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Trabajo Fin de Máster

# **TEACHING ENGLISH THROUGH PEDAGOGICAL TRANSLANGUAGING IN THE BASQUE COUNTRY**

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## **RESUMEN**

Este Trabajo de Fin de Máster realiza una revisión actualizada del translenguaje pedagógico para culminar con la aplicación de este enfoque en el aula de inglés como lengua extranjera. Comienza por analizar el uso de la lengua en la enseñanza del inglés, los orígenes de la educación bilingüe y la metodología AICLE. Se centra principalmente en el uso de este enfoque en el País Vasco, describiendo prácticas docentes y estudiando la realidad de los repertorios lingüísticos del alumnado. El último fin es demostrar los beneficios de este enfoque y realizar una propuesta práctica sobre el uso del translenguaje pedagógico en la asignatura de inglés como primera lengua extranjera en Educación Secundaria en una comunidad bilingüe como es el País Vasco.

**Palabras clave:** translenguaje, educación bilingüe, AICLE, Inglés como Primera Lengua Extranjera, euskera.

## **ABSTRACT**

This MA dissertation carries out an updated review of pedagogical translanguaging to culminate with the application of this approach in the English as a foreign language classroom. It begins by analysing the use of the language in the teaching of English, the origins of bilingual education and CLIL methodology. It focuses mainly on the use of this approach in the Basque Country, describing teaching practices and studying the reality of the linguistic repertoires of the students. The ultimate goal is to demonstrate the benefits of this approach and to set forth a practical proposal on the use of pedagogical translanguaging in the subject of English as a first foreign language in Secondary Education in a bilingual community such as the Basque Country.

**Keywords:** translanguaging, bilingual education, CLIL, EFL, Basque.

## 1. INTRODUCTION

Nowadays the status of English as a *lingua franca* is undeniable, which is why society is increasingly aware of the need to master the language in order to adapt to the international context in which we live. There is a deemed consent by which English is the common language *par excellence*, which means that there is increasing interest in studying it from an early age. In this sense, in recent years we have seen a proliferation of bilingual centres and a greater concern for social agents in terms of language learning. In the same way, in our society the debate on the effectiveness of bilingual schools is still ongoing, as well as the division of opinions regarding the language of instruction by families and teachers.

This dissertation analyses the pedagogic translanguaging approach in formal education and, more specifically, in the subject of English as a First Foreign Language in the Compulsory Secondary Education (CSE) stage. It also focuses on a bilingual context such as the Autonomous Community of the Basque Country (BAC), where Spanish and Basque coexist as official languages and in whose educational system Basque functions as the language of instruction in most educational centres. In other words, the BAC has been chosen as an example of a bilingual education model and for its particular immersion model derived from its language policies. Thus, it seeks to observe the peculiarities derived from teaching English within the Content and Language Integrated Learning (CLIL) approach and the role of Spanish, Basque and English within the framework of translanguaging.

The main motivation for choosing the topic to be discussed was my own experience as a language teacher in a public Secondary school in the Basque Country, where I teach English and French as first and second foreign languages in an educational context where Basque is the language of instruction. After having studied in the different language models (A, B and D) myself in my time as a student, I now have the opportunity to look at the particularities of teaching foreign languages in such a wide linguistic environment. In my case, I can say that I have experienced all three linguistic models. I studied Infant and Primary Education in model D (that is, totally in Basque), Secondary in model B (in Basque with the subject of Mathematics in Spanish) and Baccalaureate in model A (entirely in Spanish except for the subject of Basque language and literature). Likewise, I have been a teacher in all models in different schools. During my years in teaching, both in state schooling and privately-run schools funded by the state (or *concertados*), I have been able to learn more about the needs

of students and their linguistic habits, thus adapting the language of explanations, clarifications or interactions in the classroom, using examples from English, French, Basque or Spanish, regardless of the subject, when it has been necessary for me to draw parallels between several languages, sometimes spontaneously and others deliberately. Thus, without knowing it, I was practicing what I later discovered as pedagogical translanguaging.

Due to the decentralization of the Spanish educational system by having the educational competences transferred to the autonomous communities, in this work we have focused on the Basque Country. Hence, certain aspects discussed below may not be extrapolated to other areas of the Spanish state. In like manner, it is possible that even in the community itself there are differences between the functioning of educational centres due to the various linguistic realities and differences in the population. Therefore, we will focus on an autonomous community with a co-official language, with the peculiarities that this implies. In the same way, we will mainly talk about state schools and privately-run schools funded by the state, leaving aside private or international schools due to their particularities in the choice of language. The differences with monolingual communities and even with other bilingual communities will be notable, so this analysis is not intended to be a reference framework at the national level, but rather a simple sketch of one of the 17 educational realities of the country.

The purpose of this Master's Dissertation is to analyse translanguaging pedagogy in English as a Foreign Language (EFL) contexts, offering concrete examples of its practice in the classroom as well as strategies and evaluation criteria. In the first place, we will start from a theoretical framework that explains the cutting-edge approach of the use of languages in the classroom and the role of English as the language of instruction. Next, we will delve into bilingual education, the European CLIL model and its application in Spain and the Basque Country. Within the CLIL bilingual education model, we will explain the concept of translanguaging and its application in the classroom, known as pedagogical translanguaging. In the next section we will focus on the characteristics of the Basque educational model, minority languages and sustainable translanguaging. All this is followed by a practical application proposal that includes translanguaging strategies, pedagogy in EFL contexts and assessment in the translanguaging classroom. Finally, the MA thesis will conclude with the conclusions obtained after the investigation, the limitations of the study, future lines of research and the bibliography.

## 2. THEORETICAL FRAMEWORK

### 2.1. Use of languages in English language instruction: English only, code-switching and translanguaging

In the field of foreign language teaching, the use of language in the classroom causes an eternal debate and much research. The establishment of English as a universal language has meant a change in the way the language is taught and learned. In recent decades there has been a shift in the use of L1 and L2 in language lessons. If we analyse the language habits of the English language teachers who share their first language with their pupils, there are different practices and opinions depending on the teacher. The European Survey on Language Competence (ESLC) states that exposure through traditional and modern means to the foreign language is favourable for their language mastery (European Commission, 2012). Although we can agree that the ideal for the acquisition of English is to provide the greatest possible input in the target language, there are conflicting opinions regarding the amount of mother tongue that should be used in class. There is a common tendency among students to use English to a lesser extent than the teacher in classroom participation. In the case of Spain, for example, the disparity in the use of the target language in the EFL class between teachers and students is “significantly large” (Eurydice, 2012, p.105).

If we analyse teaching practices through their use of the target language, on the one hand, there are the teachers who defend that a total immersion is the most beneficial, so that all the sessions are taught only in English and they even sanction the use of a language other than English in the classroom. In this methodology, the teacher discourages the use of students' native languages, demanding a monolingual classroom norm and leaving aside those considered second-order languages. From the Grammar-Translation method to the Communicative Approach, methodologies for teaching languages have evolved throughout history. With the presence of English as a *lingua franca*, there has been a shift in teaching English as an academic subject, from communicating with native speakers to focusing on its use as a communication vehicle for predominant use with other non-native speakers in international interactions. Even so, there is still a high percentage of teachers who continue to practise a model that only allows the use of English in the classroom and focuses on the English native forms. Ignoring the global perspective of the language, both manuals and teachers focus on the use of language with native speakers in inner circle cultures, focusing on

the traditional hegemony of American and British English and ignoring other linguistic and cultural varieties.

On the other hand, some investigations (Egaña et al., 2015; Cenoz and Gorter, 2017; García Villanueva, 2020) advocate for a linguistic flexibility that favours the acquisition of English-medium instruction learners with a moderate mastery in the language, against a strictly imposed language policy of English at all times in class. One way of encompassing the freedom to choose the language is the promotion of translanguaging practices, a process by which “complex discursive practices” are used by students and teachers in the multilingual classroom (Garcia and Sylvan, 2011, p.389). Translanguaging breaks down the linguistic barriers between languages, using the full linguistic repertoire of the speaker to communicate (Rose and Galloway, 2019) and could be conceived as a comprehensive practice towards multilingualism (Doiz et al., 2013). Thus, this vision can challenge the traditional monolingual perception, by understanding languages as part of an interconnected system and not as separate entities (Rose and Galloway, 2019).

In this sense, it is necessary to clarify the differences between codeswitching and translanguaging. Translanguaging differs from the notion of code-switching in that it refers not only to a switch between two languages, but to the construction and use by speakers of original discursive practices. However, these terms are frequently confused. Code-switching expresses an alternative use of two languages in a discourse, that is, the bilingual speaker's use of two languages in the same communicative event, while translanguaging goes beyond linguistic borders. Therefore, translanguaging is the mixture of languages as a unit and not as separate entities. In other words, this point of view defends the existence of a single linguistic repertoire (García and Wei, 2014).

The main factor that distinguishes translanguaging from simply code-switching is the “dynamic and functionally integrated manner” use of bilingual speakers (García, 2009, p.120). This phenomenon highlights the ability of the multilingual speaker to shuttle between languages due to its nature as an integrated system (Canagarajah, 2011b). As stated by García (2009), translanguaging not only contains, but goes beyond code-switching. It represents a new paradigm to manage the realities of multilingualism today, since translanguaging is not an innovative concept created to replace the existing code-switching or language crossing to talk about multilingual practices (Li Wei, 2016, as cited by Mazzaferro, 2018).

In short, language instruction policies and practices are critical to the process of teaching and learning second languages. Similarly, language mapping is instrumental in taking into account the languages used by students inside and outside the classroom and in adapting teaching practice and classroom interactions to English as a foreign language. Therefore, it is intended to seek a teaching approach that makes the spaces of use of English and languages other than English (LOTE) more flexible, through a linguistic practice that is natural for students in the language classroom. After analysing the existing teaching approaches, the next section will proceed to analyse the situation of bilingualism and CLIL methodology.

