Exploring Translanguaging during Sixth Grade Social Studies Inquiry

by

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Dedication

To my daughter Ana Milica y mi esposo José Ramón.

In loving memory of my parents, мама Милица и тата Милета Савић.

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Abstract

Recent research on second language and subject-matter learning calls for moving away from hegemonic monolingual education in U.S. schools and instead making *translanguaging* the norm by supporting bi/multilingual students to use their full linguistic repertoires as they participate in classroom learning (García, Johnson, & Seltzer, 2017; Seltzer & de los Ríos, 2021). *Translanguaging* is a pedagogical approach in which teachers and students flexibly draw on their full language resources to think, make meaning, and learn (García & Li Wei, 2014). To respond to that call, this study explores translanguaging through use of English and Arabic in a 6th grade social studies classroom at a public school in a Midwestern city. I explored how the Arabic-speaking teacher made meaning through translanguaging to support her Arabic-speaking emergent bilingual students while reading and analyzing sources and how the students responded. I analyzed teacher and student interviews and students' written work and recorded translanguaging events from forty-five lessons during four investigations over an academic year. The bilingual inquiry curriculum, bilingual teacher, biliterate peers, and newcomer students (recently-arrived in the U.S.) contributed to making the investigations' content available in Arabic. Translanguaging was mostly motivated by the presence of newcomer students, who were supported by dialogue with others willing to use Arabic. In this context translanguaging occurred in its full meaning of drawing on all speakers' resources for meaning-making.

All students develop new language as they learn school subjects. A key finding of this study is that over time, the teacher and students developed their Arabic language resources along

with English through participation in inquiry. This means that translanguaging supported them in the important goal of developing as bilinguals and that the learning context offered support in learning through both languages. The study extends García et al.'s (2017) *translanguaging pedagogy classroom framework* to recognize students' agentive role in establishing translanguaging *stance* and initiating/enabling translanguaging *shifts* during content learning, as well as recognizing teacher's planned translanguaging *shifts* that mediate between students' current/familiar bilingual repertoires and disciplinary bilingual repertoires needed to talk about content.

The dissertation also presents a case study of one newcomer learner's development of English, Arabic, and understanding of social studies issues and practices through participation across the year, illustrating how learning was supported through translanguaging. Using bilingual texts and interacting through translanguaging provided him with multiple supports for the disciplinary work, and when paired with a bilingual peer who was motivated to use Arabic, he became an active participant in disciplinary thinking and agentive in demonstrating his social studies learning in Arabic.

The dissertation draws implications for further research and teacher education programs. Researchers may assume that when teachers and students speak the same home/community language, translanguaging will be easily taken up. This study identifies supports that are needed even in such contexts to implement translanguaging to its full potential. Further research can continue to explore how both teachers and students develop the disciplinary language that supports subject-matter learning through translanguaging, and how teacher preparation programs can recruit more bilingual teachers and support their full bilingual development for subject-matter teaching.

As envisioned in the theory, this study ultimately shows how translanguaging can support the development of students' bilingual repertoires to make meaning, and that implementing translanguaging as a norm in disciplinary classrooms is possible even in the context of hegemonic English in U.S. schools.

Chapter 1 Introduction

Recent research on second language and subject-matter learning calls for moving away from the monolingual-based model of education in U.S. schools and instead making *translanguaging* the norm in supporting emergent bilingual students[1] to use their full linguistic repertoires as they participate in classroom learning (García, Johnson, & Seltzer, 2017; Hernandez Garcia & Schleppegrell, 2021; Li Wei & García, 2022; Seltzer & de los Ríos, 2021). The term *translanguaging* refers to both a way of describing the flexible ways in which bilinguals draw upon their linguistic repertoires to enhance their communicative potential and a pedagogical approach in which teachers and students use these practices to think, make meaning, and learn (García & Li Wei, 2014). The overarching purpose of my dissertation project is to explore how *translanguaging* can be used to its full potential and sustained as English develops, to support emergent bilingual students' thinking and bilingual meaning-making in U.S. subject-matter classrooms. This project is a continuation of my previous research on translanguaging in inquiry-based middle school classrooms.

[1] Building on the work of scholars García (2009) and García & Li Wei (2014), who propose the term *emergent bilingual students,* I use this term instead of *English Language Learners*, *Limited-English-Proficient*, or *language minority students*, in order to emphasize the potential of bilingualism which these students bring into classrooms, and not the perceived deficit which is usually associated with labels used in U.S. educational policy documents (*see* García, Kleifgen, & Falchi, 2008). Emergent bilingual students first learn a language other than English in their homes and communities and then learn English as an additional language. These students are becoming bilingual and biliterate as they develop English. When they enter U.S. school, they may or may not have some knowledge of English.

1.1 How I Learned about Translanguaging

I learned about the concept of translanguaging as a graduate student in a teacher education program at the City University of New York (CUNY). I attended a lecture by Ofelia García, a scholar who introduced translanguaging as a pedagogical approach in the U.S. educational contexts. I then learned more about translanguaging from the CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB) work and publications of my academic advisor Tatyana Kleyn at the City College of New York (CCNY). At the time, my initial thoughts about translanguaging were, *What is the novelty here?* My thoughts were affected by my own experiences of learning English and Spanish as foreign languages through my native language, Serbian. Any new concepts I was learning about would be first explained in Serbian and then in English or Spanish. However, at the time, I did not consider differences between my experiences of learning foreign languages in the Serbian educational context and the learning experiences of emergent bilingual students in U.S. schooling contexts where these students' home languages are often discounted and English-only policies are encouraged (García, Kleifgen, & Falchi, 2008).

After graduating from the master's program in Teaching English to Speakers of Other Languages, I started working as an adjunct instructor at CCNY and as a New York City Teaching Fellows Field Supervisor/Mentor. As I observed Teaching Fellows who worked in the Bronx and Upper Manhattan public schools with a large number of newcomer emergent bilinguals in their content mainstream classrooms, I saw some teachers simplify the subject-matter instructional materials while others did not even prepare any supports that would promote these students' meaningful engagement and participation. Based on my observations, emergent bilinguals spent most of their lesson time copying what the teacher wrote on the board trying to

complete their simplified worksheets or "hiding" at the back of the classroom without engaging in any relevant classroom work or meaningfully participating in communicative activities for academic purposes. During debriefs with these teachers, I tried to raise their awareness that the simplified content materials and lowering of learning standards did not support the emergent bilingual students' content learning and literacy and language development. Further, as part of New York State teaching certification that required teachers to incorporate students' home languages in their instruction, I advised the teaching fellows to implement translanguaging strategies, drawing on the research of the CUNY-NYSIEB team. Based on my observations, individual teachers responded by inviting a paraprofessional to orally translate in Spanish what they were teaching, prepare Google translated bilingual materials in Spanish, Arabic, French (for immigrant students from Africa), or Haitian-Creole, or have students work in groups based on their home languages. I observed that newcomer students seemed more motivated and confident to engage in the schoolwork when opportunities to use their home language were created, as it facilitated their understanding of what was taught in content classrooms. Arriving at the University of Michigan has made it possible for me to do research in a content classroom on how emergent bilingual students can be supported to simultaneously learn content and language through translanguaging (I will talk more about this in the *Overview of the Project* section of this chapter below).

1.2 Hegemonic English-Only Ideology in U.S. Educational System

An "English-only" ideology has long been rooted in the U. S. educational system. American Indian children were disciplined for speaking their native dialects in boarding schools because, it was argued, "the survival of Indigenous languages (along with Spanish) pose[d] a threat to the moral and cultural fabric of the United States" (Lomawaima, 1999). Similarly,

"[t]hroughout the Southwest, Spanish-speaking children had to sink or swim in an English-only environment. Even on the playground, students were punished for conversing in Spanish" (Ruiz, 2001). In many contexts, students who spoke languages other than English experienced denigration of their native languages in U.S. classrooms.

García, Kleifgen, and Falchi (2008) outline the history of activism to combat this discrimination over the 20th century. After the U. S. Supreme Court ruled in *Brown v Board of Education* (1954) that segregating schools was unconstitutional, the Congress passed the Civil Rights Act (1964) stating that Federal financial assistance cannot be denied to anyone based "on the ground of race, color, or national origin" (Civil Rights Act, 1964). This was the first step toward protecting the educational rights of language minorities. In 1968, the Congress authorized the Elementary and Secondary Education Act (ESEA), where Title VII (known as the Bilingual Education Act) provided funding for emergent bilingual students. However, Title VII did not require the implementation of bilingual education, nor did it prescribe any instructional program, but distributed money to school districts with large numbers of emergent bilingual students and left the pedagogy to the educators. The following events were a step backwards from protecting students' home and community languages. By the 1980's, this Act expanded funding for programs that used only English, demanding that schools move emergent bilingual students to proficiency in English within a three-year limit. Another push for the "English-only" policy was in 1998, when California passed the state law known as "English for the Children" (Proposition 227). This policy prohibited the native language use in instructing emergent bilinguals and imposed one-year limits to programs of "sheltered English immersion," after which students were moved to mainstream classrooms (García et al., 2008). Arizona and Massachusetts later approved similar propositions. Finally, the No Child Left Behind Act in 2002 replaced Title VII

of the ESEA with Title III (known as the Language Instruction for Limited English Proficient and Immigrant Students). Title III demanded that emergent bilingual students reach "proficient" level on state assessments within two years of their enrollment. School administrators had to monitor students' yearly academic and English proficiency progress and if schools failed to meet the performance objectives, they were required to undergo improvement programs that, if they failed, resulted in the state cutting funding (García et al., 2008).

As a result of these English-only ideologies, many states' policies still require that emergent bilingual students are placed in mainstream classrooms where instruction is delivered only in English (NCES, n.d.), with content instruction mostly supported by English-as-a-Second-Language (ESL) teachers working with individual students. Although these policies of placing emergent bilinguals in mainstream classrooms were designed to promote inclusion, this model discounts the role students' home languages and cultures can play in supporting their learning by forcing them to speak only English in an unreasonable amount of time. Cummins (2000) has suggested that a second language learner is likely to develop the registers of everyday language over one to two years, while the registers associated with subject-matter learning may take up to seven years to develop at a level equivalent to a native English-speaking child of the same age. Also, the learning demands change as students move through the grades and subjects in school. In the current K-12 educational context of the United States, students are faced with the demands of subject-matter learning and developing disciplinary language and literacy simultaneously (Schleppegrell, 2004; Shanahan & Shanahan, 2008; Snow & Uccelli, 2009). The national education reform initiative, the Common Core State Standards (CCSS), has defined what all U.S. students should know and be able to do in the subject-matter areas (Common Core Standards Initiative, n.d.), as well as has made more explicit the language demands associated with subject-

matter learning (Bunch, Kibler, & Pimentel, 2012; Lee, Quinn, & Valdés, 2013). The CCSS require that students (a) read and comprehend both literary and informational texts, with increasing levels of complexity as they progress through school, (b) write narratives, exploratory essays, and arguments, and (c) use their speaking and listening skills to work collaboratively, understand multiple perspectives, and present their own ideas (Bunch et al., 2012). Implementing the hegemonic, deficit, and harmful educational policies that force emergent bilingual students to speak only English as they learn school subjects prevents bilingual students from bringing the full potential of their resources for learning into the classroom. As a result of this set of evolving U.S. educational policies, English is also positioned as having more prestige than other languages and is more valued by school administrations, teachers, and students.

