

Sustainability in the translation classroom: Awareness through transformative practical activities

Elena Alcalde Peñalver¹ & Alexandra Santamaría Urbieto²

University of Alcalá (Spain)¹, Universidad Internacional de La Rioja (Spain)²
e.alcalde@uah.es, alexandra.santamaria@unir.net

Abstract

Environmental sustainability is a topic that has gained increasing importance in recent years and is indeed one of the objectives set by the United Nations as part of the Agenda 2030. This has also become evident in the field of translation, as documents such as companies' sustainability reports have emerged, which need to be available to investors in different languages. There is a lack of information regarding previous investigations into the potential benefits of incorporating environmental sustainability themes into university-level translation studies. Whether such an approach can effectively raise student awareness and understanding of critical environmental issues remains unclear. Therefore, this study, grounded in English for Specific Purposes (ESP) principles, is based on a didactic experience in which a questionnaire is distributed among students enrolled in a Financial Translation course. The aim is to understand their perception of how a translation activity within the ESP context can promote specific knowledge about a subject and raise awareness about it. The results show that, indeed, translation can become a transformative practice for students to acquire specific knowledge and form their own opinion on current topics such as sustainability. This study contributes to the literature on ESP by highlighting the potential of translation as a tool for developing language proficiency, subject-specific knowledge, and critical thinking skills within a specialized domain.

Keywords: Transformative practices, sustainability, translation, English for Specific Purposes.

Resumen

La sostenibilidad ambiental en la clase de traducción: la concienciación a través de prácticas transformadoras

La sostenibilidad ambiental es un tema que ha adquirido cada vez más importancia en los últimos años y, de hecho, forma parte de los objetivos establecidos por las Naciones Unidas en el marco de la Agenda 2030. Esto también se ha evidenciado en el campo de la traducción, ya que han surgido documentos como los informes de sostenibilidad de las empresas que deben estar disponibles para los inversores en diferentes idiomas. En la actualidad, existe una falta de información sobre investigaciones previas acerca de los posibles beneficios de incorporar temáticas de sostenibilidad ambiental en los estudios de traducción a nivel universitario. No está claro si este enfoque puede incrementar la conciencia y comprensión de los estudiantes sobre temas ambientales críticos. Por lo tanto, este estudio, basado en una experiencia didáctica, distribuye un cuestionario entre estudiantes matriculados en un curso de Traducción financiera para comprender su percepción sobre cómo una actividad de traducción puede promover conocimientos específicos sobre un tema y generar conciencia al respecto. Los resultados muestran que, efectivamente, la traducción puede convertirse en una práctica transformadora para que los estudiantes adquieran conocimientos específicos y formen su propia opinión sobre temas actuales como la sostenibilidad. Este estudio contribuye a la bibliografía que se enmarca en el ámbito del Inglés con Fines Específicos al resaltar el potencial de la traducción como una herramienta para desarrollar la competencia lingüística, el conocimiento específico del tema y las habilidades de pensamiento crítico dentro de un dominio especializado.

Palabras clave: Prácticas transformadoras, sostenibilidad, traducción, Inglés con Fines Específicos.

1. Introduction

In 2015, a plan was established to achieve a total of 17 goals as part of the 2030 Agenda for Sustainable Development, which was approved by all Member States of the United Nations (United Nations, 2015). These goals provide a comprehensive understanding of the concept of sustainable development, which has gained significant importance in the present day. They encompass actions that range from ensuring inclusive and quality education to promoting sustainable consumption and production and fostering sustainable, inclusive, and sustainable economic growth. According

to the United Nations Economic Commission for Europe's (UNECE) strategy on education for sustainable development (UNECE, 2012, 2013), sustainable development is based on ethics of solidarity, equality, and mutual respect among individuals, countries, cultures, and generations. It is developed in harmony with nature, meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.

In this regard, sustainability can be divided into three pillars that focus on actions related to the environmental, economic, and social aspects (Santander Universities, 2023). This is evident in the documentation required in numerous fields to demonstrate the specific measures taken by different organizations, institutions, or companies to progressively achieve the mentioned goals. This also has an impact on translation practice, as new documents such as sustainability reports have emerged, which need to be available to shareholders of companies in different languages (Santamaría Urbieto & Alcalde Peñalver, 2023; Pensec, 2019). However, although there are previous studies like the ones mentioned above that analyze the translation of documents in this field from a micro and macrotextual perspective, to date, no studies have been found that focus on how translation practice at the university level can serve as a means of raising awareness among students about topics of great relevance today, such as sustainability. Furthermore, it should be noted that many challenges related to sustainable development directly involve the young population (Durán, 2018), making it relevant to carry out a study among university students to answer the following research question (RQ):

RQ1: Can the didactics of translation be considered a transformative practice to raise students' awareness about current relevant topics?

The research objective (RO) associated with this question is as follows:

RO1: Analyze if the didactics of translation can serve as a transformative translation practice to raise students' awareness about current relevant topics.

