creure. ¿Cómo se dice creure? Creo que creure es believe.* [I can't... I don't know what *creure* means. How do you say *creure*? I think *creure* is *believe*.]

Fragment 2 exemplifies another pattern observed throughout the activity: in other words, the students attempt to translate the sentence using Catalan, Spanish, and English simultaneously. The interaction focuses on the meaning of the verb “creure” and on finding an English equivalent. The discussion illustrates how students frequently mobilised different linguistic resources while solving translation problems.

The corresponding worksheets for students 5C and 6C illustrate the written results after the discussion. It is worth noticing that although the written translations were incomplete, the recordings show that the students actively participated in negotiating meaning and proposing possible translations

in English. Student 5C left the sentence without a written translation, while student 6C only produced the initial part of the translation (“I can’t believe...”). Thus, these written results contrast with the active discussion observed in the recording.

“No puc creure que estiguin fent això”
Translation:

Figure 2. Student 5C translation of “I can’t believe they are doing this”.

“No puc creure que estiguin fent això”
Translation:
I can't + believe

Figure 3. Student 6C translation of “I can’t believe they are doing this”.

The field notes suggest that this strategy appeared in all three classes, especially when students encountered unknown vocabulary. This interaction illustrates how the language functioned as a conceptual bridge during the translation process.

Fragment 3

Student 1B: *Això s'està fent viral. This s'està fent...* [This is going viral. This is becoming...]

Student 2B: This was...

Student 1B: Was? This is viral.

The interaction in Fragment 3 does not focus on the translation of a single lexical element, but on translating an expression. Both student 1B and student 2B attempt to identify an English structure that can convey the same meaning as the original in Catalan. The participants propose and evaluate several alternatives before selecting a final version.

The discussion is characterised by experimentation and reformulation. This process shows how students refined their translation proposals through reformulations before reaching a version they considered valid. Participants try different possibilities, discard others and argue until they reach a final version.

"Això s'està fent viral"
 Translation:
This is go to viral

Figure 4. Student 1B translation of "Això s'està fent viral".

"Això s'està fent viral"
 Translation:
This is going viral

Figure 5. Student 2B translation of "Això s'està fent viral".

The analysis of the written translations shows that the third sentence on the pedagogical translation worksheet produced different translations among the students. While some versions came closer to an idiomatic and genuine use of English, others reflected approximation strategies or literal transfer from Catalan. This variation is evident when comparing Figures 4 and 5. In fact, while student 1B produced the formulation "This is go to viral," student 2B wrote "This is going viral." Both versions attempt to communicate the same message; however, they reveal different levels of precision in the use of English structures. Likewise, the field notes indicate that this expression generated discussion in all three groups, and they needed to make several reformulations before agreeing on the final product.

Fragment 4

Student 7B: ¿*Qué es why?* [What does *why* mean?]

Student 8B: *Why es qué.* [Why means "what".]

Student 7B: No, *qué es what.* [No, "*qué*" is "*what*".]

Student 8B: *Ay, no.* [Oh, no.]

Student 7B: *Why es por qué, why es de pregunta, because es de respuesta.* [*Why* means "why"; *why* is for questions, *because* is for answers.]

Fragment 4 differs from the previous examples because the students focus on discussing the meanings and functions of different English words, and in doing so they temporarily distance themselves from the translation task itself. The interaction is carried out through questions, corrections and reformulations.

In the fourth excerpt, a confusion arises regarding the translations of *what*, *why*, and *because*. Through a collaborative discussion, the students gradually clarify their doubts and come to an understanding of the meanings of each of these words. Unlike the above excerpts, the difficulty presented in this

interaction is not merely lexical, but centers on distinguishing words with different communicative functions. Thus, the focus is not on identifying a direct translation equivalent, but on understanding how language works. The interaction serves as an example of a metalinguistic discussion that arises from the translation task. It should be noted that this type of discussion appeared less often in the recordings than vocabulary-related exchanges, but it was particularly evident in the 3rd ESO B group.

Field notes reveal that similar situations occurred repeatedly during the activity, especially when students tried to justify the decisions made in their translations or explain vocabulary items to their classmates. These discussions often arose as learners compared English with Catalan and Spanish. Such episodes were particularly common in Group 3B, where students often verbalised their reasoning while working on the activity.

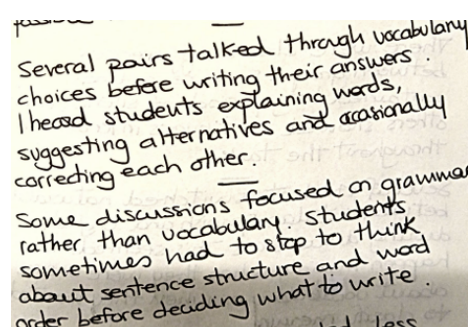


Figure 6. Extract from field notes describing metalinguistic discussions during the activity.

4.2. Plurilingual Competence and Mediation During Pedagogical Translation Activities

This section presents the interactions linked to the second research question and focuses on episodes of help between peers, collaborative problem solving, negotiation and mediation processes that emerged during the translation activity. In other words, particular attention is paid to situations where students supported each other, developed their language choices, negotiated translations collaboratively, and acted as linguistic resources for their classmates and facilitated understanding during the activity.