In recent years, however, the ideology of English-only instruction is being challenged by a paradigmatic shift from monolingual to multilingual perspectives in language learning contexts that suggests pedagogies that include the flexible use of students' full linguistic repertoires (Canagarajah, 2011; Cummins, 2005; García et al., 2017; García & Li Wei, 2014) to promote emergent bilinguals' subject-matter learning and development of disciplinary language and literacy.

1.3 Calls for a Paradigmatic Shift from Monolingual to Multilingual Perspectives in Language Learning Environments

The teaching of emergent bilinguals in P-12 contexts is undergoing a paradigmatic shift in the way bi/multilingualism and language learning are conceptualized (Flores & Schissel, 2014; García & Li Wei, 2014; Taylor & Snoddon, 2013). Previous prominent conceptualizations of bilingualism regarded bilinguals as two monolinguals within one individual (Cummins, 2007). Thus, it was believed that bilinguals possessed two separate linguistic systems and repertoires.

The educational implications of such beliefs have been that, in P-12 contexts across the United States (i.e., ESL classrooms, sheltered content classrooms, and mainstream classrooms), the use of students' home languages has been discouraged (García et al., 2008) so that students could progress in learning English as fast as possible. Many scholars (Canagarajah, 2011; García & Kleifgen, 2019; García & Sylvan, 2011; Grosjean, 1989; Li Wei, 2018; Otheguy, García, & Reid, 2015) have challenged this notion of language as separate, bound systems but have rather emphasized how bi/multilinguals use language. They argue that instead of choosing forms from different language systems and focusing on their correct use, bi/multilingual interlocutors fluidly and flexibly leverage the full range of semiotic resources at their disposal in communication with others.

Moreover, theories that consider languages as completely separate systems also influenced second language acquisition research to focus on how language learners acquire sets of rules for grammar and usage (Saville-Troike & Barto, 2017) with little attention paid to the social and dialogic nature of language (García & Li Wei, 2014; Halliday & Hasan, 1985; Lin, 2013). Consequently, students who have been new to learning English in U.S. P-12 classrooms, have been often viewed as unable to communicate or participate due to the lack of English proficiency. Thus, it has been teachers' task to ameliorate this deficiency by providing learners with discrete knowledge of English forms and structures as the basis for learning the new language instead of engaging them in activities that assumed they already had a foundation of language and communicative skills they could build on. This monolingual bias has been pervasive and ongoing in classrooms and schools (May, 2014; Ortega, 2014). In contrast to these "damaging deficit approaches" (Ortega, 2014, p. 32), scholars are currently calling for a more strength-based approach to educating emergent bilinguals which involves drawing on what these

students know and bring to the classroom – their home/family and community languages and cultures (García & Li Wei, 2014; Hawkins, 2019; May, 2014; Stille & Cummins, 2013). Positing that bilinguals' linguistic practices are dynamic, constantly evolving, and dependent on social context (Taylor & Snoddon, 2013), scholars suggest that the education of emergent bilinguals should draw upon the students' full linguistic repertoires (Li Wei & García, 2022) in order to support learning of both rigorous content and language for academic use (García, 2012; García, et al., 2017; García & Kleyn, 2016; García & Li Wei, 2014). To this end, translanguaging has been proposed as a viable pedagogical approach for educators to apply these theoretical insights to the classroom context (Canagarajah, 2011; García, 2009; García et al., 2017; García & Kleyn, 2016; García & Li Wei, 2014).

1.4 How Have Scholars Conceptualized Translanguaging?

The term *translanguaging* is Baker's (2001) translation of a Welsh word, *trawsieithu.* This term *trawsieithu* was first used by a Welsh educator, Cen Williams (1994), to describe pedagogical practices in Welsh language revitalization programs in which the teacher and the students used both Welsh and English to support the process of knowledge construction (Li Wei, 2018). Over the years, the concept of translanguaging has been understood on two different levels – as a sociolinguistic theory and as a pedagogy. From the sociolinguistic perspective, it describes the unbounded dynamic and fluid language practices of bilingual communities (García, 2009). For example, García (2009) describes translanguaging as "*multiple discursive practices* in which bilinguals engage in order to *make sense of their bilingual worlds*" (p. 45, emphasis in original text).

Moreover, translanguaging interrogates a belief that bilinguals are two monolinguals within one individual (García & Kleifgen, 2019; García & Sylvan, 2011). Translanguaging

rejects the notion of separate, bounded languages as defined by nation-states and their institutions (García & Kleifgen, 2019; Otheguy et al., 2015). Otheguy and colleagues (2015) define translanguaging as "the deployment of a speaker's *full linguistic repertoire* without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages" (p. 283). García (2009), García and Kleifgen (2019), and Canagarajah (2011) argue that bilinguals use their unitary and dynamic semiotic repertoires, rather than discrete 'languages,' from which they select and deploy the features to make meaning and negotiate situations. How one translanguages, for example, depends on various factors, such as who he/she is speaking with, the activity he/she is engaged in, and the language norms and ideologies of the given context (García & Sylvan, 2011).

From the pedagogical perspective, translanguaging refers to the approach that aims to leverage all the features of children's repertoires and incorporate learners' familiar cultural and language practices in academic learning (García & Li Wei, 2014). García and Li Wei (2014) write that "translanguaging as pedagogy involves *leveraging*, that is, *deliberately* and simultaneously merging students' repertoires of practice" (p. 93, emphasis in original text). They claim that teachers use translanguaging strategically to make sure that emergent bilinguals "engage with rigorous content, access difficult texts and produce new language practices and new knowledge" (p. 92). This results in the development of a translanguaging classroom, which García, Johnson, and Seltzer (2017) describe as "a space built collaboratively by the teacher and bilingual students as they use their different language practices to teach and learn in deeply creative and critical ways" (p. 2). García and Otheguy (2020) point out that the focus of translanguaging pedagogy is "building the agency of the learner to language in order to act and mean as a bilingual" (p. 20). Li Wei (2018) states that translanguaging is a very effective

pedagogical practice, since it "empowers both the learner and the teacher, transforms the power relations, and focuses on the process of teaching and learning on making meaning, enhancing experience and developing identity" (p. 15). Flores and Schissel (2014) write that translanguaging "describes the process whereby teachers build bridges between [students' everyday] language practices and the language practices desired in formal school settings" (p. 462). In other words, in classrooms, teachers leverage students' full linguistic repertoires and, at the same time, help students select features of that repertoire that are appropriate for the classroom interaction (García et al., 2017). García and Kano (2014) further write that translanguaging is:

> a process by which students and teachers engage in complex discursive practices that include *all* the language practices of students in a class in order to develop new language practices and sustain old ones, communicate appropriate knowledge, and give voice to new sociopolitical realities by interrogating linguistic inequality. (p. 261)

García and Leiva (2014) propose that translanguaging pedagogy has the potential to liberate the voices of language-minoritized students, as well as remove the hierarchy of language practices that views some languages as more valuable than others. Li Wei (2011) argues that translanguaging provides a social space (*translanguaging space*) which brings together a learner's personal history, experience, and environment. Lastly, scholars point out that translanguaging enables students to modify their sociocultural identities and establish identity positions that both oppose and encompass institutional values (Creese & Blackledge, 2015; García & Li Wei, 2014).

1.5 How I Conceptualize Translanguaging

Building on the work of García and her colleagues and Paris and Alim (2014), I conceptualize translanguaging as "a culturally sustaining practice that recognizes what students bring from their past and present, but also recognizes and respects students' futures as multilingual citizens" (Hernandez Garcia & Schleppegrell, 2021, p. 452). Bilingual and multilingual students bring their home/community language(s), cultural knowledge, and previous experiences which can enrich classroom talk and extend the world views and perspectives of other students in a classroom. Encouraging students to draw on all their meaning-making resources - home/community language, English, gestures, and visuals – allows bi/multilingual students to negotiate and share meaning, enact their identities, and participate in authentic ways (García et al., 2017; Hernandez Garcia & Schleppegrell, 2021). Translanguaging "supports students' agency in making choices about how they learn" (Hernandez Garcia & Schleppegrell, 2021, p. 449). Also, translanguaging recognizes and supports emergent bilingual students as developing bilinguals. These students' language practices and knowledge evolve in the contexts they live and learn (e.g., U.S. schools). Translanguaging is not a 'crutch' or a scaffold to learn English, but a pedagogical approach that promotes students' bilingual identities and the development of their bilingual repertoires as they learn content.

1.6 Research on Challenges in Using Translanguaging in Classrooms

Despite the growing body of research that has shown how translanguaging creates potential for supporting emergent bilingual students both academically and socially, it is not always easy to implement translanguaging pedagogies. Allard (2017) examined the functions of teachers' translanguaging in two suburban high school ESL classrooms and how teachers' translanguaging fit into the school and classroom ecology, including pedagogical practices,

language policies, ideologies, and interpersonal relationships. Findings showed that translanguaging was not anchored to support students' developing bilingualism nor to empower them; instead, it was used as a transitional and compensatory tool as students moved toward full use of English. Translanguaging did not help students engage with challenging content, as learning materials were simplified and thus lost integrity in supporting learning goals. Consequently, translanguaging actually lowered student investment in learning. The value of translanguaging for supporting students to develop as bilinguals was not a goal. Bilingualism was not supported on the school level, either. There was limited bilingual staff, signs in Spanish (the language most students spoke) were related to gang violence, teachers had no time to co-plan for emergent bilinguals, and there was no professional training to support student bilingualism. The author concluded that when translanguaging is embedded in an unsupportive school environment, which does not value and support students as bilinguals, its potential is not achieved.

Woodley's (2016) study on the use of translanguaging in a fifth-grade ESL classroom found that, in some educational communities, teachers and students using translanguaging face challenges of discrimination due to "an oppressively xenophobic attitude toward languages other than English" (p. 86). She reported that while she was discussing a lesson about slavery in the U.S. with a participating teacher, another teacher came into the classroom and noticed Arabic written on the board, she called out, "What is this shit?" and walked away (p. 86). Woodley (2016) pointed out that this kind of language prejudice and English-only norms make students reluctant to use their full linguistic repertories in school.

The study on translanguaging pedagogy in a secondary social studies classroom by Ramírez and Jaffee (2022) found that an English-Spanish bilingual social studies teacher faced

challenges in implementing translanguaging with Spanish-speaking bilingual youth due to the lack of Spanish/bilingual resources and school policy that did not welcome the use of Spanish in classrooms or at the school level. Deroo (2020) illustrated some constraints of a high school social studies teacher's implementation of translanguaging pedagogy to support bi/multilingual immigrant students' in a U.S. Government class where students spoke 10 different languages. The author observed that the use of languages other than English was positioned by the teacher as a potential management issue that the teacher had to regulate to maintain order. Another limitation in the teacher's translanguaging stance was that she did not want her students to over-rely on their home languages to the point "they could not function in English" (p. 250).