To address this question, we will first provide a theoretical framework that contextualizes the university as a space for transformative practices. We will gradually specify the concept on which our study focuses. Subsequently, we will describe the methodology used and analyze the results obtained from

the questionnaire, which will be contrasted with the previously referenced literature. Finally, in the conclusions, we will reflect on the implications of this type of study and propose future lines of research to continue advancing in this field.

2. The university: A space for transformative practices in sustainability?

First and foremost, it is important to understand what we mean by transformative practices, as it can be considered a broad and vague concept. This pedagogical approach aims to go beyond the mere transmission of knowledge and foster a more active and critical learning experience for students. As Mezirow (2003) points out, one of the defining characteristics of being human is the need to understand the meaning of things.

What could have been understood decades ago through an explanation given by an authoritative figure (such as a teacher) is no longer sufficient today. Therefore, the primary objective of adult education lies in facilitating this understanding so that individuals develop an autonomous capacity to address the dilemmas they encounter throughout their lives. This is considered a transformative practice or, in the words of Mezirow (1991, 1995, 1996) and Cranton (1994, 1996), the process of effecting a change in a frame of reference. It involves promoting a significant change in the way students think, feel, and even act, motivating them to play a transformative role in society and engage in social commitment.

Universities today are not oblivious to the need for social engagement and active participation in society. A clear example of this responsibility was observed in the Spanish University Strategy 2015 (Ministerio de Educación, 2010), which urged universities to “prepare to contribute to the promotion of the new social model” (CRUE, 2015, p. 1).

Some transformative pedagogical practices in universities include service-learning (Lázaro Gutiérrez, 2020; Lorenzo Moledo et al., 2019), transformative learning (González-Alonso et al., 2022), experiential learning (Gleason Rodríguez & Rubio, 2020), and more recently, University Social Responsibility (Martínez-Usarralde et al., 2019; Ruiz-Corbella & Bautista-Cerro Ruiz, 2016). According to García-Gutiérrez and Corrales Gaitero (2020, p. 263), all of these practices “share a values-based approach to higher education.”

Specifically, it is necessary to note that since its emergence in the 1960s, education for sustainable development has been associated with transformative learning over the years (Bianchi et al., 2022). In this sense, it aims to “provide students with sustainability competencies so that they can reflect on and embrace sustainability in their daily lives as students, consumers, producers, professionals, activists, policymakers, neighbors, employees, teachers and trainers, organizations, communities, and society at large” (p. 13). In 2014, sustainability took center stage during the Aichi-Nagoya International Conference organized by the United Nations University in collaboration with UNESCO (2023). Its presence remains relevant today in the current Sustainable Development Goals (United Nations, 2015), as mentioned in the introduction, with the need to seek a committed and civic university model (Goal 4). Additionally, as early as 2012, UNECE stated that the current development model is unsustainable. Moreover, in June 2022, the EU Council adopted a Recommendation on Learning for the Ecological Transition and Sustainable Development, which establishes how to integrate sustainability into all aspects related to education and training (European Commission, 2022). Thus, the GreenComp framework was created to respond to the growing need for individuals to “improve and develop the knowledge, skills, and attitudes to live, work, and act sustainably” (Bianchi et al., 2022, p. 2). This framework includes twelve competencies grouped into four different categories (Table 1):

GreenComp Competencies
Incorporating sustainability values:
• Appreciation of sustainability
• Support for equity
• Promotion of nature
Assuming the complexity of sustainability:
• Systems thinking
• Critical thinking
• Problem contextualization
Envisioning sustainable futures:
• Future projection capabilities
• Adaptability
• Exploratory thinking
Taking action for sustainability:
• Political engagement
• Collective action
• Individual initiative

Table 1. GreenComp competencies. Source: Bianchi et al. (2022, p. 2).

Furthermore, the transformative practices that should take place in the university setting were already proposed by UNECE (2013) through tools and resources to empower teachers in sustainability education using a competency-based approach, although they can be applied to any transformative practice to be implemented in the classroom. This approach requires active student participation in their own learning through the completion of projects and practical activities that allow them to apply their knowledge and skills in real-life situations. The goal is to educate individuals capable of applying their knowledge and skills in everyday situations and to face the challenges of a changing and complex world.

In Table 2, based on the resources proposed by UNECE (2013), the connection between the competency-based approach and transformative practices in relation to sustainability has been included. This aims to make teachers aware of the fundamental role their actions in the classroom play and how they influence the way their students perceive reality.

Competencies	Transformative Practices
Learning to Learn <i>The teacher is aware of...</i>	<ul style="list-style-type: none">• the importance of transforming the educational system.• the importance of transforming the way they teach/educate.• the need to prepare students to face new challenges.• the need to build knowledge based on students' experiences.• the need to involve students in real-world practices to make a difference.
Learning to Do <i>The teacher is capable of...</i>	<ul style="list-style-type: none">• facilitating collaborative and student-centered practices to develop critical thinking and active citizenship.• evaluating learning outcomes based on the achievements and changes made in the context of sustainable development.
Learning to Be <i>The teacher is someone who...</i>	<ul style="list-style-type: none">• is willing to change their preconceived ideas about unsustainable practices.• facilitates the teaching-learning process and actively participates in it.• is critical.• inspires creativity and innovation.• builds positive relationships with students.
Learning to Live Together <i>The teacher collaborates with others in a way that...</i>	<ul style="list-style-type: none">• promotes practices of dialogue and conversation to explain and understand others' opinions, and is also aware that there are different points of view.• challenges unsustainable practices in education systems (even at an institutional level).