## **2.2. Bilingual education and CLIL**

As we have seen in the previous section, there are infinite language instruction policies and practices and, consequently, numerous types of bilingual education that will be detailed in this section. The teaching and learning of languages occupy a central place in the educational system due to the demands of our society. As a consequence of globalisation and intercultural interactions, there is a need to learn second languages, especially the English language due to its current status as a *lingua franca*, to increase competition in the international community and achieve better job opportunities in the future. It is for all these reasons that a clear objective of education in the 21st century is to prepare the individual to function in a multicultural society.

Bilingual education has a long tradition in countries like North America and Canada, and is currently a growing phenomenon in Europe. In fact, the Content and Language Integrated Learning (henceforth, CLIL) approach is relatively common in Europe in general, as well as in Spain. However, this novel approach has not come without controversy. Specifically, the debate has focused on the effectiveness of bilingual programmes and the success in acquiring the L2. Therefore, it is also interesting to know what the present situation is in Spain, the reason for the debate and the myths surrounding this type of bilingual educational system.

The approach began in the 1960s with French language immersion programmes in Canada. Canada, being a country with two co-official languages, has a long journey in bilingual education. In these programmes, at least 50 percent of instruction was delivered in French

during elementary or high school to mostly English-speaking students. Likewise, both in Canada and in other countries there are different types of bilingual educational programmes, where linguistic immersion can be partial, total, or dual, to mention some of the most widespread models. For example, in places like Quebec, almost all subjects are taught in French without differentiating between students with L1 French or English. At this point it is relevant to mention very similar concepts such as those differentiated by Swain and Cummins (2014), who distinguish between immersion and submersion. They define immersion as intensive exposure to an L2 by students who have the same linguistic and cultural background and who have had no previous contact with the language. In submersion, on the contrary, there are students who must “make a home-school language switch” in order to assimilate the language of instruction, while others can already function in the language of the school as it is their L1 (p. 8).

Let us now focus on the beginnings of bilingual education in the United States of America. During the 1950s and 1960s, because of the large increase in newcomers whose L1 was different from English and after school segregation was declared unconstitutional, in states with a high percentage of immigrants who speak languages such as Spanish, bilingual schooling started to be available. Thus, in North America, a country characterized by its multicultural population, immersion programmes are fully accessible to students from low-income or ethnic minority families (Cenoz, Genesee and Gorter, 2014). It is common today, therefore, to find classes in which Latino and non-Latino students study together in these bilingual models of linguistic immersion at different levels. In the following figure (Rutherford-Quach et al., 2021, p.3) we can see the language policies across the United States. In this sense, the states' requirements for EL instructional models vary widely, from states such as Texas in which bilingual education is required to be provided with a minimum of 20 students from the same language group enrolled in a district or school to Arizona, which prohibits bilingual education.

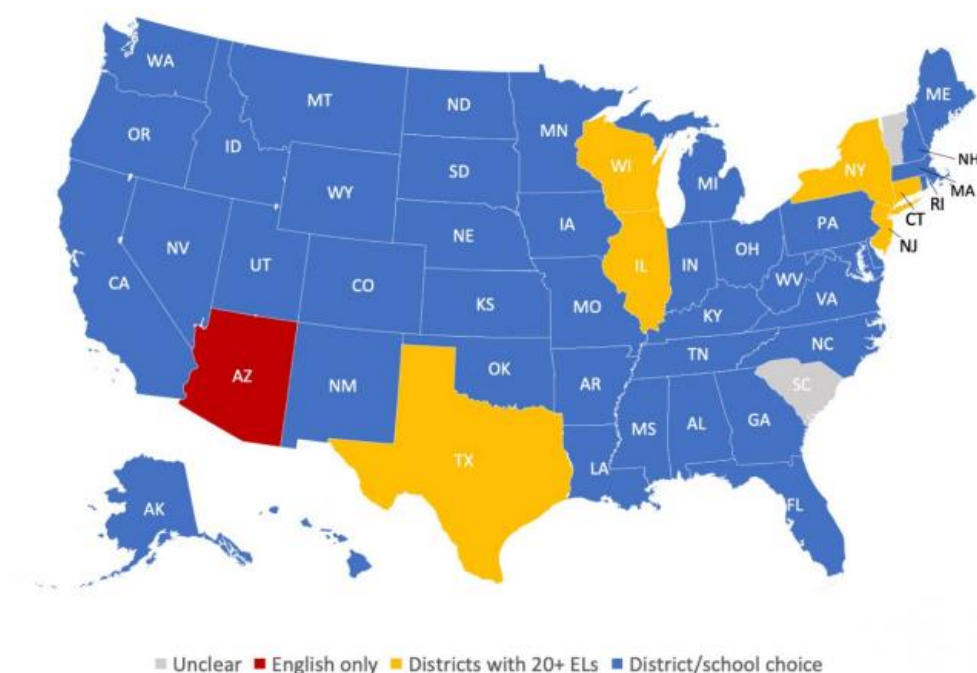
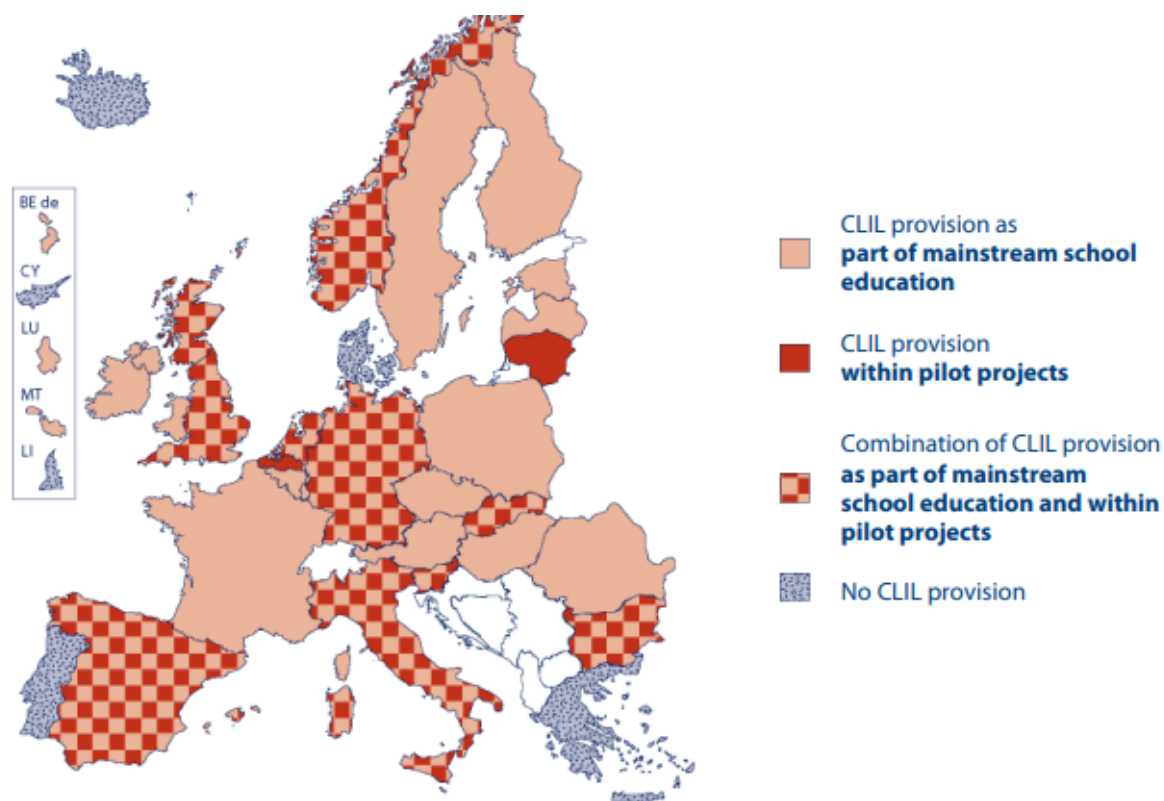


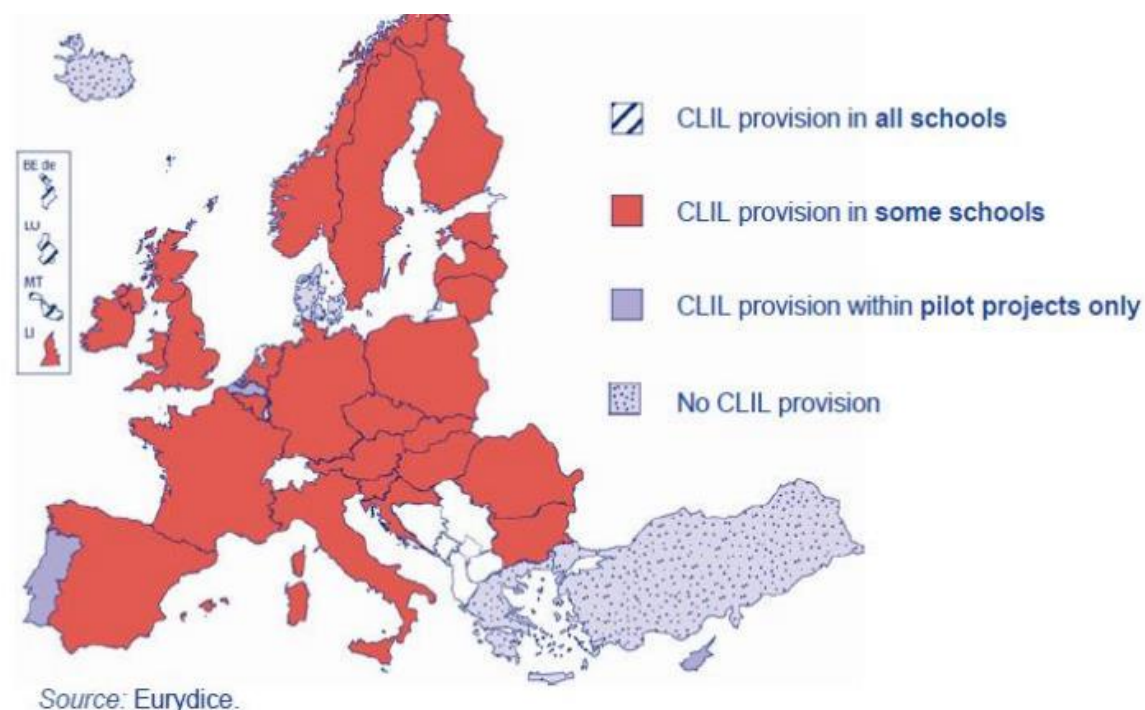
Figure 1. Language policies in bilingual education by state

