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**Hidden inequalities in the L2 classroom:  
The case of pragmatic markers in Spanish translation**

Luzia Dominguez (Cardiff University)

In this poster I will present a quantitative analysis of errors in the translation of pragmatic markers from English into Spanish in a cohort of second year students of Spanish in Cardiff University. The primary objective of this analysis is to determine the correlation that exists, if any, between errors in the translation of pragmatic markers and certain social categories that are interpreted as measures of disadvantage.

In particular, I will examine the correlation of these errors with ethnic identity and race. Also, I will look at their correlation with two variables that could be defined as a measure of socioeconomic class: household income and parents' level of education. Other variables could be useful to measure disadvantage, so this would be an interesting discussion to have with other researchers. Furthermore, the presence of a second or third language in the household, and if this is Spanish, would need to be considered, as these variables may have an impact in student's pragmatic proficiency in Spanish.

Ultimately, I wish to learn about the (co)relation between social inequality and the development of pragmatic skills in the context of academic learning of a second or further language. The purpose of this enquiry is to eventually develop teaching materials that may potentially support students from disadvantaged backgrounds, hence helping to provide a fairer, more inclusive learning environment.

This research is framed within a more ambitious project. The project is socially rather than linguistically oriented, as I believe that no pedagogical intervention can successfully impact inequality if no social intervention is performed. Or, in other words, the root cause of the issue needs to be addressed to some extent if we want our interventions as researchers to have any positive impact over situations of social inequality.

The broader project aims to encourage young pupils from disadvantaged backgrounds in deprived areas of Cardiff (in Wales, United Kingdom) to take on the study of a second or further language and, through the means of modern language education, wider access to Higher Education for these pupils. Even if access to Higher Education is not achieved, current research shows that there are other benefits of bilingualism and multilingualism, from cognitive improvement to job opportunities, between others. This, in a context where, due to Brexit and a current recession, access to modern languages education is being cut in comprehensive schools and risks to become accessible only to the most privileged in society.