Fragment 5

Student 1C: *Com has posat "Si us plau, deixeu-la en pau"?* [How did you write "Please, leave her alone"?]

Student 2C: He posat: "Please, leave her alone." L-E-A-V-E. [I wrote: "Please, leave her alone." L-E-A-V-E.]

The interaction in Fragment 5 takes place while Student 1C is trying to complete the first sentence on the pedagogical translation worksheet and, instead of consulting the teacher, asks for help from their peer who has already completed the sentence.

Student 2C responds by saying the phrase exactly as he had translated it. Student 2C pronounces the verb “leave” with a marked, Spanish pronunciation to facilitate his partner's understanding. Thanks to this interaction, Student 1C continues the task and demonstrates how the participants relied on their peers as linguistic resources during the activity.

Although the exchange is brief, it is significant because the goal is not merely to finish the translation. That is, Student 2C provides additional information that helps clarify the written form of the verb and supports the continuation of their partner's task. It should be noted that the worksheets show that both students preserved the intended meaning, despite spelling errors such as “Pleas”, “live”, and “hear” instead of “Please,” “leave,” and “her.”

“Sisplau, deixeu-la en pau”
Translation: Pleas live a hear alone.

Figure 7. Student 1C translation of “Please, leave her alone”.

“Sisplau, deixeu-la en pau”
Translation: Please, ~~leave~~ ~~live~~ hear alone

Figure 8. Student 2C translation of “Please, leave her alone”.

Field notes indicate that this form of peer mediation was a continuum throughout the session, and that it was therefore not limited to isolated situations. Participants often addressed their peers when they had difficulties with vocabulary or spelling and tried to solve problems before asking the teacher for help.

Fragment 6

Student 5B: *Chicos, dejemos de hablar de esto. Cojemos chicos y lo traducimos a guys y luego haces lo mismo con las otras palabras, vas cogiendo, traduces, miras si queda bien con la frase y lo escribes. Intenta hacer esta.* [Guys, let’s stop talking about this. We take *chicos* and translate it as *guys*, and then you do the same with the other words: you take them, translate them, see if they fit in the sentence and write them down. Try this one.]

Student 6B: *Como se decía siguen?* [How do you say *siguen*?]

Student 5B: *¿Siguen?* Are still. Guys, *ahora coges dejemos y lo traduces.* [*Siguen?* Are still. Guys, now you take *dejemos* and translate it.]

Student 6B: *No me acuerdo de nada de inglés.* [I don't remember anything in English.]

Student 5B: *Lo hago yo, ¿vale?* [I'll do it, okay?]

(Teacher intervenes.)

Student 5B: *No, voy a decirle cómo hacerlo.* [No, I'm going to tell her how to do it.]

Fragment 6 represents one of the clearest examples of collaborative support identified in the corpus. Student 5B attempts to guide a classmate through the translation process by explaining a procedure that can be applied to the sentence. Student 5B initially encourages Student 6B to divide the sentence into smaller units and translate each element separately, rather than providing a complete translation.

The teacher's intervention occurs when Student 5B is about to dictate his translation to Student 6B. After the intervention reminding them that it is a collaborative task, Student 5B explicitly states that her intention is to explain how to complete the task rather than provide the answer directly.

The translations of the thirteenth sentence on the Student 5B and 5C worksheets show that both students have produced identical translations ("Guys, let's stop talking about this"). Moreover, their translations contain no grammatical or spelling errors, unlike other examples analysed in this chapter. Other aspects that set this apart from other fragments are that this interaction spans multiple turns and includes procedural guidance and teacher intervention within the same sequence.

"Chicos, dejemos de hablar de esto"

Translation:

Guys, let's stop talking about this

Figure 9. Student 5B translation of "Guys, let's stop talking about this".

"Chicos, dejemos de hablar de esto"

Translation:

Guys, let's stop talking about this

Figure 10. Student 6B translation of "Guys, let's stop talking about this".

Field notes reveal that Group 3B often exhibited the following dynamic: on several occasions, one student took on a more active role and attempted to guide their peers during the task by explaining their choices of vocabulary and grammatical structures, as well as their translation procedures.

order before decision
Teacher intervention was needed less frequently than in other groups observed yesterday. In several cases, students attempted to solve difficulties independently before asking for help.

Figure 11. Extract from field notes describing collaborative interactions in Group 3B.

Fragment 7

Student 10C: *Alguien debería eliminar estas fotos.* [Somebody should delete these photos.]

Student 12C: Somebody should delete these photos.

Student 10C: *Tots en parlen a classe.* [Everybody talks about it in class.]

Student 12C: Classroom.

Student 10C: No, class.

Fragment 7 reflects how various participants collaboratively contribute to the completion of successive translations, more specifically sentences five and six of the pedagogical translation worksheet. The interaction unfolds through a sequence of suggestions, corrections, and reformulations.

Student 12C first provides an equivalent for the first sentence (“Someone should delete these photos”). Then the discussion moves to another translation element where different lexical alternatives are considered. This brief exchange about *class* and *classroom* highlights how the students jointly evaluate the possible options before deciding which form to use.

