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## Translation as a part of translanguaging

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**Abstract:** The article examines the relationship between translation and translanguaging in the context of multilingual communication and contemporary translator education. Modern linguistic and pedagogical approaches increasingly challenge the traditional understanding of languages as isolated systems with rigid boundaries. Instead, translanguaging presents multilingual communication as a dynamic process in which speakers employ their entire linguistic repertoire to construct meaning. Within this paradigm, translation is interpreted not merely as the transfer of information from one language into another, but as an interactive meaning-making activity shaped by cultural, social, and communicative factors.

The paper analyzes the theoretical foundations of translanguaging developed in contemporary sociolinguistics and bilingual education studies and explores the ways in which translanguaging practices can enrich translators' training. Special attention is devoted to the role of metalinguistic awareness, intercultural mediation, flexibility of language use, and multimodal communication in the professional formation of future translators. The study also outlines practical strategies implemented at the Department of English Philology and Translation of Petro Mohyla Black Sea National University aimed at creating a productive translanguaging environment in translator education.

The author argues that translanguaging allows students to develop not only linguistic proficiency but also critical thinking, creativity, and intercultural competence necessary for professional activity in multilingual societies. Translator education grounded in translanguaging principles encourages students to perceive language as a fluid communicative resource rather than a closed system. Prospects for further research include the application of translanguaging approaches in the development of intercultural competence among students of non-linguistic specialties.

**Keywords:** translation; translanguaging; bi/multilingualism; translanguaging space; translator's training.

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### 1. Introduction

For a long period, translation theory was primarily based on the concept of equivalence between source and target languages. Translation was commonly interpreted as a process of reproducing the content, stylistic features, and communicative intention of the original text in another language. Such an approach presupposed that languages function as autonomous and clearly separated systems.

However, the realities of globalization, intensive migration, technological development, and the growing spread of multilingual communication have significantly transformed contemporary linguistic thought. Modern sociolinguistic research increasingly questions rigid distinctions between languages and emphasizes the fluid character of multilingual practices. Within this context, translanguaging has emerged as one of the most influential concepts explaining how multilingual individuals use their linguistic resources in authentic communication.

The idea of translanguaging changes the traditional perception of translation. Instead of viewing translation as movement between two isolated linguistic codes, contemporary approaches describe it as a flexible communicative practice in which multilingual speakers integrate linguistic, cultural, and semiotic resources in order to construct meaning. Consequently, translation can be reconsidered as one of the forms of translanguaging.

## 2. Object and subject of research

The object of this study is translation viewed through the perspective of translanguaging within multilingual and intercultural communication.

The subject of the research is creating the translanguaging space in translator education and its influence on the development of professional competencies.

## 3. Target of research

The research objectives of the study are:

1. To analyze theoretical approaches to translanguaging in contemporary **linguistic** studies.
2. To investigate the relationship between translation and translanguaging.
3. To identify pedagogical strategies for creating translanguaging practices in translator's training.

## 4. Literature analysis

The emergence of translanguaging as a significant concept in sociolinguistics and multilingual education has transformed contemporary understandings of language practices, bilingualism, and translation. Although the term itself is relatively recent, the communicative realities it describes have existed for centuries in multilingual communities where speakers naturally combined linguistic resources in everyday interaction.

Initially, translanguaging was introduced not as a broad theoretical framework but as a pedagogical practice. C. Williams employed the Welsh term that later became translated into English as “translanguaging” to describe the alternation of Welsh and English in classroom instruction [1, p. 281]. The purpose of this pedagogical approach was to strengthen students' bilingual competence by allowing them to process information in one language and produce responses in another.

Later, O. García has considerably expanded the understanding of translanguaging and transformed it into a broader sociolinguistic theory. For the scholar, translanguaging is “the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential” and generally an effective method that focuses on the linguistic abilities, the actions and behaviors of multilingual individuals [2, p.140]. O. García argues that multilingual speakers do not function through strictly separated language systems. Instead, bilinguals draw from a unified linguistic repertoire that contains diverse linguistic and semiotic resources. Consequently, translanguaging reflects not a deviation from linguistic norms but the natural communicative behavior of multilingual individuals. It means that multilingual speakers access linguistic features flexibly in order to maximize communicative effectiveness. This interpretation shifts attention from language structures themselves toward speakers' communicative practices and social realities. In this sense, translanguaging is not merely language alternation but a process of meaning construction.

C. M. Mazak and K. S. Carroll summarize three pillars of translanguaging:

1. Languages are socially constructed fixed imaginaries enforced by those who have political, economic, or cultural power.
2. What we mean by language should be better expressed by the verb languaging, dynamic discursive practices, doings, that co-occur with social practices in contexts.
3. A bilingual person has only a unitary linguistic repertoire, and is not two monolinguals in one person [3].

According to L. Wei, translanguaging is grounded in the psycholinguistic concept of “languaging”, which refers to the use of language as a tool for understanding, thinking, expressing ideas, and communicating. He introduces the concept of a translanguaging space and describes it as an environment where multilingual individuals integrate personal histories, cultural experiences,

values, identities, and linguistic resources. Such a space enables speakers to transcend socially imposed language boundaries and participate in creative communicative practices.