Further, Collins and Cioè-Peña's study (2016) reported that although the use of multiple languages was made available in the eighth-grade Spanish-English social studies transitional bilingual education classroom they observed, some students did not want to use their home language, Spanish, to complete the lesson activities. They did not elaborate why, but observed that translanguaging might not have fit the needs of some students in the class. The authors recognized that with the challenges teachers face, it might not be easy for teachers to plan for translanguaging in their lesson *design* and implement a translanguaging *classroom structure* (i.e., use of multilingual and multimodal resources and collaborative working groups).

Lastly, Daniel and Pacheco (2015) portrayed how two twelfth-grade and two eighth-grade multilingual students valued the opportunities to use their home languages for various academic and social purposes in after-school program settings. They found that the multilingual teens who were in mainstream classrooms all day chose to use their home languages in the after-school programs. The students viewed English as being of primary importance in the U.S. school system and expressed that their home languages were undervalued and not useful in school;

however, they hoped that translanguaging would be a norm in school to support learning. The authors concluded that if teachers do not recognize and make spaces for translanguaging to promote students' language and academic development, students might not view their home languages as useful for learning in school.

This scant body of empirical research shows that translanguaging is muted in classrooms (a) if the school administration does not value and support students as developing bilinguals, (b) if teachers do not encourage and support students to use their home languages to promote their learning and (c) if teachers do not intentionally plan for translanguaging.

1.7 Overall Project and Overview of Dissertation Chapters

Since I have joined the Teaching Reasoning and Inquiry Project in Social Studies (TRIPSS) Lab in 2018 as a graduate student research assistant, I have worked with my advisor Dr. Mary Schleppegrell on creating and implementing the translanguaging design of the *Read.Inquire.Write.* (*R.I.W.*) (https://readinquirewrite.umich.edu/bi-multilingual-learners) social studies inquiry curriculum in mainstream social studies classrooms in partnership with middle school teachers. The aim of the *R.I.W.* curriculum design has been to support emergent bi/multilingual students' engagement with inquiry and argument writing. We have used design-based research to develop accommodated materials for the curriculum. I led the development of multilingual (translated) supports for the curriculum's 15 investigations for grades 6 through 8. During 2018-2019, as a teacher researcher, I collaborated with social studies classroom teachers to develop supports for bi/multilingual students that encourage participation through translanguaging. I also taught *R.I.W.* investigations to small groups of newcomer Spanish-speaking 6th and 7th grade emergent bilingual students using translanguaging pedagogy/design (*see* Hernandez Garcia & Schleppegrell, 2021). During 2019-2020, I co-taught and supported

small groups of Arabic-speaking emergent bilingual students in 6th and 8th grade classrooms during social studies inquiry through translanguaging (Schleppegrell, Hernandez Garcia, AL-Banna, & Monte-Sano, manuscript in preparation - to be submitted to *TESOL Quarterly*). We have also disseminated our research in a webinar,[2] a professional development session, and at multiple conferences such as *American Association for Applied Linguistics*, *American Education Research Association*, *National Council for History Education*, and *Literacy Research Association*.

For my dissertation study, during the academic year 2021-2022, I wanted to work with a teacher who participated in the TRIPSS professional development. Three out of 23 teachers that participated in the TRIPSS professional development were Arabic speakers. These three teachers came from the same community in the U.S. as their students and all were of Middle Eastern heritage. I was looking for a classroom setting in which a teacher was an Arabic-speaker and willing to support Arabic-speaking emergent bilingual students as they participated in social studies inquiry. I met Ms. Sobh,[3] a participating sixth grade social studies teacher, at the TRIPSS professional development in August 2021. I talked with her about the study I wanted to develop in a classroom with newcomer emergent bilingual students. She described her students and showed interest in my work. She also shared that she would appreciate support as she implemented the *Read.Inquire.Write* curriculum in her sixth grade Global Studies class, where all students were Arabic-speaking emergent bilinguals. She was open to using Arabic during inquiry and reported that she often used Arabic to help her students learn. After some dialogue about how we might work together, she agreed to participate in my study. As for the other two

[2] *Read.Inquire.Write.*: Engaging Bi/Multilingual Students in Social Studies Inquiry and Argument Writing
[3] The participating teacher requested and gave me a permission to use her name in this dissertation and any publications and presentations. The school and all students' names are pseudonyms to protect their privacy.

teachers, one taught social studies virtually so she was not available to participate in the ways I wanted; the second one did not want her class video-recorded, which did not fit the ways I wanted to conduct my study.

I later visited Ms. Sobh's classroom and recognized it as a perfect site for my research. I could see that working with her would help me answer the questions I had for my study. Ms. Sobh and I met again in September 2021 to start planning our collaborative work. She was very pleased to have me reach out to her and meet me, as she wanted more support for learning to teach social studies inquiry; in particular, she wanted to see the work with reading and analyzing sources modeled.

In September 2021 students returned to classrooms after working online since March 2020 due to the COVID-19 pandemic. From October till December 2021, there were more than the usual student absences as Ms. Sobh's students were pulled out of the classroom for COVID-19 testing and tracing. Also, students had to stay home if they had been a close contact of others with COVID-19, and students (and the teacher) were also regularly getting sick at this point.

Ms. Sobh and I co-taught four sixth grade investigations from October 2021 until March 2022. I conducted the last round of teacher and student interviews in April 2022. The resulting body of data (video-recorded classroom sessions across four investigations, teacher and student interviews, and student written work) was abundant. This dissertation includes two studies from analysis of that data. The first one, "Making meaning through translanguaging while reading and analyzing sources during social studies inquiry" - presented in Chapter 2 - shows how an Arabic-speaking sixth-grade teacher made meaning through translanguaging to support emergent bilingual students while reading and analyzing sources during social studies inquiry, and how Arabic-speaking emergent bilingual students responded to the teacher's use of translanguaging

while reading and analyzing sources during social studies inquiry. It draws from video-records from class sessions throughout Investigation 1 - 4, audio-records from five microphones, teacher and student interviews, and student written work. It is intended for researchers to rethink what translanguaging is and what the possibilities and obstacles are in leveraging students' bilingualism by teachers who share students' home language in the context of social studies inquiry. The target journals for this manuscript are the *TESOL Quarterly* or *Language and Education*. I presented this paper at the *American Association for Applied Linguistics* (AAAL) 2023 Conference on March 18, 2023 in Portland, OR. Also, I was selected as one of the AAAL 2023 Graduate Student Awardees based on my proposal. Each year this award is made to the authors of the best proposals for papers submitted by graduate students for the annual AAAL Conference.

Chapter 3 presents the second study, "Supporting a newcomer emergent bilingual learner's engagement in disciplinary inquiry practices through translanguaging." The study illustrates how a sixth-grade newcomer student's participation evolved in new ways relevant to social studies inquiry to contribute to classroom knowledge through translanguaging. The student had encouragement to use his full language resources during social studies inquiry activities, had access to Arabic-language curriculum supports, and engaged in collaborative talk with a peer and the teacher across a school year. The study draws implications both for teachers who speak students' home language and for those who do not. The manuscript is forthcoming as a book chapter in "Supporting a newcomer emergent bilingual learner's engagement in disciplinary inquiry practices through translanguaging. In A. T. Jaffee & C. Salinas (Eds.), *Teaching culturally and linguistically relevant social studies with and for emergent bilingual and*

multilingual youth: Examining the past, present, and future. Teachers College Press." In Chapter 4, I present concluding reflections on this dissertation and its implications for future work.

My hope is that the manuscripts in this dissertation will be a way for me to communicate with researchers, teacher educators, and teachers, as well as to build collaborations with them for future research that supports emergent bilingual students in disciplinary thinking and learning through translanguaging in social studies inquiry classroom as well as in other subject-matter classrooms. I also hope that this work provides ideas for researchers and teachers.

1.8 My Positionality and Subjectivity

I am an English-as-a-Foreign/Second-Language teacher and a teacher educator. I am multilingual (I draw on my native language Serbian, and English and Spanish language resources to make meaning) and an immigrant from former Yugoslavia (Serbia), a country that had been torn by civil wars and economic sanctions during 1990's. I am aware that my identity, life experiences, and perspectives may have shaped my research and enabled or constrained certain research insights. My previous language learning experiences, shared experiences with Ms. Sobh's students such as migration, coming from civil war-torn countries, and being a bilingual student in the U.S. schooling context, and my knowledge and personal insights of working with emergent bilinguals in middle-school classrooms may have positively contributed to this study. Having an insider perspective may have helped me understand and interpret verbal and non-verbal language and experiences of the participants. Also, this inside perspective helped me develop a trusting relationship with the teacher and students I worked with and interviewed in order to ethically gain the information that could answer my research questions (Maxwell, 2013). At the same time, my belief about building on students' entire language resources to develop language and literacy for academic contexts in English may have interfered with my data

collection (e.g., classroom interactions and interviews) and interpretation. This preconception of mine may have influenced the teacher and student behavior and what they said. Also, it may have impacted my ability to present a fair and accurate portrayal of the phenomenon of translanguaging. I exercised reflexivity (Maxwell, 2013) by being aware of my preconceptions and reflecting on actions taken, my roles, and emerging understandings, while engaged in the research process. I also carefully analyzed my information sources to find the data that supported my assertions, as well as disconfirming evidence, and reflected on my data analysis and interpretation (Erickson, 1986; Maxwell, 2013).

Chapter 2 Making Meaning through Translanguaging while Reading and Analyzing Sources during Social Studies Inquiry

2.1 Introduction

As the number of bi/multilingual and immigrant children in U.S. public schools is increasing (National Center for Education Statistics, n.d.), it is the reality that most, if not all mainstream subject-matter teachers have or will have emergent bi/multilingual students (often referred to as English Language Learners) in their classrooms at some point. To address the educational, linguistic, and cultural needs of these students, research on language and subject-matter learning have long called for moving away from the hegemonic monolingual-based model of education in U.S. schools (cf. Cummins, 2005; García, Kleifgen, & Falchi, 2008; Flores & Schissel, 2014) and instead establishing bi/multilingualism as the norm in U.S. subject-matter classrooms in which instruction is organized around students' dynamic, fluid language practices (Canagarajah, 2011; Cummins, 2007; García & Flores, 2014; García, Johnson, & Seltzer, 2017; García & Li Wei, 2014; Li Wei, 2011, 2018; Ortega, 2014; Seltzer & de los Ríos, 2021).

Translanguaging - teachers' and students' use of their full linguistic repertoires to make meaning (García & Li Wei, 2014; Li Wei & García, 2022) - has emerged as a pedagogical and curricular approach that leverages students' bi/multilingualism to support emergent bilinguals' subject-matter learning and disciplinary language and literacy development in socially just and equitable ways. Li Wei and García (2022) emphasize that translanguaging in education is not about "classifying the bilingual learners' languages into first or home versus additional or

school" but fully engaging with students' unitary repertoires (full linguistic repertoires) of meaning-making resources (p. 10).