Fragment 7 differs mainly from Fragment 5, since in the latter assistance was requested primarily by one student from another; this latter interaction, however, reflects a more balanced exchange in which several participants actively contribute to carrying out the translations. Therefore, the interaction reflects a shared decision-making process in which options are negotiated collaboratively.

“Alguien debería eliminar estas fotos”

Translation:

Somebody should delete these photos.

Figure 12. Student 10C translation of “Somebody should delete these photos”.

“Alguien debería eliminar estas fotos”

Translation:

Somebody should delete these photos

Figure 13. Student 12C translation of “Somebody should delete these photos”.

The translations of sentence 5 by Students 10C and 12C contain minimal grammatical inaccuracies. Nevertheless, they preserve the meaning and exemplify the results of the collaborative discussion captured in the audio recording. A comparison of the two translations reveals that all students arrived at similar written translations, but made some grammatical errors such as ‘this photos’ instead of ‘these photos’ in both cases, or ‘should deleted’ instead of ‘should delete’ in Student 10C’s case.

Field notes indicate that Group 3C often took part in debates of this kind and displayed a notably collaborative working atmosphere characterised by negotiation and shared decision-making.

Fragment 8

Student 11C: Sara, *¿cómo se dice estem?* [Sara, how you say *estem*?]

Student 10C: We are with you. Sara, we are with you.

Fragment 8 provides a new example of peer support during the activity. That is, Student 11C shows difficulty translating part of sentence seven on the worksheet and asks his activity partner for help. Student 10C responds immediately, allowing Student 11C to continue the task without interruption. Unlike some of the longer interactions analysed previously, there is only one difficulty on Student 11C’s part, which is resolved in a single exchange. From this, it follows that not all translation problems required a prolonged discussion and that some linguistic difficulties could be addressed through brief, direct peer assistance.

“Sara, estem amb tu”

Translation:

Sara, we are with you.

Figure 14. Student 11C translation of “Sara, we are with you”.

Field notes suggest that, rather than relying solely on teacher support, the common practice across all three groups was to turn to their peers’ knowledge when they encountered difficulties in translating.

The comparative study of the recordings and translation notes reveals that the relationship between interaction and written production was not always straightforward. In some cases, prolonged exchanges resulted in incomplete or inaccurate written versions, while other interactions produced more successful written outcomes. Similarly, the written translations and recordings reveal that the

complexity of an interaction did not necessarily correspond to the accuracy of the final written product.

It should also be noted that the analysis revealed that the students encountered various linguistic difficulties throughout the activity. Indeed, some interactions centred on vocabulary, such as identifying equivalents. Other exchanges focused on grammatical distinctions, including the discussion of forms such as 'what', 'why' and 'because', and additional difficulties also arose in spelling, such as with 'sharing', "leave" and 'her'. These difficulties were reflected in both the audio recordings and the written translations.

5. Discussion

Chapter 5 discusses the findings presented in Chapter 4 in relation to the two research questions and the Theoretical Framework described in Chapter 2. The purpose is to interpret the patterns identified during the pedagogical translation activity and to explore the relationship established with previous studies of language, pedagogical translation, multilingual competence and mediation. The present chapter also contains complementary data drawn from the students' questionnaires and class diaries, and the questionnaire to the mentor in order to contextualise and support the resulting interpretations of the main corpus.

5.1. Pedagogical Translation and Translanguaging Practices in the EFL Classroom

The first research question examined how translation activities foster translanguaging practices in English as a Foreign Language classroom. The results presented in Chapter 4 showed that the students in the three 3rd-year ESO groups often alternated between Catalan, Spanish and English while carrying out the pedagogical translation activity. The participants turned to their entire linguistic repertoire to negotiate meaning, solve lexical difficulties and discuss possible translation alternatives and did not use English exclusively in the first instance.

The findings support García's theory (2009) of multilingualism understood as a dynamic process in which linguistic resources continuously interact rather than function as isolated systems. García and Li Wei (2014), likewise, argue that multilingual speakers mobilise all available language resources according to communication needs. This perspective is reflected in the interactions in the classroom analysed in this dissertation.

Similarly, the results align with García and Kleyn's (2017) argument that language should be perceived as a pedagogical orientation that validates the linguistic repertoires of students. Indeed, the students repeatedly used Catalan and Spanish to support their English learning, particularly when negotiating vocabulary and discussing possible translations.

Furthermore, the results align with the concept of pedagogical translanguaging by Cenoz and Gorter (2021). Unlike spontaneous multilingual communication, the activity was deliberately designed to encourage students to use different languages as learning resources. It should be noted that the recordings indicate that the translation task gave rise to various situations of interlinguistic comparison, the negotiation of meanings and collaborative problem-solving.

Previous studies carried out in multilingual educational environments also coincide with the findings of the present study. As an example, Gunter-van-der Meij et al. (2020) found that translanguaging practices facilitated participation and engagement in secondary school classrooms, similarly Moore et

al. (2020) highlighted the collaborative nature of multilingual meaning-making processes. Likewise, similar patterns appeared in this study, as students often relied on their working partner when they encountered language difficulties.