L. Wei also identifies creativity and criticality as two core dimensions of translanguaging. Creativity refers to the ability of multilingual speakers to generate innovative forms of communication through flexible language use. Criticality involves awareness of social, political, and ideological dimensions of language practices. Translanguaging therefore becomes not only a linguistic phenomenon but also a social and cultural practice connected with power relations and identity formation [4].

Modern scholars analyze translanguaging from several complementary perspectives [3; 5; 6; 7]:

1. As a theory of bilingualism that challenges the notion of separate monolingual competences.
2. As a pedagogical approach that encourages students to employ all available linguistic resources in learning.
3. As a communicative practice involving verbal, visual, digital, and multimodal resources.
4. As a sociocultural phenomenon reflecting multilingual realities in contemporary societies.
5. As a transformative framework capable of reshaping traditional understandings of language, communication, and education.

Translation Studies have increasingly incorporated these ideas. Researchers emphasize that translation is not limited to reproducing lexical equivalence but includes cultural mediation, contextual interpretation, and communicative adaptation. In multilingual contexts, translators often rely on translanguaging practices consciously or unconsciously.

Translation theorists and practitioners argue that translanguaging provides new opportunities for understanding translation processes as multilingual speakers naturally integrate linguistic features from different languages while communicating, and similar processes emerge in translation activities. Translanguaging can therefore help explain how translators overcome lexical gaps, culturally specific expressions, idiomatic structures, and communicative asymmetries [6].

## 5. Research methods

The research methods include general scientific methods of systematic and comprehensive analysis: theoretical analysis of scientific literature, the comparative method (comparison and generalization of sources and literature regarding the research problem), explanatory procedures, the method of description, and the structural, structural-functional, and communicative methods.

## 6. Research results

The relationship between translation and translanguaging remains an actively debated issue. Some researchers emphasize differences between these phenomena because translation traditionally preserves language boundaries, whereas translanguaging blurs them. Others consider translation a particular manifestation of translanguaging because both involve negotiation of meaning across languages and cultures.

Although translation and translanguaging are both associated with multilingual communication, they differ in their treatment of linguistic boundaries. Translation has conventionally been grounded in the distinction between source and target languages, preserving the perception of languages as separate entities. Translanguaging, in contrast, problematizes these rigid divisions and encourages interaction between linguistic resources. Another important distinction lies in the fact that translation may refer simultaneously to a process and to its final product, whereas translanguaging is understood primarily as an ongoing communicative activity rather than a finished outcome [10]. In contemporary sociolinguistics, translanguaging is interpreted not as a stable linguistic object but as a dynamic practice through which multilingual speakers construct knowledge and meaning by integrating diverse linguistic forms and semiotic resources [4, p. 15].

Despite these theoretical distinctions, translation and translanguaging frequently intersect in practice. Elements associated with translanguaging have historically appeared in translation activities,

particularly in multilingual societies where speakers naturally combine linguistic resources. Tensions usually arise only within contexts dominated by monolingual ideologies that expect translations to conceal traces of linguistic diversity [10].

L. Venuti observes that in many English-speaking cultures successful translations are often evaluated according to their fluency and transparency. As a result, translators are encouraged to produce texts that are read as though they were originally written in English, minimizing visible indicators of the source language. Nevertheless, preserving certain linguistic and cultural features of the original text may enhance intercultural understanding and allow readers to perceive the sociocultural specificity of the source context more accurately. Consequently, translation practices frequently reflect broader ideological attitudes toward multilingualism and cultural diversity [9].

E. Sato and O. García emphasize that translanguaging perspectives may help overcome difficulties traditionally associated with the opposition between literal and free translation. Such challenges commonly emerge in cases involving lexical lacunae, culture-bound expressions, humor, wordplay, or other structures that resist direct equivalence. According to the scholars, translators can achieve more effective communication when linguistic and pragmatic elements from both source and target languages interact flexibly and complement one another within the translated text [6, p. 337–338].

From the standpoint of translanguaging theory, multilingual communication should be perceived as an interconnected and adaptive process rather than a movement between isolated codes. Applied to translation studies, this approach interprets the translator as an active participant in meaning construction who continuously negotiates among linguistic and cultural resources; rejects the notion of equivalence as an absolute objective and instead prioritizes interpretation, creativity, and intercultural mediation; incorporates multimodal and semiotic dimensions of communication, including visual design, gestures, tone, typography, and audiovisual elements, into translation strategies. Within this framework, translation can be viewed as a form of translanguaging in which communicative effectiveness and cultural resonance become more important than strict linguistic correspondence.

Analyzing the relationship between translation and translanguaging, E. Sato and O. García arrive at several important conclusions. First, translation may be regarded as only one component of broader translanguaging practices because multilingual speakers constantly interact with both multilingual and monolingual interlocutors through flexible communicative strategies. Second, translanguaging inevitably manifests itself in translated texts because bilingual individuals naturally move between linguistic systems while producing meaning. Even when professional translators operate under strong monolingual norms, traces of multilingual interaction frequently remain visible in translation products, either as a means of enriching intercultural dialogue or as a challenge to dominant linguistic conventions within the target culture [6, p. 342].

