

## ***Support Translanguaging***

Teachers play an important role in supporting translanguaging in the classroom and encouraging students to draw the different named languages they speak. Translanguaging allows speakers of other languages to actively engage in science practices, even while they are developing English language skills. To support translanguaging, teachers can validate and amplify students' natural language use, a practice that cannot be scripted and must instead happen in context.

## **Support Translanguaging**

Teachers play an important role in supporting translanguaging in the classroom or encouraging students to draw the different named languages they speak (and other forms of communication) in dynamic and flexible ways. In the rocket example above, Ignacio stated, "because gravity is...stop more like this" in only English, adhering to the norms of his classroom. If a teacher had encouraged translanguaging, Ignacio might have expanded on his ideas by using Spanish as his home language. This strategy enables classroom communities to build shared meaning that draws on all students' full range of communication resources (Garcia & Lin, 2017) and, importantly, reflects the natural language use of multilingual speakers (Garcia, 2009). Translanguaging allows speakers of other languages to actively engage in science practices, even while they are developing English language skills. Translanguaging practices break away from traditional approaches that artificially restrict language use and often implicitly position English as the default or preferred medium for expressing scientific ideas. To support translanguaging, teachers can validate and amplify students' natural language use, a practice that cannot be scripted and must instead happen in context.

### **Translanguaging**

(Example from Licona & Kelly, 2019)

Students in a middle school science classroom are engaged in a curriculum unit about endangered species. Roughly a third of the students in the class speak either Spanish or English in their homes, and another third use both English and Spanish in their homes. Although the curricular materials are provided in English, the teacher ensures that all materials are translated and offered to students in both English and Spanish so they can engage in whatever way they choose.

During the unit, the teacher asks students to create a claim-evidence-reasoning statement about why a sea turtle is an endangered species. She encourages students to move fluidly between languages as they begin discussing their arguments. She poses a question in English, "How does the fact that the eggs were destroyed cause the turtle to be endangered?" and then translates the question into Spanish, saying, "*Como el hecho de que los huevos fueron destruidos causa que la tortuga este en peligro?*" A student answers her in Spanish, commenting, "*no crecen....se mueren*" [they don't grow, they die]. Then, the teacher further presses for reasoning by asking the class in Spanish about what will happen to the population of turtles over time, saying, "*¿Y que*

*pasa si se siguen muriendo?”* A student responds in English, “*They will go extinct.*” The teacher reiterates the student's answer in Spanish, “*Se van a extinguir, Entendiste?*” to ensure that all students understand.

The teacher deviates from typical curricular expectations, which assume that all materials and discussions will take place in English. Instead, she moves flexibly between languages, allowing all students to contribute to the conversation and engage with the ideas that their classmates shared.

Elementary Translanguaging Article: [Linked here](#)

Andersen, S., Pérez, K. M., & González-Howard, M. (2022). Reimagining science lessons through translanguaging: Supporting multilingual students’ scientific sensemaking in the context of science and engineering practices. *Science Scope*, 46(2), 25-31.