Those of us who work with bilingual students are aware that the translanguaging *corriente* or "the current or flow of students' dynamic bilingualism" is ever-present in our classrooms (García et al., 2017, p. 21), which bilingual students use overtly or covertly to learn content and language in school (Daniel & Pacheco, 2015; García et al., 2017). To leverage instruction that is socially just and equitable, scholars suggest that educators should not "only allow translanguaging to naturally occur in classrooms" (García & Flores, 2014, p. 161) but instead teachers should have students explicitly practice translanguaging to learn and make meaning (Canagarajah, 2011). Researchers agree that translanguaging is not a "discursive scaffold" (García & Flores, 2014, p. 161) or to be used as "*a crutch* to move only toward learning English, but as a linguistically and culturally sustaining pedagogy" (Hernandez Garcia & Schleppegrell, 2021, p. 450) through which students develop their bilingualism by continuing to add varied linguistic resources to their expanding semiotic repertoires while engaging in content learning.

García and Otheguy (2020) also point out that the purpose of using one's first language is not to learn an additional language, but rather:

> The focus of translanguaging pedagogy is on expanding the abilities of the speakers to do language in order to critically transact with texts and with others. It thus focuses on building the agency of the learner to language in order to act and mean as a bilingual. (p. 28)

This raises questions: how can translanguaging be used to its full potential and sustained as English develops, to support emergent bilingual students' thinking and bilingual meaning-

making in U.S. subject-matter classrooms? How do teachers practice and develop translanguaging as a pedagogical strategy to position their emergent bilingual students as bilinguals and support them to use their full language resources to learn and make meaning in U.S. subject-matter classrooms in which the hegemonic nature of English often stifles the translanguaging opportunities? How do emergent bilingual students respond to teacher's translanguaging stance in U.S. subject-matter mainstream classrooms? What are constraints/issues in implementing translanguaging pedagogy in U.S. subject-matter classrooms?

This case study narrative account (Mertova & Webster, 2020; Yin, 2014) reports on how translanguaging was taken up by an Arabic-speaking middle-school teacher and her sixth grade Arabic-English emergent bilingual students during social studies inquiry. This study is not the first to explore the ways teachers and students engage in translanguaging in the context of content learning in U.S. classrooms (e.g., for social studies, Collins & Cioè-Peña, 2016; Deroo, 2020; Garza & Langman, 2014; Hernandez Garcia & Schleppegrell, 2021; Huerta, 2017; for science, Espinosa & Herrera, 2016; Esquinca, Araujo, & de la Piedra, 2014; Infante & Licona, 2018; Poza, 2018). This study contributes to this research agenda by providing empirical evidence about the ways Arabic-speaking teachers and emergent bilingual students take up translanguaging to support content and language learning in middle-school social studies inquiry in U.S. classrooms.

I first delve into theoretical perspectives that informed this case study and a brief literature review about translanguaging in social studies education. I draw on data collected during an 8-month case study of 6th-grade Global Studies students and a social studies teacher who employed the translanguaging approach (Garcia et al., 2017) to engage the students in disciplinary work during social studies inquiry. Findings show that (a) the bilingual inquiry

curriculum, bilingual teacher, biliterate peers, and newcomer students (recently-arrived in the United States) were important for making the investigations' content available in Arabic; (b) translanguaging was mostly motivated by the presence of newcomer emergent bilingual students, who were supported by dialogue with others who were willing to use Arabic and support them; and (c) over time, the teacher and students developed their Arabic language resources along with English through participation in inquiry. My goal is to share what I have learned about how an Arabic-speaking teacher and her emergent bilingual students, who had been socialized to participate in only English (Wiley, 2019), take up translanguaging during social studies inquiry and how emergent bilinguals developed their English and Arabic language resources and understanding of social studies issues and practices simultaneously through participation in four investigations.

2.2 Theoretical Framework

Below I present Garcia et al.'s (2017) *translanguaging pedagogy classroom framework*, research on language development in the middle school years (Halliday, 2004; Menyuk & Brisk, 2005; Schleppegrell, 2004), and the disciplinary literacy and thinking in social studies (Moje, 2015; Monte-Sano, 2011; Wineburg, 1991a) that I drew on to understand how a middle school teacher and her students employ translanguaging to support disciplinary learning in the context of social studies inquiry.

2.2.1 The Translanguaging Pedagogy Classroom

García et al. (2017) suggest three strands in instruction that take up translanguaging, which adapt to and leverage the students' translanguaging performances: (a) the teacher's *stance*, (b) the teacher's *design*, and (c) the teacher's *shifts*. Translanguaging *stance* refers to teachers' asset-based perspective on students' cultural backgrounds and identities and their understanding

that the emergent bilingual student's full language repertoire is a resource to think, learn, and develop disciplinary language and literacy, and never a deficit or a problem to be solved.

Besides having a stance that supports translanguaging, it is also important for teachers to *design* translanguaging instruction. Translanguaging instructional *design* requires (a) constructing collaborative structures, (b) using multilingual resources, and (c) implementing translanguaging pedagogical strategies. Collaboration of emergent bilinguals with peers and teachers supports these students' engagement with complex content and texts, provides opportunities for development of linguistic practices for academic contexts, and enhances their performance (García et al., 2017). Using appropriate multilingual texts which are diverse in language, point of view, and modality, provide emergent bilingual students with multiple ways to understand and connect with new content and language (García et al., 2017). The use of translanguaging pedagogical strategies (García et al., 2017; García & Li Wei, 2014) makes sure that students learn to use the language of schooling (Schleppegrell, 2004) by drawing on their entire linguistic repertoires. In that way, students bring their own language practices into the classroom to support their academic and intellectual engagement.

To follow the flow of *the translanguaging corriente/current*, teachers must be prepared to make moment-by-moment shifts in language practices in order to respond to an individual emergent bilingual's language needs and repertoires. As each person's full repertoire is unique and emerges in interaction with different speakers (Otheguy, García, & Reid, 2015), teachers must be willing to *shift* the planned use of language to respond to these differences and "release and support students' voices" (García et al., 2017, p. 28).

Building on García and her colleagues and Paris and Alim (2014), I conceptualize translanguaging as "a culturally sustaining practice that not only recognizes what students bring

from their past and present but also recognizes and respects students' futures as multilingual citizens" (Hernandez Garcia & Schleppegrell, 2021, p. 452). Emergent bilingual students bring a wealth of knowledge and experiences that can benefit other students in U.S. subject-matter classrooms. Translanguaging recognizes and supports emergent bilingual students as developing bilinguals. These students' language practices and knowledge evolve in the contexts they live and learn (e.g., U.S. schools). My conceptualization of a translanguaging social studies inquiry classroom involves the teacher's translanguaging *stance* and *design* also being exemplified through (a) ***planned*** and ***intentional use of translanguaging shifts*** that ***mediate*** between students' current/familiar Arabic and English language repertoires and those Arabic and English language resources that support students in explaining inquiry concepts, including register shifting, and sustaining interaction to promote disciplinary learning through translanguaging and (b) continuously supporting students to share knowledge by deploying their current and new bilingual language resources. The teacher's planned and intentional translanguaging shifts and expectation that students use language in new ways through translanguaging can support emergent bilingual student agency in establishing their own translanguaging stance and enabling translanguaging shifts (using English and Arabic linguistic resources in parallel) to support their learning in the context of social studies inquiry, disciplinary language and literacy development, and the development of their bilingual repertories and identities.

2.2.2 Language Development in the Middle School Years

The middle school years are considered to be from 10 to 13 years. Over this period, physical development and social maturation are dramatic. Also, social maturation has the greatest impacts on both linguistic and cognitive development (Menyuk & Brisk, 2005). Menyuk and Brisk (2005) write, "this is the period during which children's conscious awareness of what

they know about language, and what they are doing with language, flourishes" (p. 118). For middle school children, language becomes the object of conscious attention because they are required to (a) read texts in which meanings are expressed in new ways in different subjects; (b) write in new ways in different content areas; and (c) develop their ability to vary the kind of language used according to the context of its use (Halliday, 2004; Menyuk & Brisk, 2005).

Through reading and writing, middle schoolers achieve greater awareness of morphology, lexicon, and semantax (Menyuk & Brisk, 2005). Some specific language developments are: ability to derive new words with prefixes, suffixes and infixes; create longer, more complex words; understand words with multiple meanings; use connectives to create complex sentences; understand ambiguous or unusual sentence structures; and read and write different genres (Gibbons, 2015; Halliday, 2004; Menyuk & Brisk, 2005). Further, there are several marked achievements in pragmatic behavior in this period of development. First, children engage more competently in conversation with their peers or others in the environment by 1) having longer conversational turns; 2) maintaining topics for a longer time; and 3) responding more appropriately in conversational interaction. Second, children start understanding and producing indirect speech acts, such as jokes, puns, lying more effectively, and sarcasm and irony (Menyuk & Brisk, 2005).

Register. Children in the middle school age group are beginning to develop a range of registers as they learn and use language in different school subjects. According to Halliday (2007), "[r]egisters are ways of saying different things: using language in different contexts, for different purposes" (p. 52). More specifically, linguistic choices we make depend on the nature of social and cultural activity we are involved in (Halliday & Hasan, 1985; Schleppegrell, 2004). Different registers are realized depending on the *field*, *tenor*, and *mode* of the discourse

(Gibbons, 2006; Halliday, 1985; Schleppegrell, 2012). The field of discourse is the social and cultural activity; what the language is being used to talk or write about. The field of discourse in this study is concerned with reading and analyzing sources by different historical/social actors during social studies inquiry (i.e., identifying authorship and context of a source, understanding the source, and reasoning about/evaluating the source by discussing the reliability and perspective of the source among other things). The tenor of discourse refers to the relationship between the speakers (or writer and reader), such as the level of formality required. In this study, the relationships which are foregrounded are those between teacher(s) and students (whole class interaction or small group work) and among students themselves (pair or small group work). The mode of discourse refers (in part) to whether the channel of communication is spoken, written, or whether meaning is constructed with multi-modal resources (Gibbons, 2006; Halliday, 1985; Schleppegrell, 2012).

Halliday refers to language development as a *creative* process in which a child is at the same time learning language and learning *through* language, as well as learning *about* language (Gibbons, 2006; Halliday, 2004, 2007; Schleppegrell, 2004). At school, a large part of all children's learning tasks involve mastering the language resources through which that learning is accomplished. Each school subject has its own register features that are learned along with the genres and practices of the discipline (Schleppegrell, 2004). In this study, students read and talk about sources by different historical/social actors which include abstract concepts, technical language, and ways of talking, reading, and writing within them. Students often face challenges of learning new inquiry-based social studies registers where they are not available in everyday talk or students' home language(s). Teachers need to explicitly teach/explain those new social studies linguistic features to support students' participation in disciplinary thinking and literacy

learning (Fang, Schleppegrell, & Moore, 2014; Schleppegrell, 2004). In this study, language is viewed as a resource for meaning making, where the conceptualization of language as a resource refers to the entire language ability of the individual. Lastly, in this study where students are encouraged to draw on their full linguistic repertoires/translanguaging to communicate their ideas as they read and analyze sources, learn new knowledge, and maintain interpersonal relationships, I extend the concept of children learning ***through*** language/s demonstrating that children are also learning ***through translanguaging***.