In translator education, translanguaging has considerable pedagogical potential because it contributes to the development of linguistic awareness, critical thinking, and sociocultural competence. Through activities that involve comparing, combining, and interpreting texts across languages, students strengthen their metalinguistic competence, which is essential for professional translation practice.

Future translators must work with highly diverse text types, including literary, technical, academic, media, and colloquial discourse. Translanguaging enables learners to operate more flexibly across genres, communicative registers, and audiences, helping them recognize how meanings shift depending on context and sociocultural conditions. Unlike strictly monolingual teaching approaches, translanguaging-oriented instruction encourages students to adapt communication dynamically and creatively.

The effective implementation of such principles requires the creation of a translanguaging environment in which learners can integrate their linguistic resources freely and critically. L. Wei describes translanguaging space as an environment where traditional oppositions between social and individual, macro and micro, or psychological and societal dimensions are overcome through

interaction [4, p. 23]. In other words, translanguaging space represents a communicative setting that encourages multilingual speakers to negotiate meanings creatively while drawing on their entire linguistic repertoire [12; 13; 14].

At the Department of English Philology and Translation of Petro Mohyla Black Sea National University, several pedagogical strategies are employed in order to foster such a translanguaging space within translator training.

The teachers of the Department of English Philology and Translation at the Petro Mohyla Black Sea National University use several strategies for cultivating a translanguaging space within translators' training:

1. Multilingual curriculum organization:

- Source-language and target-language materials are integrated through parallel texts, multilingual glossaries, audiovisual resources, and subtitled content. Such integration may be seen in the manual by O. Volchenko and N. Ababilova [15].

- Students are assigned bilingual and multilingual projects, including dual-language glossaries, multilingual commentaries, and subtitling tasks.

2. Translanguaging-oriented workshops:

- Classroom activities encourage learners to combine linguistic resources while analyzing cultural references, grammatical structures, and translation challenges.

- Think-aloud translation techniques are used to reveal students' spontaneous translanguaging strategies during problem-solving.

3. Collaborative and peer-mediated learning:

- Students with different linguistic backgrounds cooperate in group translation activities requiring collective meaning negotiation.

- Peer mediation practices encourage learners to explain intercultural nuances and linguistic choices.

4. Multimodal translation activities:

- Translation assignments incorporate non-verbal and semiotic elements such as visual imagery, layout, typography, gestures, and audiovisual content.

- Students work with multimodal materials including websites, films, advertisements, and graphic narratives.

5. Corpus-Based analytical tasks:

- Multilingual corpora are employed to examine authentic examples of translanguaging in subtitling, localization, dubbing, and community interpreting.

- Students create and analyze mini-corpora containing examples of multilingual communication from social media, public signage, and digital discourse.

6. Critical discussions and intercultural seminars:

- Seminars focus on language ideology, multilingualism, and the limitations of monolingual approaches to translation.

- Students analyze case studies illustrating how translanguaging practices may resist cultural dominance or facilitate intercultural understanding.

7. Digital and interactive technologies:

- CAT tools, translation memory systems, collaborative glossaries, and online platforms are integrated into classroom practice.

- Digital environments enable learners to perceive translation as a multilayered multilingual process.

8. Community engagement projects:

- Students participate in translation and interpreting initiatives involving multilingual communities and educational institutions.

- Reflective activities help learners evaluate the role of translanguaging in professional communication and social interaction.

The integration of these pedagogical approaches creates a learning environment where multilingual practices are not merely accepted but actively utilized as educational resources. Such training reflects the realities of contemporary translation practice and supports the development of translators capable of functioning effectively within culturally and linguistically diverse contexts.

## 7. Prospects for further research development

Further investigation may focus on the implementation of translanguaging practices in non-linguistic higher education programs. Such research could explore the role of translanguaging in the development of intercultural communicative competence among students of various academic specializations.

## 8. Conclusions

The concept of translanguaging significantly broadens the understanding of translation in multilingual societies. Contemporary communication rarely occurs within the boundaries of isolated languages; instead, multilingual individuals actively combine linguistic and semiotic resources in order to construct meaning.

Viewing translation through the lens of translanguaging makes it possible to move beyond rigid notions of equivalence and linguistic separation. Translation becomes a dynamic process involving interpretation, negotiation, creativity, and intercultural mediation.

In translator education, translanguaging creates favorable conditions for the development of linguistic flexibility, critical awareness, intercultural sensitivity, and communicative competence. It encourages future translators to perceive themselves not simply as converters of texts from one language into another but as active participants in multilingual interaction.

As multilingualism continues to shape global communication, translanguaging approaches may become increasingly important both for translation theory and for educational practice. They provide more realistic and inclusive models of language use that correspond to the communicative realities of the contemporary world.

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