

Translation as a natural practice in the *Integrated Plurilingual Approach* to Language Learning

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RG CILCEAL

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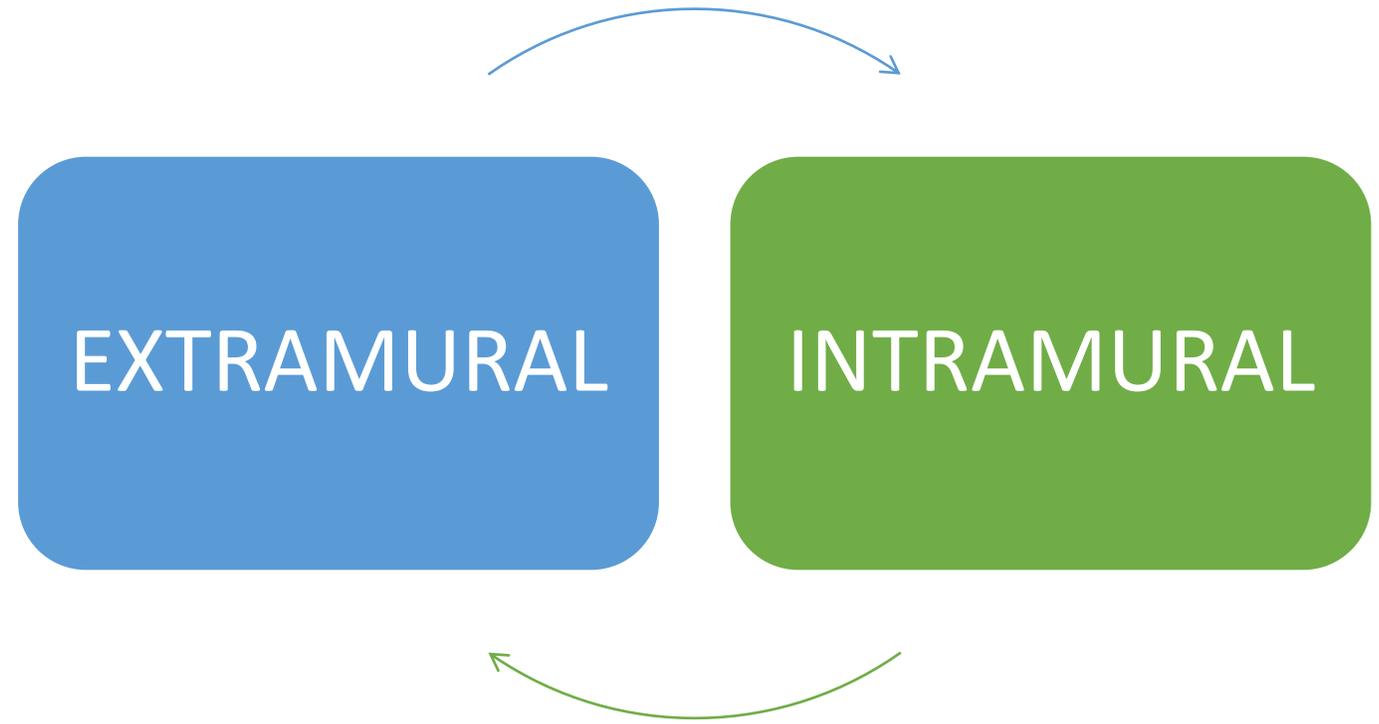
POSITIONS REGARDING USE OF L1

(González Davies 2014, adapted FOR *TRANSLATION AS TOLC* from Macaro 2001:535)

- ***Virtual***: *TRANSLATION* should be totally excluded from the FL classroom.
- ***Maximal***: there is no value in the use of *TRANSLATION*, but it is unavoidable.
- ***Optimal***: there may be pedagogical value in using *TRANSLATION* and this should be explored.

THE INTEGRATED PLURILINGUAL APPROACH TO LANGUAGE LEARNING

*... involves applying
natural plurilingual
practices in language
learning contexts in an
informed way*



LANGUAGE IN ACTION

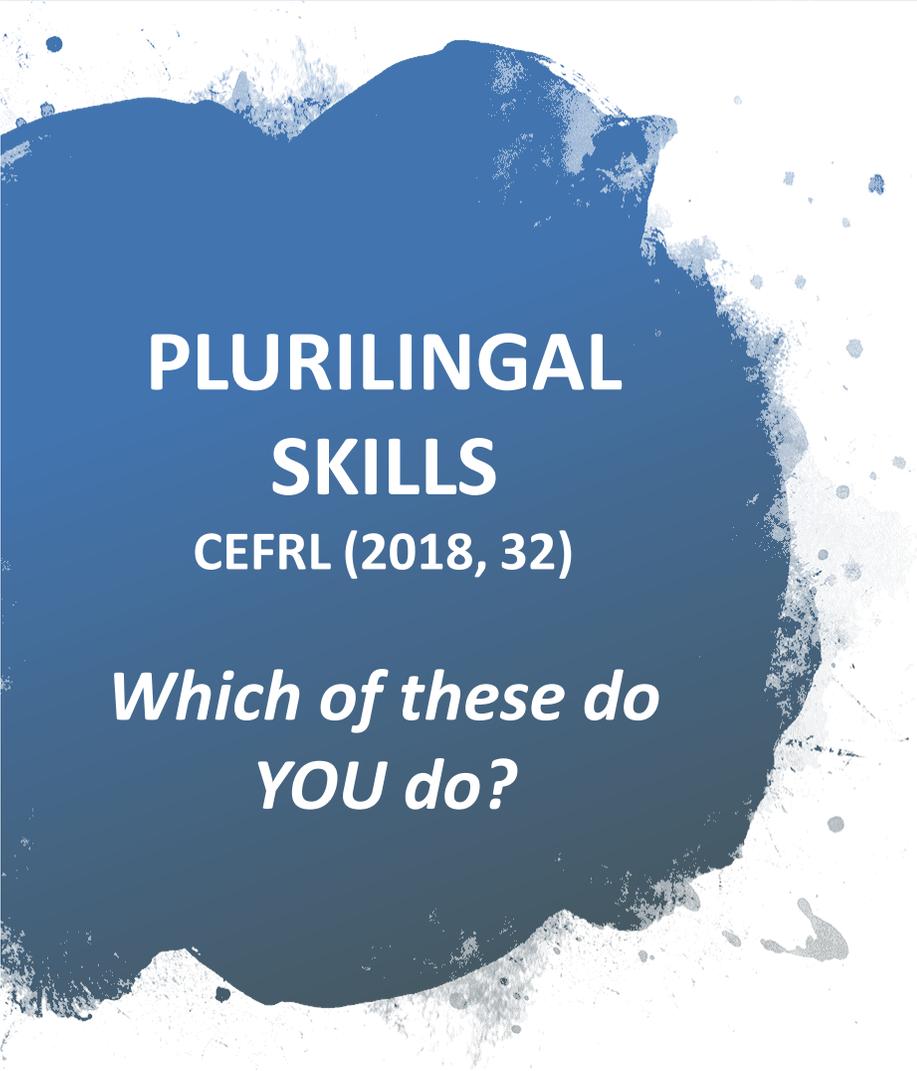
... involves not only opportunities to communicate orally and in writing, but also conceptual understanding of the L2, even if it occurs through the L1

(Negueruela, 2008: 194)

PLURILINGUAL COMPETENCE

(CEFRL, 2018, 157)

(...) languages and cultures are not kept in strictly separated mental **compartments**, but rather build up a **communicative competence** to which all knowledge and experiences of language contributes and in which languages **interrelate** and **interact**.