2.2.3 Disciplinary Literacy and Thinking in Social Studies Inquiry

This study is also informed by a disciplinary literacy perspective that includes ways of thinking that are exhibited by historians in order to construct historical knowledge (Moje, 2015; Shanahan & Shanahan, 2008; Wineburg, 1991a, 1991b). Disciplinary literacy in social studies develops when students engage in inquiry about important questions by building background knowledge about important social issues, reading and analyzing sources, seeking corroboration by comparing multiple complex sources to assess their degree of alignment, considering the perspectives of different historical actors, and writing arguments (Alston, Monte-Sano, Schleppegrell, & Harn, 2021; Denos, Case, Seixas, & Clark, 2006; Hynd, 2009; Hynd-Shanahan, Holschuh, & Hubbard, 2004; Monte-Sano, 2011; Monte-Sano, Schleppegrell, Sun, Wu, & Kabat, 2021; Wineburg, 1991a). This disciplinary literacy development that reflects ways of disciplinary knowing and thinking is also a form of (disciplinary) language development as students learn new language while constructing and sharing knowledge of social studies topics under investigation. These language-based practices are important not only to disciplinary learning but also to civic participation and to efforts to achieve social justice (Moje, 2007, 2015; Schleppegrell, 2004).

In this study, I focus on classroom interaction while students read and analyze sources by different historical/social actors as part of larger inquiries into historical/social issues. During this disciplinary practice, teachers and students employ the strategies and heuristics based on those of historians to make sense of sources and draw on them to develop arguments. The inquiry curriculum implemented in this study directs teachers and students, to first approach the text by deploying *sourcing* and *contextualization* heuristics, looking first to the headnote and the attribution[4] of the document before reading the source itself. By examining *who* created the document (author's background, credentials, and intended audience) and *when* and *where* (the broader social, cultural and/or political context in which the text/artifact is produced), students "could develop hypotheses about what would be in the body of the document, the stance it might take, and its truthfulness or accuracy" (Wineburg, 1991a, p. 79). The students then read sources closely to identify and synthesize information and ideas that are pertinent for responding to the inquiry central question (Moje, 2015; Monte-Sano, 2011).

The reason I focus on the reading and analyzing sources phase of the disciplinary work is that it "is perhaps the most challenging of all the phases of the inquiry cycle" (Moje, 2015, p. 264). As students in this study read conceptually complex social studies texts, they do not only face challenges of not understanding a word, a sentence, the relationships between sentences, or how the whole text fits together, but they also face challenges of understanding the intention of the author, the polemic of the text, or recognizing the connotations and the denotations of words (Wineburg, 1991b). If translanguaging is to become a norm in social studies inquiry classrooms,

[4] The headnote and attribution in the *Read.Inquire.Write* curriculum (https://readinquirewrite.umich.edu/) are instructional tools created to provide teachers and students support in reading like historians. The headnote and attribution provide background about the author and the source. The source itself, which is placed between the headnote and attribution, are the actual words written/said/created.

this is the phase during which translanguaging by the teacher and students should be most prominent to support emergent bilingual students' engagement and interaction with complex content and texts (cf. Palinscar & Brown, 1984) and provide opportunities for development of translanguaging practices for academic contexts (García et al., 2017).

2.3 Translanguaging in Social Studies Education

Scholars in the field of social studies education are increasingly calling for implementation of culturally and linguistically relevant practices in social studies/history classrooms serving bi/multilingual students (e.g., Jaffee, 2016, 2022; Jaffee & Yoder, 2019; Ramírez & Jaffee, 2016; Salinas, Rodríguez, & Blevins, 2017; Yoder, Kibler, & van Hover, 2016). They suggest that one of the ways teachers can support these students is through a pedagogical and curriculum approach that emphasizes translanguaging. While relatively new in the field of social studies education, some research has already been done to understand how teachers and bi/multilingual students engage in translanguaging practices in K-12 social studies learning environments.

Elementary school. Garza and Langman's (2014) study of a fifth-grade Spanish social studies classroom showed that translanguaging was utilized as a pragmatic tool that allowed a flow of classroom activities during which the teacher and students deployed both Spanish and English language features to make meaning during classroom talk about the debates leading to the Declaration of the Independence of the United States. Woodley (2016) studied *how* and *why* fifth-grade emergent bilingual students and English-speaking students who struggled with reading comprehension took up translanguaging with an ESL teacher while exploring slavery in the U.S. through literature. Findings showed that translanguaging enabled students to draw out

discussions of new content, to explore connections between languages, and to demonstrate their understanding of a central concept and new vocabulary.

Huerta (2017) examined how fourth-grade Spanish-speaking emergent bilinguals in a transitional bilingual education program understood issues of social justice and equity when studying slavery in Texas through translanguaging. Students were encouraged to respond and write in Spanish or English as the Spanish-speaking teacher-researcher guided collaborative activities on slavery using picture books. The teacher and students collaboratively paraphrased texts in Spanish and English to facilitate reading comprehension. Huerta claimed that integrating translanguaging in instruction guided students to connect their own lived experiences to the sociohistorical events associated with an economy centered on enslavement. Findings indicated that the use of translanguaging ensured emergent bilinguals had access to all curricula, generated critical thinking that sparked student agency leading to *perspective taking,* and nurtured their biliterate voices by valuing their input in either language.

Middle school. Collins and Cioè-Peña (2016) observed an eighth-grade Spanish-English social studies transitional bilingual education classroom in which the teacher intentionally constructed and maintained translanguaging spaces by having the students listen to and read bilingual texts about reasons why the founders declared independence from Britain, using handouts with directions, questions, and sentence frames both in English and Spanish. Students engaged in social studies work through translanguaging by (a) listening to each other as they responded either in English or Spanish, with the teacher interpreting or reiterating Spanish responses in English, (but not English responses in Spanish); (b) discussing the teacher's questions in Spanish in small groups; (c) collaborating with peers who spoke Spanish, which at the same time, allowed students to build on each other's knowledge and get individual help from

peers. The researchers found that being provided opportunities to translanguage made students more assertive, competent, and feeling capable of assisting others.

Further, Gibson (2017) presented a narrative case study of her own bilingual and bicultural approach to teaching eighth grade civics at a dual-language American school in Mexico. Gibson implemented a unit on comparing rights in the United States and Mexico in which she drew on her students' bilingualism and biculturalism as civic assets to enhance their critical stance "about political and social narratives and to develop a vision of themselves as citizens capable of working for positive change in the communities they belong to" (p. 12). The author maintained that translanguaging enabled students' understanding of the inconsistencies and inequities in the dominant narratives of national citizenship in Mexico and the United States. She concluded that embracing bilingualism and biculturalism in social studies could lead to more justice-oriented civic education, which may shift individual motivation to a sense of collective efficacy for social change.

Hernandez Garcia and Schleppegrell (2021) illustrated how translanguaging supported two newcomer Spanish-speaking sixth grade students participating in social studies inquiry on various social topics and how translanguaging enabled the students (a) to enact their agency and identity as bilinguals; (b) to express themselves in more sophisticated terms when talking about content by using Spanish cognates as a resource for understanding and building English; (c) to learn English and Spanish social studies disciplinary language; and (d) to share their Spanish knowledge in order to support the teacher-researcher as a learner of Spanish while engaging in the disciplinary practices. They argued that translanguaging positioned students as "knowledgeable and resourceful" (p. 453) as they demonstrated their knowledge of subject-

matter concepts and offered their own perspectives within a community of learners in the social studies classroom.

High school. Fránquiz and Salinas (2011, 2013) found that newcomer Spanish-speaking high school students demonstrated confidence to write longer pieces when they had agency to write in Spanish and/or English. The authors claimed that allowing students to write in a language of their choice showed a more comprehensive picture of each newcomer's capacities in relation to their academic writing than it would have been possible to recognize if the student had been required to write in English-only. Students' compositions reflected growing mastery of literacy in English and historical thinking. It is interesting to mention that in this study the authors comment only on students' growth in English and not on their growth in Spanish writing. García, Woodley, Flores, and Chu (2012) explored the content and flow of lessons, language use in classrooms, materials used, and outstanding moments of student learning or exemplary pedagogy in seven New York City high schools that had large Latino emergent bilingual student populations and where students experienced success and graduated. Findings from history classrooms showed that by allowing Latino emergent bilingual students to use both English and Spanish to read, speak and write, these schools equalized power positions between teachers and students, which further enabled the success of these schools in supporting Latino students.

Deroo (2020) investigated how a monolingual high school social studies teacher's practice aligned with tenets of translanguaging pedagogy (stance, design, and shifts) to support bi/multilingual immigrant students' development of academic, content-related English language in a U.S. Government class in which students spoke 10 different languages. The author observed that the teacher invited students to draw on their native languages to understand new academic vocabulary (e.g., Spanish cognates); used gestures, visuals, symbols, and multimodal materials to

support learning of social studies concepts. The author concluded that a teacher who does not share the same native language(s) with her students can implement translanguaging strategies; thus, promoting linguistically equitable and just learning opportunities for immigrant youth.

Lastly, Ramírez and Jaffee (2022) explored how one secondary English-Spanish bilingual social studies teacher engaged Spanish-speaking bilingual youth in citizenship education through translanguaging. They observed that the teacher presented content about civic duties and responsibilities in English but provided examples in Spanish of 'civic responsibility' to clarify the key concept definition of 'civic engagement.' The students responded to the teacher's modeling through thinking aloud in both English and Spanish by using both languages to talk and write journal responses about their lived experiences. The students also used English and/or Spanish to express their views about civic responsibility and key ideas about injustice. Although the teacher had limited written resources in Spanish, she used *dischos*/sayings and songs to intentionally create translanguaging spaces for students during whole class or small group discussions and to scaffold and advance students' understandings of civic and community leadership and global citizenship. She also provided written responses in Spanish and English to her students in their journals to validate their language strengths. The authors concluded that these practices supported students' bilingual language development, social studies learning, and students' community identity as bilingual learners.

Summary. Taken together, these studies highlight the value of creating translanguaging spaces in which (emergent) bilingual students are allowed and have a choice to draw from their unitary repertoires when reading, listening, speaking, and writing about social studies topics. However, not all of the studies show a translanguaging stance where students are intentionally invited and encouraged to engage in translanguaging as a way to support their content and

language learning as well as the development of their bilingual and biliterate identities. For example, some of the studies portray translanguaging as a pragmatic tool to support the flow of the teaching and learning process in the social studies classroom (e.g., Garza & Langman, 2014) or as a "crutch" or scaffold toward developing English language and literacy (e.g., Deroo, 2020; Fránquiz & Salinas, 2011, 2013). Also, although the presented studies discuss translanguaging in social studies classrooms, only five studies (Fránquiz & Salinas 2011, 2013; Gibson, 2017; Hernandez Garcia & Schleppegrell, 2021; Huerta, 2017) focus on engaging emergent bilingual students in translanguaging to support the development of disciplinary skills relevant to social studies inquiry. This study adds to the scant empirical research on creating a translanguaging social studies inquiry classroom with a middle-school Arabic-speaking teacher and her Arabic-speaking emergent bilingual students. It also differs from several of the studies reviewed in that it frames translanguaging not as a pragmatic tool or scaffold toward learning English, but is specifically focused on the development of disciplinary thinking and skills as students expand their entire meaning-making repertoires.