Table 2. Competencies and transformative practices in sustainability. Source: Adapted from UNECE (2013, p. 10-11).

3. The didactics of translation and interpreting as transformative practices

The role of translators and interpreters is often questioned in headlines when a movie title is not translated appropriately or when an interpreter has a slip-up while conveying the original message at an international political

summit. Little is said about the role of this profession in war environments (Gould & Tahmasebian, 2020), intercultural contexts (Katan & Taibi, 2021), or even in situations of migration movements (Inghilleri, 2017). As Miletich (2020) points out, translation and interpretation didactics inadvertently incorporate characteristics inherent to the pedagogical practice of service-learning.

The constructivist approach has gained increasing prominence in the pedagogical fields of translation and interpretation. The aim is for students to draw on their own experiences on a given topic and to take responsibility for their own teaching and learning process (Kiraly, 2018). Similarly, this approach encourages students to act autonomously, responsibly, and competently. Hurtado Albir (2020, p. 65) advocates for a “constantly changing society” and, consequently, the need to train translators for lifelong continuous learning (learning to learn).

Thus, translation and interpretation didactics are inherently transformative practices, as they must connect students with the society around them and make them reflect critically on their roles in society and culture. This active and didactic methodology of translation, which focuses on the development of the student's translation process, can be attributed to Delisle (1980). However, over the years, various approaches have evolved from transmissionist and prescriptive approaches centered on the teacher to ones more aligned with current pedagogical approaches centered on the development of the translation process (Hurtado Albir, 2020). Nord (1991) also proposed a training model based on the professionalization of students, aiming to place them in real translation practice with realistic, meaningful objectives.

Aligned with Kiraly's concept of autonomy (2018), it is crucial for translation and interpretation didactics to focus on teaching students about the importance of proper documentation, not only to understand the subject matter but also to avoid potential misinterpretations, errors, or inaccuracies in their work (Inghilleri, 2012). Among the eight general objectives mentioned by Delisle (1980), we highlight the one that emphasizes the need for translators to possess basic documentation skills to understand the subject matter of translation and interpretation assignments. According to Gile (1995), documentation is part of a process-oriented translation approach, as it aims to emphasize how translation is carried out.

As we have seen, over the years, translation didactics has transitioned from theoretical approaches to more practical ones that seek to professionalize

students. To achieve this, texts are used to place students in real assignments with clear objectives while keeping in mind the learning phase in which the student is situated.

4. Learning about environmental sustainability

Previous studies have focused on the importance of promoting learning in environmental sustainability. One of the most recent studies is by Margeviča-Grinberga et al. (2023), where they describe competency-based pedagogical approaches to promote sustainable financial competence in secondary education and vocational training. Soto et al. (2017) used narrative resources in a didactic experience to raise awareness among participating students about sustainability. Aramburuzabala et al. (2015) analyze in their article the characteristics that make service-learning an effective tool for introducing sustainability into the university curriculum. Other articles, such as Varela Losada et al. (2013), also describe experiences carried out in the school setting to raise awareness among students and outline methodologies that can be useful for implementing similar activities in the classroom. As stated in the introductory section, there has been a lack of research linking the fields of translation and interpretation to the promotion of environmental sustainability. Previous studies have not explored the potential for these practices to contribute to the awareness and implementation of sustainable practices. This knowledge gap, which we intend to cover in this study, highlights the need for further investigation and potential integration of sustainable principles into translation and interpretation curriculums. Therefore, in the following section, we will explain the activity carried out for this purpose, and the methodology followed to analyze students' perceptions of the achieved results.

5. Method

In this article we combine a methodology of learning for sustainable development in the classroom to raise awareness about sustainability through a translation on the topic. The study was conducted on the subject titled "Financial Translation." It is an elective course offered to third and fourth-year students in the Bachelor's Degree in Modern Languages and Translation at the University of Alcalá. As indicated in the course guide

(UAH, 2022), its main objective is to introduce financial translation from a theoretical, terminological, and textual perspective through the analysis and translation of different types of texts. Among the tasks included in the continuous assessment, there are individual and group translation assignments. For this study, an individual translation assignment of the text included in Annex 1 was considered. The text is about the increasing importance of sustainability in the business field and was chosen specifically with the aim of raising awareness on the topic. A questionnaire with seven closed-ended questions and one open-ended question was designed to address the research questions. A total of 19 students ($n=19$) participated in the questionnaire, and they agreed to have the results disseminated for research purposes. The questionnaire was distributed through Google Forms after the activity was completed, and its design was based on the theoretical framework developed for our study and validated by three university professors. The empirical data obtained were analyzed descriptively since this was a pilot study without statistical or quantitative purposes, following the successful approach used in previous studies (Santamaría Urbieto & Alcalde Peñalver, 2019, 2020). The data collected from the questionnaire were analyzed using descriptive statistics to gain insights into the students' perceptions.