PLURILINGAL SKILLS

CEFRL (2018, 32)

*Which of these do
YOU do?*

- ▶ change from one language to another with agility;
- ▶ retrieve the knowledge of a series of languages to make sense of a text;
- ▶ recognize international words;
- ▶ mediate between people who do not share a language;
- ▶ exploit paralinguistics (mimicry, gesture, facial expression...)

TRANSLANGUAGING

“The ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system”

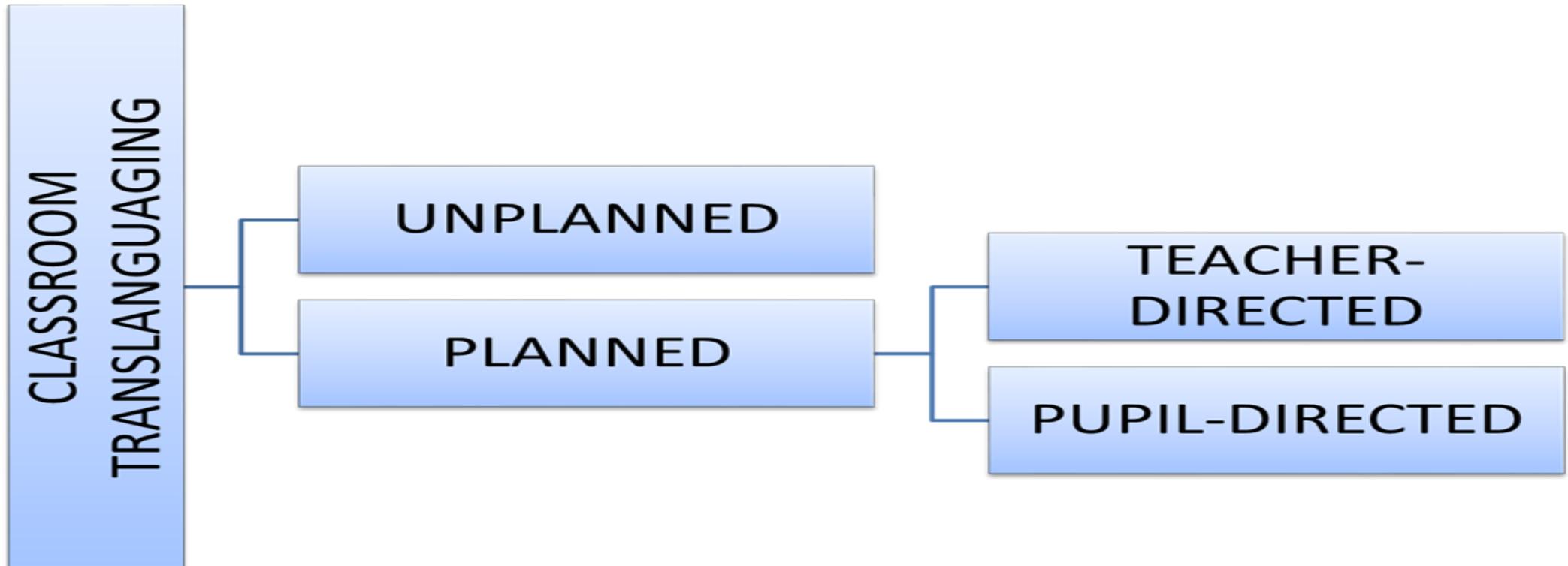
(Canagarajah 2011:401)

KINDS OF TRANSLANGUAGING

(Lewis et al 2012)

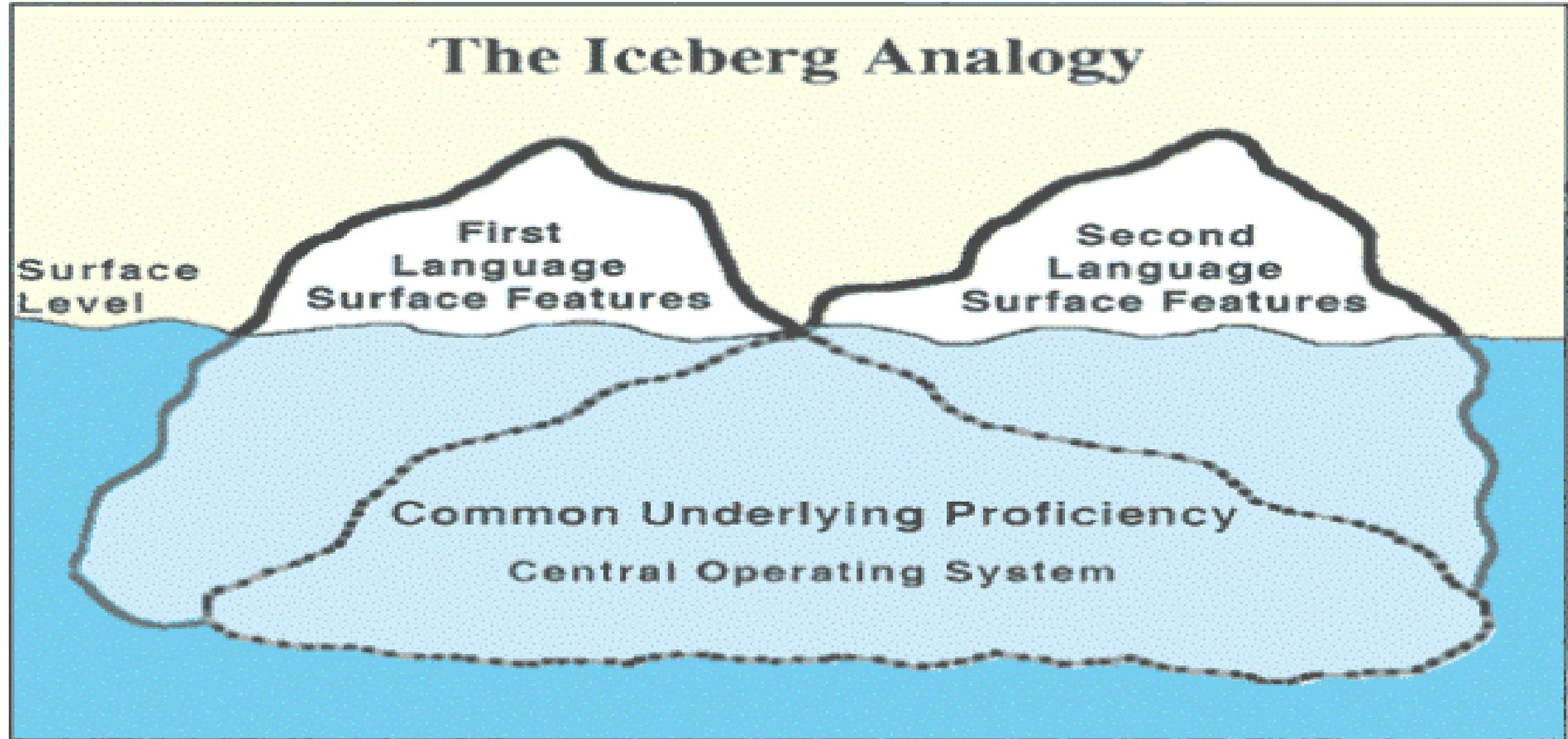
UNIVERSAL TRANSLANGUAGING:

a natural skill of any bilingual individual (not trained)



INTERDEPENDENCE HYPOTHESIS: TEACHING FOR TRANSFER

(Cummins 1984, 2008)