Drawing on García and colleagues' (2017) translanguaging pedagogy classroom framework, an understanding of language development in the middle school years (Halliday, 2004; Menyuk & Brisk, 2005; Schleppegrell, 2004), research on disciplinary literacy and thinking in social studies (Moje, 2015; Monte-Sano, 2011; Wineburg, 1991a), and research on translanguaging in social studies education, I ask the following research questions:

1. How does an Arabic-speaking sixth-grade teacher make meaning through translanguaging to support emergent bilingual students while reading and analyzing sources during social studies inquiry?

2. How do Arabic-speaking emergent bilingual students respond to the teacher's use of translanguaging while reading and analyzing sources during social studies inquiry?

2.4 Methods

2.4.1 Context

Linden Middle School (pseudonym) is an urban public school located in a vibrant community with ongoing migration from the Middle East in a midwestern city. During 2021-2022, Linden served approximately 560 students in grades 6 through 8. The student population is 98% White (as Arab American students are categorized by the U.S. census) and the rest of the students are Asian, African American, and Hispanic. About 84% of students received free lunch and 2% reduced-price lunch, thus the majority of the students came from low-income households. Based on state-wide measures of reading/language arts, 47% of students attained proficient performance. Only 11% attained proficient performance on the state-wide social studies summative assessment (NCES, 2021).

Linden's leadership, administrative office staff, and a majority of teachers come from one of several Middle Eastern backgrounds and speak Arabic. At the school level, using Arabic is viewed as "kind of like an advantage (…) and it's a way of being able to accommodate our students. So it's never seen in a negative light, it's always in a positive light to be able to do so"[5] (pre-inquiry interview with Ms. Sobh, October 6, 2021), especially for newcomer students and their families who need access to various school/class information translated into Arabic in oral and/or written forms. However, all content instruction is in English, since teachers are focused

[5] Transcription conventions: Sentence punctuation added, with false starts and hesitations removed. Comma indicates brief pause. Ellipsis (...) indicates utterances removed for clarity and conciseness of presentation.

on helping students "learn the English language and be able to show growth in the English language" (pre-inquiry interview with Ms. Sobh, October 6, 2021). Lastly, although I overheard Arabic in the main office and school halls on a regular basis, there was little public display in the Arabic language on the school walls except in some individual teachers' classrooms.

2.4.2 Participants

Teacher. The social studies teacher, Ms. Sobh, is an Arabic-English-speaking female born in the U.S. to Lebanese immigrant parents. After receiving a bachelor's degree in Social Studies, she earned a master's degree in Education and English-as-a-Second-Language (ESL) teacher certification. She had thirteen years of experience teaching ESL and content classes from preschool to high school students in private and public schools, spending six years as a social studies teacher at Linden. Ms. Sobh grew up speaking Lebanese Arabic at home and in the community. As Ms. Sobh's schooling was in English, she "kind of put [Arabic] to the side and (…) started to lose it" while growing up. She shared that nowadays she has "like the primary stages of being able to read [Arabic] and then write it (…) [she] can get by when it comes to reading and writing, but [she's] more fluent in the speaking component" (pre-inquiry interview, October 6, 2021). She also self-reported that since "we are in America, being that we are in a school setting, [she] really [doesn't] use a lot of," what she categorized, "the formal Arabic" (pre-inquiry interview, October 6, 2021). The transcripts presented in this study do reveal that Ms. Sobh's disciplinary oral language was more developed in English than it was in Arabic.

At the time of the study, Ms. Sobh was one of 23 middle-school social studies teachers from the school district who were participating in the year-long Teaching Reasoning and Inquiry Project in Social Studies (TRIPSS) professional development, led by two university professors. The TRIPSS professional development focused on teachers' learning to implement an inquiry-

focused social studies curriculum and support students in improving their disciplinary literacy, specifically evidence-based thinking and argumentation. I met Ms. Sobh during the first TRIPSS PD session on August 25, 2021. I told her I was interested in conducting my own research study in a classroom supporting Arabic-speaking emergent bilingual students as they participated in social studies inquiry. My initial intention was to observe and provide assistance to small groups or individual students to facilitate their engagement throughout investigations. However, Ms. Sobh preferred that I also lead and/or co-teach lessons in order to model inquiry teaching and translanguaging pedagogy, to which I agreed. Ms. Sobh consented to participate in my study as a co-teacher to teach the curriculum informed by *translanguaging design* that involved the use of Arabic to support Arabic-speaking emergent bilingual students' learning. Throughout this project she was therefore both learning how to teach social studies inquiry with diverse sources and new to deliberately implementing a translanguaging approach.

Students. Students who participated in this study were the sixth-graders in Ms. Sobh's seventh period (2:09 pm till 3:05 pm, Monday through Friday) Global Studies class. The number of students enrolled and present in the class at all times ranged from 16 to 23 throughout the school year (16 were male and 7 were female). As reported by Ms. Sobh, all students were classified by the school, based on their WIDA[6] scores, as emergent bilingual students with low English proficiency. Ten students out of twenty-three were emergent bilingual students with exceptionalities, having either an Individualized Education Program (IEP) or a 504 Plan. Based on the WIDA test taken in March 2021, the students' composite scores ranged from 1

[6] WIDA-ACCESS Placement Test (W-APT) is given to students who enroll for the first time in a Michigan school when/if their home language survey indicates a language other than English. The W-APT determines whether a student is considered an English learner or is fluent English proficient (FEP). The W-APT has a six-point scale with "Level 1 – Entering" indicating that the student cannot speak or understand English (beyond a few concrete, high-frequency words) and "Level 6 – Reaching" indicating advanced language skills proficiency.

("Entering") to 3.7 ("Developing"). Their NWEA[7] Reading test scores from Fall 2021 ranged from Kindergarten to third grade reading levels. The students were of the following ethnic backgrounds: Yemeni (n=14), Lebanese (n=3), Iraqi (n=3), Syrian (n=2), and Palestinian (n=1). As Ms. Sobh shared, the class consisted of (a) students who were born in the U.S. or immigrated to the U.S. during their preschool years; their previous education had been only in English; (b) students with interrupted formal education who arrived in the U.S. during their elementary school years; and (c) two newcomers who entered U.S. schools for the first time during the 2021-2022 academic year. Based on their previous schooling and lived experiences, the students had varied levels of proficiency in English and Arabic. All students reported they spoke Arabic or "some Arabic" at home and in their communities. Four students could read and write Arabic. All students, except the two newcomers, had oral fluency in English but still needed support for social studies learning and disciplinary language and literacy.

The students were occasionally assisted by a push-in special education (SPED) teacher who was also an Arabic speaker. The SPED teacher had been assigned to Ms. Sobh's 7th period class to support individual students with exceptionalities. However, Ms. Sobh shared that students with exceptionalities were "not automatically identified to the rest of the students" and that she and the SPED teacher did not "want to identify and single out these students when we [were] going through the investigations" (interview, April 13, 2022); thus, the SPED teacher supported Ms. Sobh and the students by working with different table groups.

In this manuscript, I focus on the two newcomer students (Yardan and Basam) and their classroom partners (Yasir, Hassan, Samir, and Nizam) (see Table 2.1) because they were most active in translanguaging.

[7] NWEA - Northwest Evaluation Association

Table 2.1 *Focal Students in Ms. Sobh's Seventh Period Global Studies Class*

Students (pseudonyms)	Family country of origin	Entered U.S. school for the first time	Arabic literacy according to Ms. Sobh
Yardan	Yemen	Sixth grade in September 2021 (newcomer)	Reads and writes Arabic below grade level
Basam	Yemen	Sixth grade in November 2021 (newcomer with interrupted schooling) (joined Ms. Sobh's class during Inv. 2 Day 3)	Reads and writes Arabic below grade level
Yasir	Yemen	Second grade in September 2017 (joined Ms. Sobh's class in January 2022 for Investigation 3)	Does not read and write Arabic
Hassan	Iraq	Mid-third grade November 2018	Reads and writes Arabic below grade level
Samir	Yemen	Family immigrated to the U.S. when he was two; has been educated only in English and is referred to by the school as a Long-Term English Learner	Does not read and write Arabic
Nizam	Yemen	Fourth grade in September 2019	Reads Arabic below grade level

Researcher. I participated in this study by performing two intentional roles: as a researcher and as a co-teacher. Prior to the study, as a researcher participating in the TRIPSS Project, I used design-based research to develop accommodated materials from the curriculum. I led the development of multilingual (translated) supports for the curriculum's 15 investigations for grades 6 through 8, to support the engagement of bi/multilingual students in social studies

inquiry and argument writing. I also supported some middle school social studies teachers in two school districts through co-teaching or working with groups of emergent bilingual students using the translanguaging pedagogy during social studies inquiry. For my study, I wanted to work with a teacher who participated in the TRIPSS professional development.

During the study, Ms. Sobh and I co-planned the inquiry lesson delivery following the TRIPSS Project's *Teacher Guide* for each investigation. Our co-planning involved up to one-hour meetings in-person or via Zoom before each investigation, exchanging emails/texts, and informal debriefs/conversations. Our co-planning was about (a) what to teach each day and how, (b) more productive grouping/pairing of students, and (c) what translanguaging strategies we may implement, when, and how. Throughout, she was very agreeable to my suggestions.

We facilitated lessons through a 'team teaching' approach where we both were responsible for planning, the instruction of all students, the management of the lesson, and discipline (Cook & Friend, 1995). We also implemented the 'one teach, one assist' approach during which one of us would present/lead the lesson while the other would move around the classroom helping individual students or table groups (Cook & Friend, 1995). After we co-taught, we debriefed and reflected on the implementation of intentional translanguaging instructional design. As the curriculum already incorporated the multilingual resources (i.e., parallel English-Arabic translation of curriculum materials in student packets, including the disciplinary literacy tools, and slides) and activities for pair/small group student work, we talked about being mindful of effective *collaborative structures* (e.g., pairing of newcomer students with emergent bilingual students willing to use Arabic and support newcomers). I also suggested and modeled some *translanguaging strategies* during instruction within and across four investigations. For example, I modeled: (a) encouraging students to talk, take notes, annotate

sources, and write in Arabic; (b) asking the four biliterate students to read aloud Arabic translation of texts from the investigation slides and student packets; (c) asking Ms. Sobh to orally translate into Arabic what had been said in English as related to the content teaching (e.g., directions, questions, and explanations); and (d) eliciting student responses both in English and Arabic; and asking Ms. Sobh or students to orally translate Arabic responses into English and English responses into Arabic.

2.4.3 The Read.Inquire.Write. (R.I.W.) Curriculum

The *Read.Inquire.Write.* curriculum (hereafter, "the curriculum") (https://readinquirewrite.umich.edu) was designed by university researchers in partnership with social studies teachers (Monte-Sano, Hughes, & Thomson, 2019). The curriculum includes five 5-day units (hereafter, "investigations") for each of 6th, 7th, and 8th grades, that investigate historical and social topics guided by a compelling question.