The importance of translanguaging practices lies in task cognitive demands. That is, participants had to understand messages written in Catalan or Spanish, negotiate translations collaboratively, and later reformulate them in English. This process involved not only constant decision-making regarding vocabulary, grammar, but also communicative intent. In this context, the use of multiple language resources may have reduced cognitive load and allowed students to focus more effectively on meaning building.

The supplementary data support these interpretations. In fact, several students acknowledged in their class diaries that the translation enabled them to understand the vocabulary and tackle the activity with greater confidence, which supports the patterns observed in the main corpus material. Along the same lines, the questionnaire completed by the mentor emphasises that students often benefit from being able to resort to their mother tongues when faced with linguistic challenges.

These findings called into question traditional assumptions about teaching exclusively in the target language. From the experience of teaching practices, it became clear that students naturally rely on Catalan and Spanish when they had to solve tasks collaboratively. The use of these languages seemed to facilitate participants' engagement and understanding and was by no means an obstacle to language learning. Consequently, the results demonstrate that multilingual practices can represent a valuable resource within English as a Foreign Language (EFL) classroom.

5.2. Translation Tasks, Plurilingual Competence and Mediation

The second research question investigates to what extent translation activities contributed to the development of multilingual and mediation activities. The results show that the pedagogical translation activity created instances of peer support, joint problem-solving and linguistic negotiation. To such a degree that the students often explained vocabulary, corrected one another, and guided their partner through the translation process.

Through the concept of plurilingual competence proposed by the Council of Europe (2020), students' interactions can be interpreted. According to the Common European Framework of Reference for Languages (CEFR) Companion Volume, plurilingual competence involves the flexible mobilisation of linguistic and cultural resources according to educational needs. The students regularly activated resources from different languages while constructing meaning, as reflected in the interactions documented in Chapter 4.

The results are also closely related to the concept of mediation. The CEFR Companion Volume defines mediation as the ability to facilitate understanding and communication between individuals. The fact is that many of the recorded interactions can be perceived as examples of mediation, which helped participants to progress in the activity and facilitated their understanding of it.

These observations are particularly consistent with Piccardo's (2022) perspective on plurilingual competence as a dynamic process involving the strategic use of multiple linguistic resources. At the same time, they agree with Choi and Ollerhead's (2018) argument that multilingual learners take advantage of educational environments in which their linguistic knowledge is privileged and recognised. Likewise, Lau and Van Viegen (2020) note that multilingual pedagogies can foster participation, cooperation and knowledge building collaboratively.

The sociocultural perspective also has a place in the results. Indeed, according to Vygotsky (1978), learning develops through interaction and collaboration with others. The recordings repeatedly show how students are able to construct knowledge through discussion and negotiation. In general, the participants relied on their peers to resolve linguistic problems rather than learning in isolation. Therefore, these interactions suggest that learning emerged through social processes of co-construction and the shared resolution of obstacles.

The fact that can explain why mediation practices arose so often throughout the recordings is the collaborative nature of the activity. Unlike individual linguistic exercises, the translation task required students to reach an agreement on the various translation options and to resolve linguistic interferences together. Consequently, the learners often assumed expert roles as they deciphered vocabulary items, corrected misunderstandings and proposed various formulations. These facts show that mediation arose naturally from the interactions that emerged from the task itself and was not an act imposed by the researcher.

The mentor's questionnaire reinforces the interpretation of the results, as it emphasised the value of allowing students to use their linguistic repertoires strategically and highlighted the importance of interaction between participants. Likewise, the perspective is consistent with the patterns identified in the main corpus.

5.3. Students' and Teacher's Perceptions of Pedagogical Translation

Although the perceptions of the students and the mentor were not established as the third research question, the data collected through the questionnaires and class diaries provide additional information that helps contextualise the results derived from the main corpus.

In general, the questionnaires of the three groups of 3rd-year ESO and the class diaries reflect a positive attitude towards the pedagogical translation activity. So much so that many students wrote that translation helped them acquire new vocabulary, compare English with Spanish and Catalan, and translate sentences more assertively. However, it should not be forgotten that they also significantly emphasised the fact that they had worked in pairs.

These interpretations relate to Leonardi's (2010) theories of pedagogical translation as a communicative, learner-centred practice that fosters linguistic awareness and reflection. The European Commission (2013) also states that translation can support language learning and encourage learners to establish links between languages.

The mentor perceived translation as a pedagogical tool when it was integrated into meaningful communicative contexts. This thinking aligns with the implementation of the researcher's learning situation, where Activity 2 of Session 4 was not treated as a decontextualised grammatical exercise, but as part of a project focused on raising awareness of cyberbullying and responsible digital communication.

Nevertheless, the data from the supplementary corpus also reveal difficulties experienced by the students during the task. For instance, some students referred to challenges related to vocabulary they were unfamiliar with and uncertainty when producing translations for the twenty-one sentences of the activity. These statements by some participants conform to certain interactions observed in the previous chapter. Consequently, the results suggest that adequate scaffolding is a *sine qua non* condition for ensuring that all students can successfully participate in the activity and also that pedagogical translation offers numerous learning opportunities.