NEUROPLASTICITY: mapping brain connections

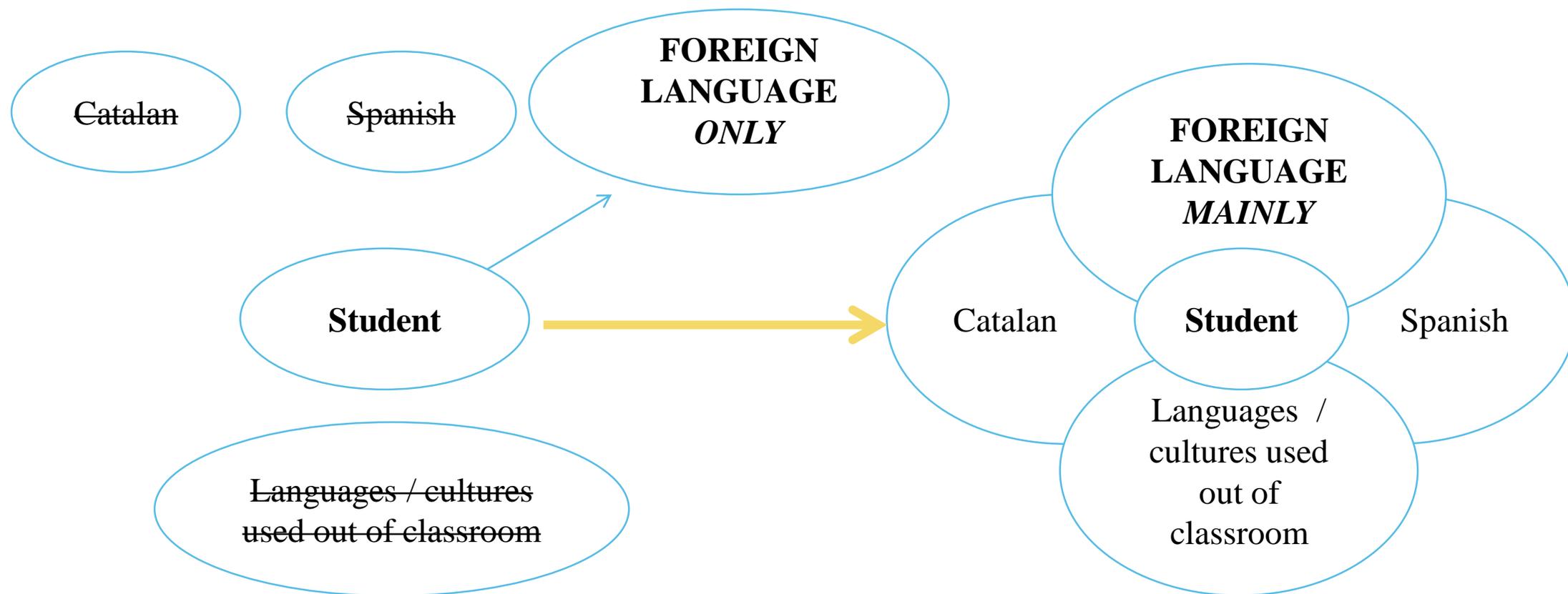
(Lieff 2013, Parareda 2017)

- Synaptic changes are not occurring in one place, but rather throughout **all the connecting neurons** in the brain circuit **from any source possible.**



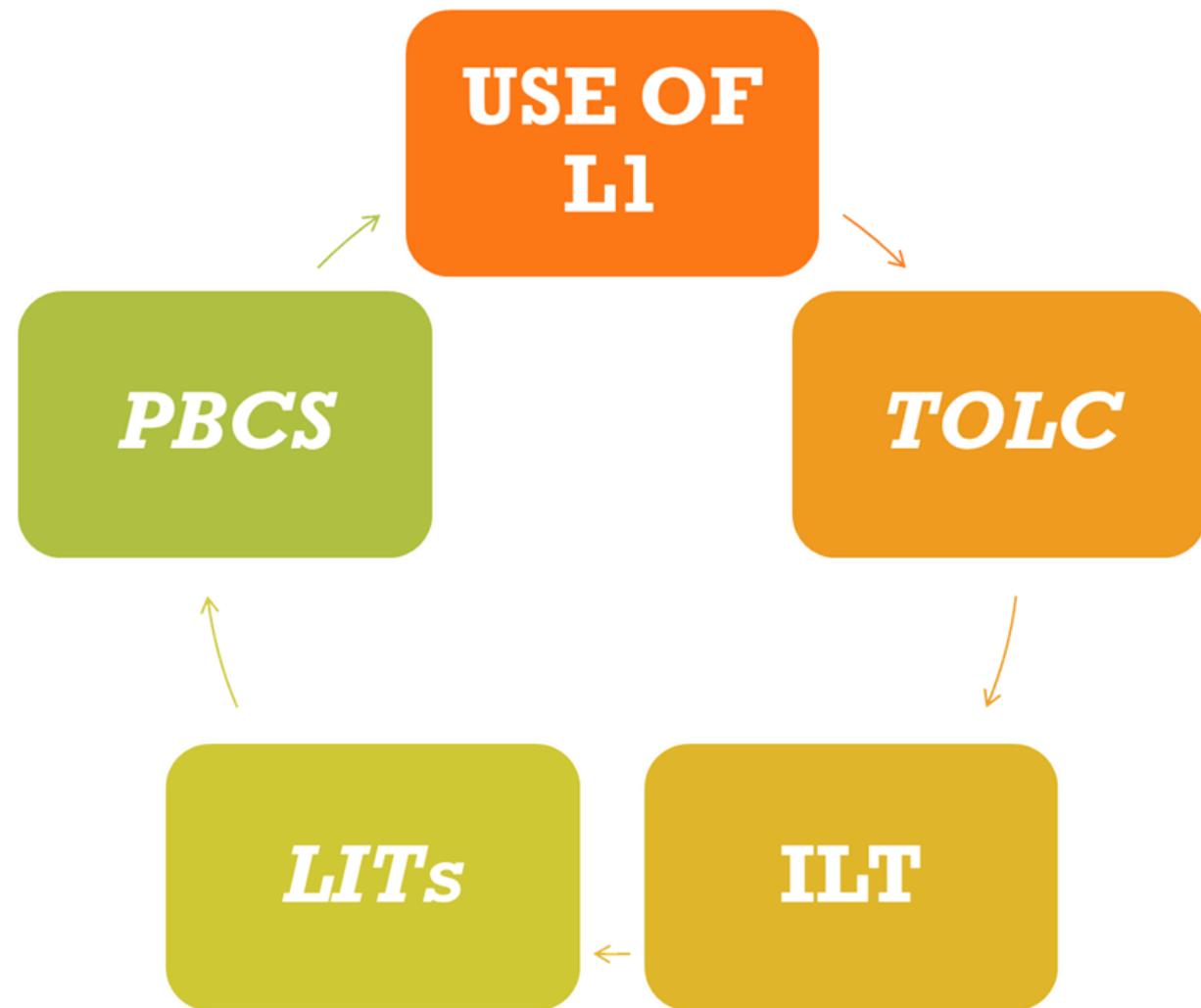
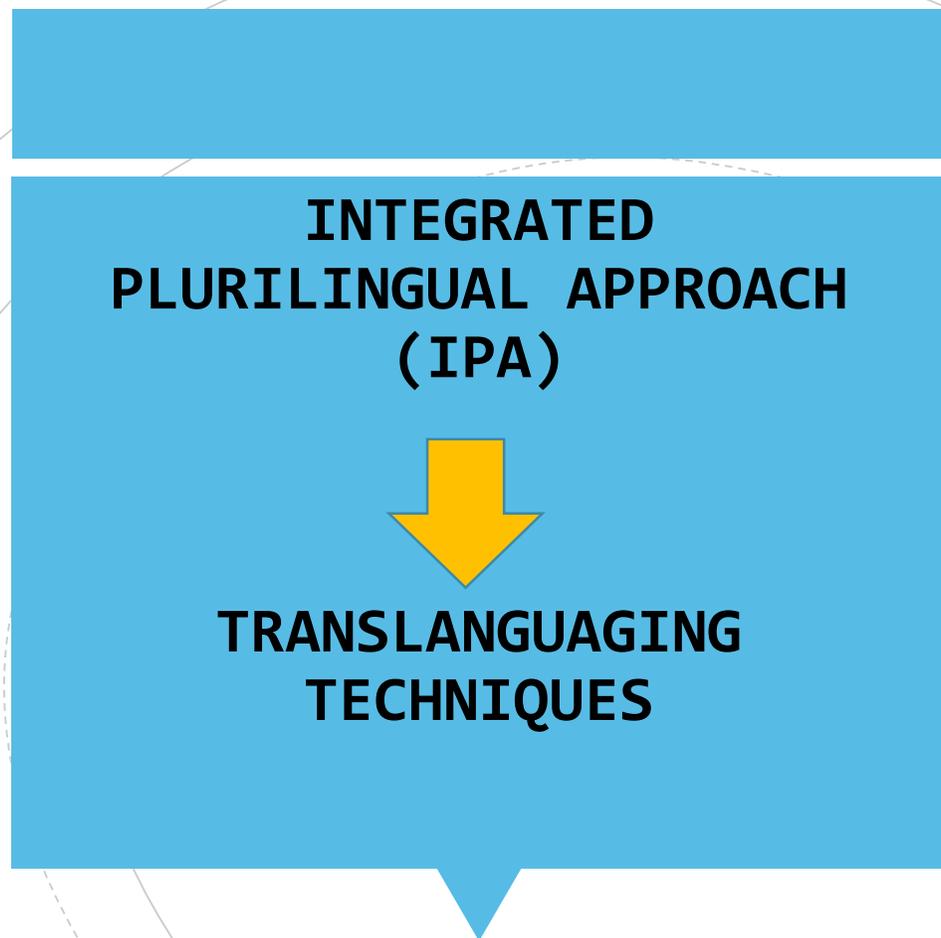
BUT... WHAT HAPPENS IN THE CLASSROOM?