On the European continent, the implementation of bilingual programmes has increased exponentially in recent years, following the European bilingual education model with a CLIL approach. In Europe, one of the key factors was the fact that the European Union designated multilingualism as a key element for European competitiveness, establishing the well-known “mother tongue + 2” objective approach to language learning, that is, one of the objectives of its language policy is that European citizens are competent in two foreign languages in addition to their mother tongue (European Commission, 1995). In this sense, foreign language competence is necessary to improve the academic and professional opportunities of Europeans. The rise of bilingual schools that teach through the CLIL approach is spreading throughout Europe and exponentially throughout Asia and Latin America, where it has been positively accepted by the entire educational community.



Source: Eurydice.

Figure 2. CLIL provision in Primary and Secondary education 2004/05



Source: Eurydice.

Figure 3. CLIL provision in Primary and Secondary education 2010/2011

As we have seen in the figures (Figs. 2 and 3) above, in recent years the inclusion of centres in the CLIL method has been increasing and in nearly all European countries there are certain centres that already include this type of bilingual education. Regardless of the term used, there are many ways to implement CLIL. As we have mentioned before, in this dissertation we will address the concept of bilingualism understanding it as the result of the majority regulated educational practice at European level: the CLIL bilingual education model.

The term CLIL, coined in 1994 by Professor David Marsh, member of the Finnish research team at the University of Jyväskylä, is “a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to pre-defined levels” (Marsh et al. 2010, p.107). In short, it is an approach that integrates content and foreign language learning in mainstream education which involves very different models. The aforementioned dual-focus approach includes the double-fold objective of the acquisition of content and language, which normally does not coincide with the most widely spoken language in the community. Marsh defines the CLIL approach as a generic term that contains any task in which the foreign language is used as “a tool in the learning of a non-language subject in which both language and the subject have a joint curricular role” (2002, p.58).

In recent years, Spain has included a bilingual offer in public schools that teach subjects in a foreign or second language, performing “the shift from a monoglot to a polyglot mentality”, especially complex in communities with a rooted monolingual tradition, without any exposure to the L2 and with poor results in foreign languages (Perez Cañado, 2018b, p.208). In the context of this study, the acronym CLIL has been used generically to refer to all types of educational offer in which an L2 is used, whether a foreign language or a co-official language (Eurydice, 2006). This means that between 30% and 50% of the teaching hours are taught in the second language, usually in English, so its main advantage is the improvement of the language skills in the L2 and the fact that English is integrated in a natural way in the day-to-day of the students. In general, these are monolingual communities in which an instructional model that combines Spanish and English is chosen, although there are communities with two co-official languages that have other approaches that combine regional languages, such as Galicia, Catalonia or the Basque Country. Later we will analyse the Basque educational system, which implements a Basque immersion for Spanish speakers in Spain.

In the following map of Europe (cf. Figure 4) we can see the differences in the languages used in CLIL methodology by country. As can be seen, most countries use a state language and a regional, minority or non-territorial language. This would be, as we have previously commented, the case of Spain. In addition, there are countries like Portugal that use the model of a state language and a foreign language. Other particular cases would be countries like Ireland, which use two state languages due to their status; in this case, Irish in addition to English. On the other hand, the differentiation by region of the United Kingdom is relevant, as it has different methods in Scotland, Northern Ireland and Wales due to their linguistic peculiarities.

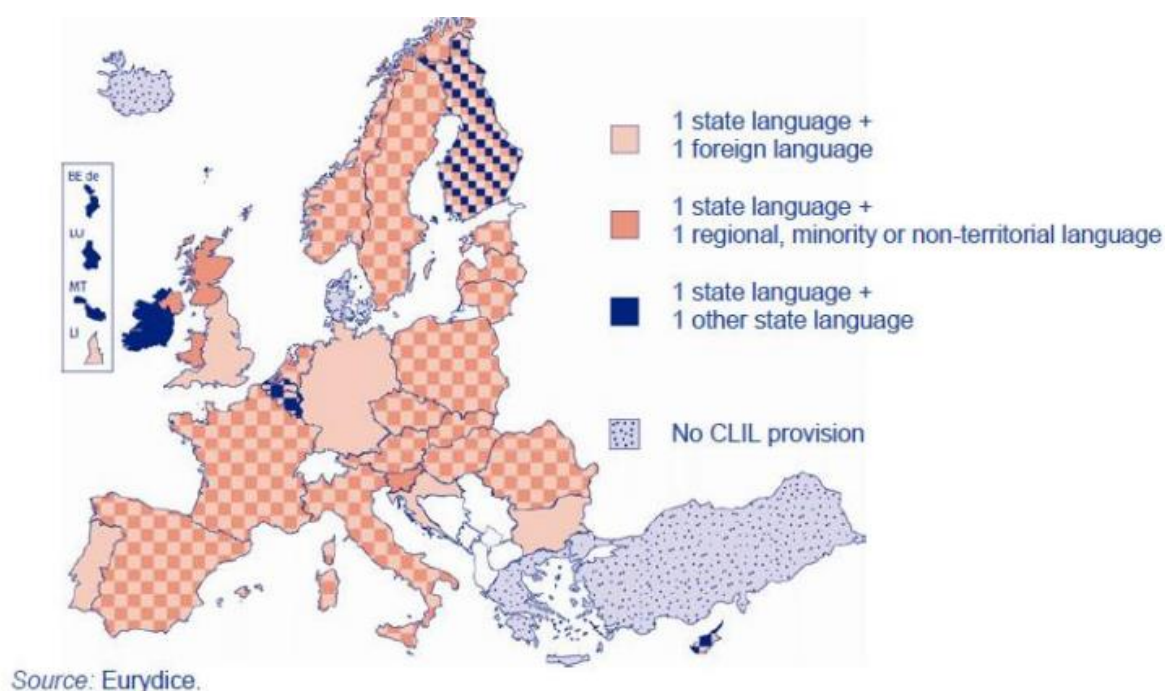


Figure 4. CLIL target languages used for CLIL in Primary and Secondary education, 2010/2011

The following map (cf. Figure 5) shows the subjects in which CLIL methodology is usually applied by country. Although there is no rule as such, it can be seen that science or social science subjects are the most common to teach in this approach, followed by artistic subjects or physical education.

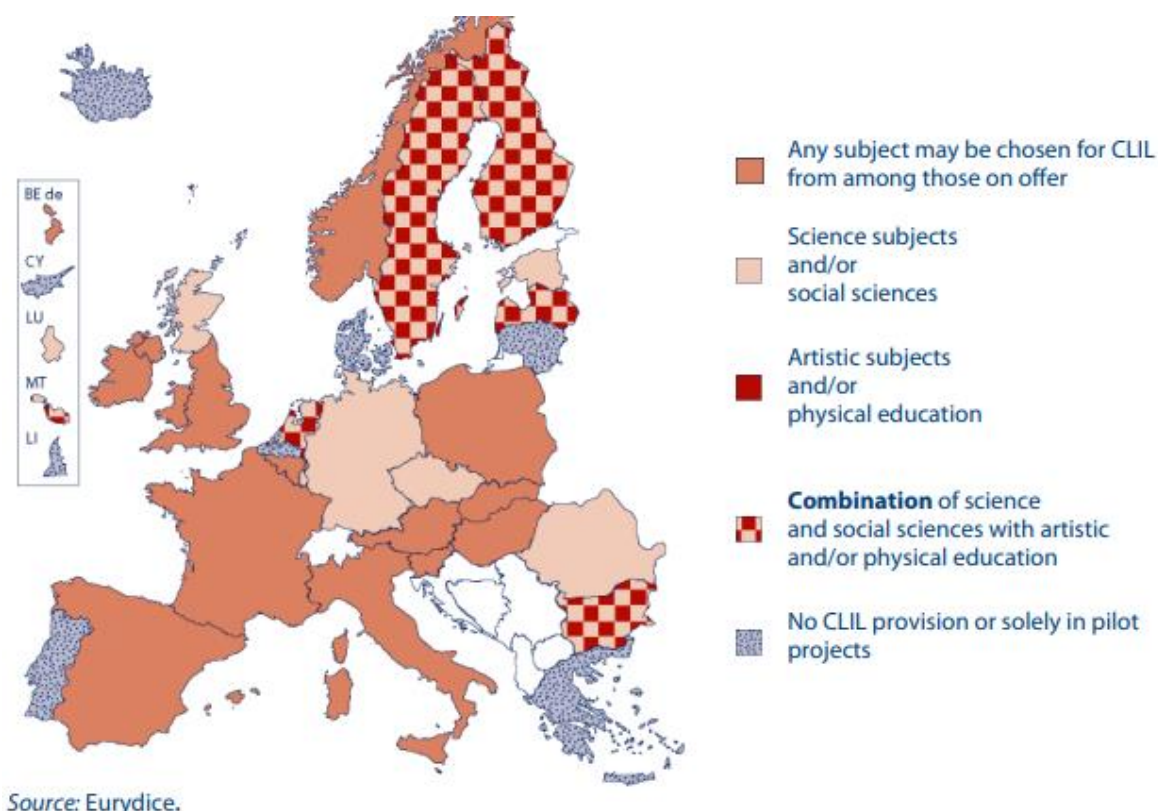


Figure 5. Subjects in the CLIL curriculum in mainstream school provision in Secondary education 2004/05

In general, in the results of the studies carried out on the beliefs of multilingualism, both language and content teachers and TAs have an optimistic outlook on the teaching and learning process (e.g., Lasagabaster and Zarobe, 2010; Egaña et al., 2015). The main advantages of bilingual education are the improvement of students' language level, participation, self-confidence, and motivation in the classroom. There are, however, weaknesses and areas for improvement in CLIL programmes. “Conspicuous lacunae” are observable in terms of the linguistic and intercultural competence of teachers (Perez Cañado, 2018b, p.214), as well as a lack of training, materials and resources, and greater guidelines for curriculum development.