Quantitative data were presented in the form of figures, such as bar graphs, to illustrate the distribution of responses. The qualitative data obtained from the open-ended question were analyzed thematically to identify common themes and patterns in the students' comments. In this regard, as pointed out by Hurtado Albir (2020), it is crucial to verify the developed didactic practices, and for that, it is essential to “advance in the use of quantitative and qualitative methods” (p. 68). We also agree with the author that this allows “encouraging replication among researchers, in pursuit of greater generalization of results” (Hurtado Albir, 2020, p. 68).

6. Results and analysis

In the first question of the questionnaire, students were asked to choose a rating on a scale from one to five to indicate if the translation of the text had raised their awareness about sustainability (Figure 1). As can be seen, the majority of participants had a positive perception regarding the impact that the activity had on their knowledge about the topic.

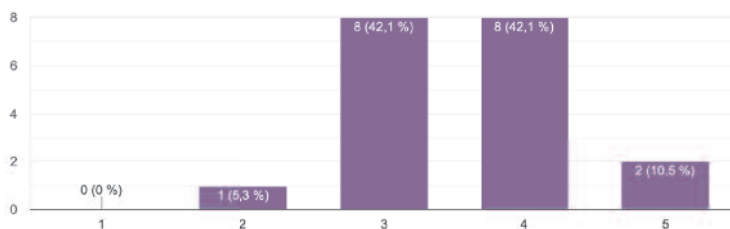


Figure 1. Perception of students regarding the translation carried out.

In the second question, participants were asked to once again choose from a scale of one to five the option that best represented their identification regarding the importance of the documentation process in understanding the topic and gaining more knowledge about it (Figure 2). In this case, a positive perception is more prevalent, indicating that, indeed the documentation process is highly valuable for acquiring thematic knowledge.

The results suggest that the students recognized the significance of conducting thorough research and gathering relevant information before translating the text. They understood that a solid understanding of the topic is crucial for producing an accurate and comprehensive translation. The majority of participants expressed that the documentation process played a key role in enhancing their understanding and knowledge of the subject matter.

These findings highlight the importance of emphasizing the documentation phase in translation education, as it enables students to delve deeper into the topic, grasp its nuances, and produce more informed and contextually appropriate translations. It reinforces the notion that translation is not merely a linguistic exercise but also a knowledge-acquisition process and interdisciplinary learning.

Overall, the positive perception regarding the role of documentation in understanding the theme and expanding knowledge supports the effectiveness of incorporating research skills into the translation curriculum to promote a comprehensive and sustainable approach to translation.

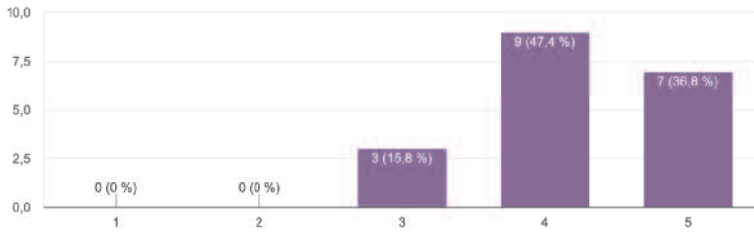


Figure 2. Perception of students regarding the process of documentation.

In the third question of the questionnaire, students were asked to respond positively or negatively or provide a different explanation regarding their prior knowledge of environmental sustainability before engaging in the activity. The results showed that 73.7% of the students responded positively, indicating they had some knowledge about environmental sustainability. Only one student responded negatively. Other responses included statements such as “had some knowledge,” “knew something about the topic through previous translations,” and “had general information but nothing specific.”

In the following question, students were asked to indicate if, after completing the translation, they felt they had gained more knowledge about the topic. Once again, the majority of participants responded positively (Figure 3).

These findings suggest that the translation activity positively impacted the students’ understanding and knowledge of environmental sustainability. Most students felt that their translation work contributed to their learning and expanded their knowledge on the subject. This indicates that the translation process not only involves linguistic skills but also serves as a means to deepen understanding and acquire knowledge about specific topics.

The positive responses align with the goal of using translation as a transformative practice that promotes awareness and engagement with sustainability issues. By engaging with texts related to sustainability and translating them, students improve their translation skills and develop a deeper understanding of environmental sustainability and its significance.

Overall, the results indicate that the translation activity effectively increased the students’ knowledge and awareness of environmental sustainability, supporting the idea that translation can serve as a transformative educational tool in promoting sustainability education.