(adapted from Wilson and González Davies, 2016)



PLURILINGUAL STUDENT/MONOLINGUAL CLASSROOM

INTEGRATED PLURILINGUAL APPROACH



2. THREE INTERRELATED PROJECTS

FIRST PROJECT (2013-2015) 4 schools	SECOND PROJECT (2015-2017) 3 schools	THIRD PROJECT (+CoE) (2017-2019) 3 schools
<p>AIMS</p> <ul style="list-style-type: none"> • To develop the didactic model: IPA • To implement the formative intervention • To develop teacher agency • To study the impact of the formative intervention 	<p>AIMS</p> <ul style="list-style-type: none"> • To confirm the agentive impact of the formative intervention • To enrich both the IPA and the formative intervention • To analyze student agency by recording the students' perceptions and performance 	<p>AIMS</p> <ul style="list-style-type: none"> • To consolidate the agentive impact of the formative intervention • To analyze the plurilingual mediation tasks and their potential inclusion in the general subject curriculum. • To integrate PL competence by working on Production, Reception, Mediation and Interaction (CEFR, 2018)
<p>Transference in school settings and teacher agency</p>	<p>Impact on the students' plurilingual competence</p>	

To help teachers promote students' Plurilingual Competence in an informed way, 4 actions are needed

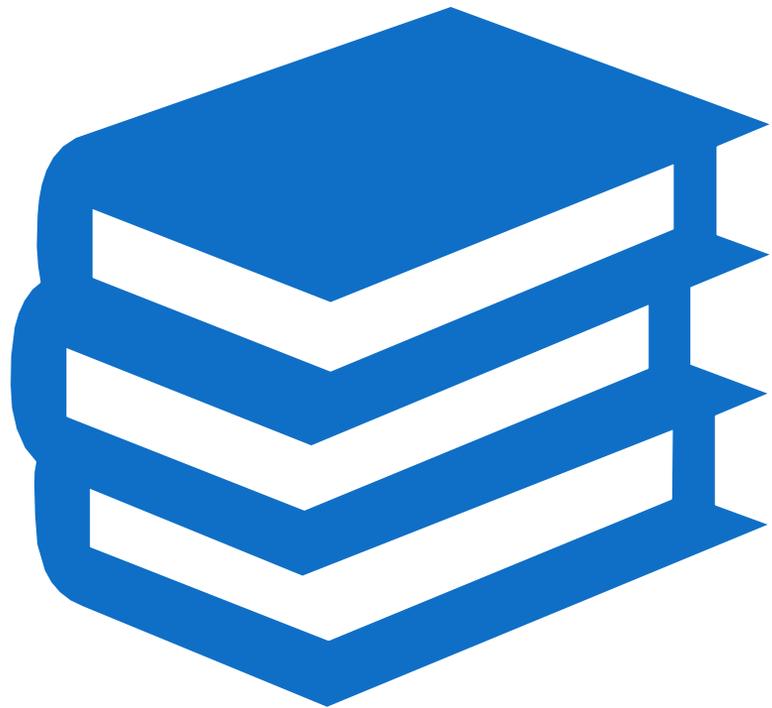
(Esteve and González Davies 2016):

1. A **didactic model** that **orients** teachers to move towards plurilingual approaches in their school setting
2. A **formative intervention** that **helps** teachers to adapt the didactic model in a meaningful way (based on their **agency**)
3. **Tools** that help the teacher trainer (researcher) to collect **meaningful data** from the teachers' appropriation process and that help teachers to **become aware** of their own transformative process
4. **Tools** to analyze the **impact** of the IPA-model on the **plurilingual competence** of the students

DATA GATHERING:

“AL teacher education should be based neither on theoretical instruction on what is to be taught and how, nor on one-off experiences provided by workshops and/or a few hours of classroom instruction. Instead, it should first challenge the teachers’ own beliefs about language and the way to teach it.”

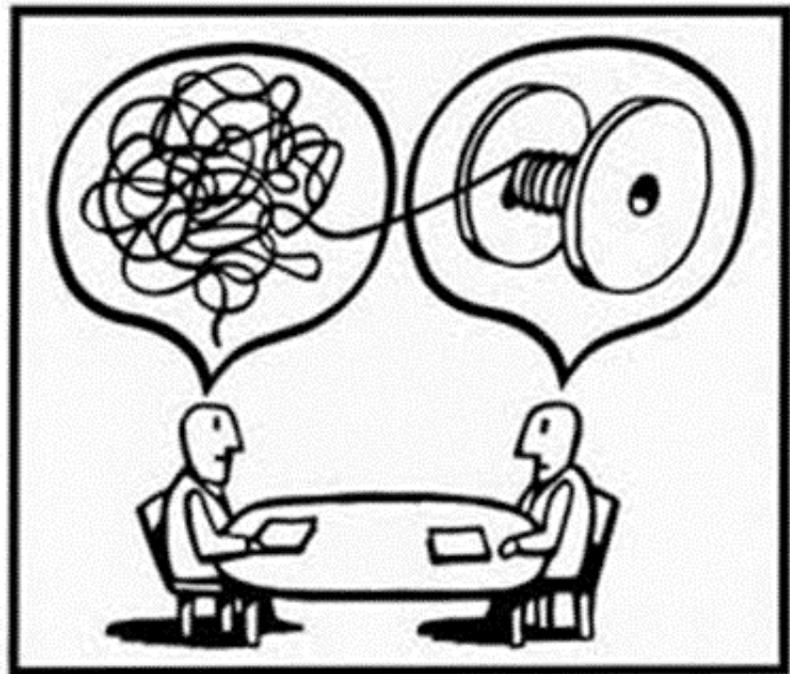
(Lantolf and Esteve 2018)



3. TRANSLATION IN THE INTEGRATED PLURILINGUAL APPROACH: *TOLC*

■ A dynamic process of communication (Hatim and Mason 1990)

■ Any text accepted as a translation by the target community... (Chesterman 1997)
... whether using verbal or non-verbal codes (González Davies 2004)

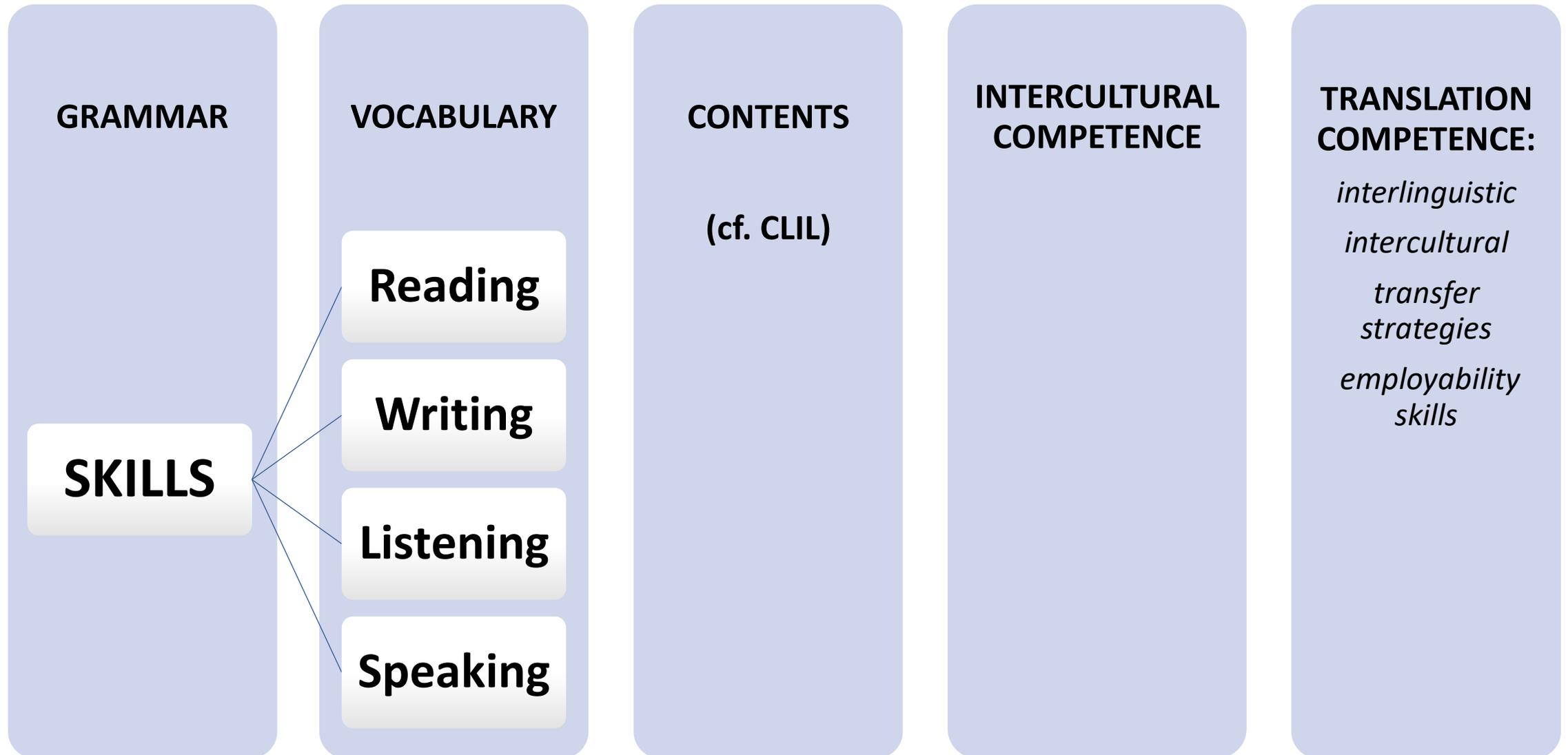




BEST
TRANSLATION
PRACTICES

- 1. Keep **message** and **effect**
- 2. Apply translation **strategies**, solves **problems** and teaches **resourcing**
- 3. Keep to target community **conventions** and the **assignment**

WHAT CAN BE PRACTISED? (González Davies 2014, Corcoll and González Davies 2015)



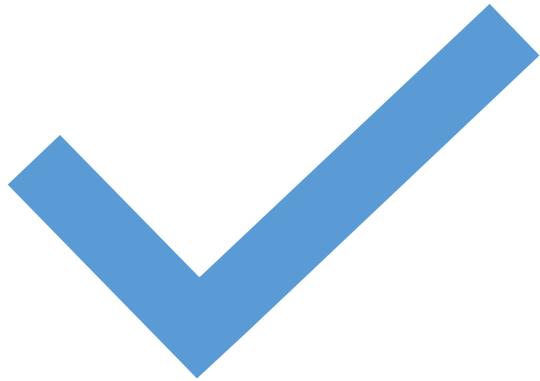
TRANSLATION TECHNIQUES...

(González-Davies and Scott-Tennent 2005)

Specific actions used to re-express the source text appropriately according to the translation assignment or aims, e.g.:

- explicitation, footnotes, calques, cultural adaptations, foreignising, reformulations, substitutions, omissions, additions...

“Beat it!”



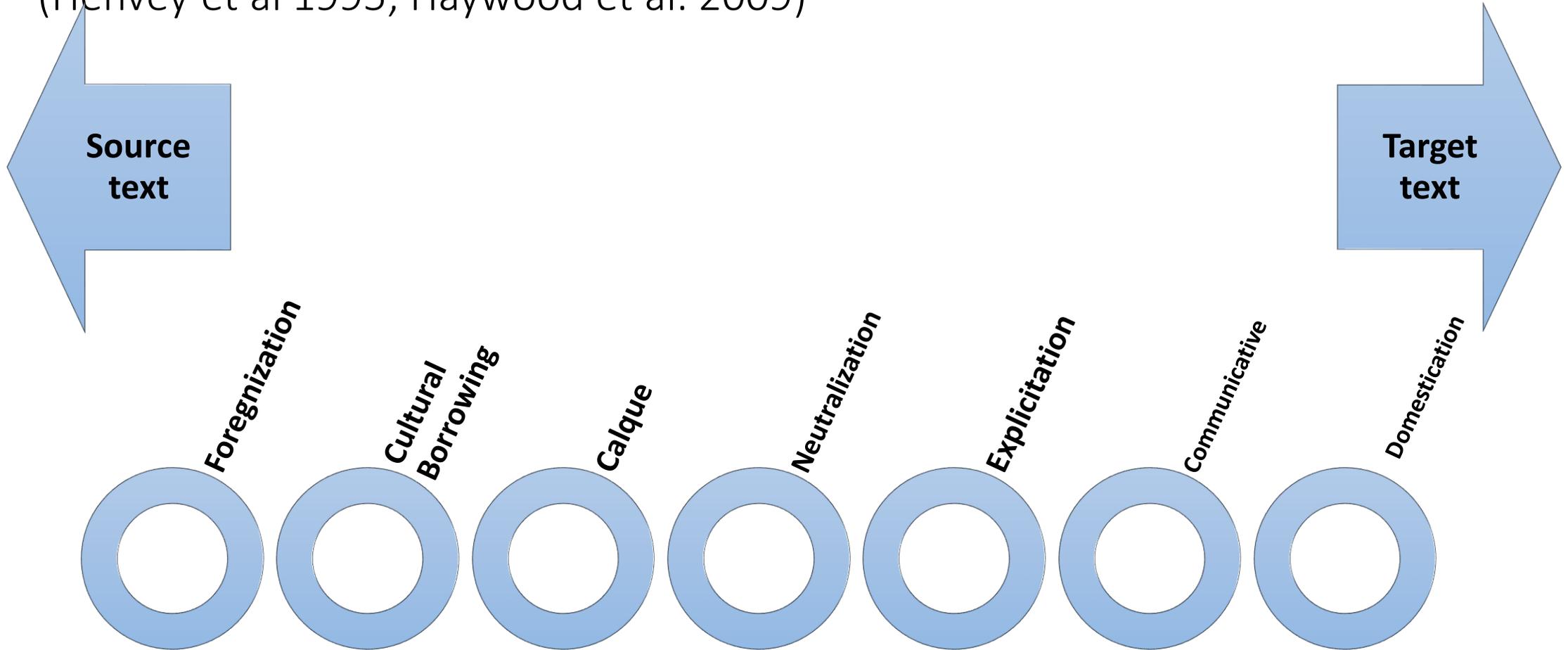
Notes on how to speak in America:

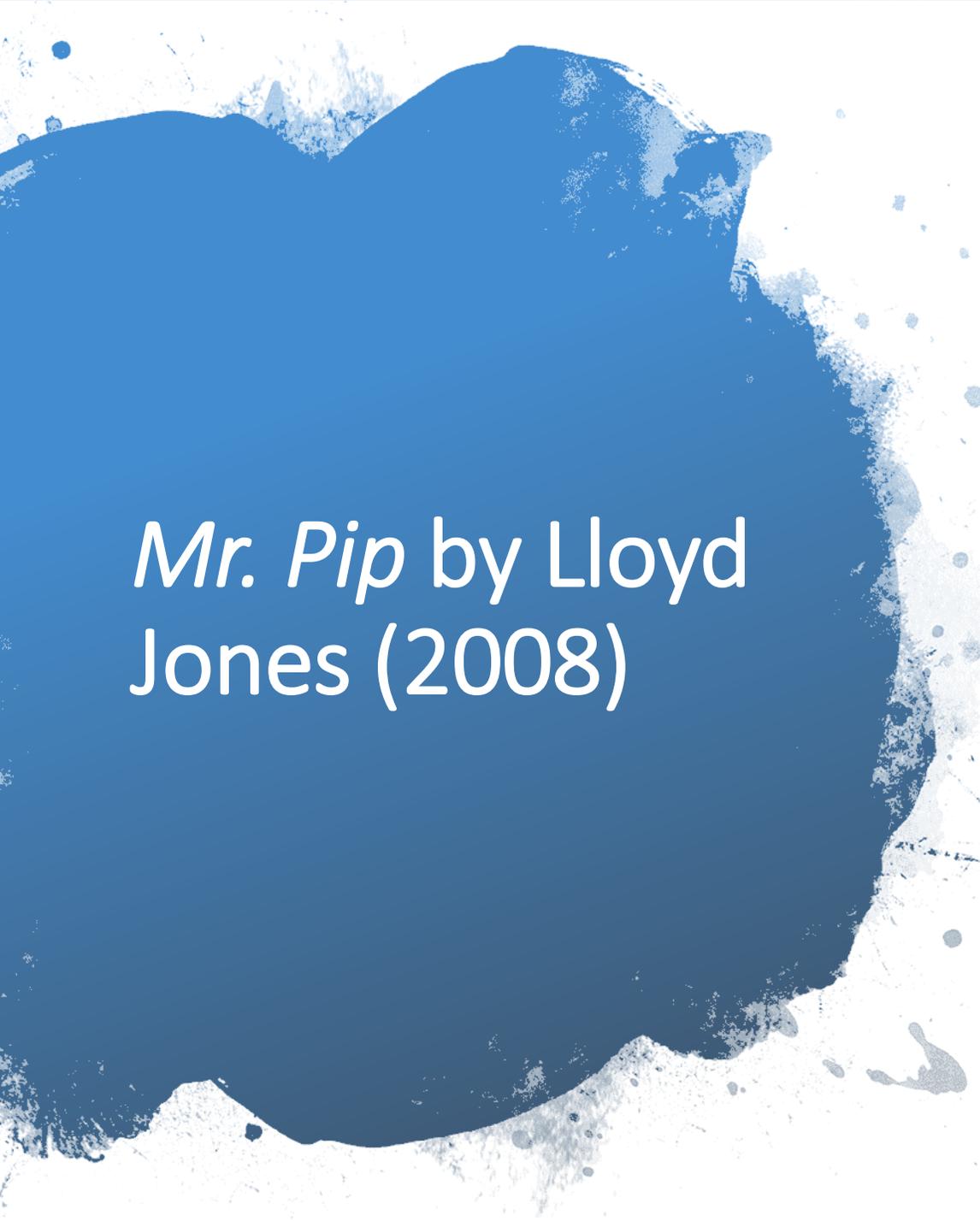
1. (...)
 2. Shouting “Go fry asparagus!” won’t make them leave you alone, as it would in Spanish.
 3. “Beat it!” means “Go fry asparagus!”
- (*The Lacuna*, Barbara Kingsolver, 2009)

[FOREIGNISATION]

DEGREES OF POSSIBILITY: TECHNIQUES

(Henvey et al 1995; Haywood et al. 2009)





Mr. Pip by Lloyd
Jones (2008)

Gist. This word needs explaining. Mr. Watts put it this way:

‘If I say tree, I will think **English oak**, you will think **palm-tree**. They are both trees. A palm and an oak both successfully describe what a tree is, but they are different trees.’

- *(Story situated on the Bougainville Island in Papua New Guinea)*

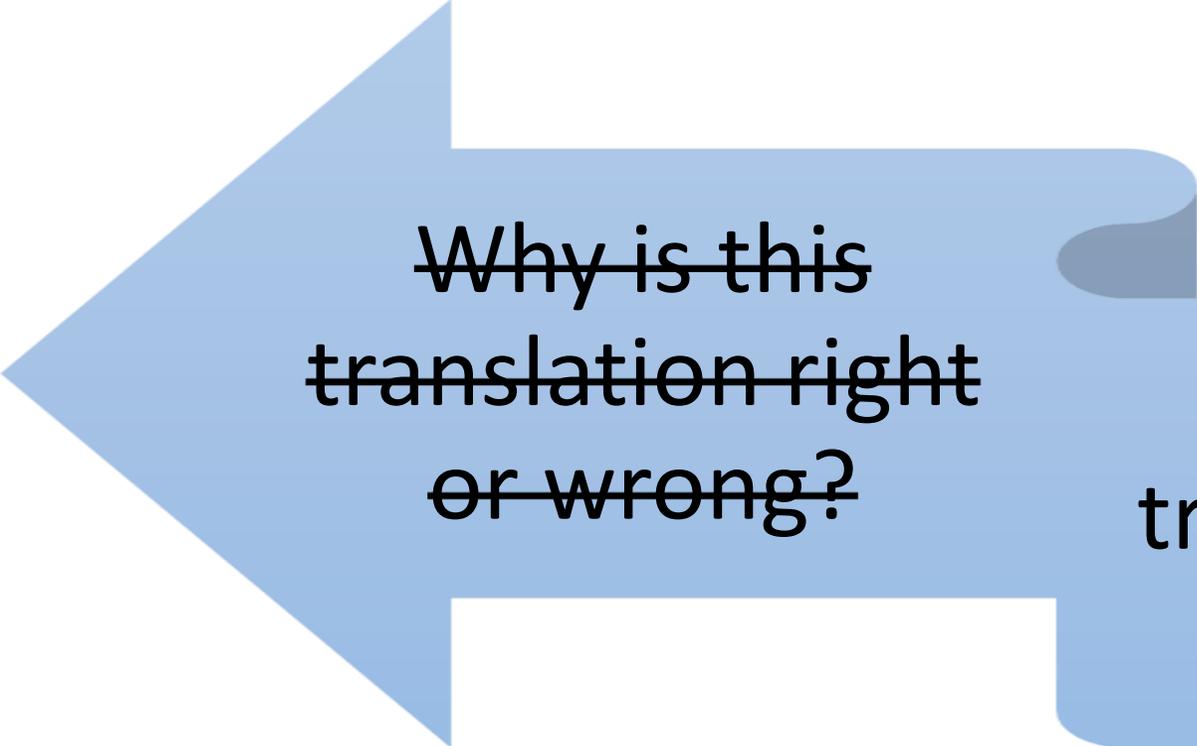
DECISION GRID (*What and How*)

Exoticism or Foreignising	Explicitation	Neutralization	Cultural transplantation or Domestication
Palm-tree	Palm-tree, a native tree species in Bougainville	A native tree	A pine-tree (Mediterranean)

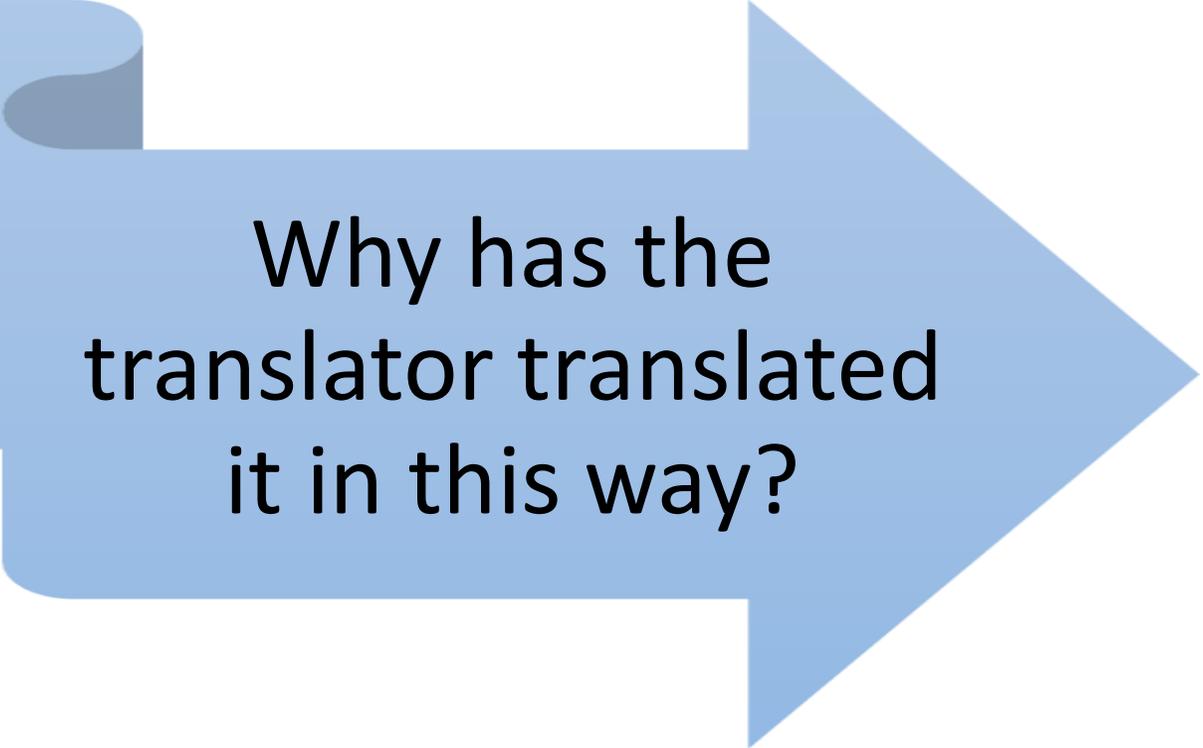
WRITTEN PROTOCOL (*Why*)

Problem	Solutions	Justification / Assignment	Final solution
(see decision grid)		I am translating for a children's story and have been commissioned by the publisher to adapt the text to the children's culture	Pine-tree [<i>DOMESTICATION</i>]

TRANSLATION ASSESSMENT



~~Why is this
translation right
or wrong?~~



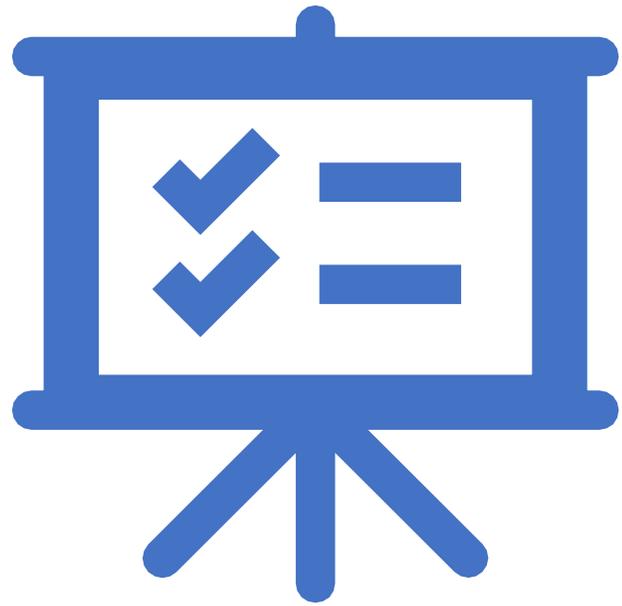
Why has the
translator translated
it in this way?

DEGREES OF TRANSLATION COMPETENCE: *Where are YOU?*

(González Davies 2019, adapted from Harris, 2017)



- **Natural Translators:** People who translate without having had any training. They function through intuition rather than following translation norms and strategies.
- **Native Translators:** people who have acquired translation skills through observation and experience in informal contexts.
- ***TOLC Translators: language users who can apply natural plurilingual practices in an informed way after acquiring translanguaging skills and strategies in formal contexts.***
- **Expert Translators:** formally trained translators who as yet lack experience in the industry.
- **Professional Translators:** people who translate for a living. They may have been trained in a formal setting and be accredited, or they may be advanced native translators.