5.4. Translation as a Meaningful and Contextualised Learning Activity

Another point that needs to be addressed arises from the findings concerning the contextualised nature of the translation task. The participants did not carry out the activity as a mere list of isolated sentences to translate, but as part of a learning situation on cyberbullying.

This contextualisation helps to explain the interactions observed during the activity. The students had to interpret the communicative intent of the messages and consider the situations to which they referred, and therefore it was not just a matter of finding word-for-word equivalents. From this, it can be inferred that the task encouraged participants to focus on meaning, tone, appropriateness as well as linguistic accuracy.

Beyond interacting over linguistic formulations, students also had to engage with the social and ethical dimensions of digital communication. For example, some translated messages included

supportive messages (“Please leave her alone”), empathetic messages (“Sara, we're with you”) and messages of responsibility (“Someone should delete these photos”).

This interpretation is consistent with Leonardi's point of view (2010) of pedagogical translation understood as a communicative activity focused on the student and not a mechanical transfer between languages. Along the same lines, Laviosa (2014) argues that translation activities can encourage reflection on the construction of communicative meaning and intent.

From the perspective of teaching practice, this was one of the most valuable aspects of the activity. Translation became a tool for language learning and also to encourage reflection on cyberbullying and responsible online behaviour. Therefore, the results suggest that pedagogical translation can be particularly effective when integrated into meaningful learning situations related to issues that are relevant to students' lives.

5.5. Pedagogical Implications and Reflection on the Teaching Placement

The conclusions of this study present various implications for the teaching of English as a Foreign Language (EFL) in secondary education in multilingual contexts. Firstly, they demonstrate that pedagogical translation can be integrated into communicative language teaching without reducing student interactions. On the contrary, the pedagogical translation activity generated discussion, negotiation and joint problem-solving.

Secondly, the results indicate that when pupils are performing cognitively demanding tasks, they can benefit from using their full linguistic repertoire. Teachers can propose incorporating activities that encourage deliberate comparison between languages and foster linguistic awareness, rather than treating mother tongues as obstacles to English as a Foreign Language acquisition.

Finally, the learning situation implemented during teaching placements significantly supported the researcher's professional development. Observing the interactions called into question the principle of using only the target language to achieve effective learning. However, the activity demonstrated that multilingual learners strategically use different languages to construct meaning, participate more actively in classroom tasks, and work together and support one another.

6. Conclusions

This dissertation was proposed to explore the pedagogical value of translation activities as a resource to foster language practices and support the development of plurilingual and mediation skills in a multilingual English as a Foreign Language (EFL) classroom. Students participated in a collaborative translation activity in which they used their language repertoires while negotiating translations within the framework of implementing a learning situation focused on raising awareness about cyberbullying and responsible digital communication.

The first research question analysed how pedagogical translation activities promote translanguaging practices in the English as a Foreign Language classroom. The results indicate that translanguaging occurred repeatedly throughout the activity, to the extent that participants frequently alternated between Catalan, Spanish and English when discussing vocabulary and grammatical structures, negotiating meaning as they completed the task collaboratively. The interactions show that the use of multiple languages was a strategic resource that facilitated communication, rather than a sign of linguistic deficiency.

The results reinforce that language is a dynamic process through which multilingual students use their entire linguistic background according to their educational needs. In addition, classroom interactions captured from the audio recording and the researcher's field diary exemplify how participants used their linguistic repertoire to compare structures, clarify meanings, and come to terms with translation options. Therefore, the study suggests that pedagogical translation is able to create a favorable environment for language practices and encourage learners to navigate between languages with flexibility, while keeping the communicative purpose.

The second research question focused on investigating the extent to which translation tasks contribute to the development of plurilingual and mediation competencies. The results illustrate that the activity resulted in numerous supportive situations between peers, joint problem solving, and linguistic mediation. So much so that the students explained vocabulary, corrected misunderstandings, suggested alternatives and guided the partner in the translation procedure.

Similarly, interactions show that translation activities provide opportunities for plurilingual development and mediation skills. Students did not treat languages as isolated systems, but related resources from their mother tongues to facilitate communication strategically. In the same vein, mediation naturally took place through interaction, as they helped each other understand and reformulate messages. Therefore, the results indicate that pedagogical translation reinforces language learning while promoting broader communicative competences that are increasingly relevant in multilingual educational contexts.

Overall, the findings indicate that pedagogical translation can be regarded as a useful pedagogical approach for a multilingual English as a Foreign Language classroom. Activity 2 of Session 4 of the researcher's learning situation promoted active participation, encouraged reflection on different linguistic translation options and generated opportunities for collaboration that went beyond mere correct written translations, instead creating opportunities for peer collaboration.

The main objective was to explore the pedagogical value of translation activities as a tool to promote translanguaging practices and support the development of plurilingual and mediation competences in a multilingual classroom. Based on the results obtained, it can be considered that the objective has been achieved. The data provide multiple examples of learners mobilising their linguistic repertoire while completing translation tasks, negotiating meaning and resolving linguistic difficulties. Students also frequently engaged in mediation-related behaviours, such as explaining vocabulary, clarifying meanings and supporting their activity partner. Consequently, the results indicate that pedagogical translation contributed to translanguaging practices and supported the development of plurilingual and mediation competences within a specific classroom context, namely the researcher's learning situation on cyberbullying.