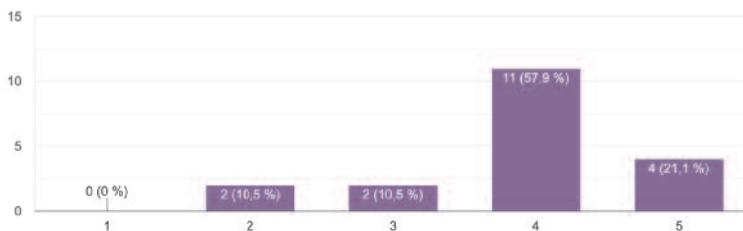


Figure 3. Perception of students regarding their knowledge (after the activity) about sustainability.

Similarly, the students perceived that after completing the activity, they were able to engage in a conversation about the topic of environmental sustainability (Figure 4). This indicates that the translation activity expanded their knowledge and empowered them to hold discussions and communicate effectively regarding environmental sustainability.

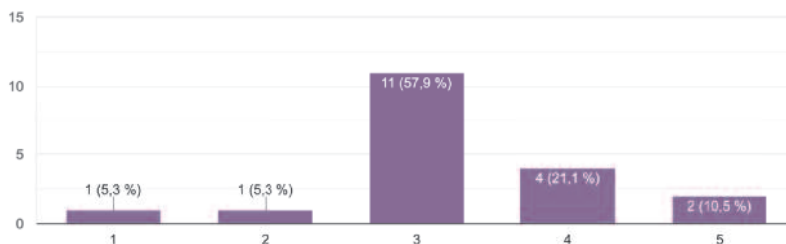


Figure 4. Perception of students regarding their ability to engage in a conversation about sustainability.

In line with this, the majority of students have a positive perception when asked if they have formed an opinion on the topic of environmental sustainability (Figure 5). This indicates that the translation activity provided them with knowledge and prompted them to develop their perspective and viewpoint regarding sustainability.

Forming an opinion is an important step towards active engagement and taking responsibility for environmental issues. It suggests that the students have critically reflected on the subject matter and have started to form their own informed judgments and beliefs about sustainability.

Having a well-informed and thoughtful opinion enables students to contribute to discussions, make informed decisions, and advocate for sustainable practices. It shows that the translation activity has empowered them to think critically and become active agents of change in promoting environmental sustainability.

The students' positive perception regarding the formation of their opinions indicates the effectiveness of the translation activity in not only transmitting knowledge but also fostering critical thinking and personal engagement with the topic of environmental sustainability.

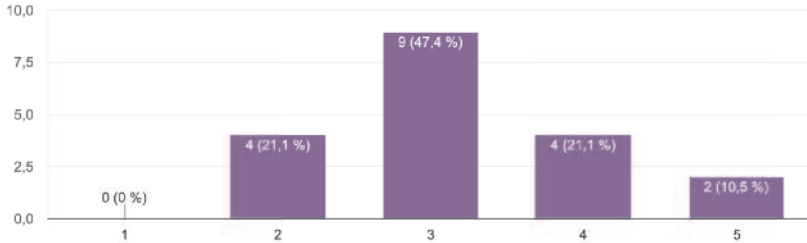


Figure 5. Perception of students regarding whether they have formed an opinion on the topic of sustainability.

In the final part of the questionnaire, the students were asked a general question regarding their perception of whether the practice of translation enabled them to acquire broader knowledge on a specific subject (Figure 6). This question aimed to explore their understanding of the educational value of translation beyond the specific context of sustainability. Once again, the responses were overwhelmingly positive, indicating that the students recognized the inherent benefits of translation to expand their understanding and expertise in various subject matters. Their positive feedback suggests that the process of engaging with different texts and concepts through translation has not only deepened their understanding of sustainability but also broadened their overall knowledge and expertise in other domains. This finding highlights the transformative potential of translation as an educational practice, enabling students to develop a multidimensional perspective and acquire a wealth of knowledge beyond the boundaries of their primary field of study.

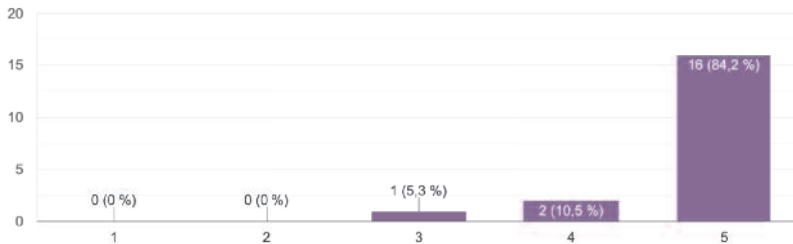


Figure 6. Perception of students on whether the practice of translation enables the translator to acquire broader knowledge.

In the last open-ended question, where participants could provide any additional comments they deemed relevant, only one student added their input. They expressed the view that the topic of sustainability is of great significance in today's world and emphasized the need for increased awareness and consciousness surrounding it. This comment reflects an understanding of the importance of addressing sustainability issues and the belief that further attention and action are necessary to address society's environmental challenges. It highlights the student's recognition of the relevance of sustainability in contemporary society and the importance of promoting sustainable practices and behaviors.