> Each investigation follows a structure and sequence that includes making connections to the focus of the inquiry and extending incoming knowledge on Day 1; reading and analyzing sources on Days 2-3; thinking across sources, constructing plausible arguments, and planning arguments on Day 4; and finishing planning, composing, reflecting, and revising on Day 5. Six disciplinary literacy tools support students' work throughout this inquiry and writing process, including a Bookmark tool to support reading and analysis of sources; a Weigh the Evidence tool to support thinking across sources and argumentation; a Mentor Text and Planning Graphic Organizer to support preparing to compose; a Useful Language tool to support composing; and a Reflection Guide to support reflection and revision or continued composing. (Alston et al., 2021, p. 295)

The goals of the curriculum align with goals laid out in the C3 Framework for Social Studies Standards (NCSS, 2013) and the Common Core State Standards for Literacy (NGA & CCSSO, 2010), focused on developing both students' understanding of the topics under investigation and disciplinary literacy and language that supports them in writing arguments.

Sixth-grade curriculum and the translanguaging design. The sixth-grade curriculum consists of five World Geography investigations that call for students to write interpretations of historical or social issues. Each investigation includes a set of modified primary and secondary sources which offer students different perspectives from which to draw when constructing their interpretations through claims, evidence, and reasoning (*Read.Inquire.Write.*, 2022). The sixth-grade central questions guiding the investigations are: 1) *Which map should we use?*; 2) *How should we define the Middle East as a region?*; 3) *Is Post-apartheid South Africa living up to its promises?*; 4) *Why does hazardous child labor continue to exist in Nepal?*; and 5) *Why is access to water unequal in and around Mexico City?*[8]

To engage bi/multilingual students, as well as students who read below grade level, the modified curriculum included accommodations of the texts in English (Brown, 2007; Wineburg & Martin, 2009) and incorporated intentional *translanguaging design* (García et al., 2017; García & Kleyn, 2016; García & Li Wei, 2014). Following the advice of Wineburg and Martin (2009), who urge history teachers "to tamper with history" (p. 212) by altering sources for classroom use, we accommodated the texts in the student packets, slides, and the teacher's guides. The building background materials[9] and the text of the headnotes[10] and sources were modified by

[8] During this study, Investigation 5 *Why is access to water unequal in and around Mexico City?* was not taught.
[9] Building background materials (slides and student worksheets) include information, visuals, and prompts that raise students' interest in the topic of the investigation, activate students' schemata, and has students make connections with their previous knowledge/experiences.
[10] The headnote and attribution provide background about the author and the source. The source itself, which is placed between the headnote and attribution, are the actual words written/said/created.

breaking complex sentences into single clause sentences and by replacing infrequent words and phrases with more accessible terms to reduce the linguistic challenge.

Following the recommendations for the *translanguaging design* (García et al., 2017; García & Kleyn, 2016; García & Li Wei, 2014), the materials were further adapted to include translation into Arabic. The student packets, the slides, and the disciplinary literacy tools were translated into Arabic side-by-side with English. Key vocabulary for reading each source was provided in a bilingual word bank (an English - Arabic word bank). Lastly, the curriculum had the built-in translanguaging stance and design features of deployment of translanguaging shifts through read-alouds in both English and Arabic and planned-for whole-class talk and pair/small group work drawing on both languages (see https://readinquirewrite.umich.edu/bi-multilingual-learners/accommodated-materials).

2.4.4 Data Collection

The data sources for this study came from (a) video-records from Investigation 1 - 4 class sessions (45 class sessions) and (b) audio-records from five microphones (*see* Appendix A on how four investigations unfolded). On each day of investigation co-teaching, I set up a Swivl digital video and audio recording device, and five microphones. Ms. Sobh wore a lanyard microphone and I placed four microphones at different table groups in order to capture pair/small group talk. I co-taught and monitored/supported student pair/small group work during four *Read.Inquire.Write.* investigations across the school year. I also conducted teacher and student interviews and collected student written work (*see* Table 2.2 for an overview of all data sources).

Table 2.2 *Overview of Data Sources*

Data sources	Number and duration	Participants involved
Video-recorded class sessions and audio recordings from 5 microphones	45 class sessions (Invs. 1-4); each session approx. 50-55 minutes long	Teacher and 21 out of 23 students whose parents granted informed consent for the overall study
Audio-records from 1 teacher's microphone and 4 microphones at table groups	45 class sessions (Invs. 1-4); each session approx. 50-55 minutes long	Teacher and all students whose parents granted informed consent for the overall study (21 out of 23)
Semi-structured interviews with the teacher	1 pre-investigation and 4 post-investigation interviews; 40-60 minutes long	Teacher
Semi-structured interviews with students	2 post-investigation #2 group interviews and 11 post-investigation #3 and 11 post-investigation #4 individual student interviews; 10-25 minutes long	Students whose parents granted informed consent for the interviews and verbal assent from each interviewed student prior to every interview (11 students)
Student written work	Collected after each investigation	Students whose parents granted informed consent for the overall study (21 out of 23)

I conducted five semi-structured interviews with Ms. Sobh (Kvale & Brinkman, 2009; Weiss, 1994), one before we started co-teaching the inquiry and another after each of the four investigations. The purpose of the pre-inquiry interview was to learn about Ms. Sobh's previous teaching experiences, experiences with using Arabic in her classroom, her thoughts about herself as bilingual and bilingualism, her work with emergent bilinguals, her perspectives about these students as learners, and her thoughts about using Arabic in the social studies inquiry (*see* Appendix B for this interview protocol). The purpose of four post-investigation interviews was to learn about Ms. Sobh's reflections/thoughts about: (a) what students learned during each

investigation, (b) affordances and constraints of using Arabic/translanguaging during instruction, (c) how translanguaging supported individual students, (d) what else might help her implement translanguaging, and (e) how our work together could be more supportive. The interviews also included a stimulated recall (Gass & Mackey, 2017) in which I showed a series of short video clips of Ms. Sobh translanguaging and asked her to comment on her moment-to-moment instructional decisions as she was shifting between English and Arabic and on how her students responded to her translanguaging shifts (*see* Appendix C for this interview protocol).

The purpose of students' semi-structured interviews after Investigations 2, 3 and 4 (*see* Appendix D for interview protocol) was to ask what they learned from reading and analyzing sources, how use of Arabic by the teacher or peers helped them with reading and analyzing sources, if they used Arabic to talk to their peers about sources, and how they felt about using Arabic to support their learning. All teacher and student interviews were video or audio recorded. Lastly, both English and Arabic were used during the student interviews. My questions in English and students' responses in Arabic were orally translated by a project colleague, who is a native Arabic speaker. The student written work was collected to triangulate with the other data sources.

2.4.5 Data Analysis

I iteratively watched all video-records of lessons and created an outline of the lessons with time markers and video-watching field notes (Emerson, Fretz, & Shaw, 2011; Erickson, 1986). I marked all interactions where Arabic was used with the whole class from video-records and with pair/small groups from audio-records. All those interactions were transcribed and translated by an Arabic-speaking colleague. Another Arabic-speaking colleague checked the Arabic transcripts and translations to verify accuracy. All teacher and student interviews were

transcribed. Student interviews where Arabic was used were transcribed, translated, and checked for accuracy by two Arabic-speaking colleagues.

For this study, I narrowed the data by focusing on the use of translanguaging during the investigation phase of *reading and analyzing sources* during all four investigations (Investigations 1 – 4). I wanted to understand what the possibilities of translanguaging are during the phase of *reading and analyzing sources,* which is perhaps the most challenging phase of inquiry (Moje, 2015) to support emergent bilingual students' engagement and interaction with complex content and texts and provide opportunities for expanding students' linguistic resources for participation in the disciplinary practice of social studies inquiry (García et al., 2017; Monte-Sano et al., 2021; Wineburg, 1991a). Focal lessons for this study included all lessons/days when the students read and analyzed the sources during the four investigations. There were fourteen such lessons (Day 4 through Day 6 for Investigation 1; Day 7 through Day 11 for Investigation 2; Day 8 through Day 10 for Investigation 3; and Day 4 through Day 6 for Investigation 4). I focused on identifying translanguaging events during the specific reading and analyzing sources phase of social studies inquiry that emphasize these aspects of disciplinary literacy: (a) identifying authorship and context of a source (reading and annotating the headnote and attribution), (b) understanding the source (reading and annotating the source), and (c) evaluating/reasoning about the source (talking about the reliability and author's perspective in relation to the investigation's central question). I define a translanguaging event as an analytical unit where the teacher and/or the students leverage their entire linguistic resources (i.e., associated with English and Arabic) for collaborative meaning-making during a single teaching and learning activity with a unifying topic and purpose (Gibbons, 2003, 2006). Some

translanguaging events included both whole class interaction and the subsequent pair/small group talk.

After I identified translanguaging events within those phases of inquiry, I coded the functions of translanguaging shifts/moves using codes from the reviewed research literature as well as codes developed to reflect the specific inquiry activities the class was engaged in (see Table 2.3 for examples). These codes mainly describe teachers' and students' actions (see Appendix E for Codebook) to understand how the teacher and students made meaning through translanguaging during the inquiry phase of reading and analyzing sources.

Table 2.3 *Codebook for Teacher's Translanguaging Shifts during the Inquiry Phase of Reading and Analyzing Sources*

Code	**Example**
Teacher's Translanguaging Shifts	
Invites students to read aloud Arabic	Yardan, number 4 اقرأ لي إياها بالعربي [*read it for me in Arabic*]
Tries to interpret what was said in English	Yeah, so basically what Hernandez is saying if you are going out to explore you're going out to find something, right? نحن بدنا نلاقي أرض جديدة. بدنا نلاقي شعب جديد. بدنا نحن شو [*We want to find new land. We want to find new people. We want what*] What does 'trade' mean?
Elicits the meaning of English disciplinary word in Arabic	Nizam, بالعربي [*in Arabic*] reliable means شو [*what*]?
Elicits the meaning of key concept	شو معناة colonial بالعربي؟ [*What does*] colonial [*mean in Arabic?*]

Students' Translanguaging Shifts	
Makes content available in Arabic for other students and the teacher	((reads aloud)) فيما يُستخدم هذا المصدر اليوم ؟ [*What is this source used for today?*]
Offers the meaning of content words in Arabic	نبادل [*We trade*]
Demonstrates his/her thinking	صدق بوعودها وبنى بيوت وصلح الكهرباء, كل الذي وعدها. [*He* (the president of South Africa) *fulfilled its* (the government's) *promises and built houses and fixed the electricity, all the things it had promised.*]

Lastly, I used my data analysis to create a narrative (Mertova & Webster, 2020) across the investigations to provide a clear story of the ways the translanguaging strategies I introduced were implemented and taken up by the teacher and students. I used my codes to help identify *like events* (events coded with similar codes) (Mertova & Webster, 2020). I also considered the context of the classroom, the relationship I was developing with Ms. Sobh, who the students were, what previous research on translanguaging had shown, the theory of language I brought to the context, and what I knew about the kind of historical thinking the curriculum was designed to develop as I reflected on those events.

From those events I chose *critical events* (Mertova & Webster, 2020, p. 63) that were important to showing changes in the ways students participated through translanguaging as they read and analyzed sources during social studies inquiry. The highlighted events/stories exemplify "the nature of the complexity and human centeredness of an event, as seen through the eyes of the researcher in collaboration with the people involved" (Mertova & Webster, 2020, p. 73). I

show how in this context, with my support, the teacher and students increasingly used all the language resources the students brought to the classroom to engage in inquiry. I used the teacher and focal student interviews and focal student written work throughout the narrative to support my reports of classroom interaction and to bring in the perspectives of the teacher and students on activities I described; and to seek disconfirming evidence to present the results credibly and fairly.