The supplementary data from the secondary corpus revealed generally positive perceptions. In other words, many participants stated that the translation helped them learn new vocabulary, compare languages and complete the translation activity with greater confidence. The class diaries also suggest that the students valued collaborative discussion and the support provided by the context of the learning situation when addressing language barriers.

6.1. Professional Learning and Pedagogical Implications

This study has contributed significantly to my development as a future teacher from a professional perspective. The role of students' linguistic repertoires in language learning has been one of the most important lessons learned during the implementation of the learning situation. Historically, translation was often associated with traditional methodologies, which many contemporary approaches now tend to avoid. However, the findings demonstrate that translation can function as a communicative and collaborative activity when integrated contextually.

It should also be noted that the study highlighted several areas requiring further development. As a future English as a Foreign Language (EFL) teacher, I recognise the need to improve the design of scaffolding strategies for students with varying levels of English proficiency in order to ensure more equitable participation and greater autonomy during interaction tasks. At the same time, I also recognise the importance of creating more structured opportunities for reflection on translation choices and mediation strategies so that students become more aware of their own learning processes.

Similarly, this study highlighted the value of classroom research and the urgency of creating more systematic procedures to document classroom interactions and facilitate the collection of qualitative data. In this way, future implementations of similar activities could benefit from a more extensive data collection process, including follow-up discussions or interviews that provide a deeper perspective on students' perceptions and learning experiences.

The context of cyberbullying provided the students with a clear communicative purpose and encouraged them to use the language as a tool for interaction, reflection and raising awareness. Thus, the experience also demonstrated the importance of designing classroom activities that connected English language learning with significant social issues they were familiar with.

The results may also have implications for other English teachers as a foreign language working in multilingual contexts. Along these lines, the findings suggest that translation activities can complement communicative language teaching by promoting interaction, collaboration, and linguistic awareness.

6.2. Limitations and Future Research

This dissertation presents several limitations that must be taken into account when interpreting the results. Firstly, the study was carried out within a single educational context and had a limited number of participants, so the results cannot be generalised to all multilingual English classrooms as a foreign language. In other words, it should be borne in mind that different educational environments, age groups and language profiles could give rise to different results.

Secondly, the analysis focused primarily on a pedagogical translation activity implemented within a learning situation specifically designed after the researcher had met the groups with whom they would work during the first two-week placement —months before implementation. While it is true that the data provide valuable information about students' interactions during the activity, it should be noted that a longer activity, that is, one involving multiple translation tasks, could provide a more complete insight into how translanguaging, plurilingual competence and mediation coexist over time.

A third limitation refers to the qualitative nature of the study. The research did not aim to measure the results quantitatively, but rather to explore classroom processes and student interactions. As a result, the findings provide rich descriptions of students' behaviour, but do not allow definitive conclusions to be drawn about the long-term impact of pedagogical translation on language proficiency.

The results also raise several questions that go beyond the scope of this study. Some examples are: how do students' perceptions of pedagogical translation evolve? Would similar patterns of translanguaging and mediation emerge in classrooms with different linguistic profiles or educational

contexts? To what extent can repeated participation in pedagogical translation activities contribute to the long-term development of multilingual and mediation competences? These questions suggest avenues for future research and highlight the need to go further in investigating the long-term pedagogical potential of translation in multilingual classrooms.

7. References

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8. Appendices

APPENDIX A

Pedagogical Translation Worksheet

Translation Spanish/Catalan > English Worksheet

Instructions:

Work in pairs. Translate each message from Spanish or Catalan into natural English. Discuss different options and write your final version in the space provided.

1. "Sisplau, deixeu-la en pau"

Translation:

2. "No entiendo por qué alguien haría esto"

Translation:

3. "Això s'està fent viral"

Translation:

4. "Pobre Sara debe estar muy triste"

Translation:

5. "Alguien debería eliminar estas fotos"

Translation:

6. "Tots en parlen a classe"

Translation:

7. "Sara, estem amb tu"

Translation:

8. "¿Quién empezó a compartir esto?"

Translation:

9. "Això és molt vergonyós per a ella"

Translation:

10. "Deberíamos advertirla para que bloquee su perfil"

Translation:

11. "No puc creure que estiguin fent això"

Translation:

12. "Algunos siguen compartiendo la foto"

Translation:

13. "Chicos, dejemos de hablar de esto"

Translation:

14. "Esto es humillante para ella"

Translation:

15. "Increïble! Tothom ja ho ha vist"

Translation:

16. "Estoy bloqueando a quienes compartieron la foto"

Translation:

17. "Esto no tiene nada de gracioso"

Translation:

18. "Sara, no tots són dolents amb tu"

Translation:

19. "Parece que ya todo el mundo lo sabe"

Translation:

20. "Algú hauria de denunciar aquest contingut a la plataforma"

Translation:

21. "Deixa de compartir això, no està bé"

Translation:

APPENDIX B

Audio Transcriptions

Fragment 1

Student 1A: *Siguen...* [They keep...]