4. T.O.L.C. ACTIVITIES AND PROJECTS

COLLABORATIVE PEDAGOGICAL FRAMEWORK



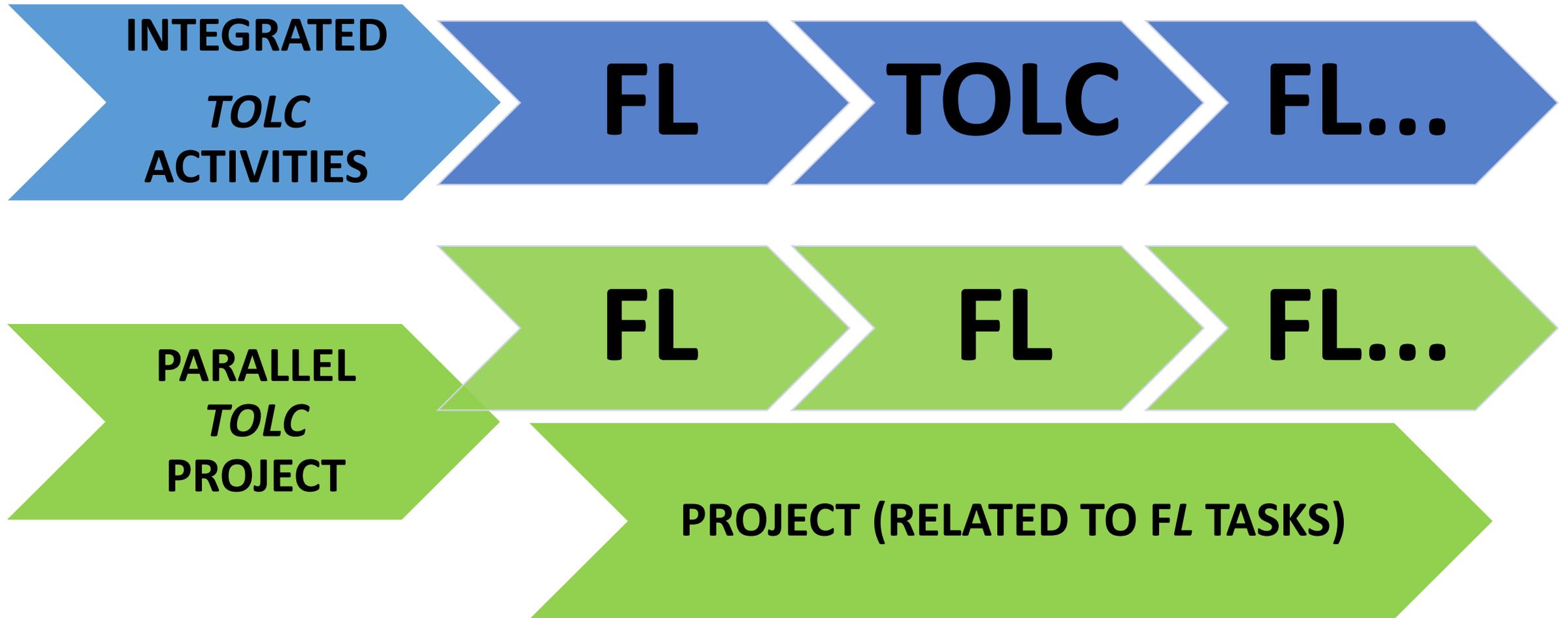
~~individual, directed, closed,
teacher-centred~~



dynamic, guided / open,
student centred

HOW: THE DESIGN_TOLC SYLLABUS MODELS

(González Davies 2017)



TOLC
ACTIVITIES...

reverse-dictation
multimodality
sight-translation
decision-grids
written-protocols
back-translation
bilingual-readings



PROJECTS

Acercándome a mi escuela, entendiendo nuestro mundo
compartiendo nos sentimos más cerca: familias, AMPA y escuela juntos

La volta al món en 5 plats vuelve a El Món a la Meva Escola: "FOGONS ANTIRUMORS"

CONOCEREMOS PARTE DE LA DIVERSIDAD CULTURAL DE LA CIUDAD,
A TRAVÉS DE LA ELABORACIÓN DE RECETAS DE COCINA,
EN DIFERENTES ESCUELAS DEL DISTRITO DE GRÀCIA

Jueves de 17.30 a 19.30 h en:

- 28 de marzo en Escola Josep M. de Sagarra: Rusia
- 4 de abril en Escola Montseny: Italia
- 11 de abril en Escola Rius i Taulet: Venezuela
- 25 de abril en Col·legi Sant Josep: Perú
- 2 de mayo en Escola Josep Maria Jujol: China

CICLO DE TALLERES PARA PERSONAS ADULTAS.
LOS NIÑOS Y NIÑAS PODRÁN PARTICIPAR CON SUS FAMILIAS.
LIBRE Y GRATUITO PARA LAS FAMILIAS DE LAS ESCUELAS PARTICIPANTES.

Plazas limitadas; las inscripciones se aceptarán por orden de llegada. En caso de lluvia, las sesiones se mantendrán.
Para más información, podéis contactar con el proyecto *El Món a la Meva Escola* (benvingudesalbarri@gmail.com).

Organizan:

AFA y Escola Josep M. de Sagarra, AFA y Escola Montseny, AFA y Escola Rius i Taulet,
AMPA y Col·legi Sant Josep, AFA y Escola Josep Maria Jujol,
Fundació Ciutadania Multicultural-Mescladís



Districte
de Gràcia

Ajuntament de
Barcelona



Por favor, confirmad aquí vuestra asistencia a los talleres
(plazas limitadas)

Apellidos de la familia: _____ Curso/s: _____
E-mail de contacto: _____

¿A qué sesiones quieres asistir?:

- 28 de marzo a las 17.30 h en Escola Josep M. de Sagarra (Pg. Vall d'Hebron, 64) – Rusia: SÍ NO
- 4 de abril a las 17.30 h en Escola Montseny (C. Torrent del Remei, 2-10) – Italia: SÍ NO
- 11 de abril a las 17.30 h en Escola Rius i Taulet (Pl. Lesseps, 19) – Venezuela: SÍ NO
- 25 de abril a las 17.30 h en Col·legi Sant Josep (C. Montseny, 31-39) – Perú: SÍ NO
- 2 de mayo a las 17.30 h en Escola Josep Maria Jujol (C. Riera de Sant Miquel, 41-45) – China: SÍ NO

Nº de personas adultas: _____ Nº de niños/as: _____ (los/las alumnos/as deberán ir acompañados/as de una
persona adulta; los/las niños/as que asistan a la actividad lo harán bajo la responsabilidad de sus familias)

Devolved este boletín en conserjería (de 9 a 18 h) o en el buzón del vestíbulo (a nombre de AFA)
antes del lunes 25 de marzo de 2019

SCHOOL
NETWORKING
(BARCELONA, 2019)

AN INTERCULTURAL
PROJECT: AROUND THE
WORLD IN 50 DISHES

A SCENARIO... Translating a menu. FILL IN THE GRID. Use any sources you like and find the correspondences:

ENGLISH	SPANISH	CATALAN
mashed		puré
	nata	nata
	natillas	
jam		
marmalade		

A SCENARIO: MEETING AN ENGLISH-SPEAKING FRIEND. How would you explain these traditional dishes to your friends?



Christmas pudding



Scones

LIST OF STRATEGIES TO TRANSLATE FOOD AND DRINK (COMPILED BY STUDENTS)

1. Literal translation, when possible
2. Describe the ingredients
3. Describe the cooking process
4. Keep the source word in *italics* (+ 2 , 3)
5. Keep the source word if probably known
6. Coin a new name
7. Any of the above + *X style*
8. Choose a similar dish in the TC

CAREFUL WITH CALQUES!!!

TRANSLATE YOUR RECIPES AND SHARE THEM!

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