7. Discussion

In this article, we started with the research question: Can translation didactics be considered a transformative practice to raise students' awareness about current relevant topics? While we acknowledge that this study represents only an initial approach to the subject matter, the results obtained allow us to answer this question positively and reflect on what translation practice brings in terms of creating spaces for student participation and engagement, with the aim of contributing to the promotion of a new social model (CRUE, 2015).

Preliminarily, we can state that these translation activities constitute transformative practices that go beyond passive knowledge acquisition since students perceive them as a means to effect a change in their frame of reference, in line with the ideas presented by Mezirow (1991, 1995, 1996) and Cranton (1994, 1996). In this regard, considering the GreenComp competency framework (Bianchi et al., 2022), we believe that these translation activities allow, through the prior documentation process that students have to undertake to carry out their work accurately (Inghilleri, 2012), the incorporation of sustainability values. Students learn to appreciate the concept and understand the impact of nature in the business sphere. Furthermore, students learn to embrace the complexity of the topic and think critically about it, which in turn influences their perception of sustainable futures and their actions towards sustainability. As for the teacher, we also consider that through these activities, they adopt the transformative competencies and practices in sustainability indicated by UNECE (2013) by fostering critical thinking through real-world practices that enable students to transform their knowledge.

In this way, we believe that these translation activities also align with the Recommendation of the Council of the EU on integrating sustainability in education (European Commission, 2022). They are, in essence, practices that, as García-Gutiérrez and Corrales Gaitero (2020) pointed out, share a values-based approach to higher education.

It is important to acknowledge the limitations of this study. Firstly, the sample size was relatively small, consisting of 19 students. Therefore, the generalizability of the findings may be limited. Additionally, the study focused on a specific course and topic, which may restrict the applicability of the results to other contexts. Furthermore, the study relied solely on self-reported perceptions of the students, which may be subject to social desirability bias.

The findings of this study provide valuable preliminary insights into the transformative potential of translation as an educational practice. By focusing on the specific topic of environmental sustainability, we aimed to explore the impact of translation activities on student awareness and engagement with current issues. The results, although preliminary in nature, shed light on the positive perception students have towards these transformative practices, indicating their potential for fostering learning, critical thinking, and raising awareness.

8. Conclusions

One of the key implications of this study is the recognition that translation goes beyond a mere transfer of linguistic content. Through the process of documentation and translation, students engage in active research and familiarize themselves with the terminology, concepts, and complexities of the subject matter. This immersive experience allows them to develop a deeper understanding of the topic and its relevance in the context of sustainability.

Moreover, the positive student responses highlight the role of translation activities in promoting values of sustainability. As students appreciate the impact of sustainability in the business realm, they gain knowledge and develop a sense of responsibility towards creating a sustainable future. This aligns with the GreenComp competency framework, which emphasizes the integration of sustainability values into education.

Additionally, the transformative nature of these translation activities extends to the role of the instructor. Instructors adopt transformative competencies and practices outlined by the United Nations Economic Commission for Europe (UNECE) by incorporating real-life practices and encouraging critical thinking. This creates a dynamic learning environment where students are empowered to transform their knowledge and perspectives.

In conclusion, this study provides evidence that translation can serve as a transformative practice in raising awareness and fostering understanding of current issues such as environmental sustainability. While this research focused on a specific domain and topic, the implications extend to other areas of specialized translation and contemporary themes. Expanding the exploration of these transformative practices can further contribute to the development of socially responsible translators who actively engage with global challenges and contribute to building a better society.

Article history:

Received 26 June 2023

Received in revised form 8 February 2024

Accepted 8 February 2024

References

- Aramburuzabala, P., Cerrillo, R., & Tello, I. (2015). Aprendizaje- Servicio: Una propuesta metodológica para la introducción de la sostenibilidad curricular en la Universidad. *Profesorado*, 19(1): 78-95. <https://digibug.ugr.es/handle/10481/36101>
- Bianchi, G., Pisiotis, U., & Cabrera Giraldez, M. (2022). *GreenComp. The European sustainability competence framework*. Publications Office of the European Union. <https://data.europa.eu/doi/10.2760/13286>
- Cranton, P. (1994). *Understanding and promoting transformative learning: A guide for educators of adults*. Jossey-Bass.
- Cranton, P. (1996). *Professional development as transformative learning: New perspectives for teachers of adults*. Jossey-Bass, 1996.
- CRUE (2015). *Comisión de sostenibilidad*. <https://www.crue.org/wp-content/uploads/2020/02/2.-APROBADA-INSTITUCIONALIZACION-ApS.pdf>
- Delisle, J. (1980). *L'analyse du discours comme méthode de traduction*. Presses de l'Université d'Ottawa.
- Durán, P. (2018). *El liderazgo de la juventud para el desarrollo sostenible*. SDG Fund. <https://www.sdgfund.org/es/el-liderazgo-de-la-juventud-para-el-desarrollo-sostenible>
- European Commission (2022). *Learning for the green transition and sustainable development*. <https://education.ec.europa.eu/focus-topics/green-education/learning-for-the-green-transition>
- García-Gutiérrez, J., & Corrales Gaitero, C. (2020). Las políticas supranacionales de educación superior ante la "tercera misión" de la Universidad: el caso del aprendizaje-servicio. *Revista Española de Educación Comparada*, 37, 256-280. <http://dx.doi.org/10.5944/reec.37.2021.27535>
- Gile, D. (1995). *Basic concepts and models for interpreter and translator training*. John Benjamins.
- Gleason Rodríguez, M. A., & Rubio, J. E. (2020). Implementación del aprendizaje experiencial en la universidad, sus beneficios en el alumnado y el rol docente. *Revista Educación*, 44(2), 264-282. <https://doi.org/10.15517/revdu.v44i2.40197>
- González-Alonso, F., Ochoa-Cervantes, A., &

- Guzón-Nestar, J. L. (2022). Aprendizaje servicio en educación superior entre España y México. Hacia los ODS. *ALTERIDAD. Revista de Educación*, 17(1), 76-88. <https://doi.org/10.17163/alt.v17n1.2022.06>
- Gould, R., & Tahmasebian, K. (2020). *The Routledge handbook of translation and activism*. Routledge.
- Hurtado Albir, A. (2020). La investigación en didáctica de la traducción. Evolución, enfoques y perspectivas. *MonTI. Monografías de Traducción e Interpretación*, 11, 47-76. <https://doi.org/10.6035/MonTI.2019.11.2>
- Inghilleri, M. (2012). *Interpreting justice ethics, politics and language*. Routledge.
- Inghilleri, M. (2017). *Translation and migration*. Routledge.
- Katan, D., & Taibi, M. (2021). *Translating cultures: An introduction for translators, interpreters and mediators*. Routledge.
- Kiraly, D. (2018). *A social constructivist approach to translator education: Empowerment from theory to practice*. Routledge.
- Lázaro Gutiérrez, R. (2020). Valoración del impacto social de un ApS en Traducción e Interpretación en los Servicios Públicos por parte del alumnado. In P. Aramburuzabala, C. Ballesteros, J. García-Gutiérrez & P. Lázaro (eds.), *El papel del Aprendizaje-Servicio en la construcción de una ciudadanía global* (pp. 775-784). UNED.
- Lorenzo Moledo, M. M., Ferraces Otero, M.J., Pérez Pérez, C., & Naval Durán, C. (2019). El profesorado universitario ante el aprendizaje-servicio: variables explicativas. *Revista de Educación*, 386, 37-60. <https://doi.org/10.4438/1988-592X-RE-2019-386-426>
- Margeviča-Grinberga, I., Lake, S., Pigozne, T., Siirila, J., & Surikova, S. (2023). A pedagogical framework to promote sustainable financial literacy in competence-based vocational secondary education and training: The SuFi project case. *Aula Abierta*, 52(1), 61-70. <https://doi.org/10.17811/rifie.52.1.2023.61-70>
- Martínez-Usarralde, M. J., Gil-Salom, D., & Macías-Mendoza, D. (2019). Revisión sistemática de Responsabilidad Social Universitaria y Aprendizaje Servicio. Análisis para su institucionalización. *Revista Mexicana de Investigación Educativa*, 24(80), 149-172.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.
- Mezirow, J. (1995). Transformative theory of adult learning. In M. Welton (ed.), *In defense of the lifeworld* (pp. 37-90). State University of New York Press.
- Mezirow, J. (1996). Contemporary paradigms of learning. *Adult Education Quarterly*, 46(3), 158-172.
- Mezirow, J. (2003). Transformative learning as discourse. *Journal of Transformative Education*, 1(1), 58-63. <https://doi.org/10.1177/1541344603252172>
- Miletich, M. (2020). Bilateral service: An analysis of a direct service-learning project for Healthcare Interpreting students. *Journal of Service*, 11, 88-101. <https://files.eric.ed.gov/fulltext/EJ1267637.pdf>
- Ministerio de Educación (2010). *Estrategia Universidad 2015*. <https://sede.educacion.gob.es/publiventa/PdfServlet?pdf=VP14872.pdf&area=E>
- Nord, C. (1991). *Text analysis in translation: Theory, methodology, and didactic application of a model for translation-oriented text analysis*. Rodopi.
- Pensec, E. (2019). *L'impact de la GRI sur l'homogénéisation du discours RSE: Analyse collocationnelle trilingue d'un corpus de rapports RSE normalisés selon le référentiel de la GRI*. PhD dissertation. Université de Bretagne Sud.
- Ruiz-Corbella, M., & Bautista-Cerro Ruiz, M. (2016). La responsabilidad social en la universidad española. *Teoría de la Educación. Revista Interuniversitaria*, 28(1), 159-188. <http://dx.doi.org/10.14201/teoredu2016281159188>
- Santamaría Urbieta, A., & Alcalde Peñalver, E. (2019). Escaping from the English classroom. Who will get out first? *Aloma*, 37(2), 83-92. <https://doi.org/10.51698/aloma.2019.37.2.83-92>
- Santamaría Urbieta, A., & Alcalde Peñalver, E. (2020). La percepción de las mujeres traductoras acerca de su situación en el mercado de la traducción financiera en América Latina. *Mutatis Mutandis*, 13(2), 280-299. <https://doi.org/10.17533/udea.mut.v13n2a04>
- Santamaría Urbieta, A., & Alcalde Peñalver, E. (2023). Nuevas realidades textuales en traducción financiera: el informe de sostenibilidad. *Meta*, 68(3), 601-624. <https://doi.org/10.7202/1111959ar>
- Santander Universities (2023). *What is sustainability? Definition, types and examples*. Santander Open Academy. <https://www.santanderopenacademy.com/en/blog/what-is-sustainability.html>
- Soto, S., Briede, J. C., & Mora, M. L. (2017). Sensibilización ambiental en educación básica: Una experiencia de aprendizaje para abordar la

sustentabilidad utilizando el diseño y la ciencia ficción. *Información Tecnológica*, 28(2), 141-152. <http://dx.doi.org/10.4067/S0718-07642017000200106>

UAH (2022). *Guía docente de la asignatura de Traducción financiera*. Grado en Lenguas Modernas y Traducción. <https://www.uah.es/es/estudios/descarga-de-ficheros/?anio=2022-23&codAsig=791026&codPlan=G791>

UNECE (United Nations Economic Commission for Europe) (2012). *Learning for the future: Competences in education for sustainable development*. http://www.unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf

UNECE (United Nations Economic Commission for Europe) (2013). *Empowering educators for a sustainable future: Tools for policy and practice workshops on education for sustainable*

development Competences (ECE/CEP/AC.13/2013/4) <http://www.unece.org/fileadmin/DAM/env/esd/8thMeetSC/ece.cep.ac.13.2013.4e.pdf>

UNESCO (2023). *Enseñanza superior: fomentar la sostenibilidad*. <https://www.unesco.org/es/articles/ensenanza-superior-fomentar-la-sostenibilidad>

United Nations (2015). *Sustainable development goals*. <https://www.un.org/sustainabledevelopment/es/>

Varela Losada, M. M., Pérez Rodríguez, U., Álvarez Lires, M. M., & Álvarez Lires, F. J. (2013). El aprendizaje basado en problemas como propuesta didáctica de educación ambiental para la sostenibilidad en formación inicial de profesorado. *Enseñanza de las ciencias: Revista de investigación y experiencias didácticas*, 3618-3623.

Elena Alcalde Peñalver is a Senior Lecturer in the Department of Modern Philology at the University of Alcalá (Spain). Her main lines of research focus on specialized translation and foreign language teaching, on which she has numerous publications. She holds a PhD from the University of Granada and has participated in numerous international conferences.

Alexandra Santamaría Urbieto is a Senior Lecturer at the Universidad Internacional de La Rioja (UNIR). Her main lines of research focus on translation pedagogy, CAT tools, and innovative teaching practices. She has published numerous studies in international journals and participated in several national and international conferences.

Annex 1

Call it balance sheet blindness: Companies tallying up their profits and losses tend not to calculate what damage to the Earth is costing them or society.

In many cases, they assume they don't need to worry about it until some point in the future.

But in a recent survey of business professionals who are knowledgeable about their organization's sustainability goals, actions, and reporting methods, respondents tell us that most of their companies are taking at least some steps toward greater environmental sustainability – and that the more effort companies put toward that goal, the more successful they expect their performance to be. In fact, we found a significant minority of respondents who say that environmental sustainability is already financially material to their businesses and another group that believes it will become imminent in the near future.

Leaders at major companies not only see clearly that the fortunes of their businesses are inevitably linked to

those of the planet; they're finding ways to make that link pay off. They are transforming their companies and achieving better business results.

Some major companies have already made sustainability not just a pledge but a strategy. U.S. automaker General Motors has committed to manufacturing only electric cars, vans, and SUVs by 2035. Meanwhile, German automaker Volkswagen has already made big changes to try to win market share early in the shift to electric. It will transform the bulk of its fleet – more than 30 models – to electric power within the next four years.

Such strategic bets aren't limited to the auto industry. In 2020, investment giant BlackRock made sustainability its new standard for investing its US\$2.7 trillion portfolio.

Taken together, the most frequently cited top priority investment for all respondents we surveyed is mitigating climate change, cited by 17%. Interestingly, the next three highest priorities – use of recycled, reclaimed, or renewable materials; reducing solid and hazardous waste through recycling and reuse; and improving resource availability through products designed for reuse, repair, and remanufacture – are key components of the circular economy. That together they are a priority for 40% of respondents suggests a high interest in circular business methods.

Adapted from: <https://insights.sap.com/environmental-sustainability-affects-competitiveness/>