Student 2A: Keep.

Student 1A: *Algunos siguen compartiendo... Com podriem dir compartiendo?* [Some students keep sharing... How could we say compartiendo?]

Student 2A: Sharing...

Student 1A: Photo, o the photo?

Student 2A: The photo. *Dejemos...* Stop talking about this... [The photo. Let's stop... Stop talking about this...]

Fragment 2

Student 5C: *No puc creure que estiguin fent això.* [I can't believe they're doing this.]

Student 6C: *¿Cómo se dice "no puc creure"?* [How do you say "I can't believe"?]

Student 5C: I can't... *no sé què és creure. ¿Cómo se dice creure? Creo que creure es believe. Com es diu en anglès "que estiguin fent això"?* [I can't... I don't know what creure means. How do you say creure? I think creure is believe. How do you say "que estiguin fent això" in English?]

Student 6C: No sé. [I don't know.]

Fragment 3

Student 1B : *Això s'està fent viral. This s'està fent...* [This is going viral. This is becoming...]

Student 2B : This was...

Student 1B : Was? This is viral.

Fragment 4

Student 7B : Understand, *porque* [Understand, because]

Student 8B: Because, *es because, why es qué, porque es because cuando respondes.* [Because, it is because, why means "what", porque means because when you answer.]

Student 7B: *¿Qué es why?* [What does why mean?]

Student 8B: Why es qué. [Why means "what".]

Student 7B: Why *¿qué significa?* [What does why mean?]

Student 8B: *Qué.* ["What".]

Student 7B: No, *qué es what.* [No, "qué" is "what".]

Student 8B: Ay, no. [Oh, no.]

Student 7B: *Why es por qué, why es de pregunta, because es de respuesta.* [Why means "why"; why is for questions, because is for answers.]

Student 7B: Això s'està fent viral. This is going viral? [*This is going viral.* This is going viral?]

Student 8B: Sí. [Yes.]

Fragment 5

Student 1C: *Com has posat "Si us plau, deixeu-la en pau"?* [How did you write "Please, leave her alone"?]

Student 2C: He posat: "Please, leave her alone." L-E-A-V-E. [I wrote: "Please, leave her alone." L-E-A-V-E.]

Fragment 6

Student 5B: *Chicos, dejemos de hablar de esto. Cojemos chicos y lo traducimos a guys y luego haces lo mismo con las otras palabras, vas cogiendo, traduces, miras si queda bien con la frase y lo escribes. Intenta hacer esta.* [Guys, let's stop talking about this. We take chicos and translate it as guys, and then you do the same with the other words: you take them, translate them, see if they fit in the sentence and write them down. Try this one.]

Student 6B: *¿Cómo se decía siguen?* [How do you say *siguen*?]

Student 5B: *¿Siguen?* Are still. Guys, *ahora coges dejemos y lo traduces.* [*Siguen?* Are still. Guys, now you take *dejemos* and translate it.]

Student 6B: *No me acuerdo de nada de inglés.* [I don't remember anything in English.]

Student 5B: *Lo hago yo, ¿vale?* [I'll do it, okay?]

(The teacher intervenes to tell her not to do it this way.)

Student 5B: *No, voy a decirle cómo hacerlo.* [No, I'm going to tell her how to do it.]

Fragment 7 and 8

Student 10C: She should be very sad. *Ella debe estar muy triste. Ah vale, no puedes poner Sara y should be.* Poor Sara should be very sad. [She must be very sad. Ah, okay, you can't write Sara and should be.]

Student 11C: *¿Se escribe con dos "o" poor?* [Is poor spelt with two "o"s?]

Student 12C: Sí. [Yes.]

Student 10C: *Alguien debería eliminar estas fotos.* [Somebody should delete these photos.]

Student 12C: Somebody should delete these photos. *Venga Student 10C, et toca a tu.* [Come on, Student 10C, it's your turn.]

Student 10C: *Tots en parlen a classe.* Everyone talks in class. [Everybody talks about it in class.]

Student 12C: Classroom.

Student 10C: No, class. *Sara, estem amb tu.* [Sara, we are with you.]

Student 11C: *Sara, ¿cómo se dice estem?* [Sara, how do you say estem?]

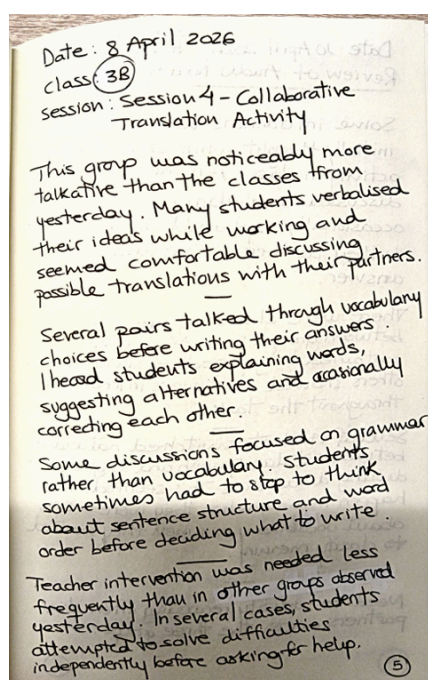
Student 10C: We are with you. Sara, we are with you. [Who started sharing this first?]