2.4.6 Limitations

Due to the scope and design of this study, there were inherent limitations. The study was limited to a single classroom with one teacher and one group of students. This limited the generalizability of this study; but working closely with Ms. Sobh and her sixth-grade emergent bilingual students allowed me to study the possibilities and constraints of using translanguaging by an Arabic-speaking teacher in supporting her students' inquiry-oriented social studies learning and development of English and Arabic.

In addition, being both new to teaching social studies inquiry with diverse sources and deliberately using a translanguaging approach may have affected Ms. Sobh's teaching as well as students' learning outcomes. Students were engaging for the first time in inquiry and to participate in both Arabic and English. Also, my actions as a co-teacher in the classroom may have influenced the teacher's and students' behavior, performance, and what they said.

I exercised reflexivity (Maxwell, 2013) by being aware of my preconceptions and reflecting on actions taken, my roles, and emerging understandings, while engaged in the research process. I also carefully analyzed my information sources to find the data that supported my assertions, as well as disconfirming evidence, and reflected on my data analysis and interpretation (Erickson, 1986; Maxwell, 2013).

2.5 Findings

This study explored two research questions: (1) How does an Arabic-speaking sixth-grade teacher make meaning through translanguaging to support emergent bilingual students while reading and analyzing sources during social studies inquiry? and (2) How do Arabic-speaking emergent bilingual students respond to the teacher's use of translanguaging while reading and analyzing sources during social studies inquiry? Table 2.4 shows all translanguaging events, along with a description of what they entailed, during the phase of reading and analyzing sources from Investigation 1 through 4. The sequence of the presented translanguaging events/activities is shaped by the curriculum materials. I present excerpts from the *critical events*, teacher and student interviews, and student written work to illustrate and analyze how the teacher and students made meaning through translanguaging while reading and analyzing sources during social studies inquiry during four investigations. I divide the analysis into two time periods. I first show the teacher's attitude toward use of Arabic and how her translanguaging stance was established and how students responded when she made the public invitation to use/learn Arabic over the first two investigations. Second, I show how during the last two investigations, students agentively took up translanguaging opportunities to make meaning and support their learning.

Table 2.4 *Number of Translanguaging Events during the Phase of Reading and Analyzing Source from Investigation 1 through 4*
Note: Critical Events are in ***Bold***

Investigation #	Disciplinary purpose: Identifying authorship and context of a source. Teacher and students reading and annotating the headnote and attribution.	Disciplinary purpose: Understanding the source. Teacher and students reading and annotating the source.	Disciplinary purpose: Reasoning about/evaluating the source. Teacher and students talking about the reliability in the relation to investigation's central question.
Investigation 1	Events (n=4) Identifying and interpreting question words *who, when, where,* and *why* after reading aloud the headnote and attribution in Arabic Identifying and interpreting *what type of source is this (The Mercator Projection Map)?* **Critical Event 1: Focusing on *what type of source is this?; when the source was written/created; explaining the word 'trade,' what was this source (the Mercator Projection Map) useful for?;* and key content and concept words/phrases, after reading aloud the headnote and attribution in Arabic**	Events (n=2) Mina encouraging students to talk about how Peters wanted to present the world through his map in Arabic; Hassan and Nizam trying to use Arabic to talk about the Peters Projection Map Samir noticing the difference between Lebanese and Yemeni dialect as Ms. Sobh talks about the Peters Projection Map in Arabic	Events (n=4) Introducing the disciplinary word 'reliable' Ms. Sobh eliciting response from Hassan about the reliability of *the Mercator Projection Map* source **Critical Event 2: Identifying and interpreting the disciplinary words 'reliable' and 'unreliable'** Ms. Sobh asking a SPED teacher how to say a word 'shape' in Arabic while recapping why the Peters Projection Map is reliable and unreliable

	Focusing on ***w**ho uses the Peters Projection Map and why?* Mina asking Munir and Abdo to try to respond in Arabic		
Investigation 2	Events (n=8) **Critical Event:** [11] **Ms. Sobh and Yardan talking about the authorship and context of *the Geographer's Middle East* (Source 3), after students read the headnote and attribution in Arabic** Special Education teacher (SPED) helping Hassan and Basam; and Munir and Nizam as they identify the authorship and context of *the Geographer's Middle East* (Source 3) Ms. Sobh giving directions SPED teacher checking with Yardan what he noted down about the author of *the*	Events (n=11) Mina reading and thinking aloud about *the Geographer's Middle East* (Source 3); asking students what 'however' is in Arabic; students responding chorally Ms. Sobh asking what religions are in the Middle East as the class is reading *the Geographer's Middle East (Source 3);* students responding in English Mina explaining that the Middle East is dryland but that it has cities; Ms. Sobh trying to interpret what Mina has said Ms. Sobh asking Basam what 'city' means in Arabic, explaining that not a lot of	Events (n=4) Ms. Sobh asking students about trusting the author of *the Geographer's Middle East* (Source 3); Students responding in English Ms. Sobh asking students about the reliability *the Geographer's Middle East* (Source 3); students responding in English Ms. Sobh asking students about the reliability *Arab American Scholars (Source 5)*; trying to elicit a response from Basam (Basam not responding); students responding in English Basam asking Ms. Sobh if he can write in Arabic and what he

[11] Event presented in Chapter 3 paper

	Geographer's Middle East (Source 3) Ms. Sobh checking what Hassan and his table peers noted down about the author of *the Geographer's Middle East* (Source 3) Mina checking with Hassan what he and Basam wrote down about the author and context of *the Geographer's Middle East* (Source 3); Basam reading questions to himself and asking Hassan to help him; Hassan telling Basam what to write Mina eliciting questions about the author of *the Geographer's Middle East* (Source 3); Ms. Sobh interpreting what Mina says Reading aloud the headnote and Arabic and attribution *Arab American Scholars (Source 5)* in English and Arabic	people live in the dryland areas in the Middle East but that a lot of people live in the cities as the class rereads *the Geographer's Middle East* (Source 3) Ms. Sobh asking students about religions in the Middle East; students proving one-word responses Ms. Sobh clarifying the meaning of word 'oil' Ms. Sobh asking the question that guides the reading of *Arab American Scholars (Source 5)* Ms. Sobh paraphrases student's response in English by using mostly English and inserting a word or two in Arabic Ms. Sobh trying to elicit what Basam underlined in *Arab American Scholars (Source 5)* **Critical Event 3: Ms. Sobh eliciting the meaning and trying to explain the meaning of key concept word 'colonial' in *Arab American Scholars***	should write for the reliability of *Arab American Scholars (Source 5);* Ms. Sobh responding in Arabic

		(Source 5) Ms. Sobh eliciting the meaning of word 'authority'	
Investigation 3	Events (n=6) Ms. Sobh eliciting the meaning of word 'promise;' Samir offering the meaning in Arabic; Nizam trying to explain the meaning Reading the headnote and attribution in English and Arabic of *Interview with Zondwa (Source 1)* Ms. Sobh giving directions; Hassan interpreting/explaining to Basam Ms. Sobh directions; Yardan and Yasir talking about Ms. Sobh's directions about circling the information in the headnote and attribution of *Interview with Zondwa (Source1)* Students reading aloud the headnote and attribution of	Events (n=7) Ms. Sobh checking if students are on task as she is reading aloud *Interview with Zondwa (Source 1)* Hassan telling Basam what to underline in *Interview with Zondwa (Source 1)* guided by the Bookmark question Ms. Sobh trying to elicit the meaning of the word 'pension' in Arabic; Students responding chorally Ms. Sobh eliciting the meaning of word 'patient' in Arabic; Some students offering one word/phrase responses Ms. Sobh trying to explain the meaning of "solve"	Events (n=7) Ms. Sobh asking what 'reliable' and 'unreliable' mean in Arabic; Asking students about the reliability of *Interview with Zondwa (Source 1)* Ms. Sobh checking Hassan's and Basam's work Yardan and Yasir talking what to write about the reliability of *Interview with Zondwa (Source 1);* Ms. Sobh checking their work Ms. Sobh rephrasing what students share in English about the reliability of *Interview with Zondwa (Source 1)* **Critical Event 4: Ms. Sobh asking about Zondwa's perspective (happy/unhappy);**

	Daily Maverick Article (Source 4) in English and Arabic Mina asking Yasir and Yardan what they have circled for the author and context of *Daily Maverick Article (Source 4)*; Yasir interpreting to what Mina is asking and what Yardan is responding Hassan helping Basam what to circle for the background of the author and context of *Daily Maverick Article (Source 4)*	Ms. Sobh trying to explain the concept of 'corruption' Ms. Sobh eliciting the meaning of 'equality'	**Hassan talking to Basam; Basam and Hassan share out about the reliability of *Interview with Zondwa (Source 1);* Yardan and Yasir talking about Zondwa's perspective; Yardan sharing what he has talked with Yasir and what he wrote down about Zondwa's perspective; Ms. Sobh interpreting Yardan's response in English** Ms. Sobh asking about Lesego More's perspective **(***Daily Maverick Article (Source 4);* checking with Yardan and Basam if they understand what they need to do Yasir and Yardan talking about the reliability of **(***Daily Maverick Article (Source 4);* Ms. Sobh checking their work

Investigation 4	Events (n=4) Reading aloud the headnote and attribution of *Kumar, 12-year-old (Source 1)* in English and Arabic; Mina eliciting a response in Arabic about what type of source this is. Samir responds in Arabic; Yasir and Yardan repeat Reading aloud the headnote and attribution of *Nepal's Policies Against Child Labor (Source 4);* Ms. Sobh asking Basam what type of source it is; Basam responds Basam reading aloud the headnote of *Factory Supervisor (Source 5)* in Arabic for the first time; Yardan reading aloud the attribution Yardan, Yasir and Mina talking about the authorship and context of *Factory Supervisor (Source 5);* Yasir interpreting	Events (n=3) Hassan reading aloud the words/phrases in the Word Bank of *Factory Supervisor (Source 5)* **Critical Event 5: Ms. Sobh talking to Samir and Basam about Factory Supervisor (Source 5);** Yasir and Yardan talking about Factory Supervisor (Source 5) Ms. Sobh checking students comprehension of Factory Supervisor (Source 5); eliciting responses from Basam and Yardan	Events (n=7) **Critical Event 6: Ms. Sobh asking comprehension questions about *Kumar, 12 years old (Source 1);* asking students to discuss what Kumar helps them understand about why hazardous child labor continues to exist in Nepal?; Samir and Basam working together to respond the question** Mina asking Nizam to explain what *Kumar, 12-year-old (Source 1)* helps him understand why hazardous child labor continues to exist in Nepal in Arabic as he talks to Nasser **Critical Event 7: Whole class co-construction of *Nepal's Policies against Child Labor (Source 4);* Hassan sharing with the whole class; Yasir sharing with Yardan** Ms. Sobh talking to Samir and Basam about the reliability of *Nepal's Policies Against Child Labor (Source 4)*

			Yardan and Yasir discussing the reliability of *Nepal's Policies Against Child Labor (Source 4)* Samir and Basam discussing the reliability of *Factory Supervisor (Source 5)* Yasir, