

## Our Approach to Translation in ML-PBL

By Melina Lozano

Our overarching goal in translating the units that have been completed has been to faithfully move each term in English to its equivalent in Spanish.

At times, we may have opted for *explaining* as opposed to translating *word-for-word*. Sometimes names were also not translated word-for-word, e.g., “Super-Soaker.” But other times such names were also explained. But when it came to appreciating the students’ grade or TRL level, which can be seen in sentence length, number of syllables or word count, again, we stayed true to the intended developmental level of the students, for example, if we translated the word “claim” we choose a word like ‘afirmación’ but we would not change gears to a word like ‘teoría’ even though some might say theories and claims are similar – they’re not similar in terms of their readability for young people.

If the text discussed “erosion” or “paleontologists” there are not many other words for translators to choose from for these references, so we would just pick the obvious ‘erosión’ and ‘paleontólogo.’ So, for this reason, if a text started life in the writer at a “K” level, for example, that document should *not*, in principal, be a different level after the translation. And if the level of the text seems challenging for the grade level, it might be because of the fact that the readings are meant to be rigorous but read and explained to the students by the teacher as opposed to the students having to read them on their own.

Regarding regionalisms, we aimed primarily for universal expressions, as opposed to specific, country-oriented expressions. However, since the majority of Spanish-speakers in the U.S. are Mexican or of Mexican descent, at times we would favor Mexican phraseology in terms of animal names, etc.

When we approached phrases like “a student should take his notebook...” we translated the “his” as “their” or one time “his” and the next time “her.” We sought linguistic gender equity in the Spanish version and may have had to add extra words like “the children” -> ‘los niños y las niñas’.

Translated Documents for review

Third grade Assessment (The teacher reviews the Powerpoint to go over the assessment directions and text with the students before she/he distributes the assessment.

Assessment Unit 3.1 Spanish

[https://docs.google.com/document/d/1IEMKsPb7GFkZFBkn12\\_AX9t8LX94ZnziDNYKz-ODVLo/edit?usp=sharing](https://docs.google.com/document/d/1IEMKsPb7GFkZFBkn12_AX9t8LX94ZnziDNYKz-ODVLo/edit?usp=sharing)

Assessment Unit 3.1 English

[https://docs.google.com/document/d/101sguNxy\\_eZoZ62nNX6WvR2yQ0bU-die4WLYtBlw30I/edit?usp=sharing](https://docs.google.com/document/d/101sguNxy_eZoZ62nNX6WvR2yQ0bU-die4WLYtBlw30I/edit?usp=sharing)

Fourth grade Powerpoints for Shared read.

Ischigualasto Unit 4.1 Provincial Park (South America) Spanish

[https://docs.google.com/document/d/1FIU67k-0DXvhFxs-BoBur0\\_EtHW7\\_c2NHXKhYBHnBo/edit?ts=5c700cfc](https://docs.google.com/document/d/1FIU67k-0DXvhFxs-BoBur0_EtHW7_c2NHXKhYBHnBo/edit?ts=5c700cfc)

Ischigualasto Unit 4.1 Provincial Park (South America) English

[https://docs.google.com/document/d/199xSgbdIrcGbA2lcSIWi-s7A6UkZ9H4lgkgt2P\\_z8MA/edit?usp=sharing](https://docs.google.com/document/d/199xSgbdIrcGbA2lcSIWi-s7A6UkZ9H4lgkgt2P_z8MA/edit?usp=sharing)

Power-point Unit 4.1

Great Sand Sea (Africa) Spanish

[https://docs.google.com/document/d/1\\_OAqkohMbCd1jirQweyxOFpFKLqdtje8Rhow4vIT2p8/edit?usp=sharing](https://docs.google.com/document/d/1_OAqkohMbCd1jirQweyxOFpFKLqdtje8Rhow4vIT2p8/edit?usp=sharing)

Power-point Unit 4.1 Great Sand Sea (Africa) English

<https://docs.google.com/document/d/14yLLGySmwBfqTxcP8A8m2tb6tVMYuQeLCcg3WT6rEt4/edit?usp=sharing>

Spanish Investigation Template --Possible Questions Example for the Teacher

<https://docs.google.com/document/d/1XYtnkMIKO37tXk8UbsISOTE36hriwAYRtU4tywVpbSs/edit?usp=sharing>

Spanish texts for shared read unit 3.4

<https://drive.google.com/open?id=1H74PBa-v6Z1S7iW975kAa1kZJbNSggGmcHCBN0eWQd4>

English text for shared read Unit 3.4

<https://docs.google.com/document/d/1WvNlrxP-HJH8ClaDOjAx9kB0xfYZ5M1nfjJcIE0L0gw/edit>

Spanish Parent Interview homework 3.3:

[https://docs.google.com/document/d/1kMs\\_1Ft-mV73ocpikBMrdLpo5op3pJcxWdelhZxbabo/edit](https://docs.google.com/document/d/1kMs_1Ft-mV73ocpikBMrdLpo5op3pJcxWdelhZxbabo/edit)

English Parent Interview homework 3.3

<https://drive.google.com/open?id=1a91p079l1DoueY5PVmw6pDuGlnBJQIHTI7bSVQCi9KI>

Spanish Bird Recognition PPT:

<https://drive.google.com/open?id=1CuCjXVfOYZPiC38H0NU4z4ZiQv6Civr5ZyEy8zZ8Tz4>

English Bird Recognition PPT

[https://drive.google.com/open?id=1HjpLff1f0t9YeOj- EF3f2S4dbJXYdsC7RSTK\\_TcZ-Q](https://drive.google.com/open?id=1HjpLff1f0t9YeOj- EF3f2S4dbJXYdsC7RSTK_TcZ-Q)

Spanish Student-facing Toy worksheet 3.3

[https://docs.google.com/document/d/1VdtOqRM\\_DdKJkXrqvvUckfxkoSEPq83hwC2M4YsTh\\_M/edit](https://docs.google.com/document/d/1VdtOqRM_DdKJkXrqvvUckfxkoSEPq83hwC2M4YsTh_M/edit)

English Student-facing Toy worksheet

[https://docs.google.com/document/d/1kriIedTt3\\_PciXKp2USiL7Ofu63Or\\_NJQqE4keXuLg4/edit?usp=sharing](https://docs.google.com/document/d/1kriIedTt3_PciXKp2USiL7Ofu63Or_NJQqE4keXuLg4/edit?usp=sharing)

Powerpoint for Phenomenon 4.3 4th grade Waves --Eyes structures

Spanish

<https://docs.google.com/presentation/d/1kVrsMH4irpfpc9TJ2fqq7b9VJ3-uT1GwteUN-6b9YIM>

[/edit#slide=id.p](#)

English

[https://drive.google.com/open?id=1jHdW\\_AxW973orVr1En5krNBsdRhUfEQUnOFImTz89D8](https://drive.google.com/open?id=1jHdW_AxW973orVr1En5krNBsdRhUfEQUnOFImTz89D8)

Literature integration (English and Spanish 4th)

<https://drive.google.com/open?id=1JPsb3jXzbqLH4QYJnjmp0VsUZk1kl1tvMyCOrVVYK4E>

Procedures for investigation students in collaborative groups

<https://drive.google.com/open?id=1ctXBgisYJtrfL3GTZLKTJymZYYRuvLD4zi4mLb87u7g>

Procedure English

<https://drive.google.com/open?id=1IAKwpo5ekWig0IGQxDnELpuoGu0GfQU43RvgBfLp60o>

Scaffold the practice of modeling -- Teacher led

Spanish

[https://drive.google.com/open?id=1NDKfRZEcS8LRX1o0uCbUIWdwn\\_WD-oYXd5zqugxDsDo](https://drive.google.com/open?id=1NDKfRZEcS8LRX1o0uCbUIWdwn_WD-oYXd5zqugxDsDo)

English

[https://drive.google.com/open?id=1jj9edYajQgc\\_OC1dOI5noLgQIRfHkC6jJWsvjewW5No](https://drive.google.com/open?id=1jj9edYajQgc_OC1dOI5noLgQIRfHkC6jJWsvjewW5No)