Quién empezó a compartir esto primero?

Student 12C: Who start sharing this?

APPENDIX C

Field Notes



APPENDIX D

Student Questionnaire

2. Quina és la teva llengua materna? *

3. A classe d'anglès, amb quina freqüència es fa servir la traducció (català/castellà)? *

Seleccioneu totes les opcions que corresponguin.

- ☐ Gairebé mai
☐ Poc
☐ A vegades
☐ Sovint
☐ Molt sovint

4. Quan no entens alguna cosa a classe, què sol passar? *

Marqueu només un oval.

- ☐ La professora tradueix al català/castellà
☐ La professora ho explica amb anglès més fàcil
☐ Utilitza exemples, dibuixos o context
☐ Altres:

5. Quan no entens un text en anglès, què fas normalment? *

Marqueu només un oval.

- ☐ Intento entendre'l amb el context i paraules conegudes
☐ Busco paraules clau per deduir el significat
☐ Tradueixo mentalment al català/castellà
☐ Altres:

6. Per què creus que serveix la traducció a classe d'anglès? (tria 2) *

Marqueu només un oval.

- ☐ Entendre vocabulari nou
☐ Entendre millor la gramàtica
☐ Comparar anglès amb català/castellà
☐ Entendre textos difícils
☐ Altres:

7. Quan utilitzes la traducció, normalment és perquè... *

Marqueu només un oval.

- ☐ No entenc una paraula o frase
- ☐ Em serveix per confirmar que ho he entès
- ☐ Em costa entendre directament en anglès
- ☐ Em dona seguretat
- ☐ Altres: _____

8. Quan has d'explicar en anglès una idea que primer has entès en català o castellà, què fas?

Marqueu només un oval.

- ☐ La tradueixo paraula per paraula
- ☐ La reformulo amb les meves paraules en anglès
- ☐ Penso en català/castellà i després la passo a anglès
- ☐ Altres: _____

9. Creus que la traducció ajuda a aprendre anglès? *

Marqueu només un oval.

- ☐ Sí
- ☐ No
- ☐ Altres: _____

APPENDIX E

Mentor Questionnaire

2. Quins nivells imparteixes principalment? (escull 1 - les respostes han d'anar en funció del nivell) *

Marqueu només un oval.

- ☐ 1r Cicle d'ESO (1r-2n)
- ☐ 2n Cicle d'ESO (3r-4t)
- ☐ Batxillerat
- ☐ Cicles
- ☐ Altres:

3. Quin pes consideres que té la traducció en les teves classes? *

Marqueu només un oval.

- ☐ Inexistent: Prioritzo l'exposició exclusiva a l'anglès.
- ☐ Baix: Només per a vocabulari molt específic.
- ☐ Mitjà: La faig servir per resoldre dubtes o contrastar estructures.
- ☐ Alt: És una eina central d'instrucció i mediació.
- ☐ Altres:

4. Et consideres un/a professor/a del tipus *only English policy*? *

Marqueu només un oval.

- ☐ Sí, crec que l'L1 s'ha d'evitar al màxim per fomentar l'adquisició natural de l'anglès
- ☐ No, l'ús de la L1 és una bastida necessària

5. Quin percentatge aproximat d'ús de l'anglès creus que mantens com a llengua vehicular a l'aula? *

Marqueu només un oval.

- ☐ 100%
- ☐ 75-99%
- ☐ 50-74%
- ☐ Menys del 50%

6. Davant una dificultat comunicativa a classe, quin ús fas de la L1 (català/castellà)? *

Marqueu només un oval.

- ☐ L'evito sempre
- ☐ Només puntualment
- ☐ La incorpore de manera habitual
- ☐ Altres: _____

7. Com valoreu l'ús de totes les llengües de l'alumnat com a recurs per aprendre anglès? Explica breument la teva opinió. *

8. Com incorpores, o com incorporaries, les llengües de l'alumnat com a suport en l'aprenentatge de l'anglès? *

APPENDIX F

Student Class Diaries (Selected Extracts)

Student Diary Extract 1

5. Which strategy helped me understand better? (e.g. discussing with my partner, comparing translations, using context...)

Discussing with my partner and using context helped me understand better

6. How did I feel during the activity?

I felt interested and motivated, although it was a bit challenging.

Student Diary Extract 2

5. Which strategy helped me understand better? (e.g. discussing with my partner, comparing translations, using context...)

Discussing with my partner and using context helped me understand better

6. How did I feel during the activity?

I felt interested and motivated, although it was a bit challenging.

Student Diary Extract 3

5. Which strategy helped me understand better? (e.g. discussing with my partner, comparing translations, using context...)

I looked there were easy words in sentence and using the context of those words makes it easier for me.

6. How did I feel during the activity?

Good, calm and eager to learn more

Student Diary Extract 4

5. Which strategy helped me understand better? (e.g. discussing with my partner, comparing translations, using context...)

Definitely discussing with my partner

6. How did I feel during the activity?

I felt very confident with me.