Last but not least, we must talk about a hot topic such as the debate and the false myths about the benefits and prejudices of bilingualism. Specifically in Spain (and in communities such as Catalonia with its Catalan immersion system), there are numerous families and even teachers who are against the bilingual teaching model, on many occasions after being part of the aforementioned system and ending up disappointed by it for various reasons. First of all, it is necessary to clarify the objectives that are set out at the linguistic level and we must know that the students will not speak English at the same level as their mother tongue. In other words, the expectation should be that the student achieves a functional language level that allows them to function in English, not that they speak it like Spanish. The false belief that they must acquire bilingual fluency is a source of frustration and a sense of failure because reaching the level that is assumed in the foreign language becomes an “impossible goal” (Cook, 2010, as cited in Cenoz and Gorter, 2021). Coyle (2007) explained the need for the term CLIL because the term *immersion* was “not widely favored” as it was associated with bilingual programmes in Canada (p.544). Even so, it has been shown that students in bilingual programmes obtain better results in the foreign language. According to Perez Cañado (2018a), there is certainly a “differential linguistic competence between CLIL and EFL groups”, which favours students in bilingual programmes, whose difference is already noticeable at the end of Primary, but much more evident at the end of Secondary Education (p.67). Therefore, contrary to those who think that the reduction of hours of subjects in Spanish supposes the detriment of the mother tongue, Perez Cañado (2018b) explains that literacy progress in L1 is “not at all curtailed” even when academic period in the second language is increased by 50% (p.214). Consequently, the results of the studies carried out with CLIL and non-CLIL students make it possible to demystify the claims of certain sectors opposed to bilingualism that, due to lack of information, exert pressure against it. In short, the recurrent myths or misconstrued perceptions need to be debunked, such as the belief that due to CLIL programmes, the content of the subject-matter lessons and the progress in the native language are because the syllabus of the subjects taught in foreign language are summarized (Perez Cañado, 2018b).

To sum up, the CLIL approach is the European bilingual teaching model to which we must aspire to ensure the comprehensive academic and personal development of students, providing them with the necessary tools for their future. Especially in this second educational stage on which we focus, CLIL students “invariably outstrip” their non-bilingual peers “on absolutely all the linguistic aspects sampled” (Perez Cañado, 2018a, p.68). In the next section

we will see what place translanguaging occupies within the broad framework of bilingual education and CLIL methodology.

### **2.3. The concept of translanguaging**

Once what we call bilingual education has been detailed, in this section we will delve into the concept of *translanguaging*, from its beginnings as a methodology for teaching classes in two languages to the present day. Nowadays the polysemic term *translanguaging* is a relatively recent concept that has influenced the educational practices of multilingual programmes. The term *translanguaging*, derived from the original Welsh *trawsieithu*, was created by educator Cen Williams (1994) to describe a bilingual teaching method developed in Wales at Secondary Education levels. It applies to “a bilingual pedagogy based on alternating the languages used for input and output in a systematic way” (Lewis et al., 2012 as cited by Cenoz and Gorter, 2017, p.903). This method is thus oriented towards promoting learning based on the use of two languages in the same class, so that, for example, while students are offered certain linguistic input in a specific language, they can then be asked to generate certain product in another language. Williams (1994) used the term to describe the practice of using more than one language in the same lesson in the Welsh educational context. This teacher and researcher of didactic methodologies created and defended this concept as a bilingual ability that accelerates the development and competence of both languages. In the Welsh bilingual immersion school context, he refers to the processes by which English and Welsh are alternated for different purposes in the same classroom, which he differentiates from many older methods used in bilingual education.

Translanguaging is “an approach to language pedagogy and fluid language practices used by bilingual people” (Cenoz and Gorter, 2021, p.19). According to Mazzaferro (2018), translanguaging as an everyday practice corresponds to non-institutional and institutionalised various contexts of daily life such as family relationships, work or school, including communications between speakers residing in the diaspora, where more relaxed language practices are used. According to Cenoz and Gorter (2017), translanguaging “refers both to pedagogically oriented strategies and to spontaneous language practices” (p.901). Originally, it referred to the pedagogical exercise whereby students were asked to shift from English to

Welsh during some classroom activities, such as reading a text in English and writing texts and notes about it in Welsh and vice versa. The initial terminology of the term contributed to the “epistemological change”, portraying how multilingual speakers communicate on a daily basis both inside and outside the classroom (Mazzaferro, 2018, p.2). Over the years, this practice evolved, until in 2001 Colin Baker translated it into English as *translanguaging*, defining it as “the process of constructing meaning, modulating experiences, gaining understanding and knowledge” when using more than one language (Jones and Lewis, 2014, p. 141). Since then, the term *translanguaging* has been the subject of study by bilingualism and multilingualism researchers, such as Ofelia García, researcher at New York University who popularized the use of the term in the United States and investigates how bilingual speakers create their sense of the world. She was responsible for extending the initial meaning of the term to broaden it to “multiple discursive practices in which multilinguals engage in order to make sense of their bilingual worlds” (García, 2009). As noted by Otheguy et al. (2015), to understand what translanguaging encompasses we must remember the forgotten idea that “named languages are social, not linguistic, objects” (p. 281). Languages are social constructs and what is considered a language corresponds to an idiolect or features from different named languages that constitute a single common repertoire that speakers use in their communications. In other words, “translanguaging refers to using one's idiolect, that is, one's repertoire without regard for socially and politically defined language labels or boundaries” (Otheguy et al., 2015, p. 297, as quoted by Mazzaferro, 2018, p. 3).

The term *translanguaging* grows as others did before, such as *flexible bilingualism*, *polylingual languaging*, *metrolingualism*, *transcultural literacy*, *translingual practise* or *code-meshing* (Pino-Rodríguez, 2019). Canagarajah (2011b) coined the terms *codemeshing* and *translingual*, close to the concept of translanguaging. The area of use of translanguaging ranges from oral and written communication in the academic field to online relationships, conversational discourses of young people, children's interactions, street signage and indigenous literacy, to mention a few (Canagarajah, 2011a).

Thus, a journey has been made from the creation of the term to its different variants. But how do we apply this approach in the educational context? In the next section we will focus on pedagogical translanguaging, the pedagogical application of this approach in bilingual classrooms.

## **2.4. Pedagogical translanguaging**

Once the concept has been clarified, this section will delve into the application of this pedagogical approach in the classroom. Learning curricular content in formal education through a second language is increasingly common due to the situation of English and the mobility of the population. Contrary to traditional perspectives that emphasize monolingual education and the concept of the ideal monolingual native speaker, the proliferation of linguistically diverse societies has motivated new approaches to language learning. In the educational context, translanguaging is a pedagogical process which consists of using more than one language within a lesson in a classroom or tends to describe the way in which bilingual people make use of their linguistic resources, giving them freedom to interact with the language they choose. Thus, pedagogical translanguaging is differentiated from the broader concept of translanguaging.

As Cenoz and Gorter (2021) explain, the educational tendency until now was that of a monolingual ideology in which schools “isolated languages in the curriculum” (p.1) and precisely this approach aims to break the strong tradition of language separation and the false myth that exposing students to more than one language at the same time can lead to confusion, providing a “framework of reference to develop an integrated approach to language and content learning”. Cenoz and Gorter (2017, 2020) distinguish between pedagogical and spontaneous translanguaging. Pedagogical translanguaging is a pedagogic theory and practice that refers to “instructional strategies which integrate two or more languages”, while spontaneous translanguaging consists of the natural use between bilingual speakers that occurs in interactions in which “boundaries between languages are fluid and constantly shifting” (2017, p.904).

Pedagogical translanguaging focuses on naturalising multilingualism in the educational field through an integrated approach to languages, so that students carry out activities designed in more than one language to make the most of their linguistic repertoire of potentially multilingual students. However, it goes beyond language alternation. According to Cenoz and Gorter (2021), the resources multilingual students have in their whole linguistic repertoire can be used to decompress second language lexicon, analyse text structure, or understand logical connectors. This allows us to analyse in a unique way the contents taught using two or more languages to teach a lesson. This methodology allows us to improve linguistic and academic

development using planned pedagogical tasks that contribute to a heteroglossic multilingual approach.

According to Ofelia García (2009), translanguaging consists of “multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds” (p.45). In the classroom context, language transcription involves the student using both languages in a hybrid way to construct meaning and produce knowledge about both worlds affiliated with both languages. This phenomenon indicates that translanguaging goes far beyond the use of two languages, since there is no clear boundary between the two languages spoken by the bilingual student, which belong to two autonomous and independent language systems: the student navigates between the two languages while thinking, reasoning and speaking, since translanguaging focuses on their practices rather than their languages. Translanguaging provides bilingual students with access to different languages and semiotic resources to increase their communicative potential. Notwithstanding, despite the fact that the greatest possible percentage of the target language should be used in the classroom and the fact that bilingual speakers are generally more experienced language learners, it cannot be claimed that exposure to the language will achieve the same level of 'nativeness' as native speakers, nor should this be the goal.

In this context, translanguaging, beyond mere translation, becomes a pedagogical technique used in bilingual classrooms to make the teaching and learning processes more effective and to help the additional languages incorporated into the classroom be more understandable (García, 2009, p. 153). As a result, translanguaging can be defined as “a teaching practice based on deliberately changing the language of input and output” (García and Wei, 2014, p. 64), thus reflecting the “process by which bilingual students act bilingually in a myriad of multimodal modes in class” (p. 65).

According to Mazzaferro (2018), translanguaging is “a planned and strategic educational practice” through which teachers design tasks in two languages (p.2). In the context of a classroom, translanguaging is the process through which students and teachers can express their linguistic and semiotic repertoire, through complex discursive practices, with the aim of developing new ones, supporting the “old” and emphasizing that we live in a world with different cultural roots where linguistic inequalities have lost meaning. According to García and Wei (2014), there are two types of translanguaging strategies: the first is a teacher-

directed translanguaging used for explanations and classroom management and the second is a learner-directed translanguaging directed to participation and consultation of student doubts. Translanguaging implies understanding multilingualism with an open mind and respect for the students, so that they do not feel the constant pressure to acquire the language of instruction immediately and perfectly. This translates into planning activities that allow them to use their entire linguistic repertoire in class and put an end to the constant division between the language of schooling and the other languages that do not have to compete, but instead coexist in harmony (García Villanueva, 2020).

Translanguaging activities allow us to find out what languages our students speak at home. The creation of spaces that facilitate the visibility of these languages has a transformational effect on students who feel proud to share them at school. It is also advantageous for the monolingual school population that contextualizes and values other languages now materialized in the mouths of their peers along with other cultural aspects. If we list some of the benefits of translanguaging, we can say that it “maximises understanding and develops skills in the ‘weaker language’”, “supports home-school cooperation” and “favours classroom interaction between the dominant language and language learners” (Mazzaferro, 2018, p.2). The universal benefit is that the entire class begins to consciously reflect on the use and nature of languages, thus enhancing their metalinguistic awareness (García Villanueva, 2020).

Pedagogical translanguaging is an approach that does not perceive borders between languages and allows their simultaneous use in the study of a new language, so it can be used as a pedagogical strategy and a scaffolding device to perfect the acquisition of a foreign language. Some of the basic principles of CLIL practice in the classroom emphasise that language is used to learn as well as to communicate. In addition, the nature of the contents of the subject in which it is used must determine the language that best fits and it is important to insist that fluency prevails over precision in the use of the language.

For all these reasons, we can affirm that the practice of translanguaging ties in well with bilingual education. However, it is also true that it is a concept that is an umbrella term and can be interpreted in different ways, which can be beneficial by offering a range of possibilities in its implementation. In short, translanguaging in the educational context opens the door for multilingual and emerging multilingual speakers to explore language through a multilingual lens, leaving behind the traditional monolingual perspective.

In these paragraphs, the pedagogical translanguaging approach has been developed in a general way. That is why we will now focus on the specific reality of Basque multilingual education, the situation of the Basque minority language and sustainable translanguaging.

## **2.5. Minority languages and sustainable translanguaging: Multilingual education in the Basque Country**

In this section we will go from a global vision of the pedagogical translanguaging approach to a more specific perception of it, studying its application in the Basque educational system. To this end, the linguistic reality of the community, the particularities of its educational system and the benefits and disadvantages that may arise from the application of translanguaging in this region will be explained.

In the contemporary world it is common for two or more languages to be in contact, interact and influence each other. These connections in communication are called language contact. In cases where they coexist for long periods of time, we can speak of bilingual societies, although their speakers are not necessarily so. Moreover, in these cases, monolingual or bilingual speakers of different degrees coexist. The behaviour patterns of these languages can give rise to the phenomenon of bilingualism or diglossia. The term *diglossia* is used to talk about the fact that one language is used in high-status contexts while another has a low status and is relegated to other more banal contexts (Garabide Elkarte, 2010).

As we have mentioned before, in the Spanish state there are several regions that have a second official language, such as Catalonia, Valencia, Galicia or the Basque Country, which therefore have two co-official languages that are also used in the educational system through different bilingual education models. After the years of Franco's dictatorship, in which Basque was banned from the public domain and was not taught in schools, a process of recovery and protection of the language began. Regions such as the Basque Country carried out language renewal policies from the 1950s onwards and established one-way minority language immersion programmes with the aim of maintaining and spreading the Basque language (Duibhir, 2019). The Basque Government's commitment is to protect and promote the Basque language through the educational system that has Basque as its axis, with the aim of

promoting student competence. In formal education, Basque, Spanish and the first foreign language (English) are taught as compulsory subjects, in addition to a second language, options that are usually French and to a lesser extent German, thus forming an educational model that is committed to multilingualism. Currently in the Basque Country there is an educational system that allows three different types of linguistic models, although at present most centres use Basque as the vehicular language and the linguistic immersion procedure is used. The first one is model A, in which teaching is carried out through Spanish and the Basque language is studied as a subject. Secondly, model B is a partial immersion model, in which Spanish and Basque are used as learning languages. Lastly, model D was originally a model for maintaining the minority family language for Basque-speaking students, in which teaching is carried out in Basque and Spanish is studied as a subject. In these years of implementation, the will of families has mostly been in favour of model B and especially model D in Primary and Secondary education, to which many students with Spanish as a home language have gradually joined, in such a way that model A currently tends to become residual.

According to Duibhir (2019), the percentage of students who finish the CSE being proficient in Basque remains constant thanks to Basque-medium education. Similarly, the ability to speak Basque “does not always transfer to use in the community” (p.45) and, due to the context of diglossia between Spanish and Basque, in many parts of the community Basque is “confined to the educational domain” and young people see it as a “symbol of schooling and of formal practice” (p.49). In many areas, students have Spanish as their native language and their contact with Basque has begun in nursery school and has been limited to their schooling in this immersion model. These students have learned Basque at the initial levels of instruction, but it is important to preserve and boost Basque in Secondary Education due to the decline in its use. In the context of Basque bilingual education, students with different home languages coexist in the same class, although it is true that the difference between the L1 of the students varies considerably according to the region. Similarly, recently arrived immigrant students may perceive the language as unnecessary outside school and not appreciate its functionality beyond the confines of the classroom. In the following figures (cf. Figs. 6 and 7) from the Arrue project carried out by the Azkarate (2013), obtained from the study by Cenoz and Gorter (2017), we can appreciate the vulnerability of Basque by comparing its use inside and outside the classroom. While inside the Primary Education classroom the majority of students use only Basque or more Basque than Spanish, in

Secondary Education the increase in the use of Spanish to the detriment of Basque is more than significant.

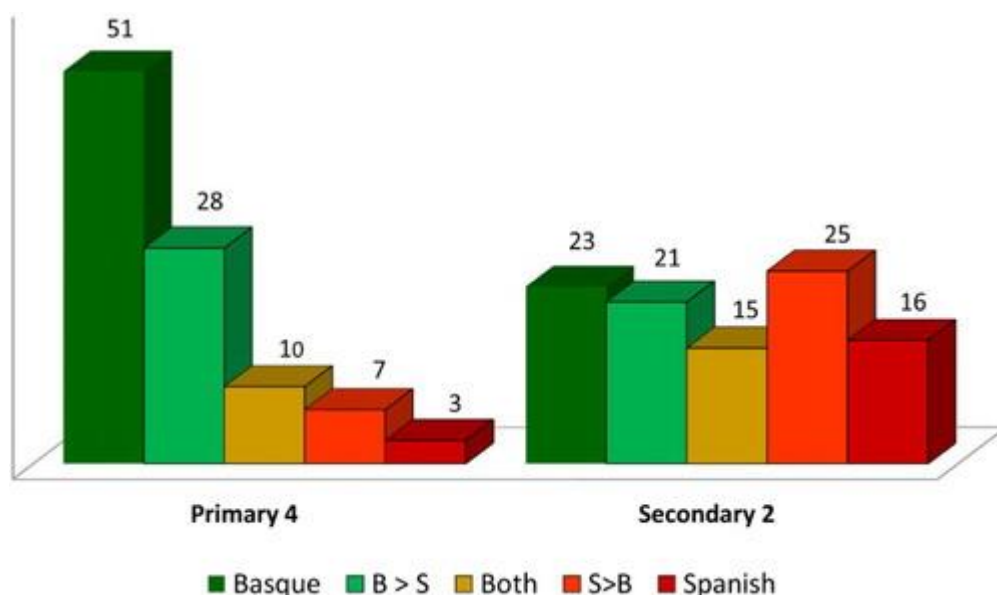


Figure 6. Students' use of Basque and Spanish in class (percentages).

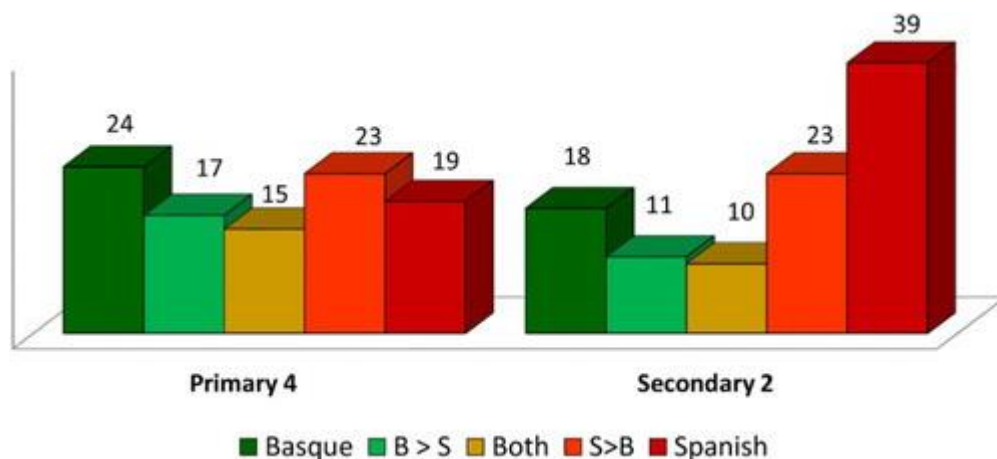


Figure 7. Students' use of Basque in the schoolyard (percentages).

Stakeholders, including teachers in bilingual environments, often think that translanguaging could be detrimental to the minority language, so they force the use of English and ban the rest of the languages. Historically, a “policy of strict language separation” has been carried out in educational centres with the aim of protecting minority languages (Cenoz and Gorter, 2017, p.906) and the usual practice among teachers is to correct the student or ask them to repeat the sentence in Basque when they address them in Spanish, since in many cases the

only contact these students have with the language is limited to the school and the aim is to ensure that the oral use of the language is not lost. These same students are usually the ones who only use translanguaging when speaking in Basque and not when speaking in Spanish. It is for all these reasons that several initiatives such as the Korrika (a popular protest race that runs through the Basque Country, Navarre and the French Basque Country every two years to raise funds for the teaching of Basque), the ikastola festivals in favour of Basque such as Kilometroak, Ibilaldia, Araba Euskaraz, Nafarroa Oinez and Herri Urrats, and Euskaraldia (a massive social exercise to change the oral linguistic habits of those who understand Basque), which culminates with the celebration of Basque Day held annually on December 3, are promoted. In Early Childhood and Primary Education there is even the figure of Argitxo, a mythological elf who wants to speak Basque with children. Finally, the recent creation of the EuskarAbentura Association in 2018 organises a march for young people aged 16 and 17 to get to know the entire geography of Euskal Herria during the summer, with the aim of promoting and normalising the use of Basque among young people, as well as guaranteeing the transmission of the natural, historical and cultural heritage of the Basque Country. Even outside our borders, in the United States, there are events such as Jaialdi, which is held every five years in Boise, Idaho, to maintain Basque culture in the diaspora. All these initiatives are illustrative of the efforts carried out by the Basque Government and educational centres to promote and preserve the use of Basque in new generations.

As previously mentioned, sometimes minority language speakers enrol in bilingual programmes taught in the minority language, as is the case of Basque students in the Autonomous Community of the Basque Country, where both L1 Spanish and Basque study in immersion and CLIL programmes. Next, we will try to ascertain the relationship between pedagogical translanguaging involving minority languages and the implications of sustainable translanguaging.

Many teachers of immersion models consider that pedagogical translanguaging can endanger “the instructional space that is dedicated to the minoritized language” (Sánchez et al., 2018, p.2). Egaña, Cenoz and Gorter (2015) state that Basque teachers see Spanish as a threat to Basque due to the fact that the entire population speaks Spanish fluently, while only a third speaks Basque, so they fear that translanguaging accentuates this fact (Egaña, Cenoz and Gorter, 2015 as cited by Cenoz, 2013). Sustainable translanguaging addresses the challenge of allowing the multilingual speaker to select from their whole linguistic repertoire as well as

“shaping contexts” to exclusively use the minority language, without eliminating environments in which two or more languages are used (Cenoz and Gorter, 2017, p.10). The guiding principles for sustainable translanguaging for regional minority languages are the following: designating “functional breathing spaces” for using the minority language, creating the need to use Basque through translanguaging, promoting the development of metalinguistic awareness and, lastly, casually linking translanguaging to pedagogical activities (p.9).

According to Baker (2003), one of the benefits of translanguaging as a pedagogical approach is that it helps develop skills in the weaker language because students carry out complex academic activities in both languages. In the context of Basque immersion programmes, the ultimate goal is to achieve functional competence in literacy skills in both languages by the end of compulsory education. To do this, the standard form of the language, known as Euskara Batua, is taught as opposed to the numerous regional dialects. Pedagogical translanguaging aims to make the spaces dedicated to English and those reserved for LOTE more flexible, so that the teacher can teach the lesson bilingually according to the needs of the minority language (Sánchez et al., 2018). In our context, the use of Basque in the English class may mean that students who have Basque as a second language participate more in Basque, even if it is not their mother tongue, as they feel safer than in English. Even if it is unlikely that sustainable translanguaging fixes the vulnerability situation in which the minority language finds itself, it may serve to broaden the horizons of multilingual education, helping to standardise the use of the language's total linguistic repertoire in the student body.

In conclusion, regional minority languages should not perceive the controlled use of other languages in the classroom through pedagogical translanguaging as a threat to the survival of the minority language. On the contrary, the very fact that the minority language can be used freely in the classroom can help to encourage the use of the language of instruction also in the foreign language subject. Although it should be noted that sometimes breathing spaces must be stipulated for Basque and guarantee that the time dedicated to that language is not affected by translanguaging practices (Cenoz and Gorter, 2021), pedagogical translanguaging can be useful to face the challenge that CLIL programmes and linguistic immersion pose.

### **3. PRACTICAL APPLICATION**

After completing the theoretical framework, in this section we will analyse in a more practical way concrete examples that we find daily in the EFL class in a high school with bilingual students. To this end, we will examine strategies to introduce translanguaging and work on skills, vocabulary and grammar, as well as interactions in the classroom. Finally, we will set forth a proposal to carry out assessment in this approach.

#### **3.1. Translanguaging Strategies**

In this first section of the proposal we will begin by explaining the strategies that can be carried out in the EFL classroom through the pedagogical approach of translanguaging. High school teachers of emerging bilingual students have a complex task leveraging the use of languages in the classroom. At this point it is important to consider whether we are teaching two languages or teaching bilingually. Below we will look at certain strategies that can be used in the classroom to foster the use of learners' full linguistic repertoire.

First of all, collaborative work can help improve language skills in all languages. For instance, multilingual reading groups allow emerging bilinguals to support themselves in reading in the target language to later comment on their understanding of the text in their home language. As Hesson et al. (2014) underscore, by pairing students with a shared home language, they obtain the extra benefit of reinforcing the linguistic skills of the language used at home while ameliorating their competence in the English language. In our case, groups could be made whose L1 is Basque, Spanish or even Arabic, depending on the characteristics of each class, so that they can more accurately and comfortably analyse the text studied and solve their doubts more easily. Similarly, this idea can be extrapolated to the performance of other types of tasks, as using a shared home language facilitates the participation of students with their peers, the translation of terms and the search for parallels between the target and home language. Subsequently, the groups could be expanded or what has been discussed could be shared in small groups through bilingual discussion.

When it comes to resources and materials, the main advantage of mastering several languages is undoubtedly the greater access to information online by being able to search the Internet in several languages. The use of resources in several languages expands the number and variety of materials available to all students, in such a way that it enhances the quality of oral and

written productions, as well as interventions in class debates (Hesson et al., 2014). In this sense, bilingual dictionaries and online translation tools are essential for everyday life in the classroom. In the combination Spanish<> English there are multiple dictionaries such as Wordreference, while with Basque the options are reduced. Thus, we would have to instruct students to use other dictionaries such as the Morris Student Plus in the Basque<>English combination and even the Elhuyar Basque<>Spanish. Finally, the use of Google Translate could be allowed in moderation for the understanding of specific fragments. Another strategy would be to use Google Images to provide visual support to clarify the meaning of new vocabulary without having to search for the word or the creation of glossaries, multilingual or in the language chosen by the student.

To put it in a nutshell, through flexible groupings and responsible use of ICTs, we can offer strategies that facilitate the learning process of our students. In this way, the EFL class can serve to expand vocabulary, grammatical structures and even sociocultural concepts in the languages of their linguistic repertoire in a multilingual classroom climate.

### **3.2. Translanguaging Pedagogy in EFL contexts**

After analysing the general strategies for applying pedagogical translanguaging in a general way in the classroom, we will now focus on the subject of English as a first foreign language in Compulsory Secondary Education and Baccalaureate in a state school in the BAC. Although the methodology with a CLIL approach focuses on communication skills, we will describe the four traditional skills (listening, speaking, reading and writing), in addition to the recent additions of oral interaction and mediation, and we will try to illustrate how we can work on them realistically, including the translanguaging perspective, taking into account that the subject is taught in English, the language of instruction is Basque and the mother tongue of the students is Spanish or Basque, with some exceptions.

Below we will see how educators can take advantage of students' translanguaging in the creation of the syllabus for the EFL course.

### **3.2.1. *Listening***

The listening skill is usually worked on in various ways, some of the most used activities being the traditional fill-in-the-gaps or answers about listening. In other words, the aim is for the student to be able to identify a specific term in the audio recording. On many occasions, however, it is common for the student to understand the listening without remembering or understanding the term in question. Therefore, through this approach, an answer in Spanish or Basque could be accepted if the student knows the answer but is not able to write it in English.

Conversely, due to the spotlight on English as a global language, a multicultural perspective should be adopted whereby the teacher shows audio and audiovisual material from speakers of diverse origins, including speakers of English as a foreign language. In this way, the aspiration ought to be to escape from the United States-United Kingdom dichotomy and seek different accents. In addition, it would even be convenient to show real discourses of communities such as the Latino one, which include terms in Spanish in their interactions in English and vice versa, showing the reality of spontaneous translanguaging as something habitual in societies with languages in contact.

### **3.2.2. *Speaking***

First of all, it should be noted that we will differentiate between speaking skills and oral interaction. Although traditionally both were included under the name of the first, with the Common European Framework of Reference (Council of Europe, 2001) they are already discussed separately. In this case we will talk about public speaking as an individual communication practice in which the speaker communicates verbally with a live audience.

The quintessential task usually consists of preparing an oral presentation lasting several minutes on a topic chosen from a list of topics proposed by the teacher. Normally it is usually required to be prepared at home and it is compulsory that it be conducted entirely in English. With our approach, the proposal would be that the use of paraphrases or even the inclusion of a term in another language is not penalised if the student is not able to remember its equivalent in English. In addition, ideally, the student should be able to choose a topic with which they are familiar and comfortable, so that they do not have to memorise a text whose

content they do not master and which they are not able to understand or express. A possible help would be to allow the use of a glossary on paper or in digital format, so that it can be used without penalty to ensure the continuity and fluency of the discourse.

### **3.2.3. Reading**

A useful resource could be the use of levelled English-language books or graded readers that are adapted to the level of each student. At more initial levels, bilingual books that offer English and Spanish text side-by-side could also be used. After reading the book independently, numerous activities could be carried out to assess reading comprehension. One option would be to ask questions or request a summary of the book, for example. Although the teacher would encourage students to answer in English, the student would be given flexibility to answer in the freely chosen language, since on this occasion the aim is to assess the degree of comprehension of the text. Thus, the teacher would be able to check the degree of reading comprehension without limiting the use of the language for her or his expression, allowing the students to express themselves more easily. In this way, the assessment of reading comprehension skills in English through the whole linguistic repertoire would be promoted (Sánchez et. al, 2018).

### **3.2.4. Writing**

In writing activities, translanguaging integration is achieved when students are free to decide in which language they want to formulate their answers. To begin with, the teacher must create a class environment that encourages the low-stakes writing exercise. The usual procedure is that the teacher proposes a topic and the students respond to it, although it would be advisable for the task not to be very closed so that the students could personalise them and thus include their available vocabulary.

With the objective of driving the initiative for the use of English and the negotiation of meaning, we could create work groups in which students can discuss the narrative in any language, although the final task must be delivered in English. In this way, the peer work will serve to clarify concepts and translate unknown words with the use of the teacher or the bilingual dictionary. In these types of tasks it is of major significance that the educator exploits translanguaging so that each member of the group participates equally. Despite

speaking with their peers in the language they share, they will later be able to reproduce the same ideas bilingually. Thus, multilingual writers build spaces that escape traditional monolingual academic discourses (Canagarajah, 2011b) and it is essential that the will of the students be respected when they choose one language or another in their writing (García and Li Wei, 2014; Michael-Luna and Canagarajah, 2007).

### **3.2.5. *Mediation***

The recently added language mediation skill may be the easiest to adapt to translanguaging practice. Mediation (oral and written), commonly known as the “5th skill” that has recently been established in the exam model of the Official School of Languages of Spain, consists of a communicative situation between two speakers, in which the mediator tries to explain information which the interlocutor does not understand. The message in question can be a text, an image or an infographic, among others. Therefore, the mediator's task is to summarise, paraphrase, clarify ideas and adapt to his interlocutor to transmit the information.

This skill could be the one that comes closest to the real practice of the language in an international meeting situation that our students may experience in the near future in real life, where they have to interact as mediators with foreign English speakers, whether native or not. Even the other way around, it could be the case of having to explain the addresses of some English tourists interpreting information in Spanish that they must explain in English, for example.

Through the pedagogical framework of translanguaging, the activity would be considered as a source text in English that the student must reproduce in English, Basque or Spanish to his partner. In addition to assessing objectivity and the inclusion of the most relevant content, the adaptation to the situation raised for the communicative context and the receiver's profile would be taken into account.

### **3.2.6. *Oral interaction***

Finally, we will differentiate oral interaction from speaking. Students with the same or different L1 (Basque, Spanish, Arabic or other) can be combined in this task, so the

interaction can be more or less simple depending on the linguistic background of each student.

The most common activity to work on this skill is usually a dialogue with cards or different questions between two or more people that must be developed in English without the inclusion of terms in other languages. However, in our proposal, despite encouraging students to use English as their main language, we would admit lexical terms, expressions and even sentences in another language if limiting themselves to English produces a block that prevents the continuity of the activity.

After analysing the application of translanguaging in the main skills, we will proceed to study how to treat it in the teaching of lexical and grammatical aspects.

### ***3.2.7. Vocabulary***

In this next section, we will explore how there can be different strategies to teach vocabulary in bilingual environments. Thus, conducting certain explanations in Basque can have its advantage in avoiding confusion in the translation of certain terms. While Spanish has a large percentage of words related to English, the same is not true of Basque. Despite the obvious contact and transfer of lexicon between Spanish and Basque, the latter, being an isolated language, has fewer similarities with the lexicon of other languages. Therefore, it may be convenient to analyse false cognates from Basque to avoid confusion. Accordingly, the teacher helps students to identify the so-called false friends (Hesson et al., 2014). On the contrary, another option would be to emphasise the meaning in Spanish to make possible future translation confusion visible. Below we can observe a comparison between the so-called false friends due to their lexical resemblance in English and Spanish and their respective equivalent in Basque. In the following table (cf. Table 1) we will see the English word, its true meaning and in parentheses the word that could cause confusion in Spanish, a phenomenon that generally does not occur in Basque.

| ENGLISH     | SPANISH                     | BASQUE                         |
|-------------|-----------------------------|--------------------------------|
| Constipated | Estreñido (≠ constipado)    | Idor (≠hotzeriak jota)         |
| Exit        | Salida (≠ éxito)            | Irteera (≠arrakasta)           |
| Library     | Biblioteca (≠ librería)     | Liburutegia (≠liburu-denda)    |
| Actually    | En realidad (≠ actualmente) | Benetan (≠gaur egun)           |
| Assist      | Ayudar (≠ asistir)          | Lagundu (≠-ra joan, bertaratu) |

Table 1. Comparison of false cognates in English and Spanish and their equivalent in Basque

However, it is also true that others such as *carpet*, which translated into Spanish would be *alfombra* (not *carpeta*, meaning *folder*), translates as *alfonbra* into Basque, so we cannot generalise. In summary, this fact would come to exemplify that there is no single method in these cases, but that the teacher must take into account the reality and linguistic diversity of each class to find the necessary application of translanguaging and use the most appropriate language in each lesson time. Another option could be the creation of glossaries with translations in both languages, to facilitate understanding regardless of the native language.

### 3.2.8. Grammar

Sentence building teaches how to build sentences following the structure of the additional language. The teacher can explain the similarities and differences in grammatical structures between English, Spanish and Basque, so that students understand how sentences are formed in these languages and enabling them to create more complex sentences.

Comparing typical patterns and order of the components of the sentence between the native languages and the new language will encourage the creation of parallels that the students will use to internalise the grammar. In any case, these explanations about grammar functions could be included in the syllabus already planned by the teacher or arise spontaneously during the lessons due to the productions or interventions that take place in the classroom (Hesson et al., 2014).

Basque is not an Indo-European language, so there are many common structures between languages such as English and Spanish that do not exist in Basque but are formed differently. One of the main differences between the languages in our classroom would be the syntactic

order. While the subject–verb–object (SVO) is a sentence structure in English and Spanish, the order in Basque is subject–object–verb (SOV).

Also, a notable parallelism between English and Spanish is the equivalence of verb tenses, which is quite different in Basque. For example, the Present Perfect would be equivalent to the Pretérito Perfecto of the Spanish language, while in Basque auxiliaries and a small addition to the infinitive of the verb are used for the different verb tenses.

Let us see below some conditional sentences in which these similarities are easily appreciated.

#### First conditional

- English: If you study, you will pass the exam.
- Spanish: Si (tú) estudias, (tú) aprobarás el examen.
- Basque: (Zuk) Ikasten baduzu, (zuk) azterketa gaitutuko duzu.

#### Third conditional

- English: If you had studied, you would have passed the exam.
- Spanish: Si (tú) hubieras estudiado, (tú) habrías aprobado el examen.
- Basque: (zuk) Ikasi izan bazenu, (zuk) azterketa gaitutuko zenutkeen.

Another notable difference is the fact that nouns have no gender in English or Basque. As we can see in this table (cf. Table 2), this could be an advantage or disadvantage for the understanding of some sentences depending on the reference language.

| ENGLISH | SPANISH             | BASQUE    |
|---------|---------------------|-----------|
| Child   | Niño, niña          | Umea      |
| They    | Ellos, ellas        | Haiek     |
| Teacher | Profesor, profesora | Irakaslea |

Table 2. Comparison of genre in English, Spanish and Basque

Likewise, it is common in the initial levels that questions such as question marks generate confusion in the three languages and are omitted or added when it does not correspond due to the influence of the other two (cf. Table 3).

| ENGLISH      | SPANISH         | BASQUE           |
|--------------|-----------------|------------------|
| How are you? | ¿Qué tal estás? | Zer moduz zaude? |

Table 3. Comparison of punctuation in English, Spanish and Basque

Lastly, spontaneous interventions by students interchangeably combining two or three languages are frequent. The following would be real examples of basic student-teacher interactions:

1. Can I go to the toilet? Mesedez! (Can I go to the toilet? Please!)
2. Azterketan sartzen bada, voy a suspender. (If this is asked in the exam, I will fail).
3. Es que ez dut ulertu el present perfect (I haven't understood the present perfect).
4. Teacher, nola esaten da “estar de acuerdo” in English? (Teacher, how do you say “estar de acuerdo” (to agree) in English?)

Without the need to analyse the sentences in depth, we can see that the initial intention is usually to refer to the English teacher in this language or in the language of instruction, although it is common to mix the three languages. What we traditionally knew as code-switching between Basque and Spanish is in turn altered by English. On numerous occasions, as in the fourth example, there are situations in which Spanish is used to ask for the translation of a word, because the students have a broader vocabulary in this language.

These are just some examples that can be found in the language classroom in a multicultural context. Similar situations occur in the French classroom, for example, due to its obvious proximity to Spanish, in which many structures are closer to Spanish despite the fact that the teaching language continues to be Basque. Evidently, it is important to have an open mind and, whether spontaneously or planned, address these issues naturally through the language that is most practical and accessible for the group in each situation.

### 3.3. Assessment in the translanguaging classroom

In the first place, we will begin by detailing evaluation is carried out within CLIL methodology, to later focus on the evaluation of the EFL subject in Secondary Education

through pedagogical translanguaging. In the following figure we can see the trend in Europe, where evaluation is mainly conducted only in the target language. However, it is also significant that in some countries such as Ireland the student is allowed to select the language of evaluation.

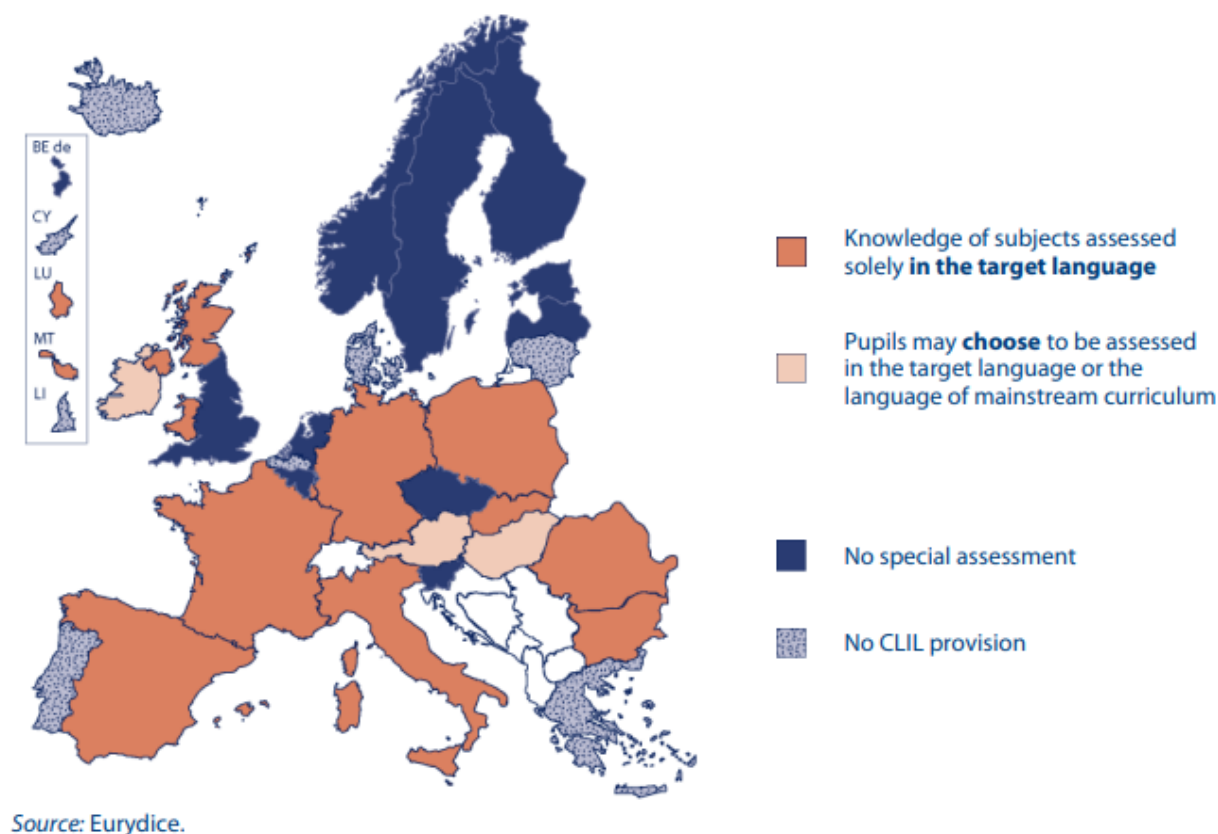


Figure 8. Special assessment of pupils who have taken part in CLIL provision in Secondary education 2004/05

As explained by Solorza et al. (2019), because content assessment uses academic language, translanguaging assessment is necessary to address linguistic diversity and authentic expression practices. When the ability to read and write in English is evaluated, students must limit themselves to using the linguistic variety in which evaluation is conducted, leaving aside other communicative characteristics.

In this way, due to the fact that at least for now there are no official documents that regulate how evaluation should be carried out through the translanguaging approach, when evaluating

the students it is recommended that the CLIL teacher considers both the criteria for the evaluation of the content of the subject and the criteria for the foreign language proficiency. Although it is true that during the evaluation of the progress of the students in the CLIL class, both the content and the language must be taken into account, this can be more complex in foreign language subjects, where understanding and production in the language are essential. To do this, assignments and tests in multiple languages can help facilitate student understanding. For example, one option could be to give written instructions in English and give the oral explanation in L1 or the language of instruction to ensure that the task has been understood.

To sum up, opinions are divided and there is no single answer that resolves the complexity of student evaluation in CLIL programmes. According to the language policies of each country and even region, as well as each educational centre and teacher, the criteria will vary, so instructors must pay heed to the uniqueness of their educational context, their centre, resources and students to personalise their instruction and try to adapt it in the best possible way to their situation.

This ends the section dedicated to practical application in the classroom. However, it is worth highlighting the limitations that we have faced in drafting it.

#### **4. LIMITATIONS**

The main limitation of this work has been the impossibility of actually implementing it due to the scope and lack of resources. Owing to the complexity of developing the sessions and real examples of the teaching and learning process, as well as the impossibility of carrying out a study of the use of the language with a significant sample, a theoretical review, complemented with an original practical proposal, has been chosen as it was not possible to carry out the intervention at the school, so it has been limited to a mere -albeit hopefully useful- pedagogical proposal.

Regarding the limitations of this proposal, it is necessary to underline that this is just an attempt to exemplify the daily practice of the pedagogical translanguaging. Consequently, it would be interesting to analyse the impact of this programme by carrying out a real

intervention at school, analysing the opinions of social agents and the specific experiences of students and teachers. In the same way, it would be interesting to compare the language policies and the foreign language level of the students in public, state assisted or private centres. In conclusion, the fact that it is a study at a theoretical-practical level opens the door for us to carry out a future case study to illustrate the daily work of language teachers who apply pedagogical translanguaging within the CLIL approach in schools with multilingual environments.

In the same way, it should be said that, being a relatively recent approach, there is not yet a large number of case studies with control groups that allow extracting information on the application of pedagogical translanguaging in varied educational contexts. Regarding future lines of research, it would be interesting to delve deeper into the evaluation of both academic results and CLIL programmes, especially in the evaluation of this approach in language subjects.

## **5. CONCLUSION**

The purpose of this dissertation has been to analyse the use of the pedagogical translanguaging approach in the subject of EFL in CSE in the Basque Country. Once the theoretical framework and the didactic application have been presented, we proceed to respond to the objectives set at the beginning of this Master's Dissertation.

Firstly, the literature review has provided us with an insight into the beginnings of bilingualism, the arrival of CLIL methodology in Europe and its spread in Spain and, more specifically, its presence in the Autonomous Community of the Basque Country. After comparing the approaches of the English only approach, code-switching and translanguaging, we have concluded that the latter would be the most appropriate for our educational context, in this case the teaching of the English subject in a CLIL immersion model in Basque.

In the translanguaging and pedagogical translanguaging sections it has been proven that this approach is effective, due to its great expansion and acceptance both in Europe and in other parts of the world. Therefore, the debate on the effectiveness of bilingual schools that was raised in the introduction is considered closed. As we have seen throughout this dissertation, the benefits of the translanguaging pedagogical approach are numerous, especially “when

translanguaging is strategically leveraged in instruction and assessment”, since teachers can understand the multilingual student and get involved in the growth of their repertoire of languages (Sánchez et al., 2018, p.2).

Similarly, in the section on sustainable translanguaging, it has been possible to demystify the belief that this linguistic approach endangers or harms minority languages such as Basque; on the contrary, it can promote its use in the EFL classroom by avoiding an “English only” approach and allowing students to express themselves in languages other than English. Hence, translanguaging pedagogy is easy to sustain, promoting the maintenance and protection of minority or minoritised languages.

Regarding the section on the practical application in the classroom, this proposal is a tentative one, so the questions and examples raised are intended to serve as a starting point and not as an exhaustive guide. The main objective has been to display the comparisons between English, Spanish and Basque in order to exemplify classroom situations that could happen with other languages, the challenges that teachers face and the possible strategies that can be implemented to improve the teaching and learning process of linguistic skills in bilingual contexts.

After reviewing the literature on CLIL methodology and translanguaging, we can conclude that adopting multilingual perspectives in language teaching in the educational context is a more innovative approach than the traditional monolingual teaching model applied throughout history. In this sense, using pedagogical translanguaging entails a methodological approach for the integrated treatment of second languages, foreign languages and minority languages. According to Pérez Cañado (2016), nurturing plurilingualism is capital, especially in the European framework, where the “mother tongue plus two” goal has been aimed at by all EU member states since its approval by the European Council in 2002. For all these reasons, the evolution of multilingual teaching practices over the years has led us to choose this approach as the most appropriate for its application in teaching English as a foreign language in a bilingual context with a minority or minoritised language such as Basque.

In summary, we can affirm that the proper usage of the L1 by students and teachers is effective in teaching foreign languages. Therefore, bilingual education through the CLIL model and the practice of pedagogical translanguaging are consecrated as promising tools to

enriching the quality of our teaching practice and the schooling of our students, as well as to meet European linguistic expectations and allow the development personal and professional skills of our students in order to improve their communication skills in an international context such as the current world order.

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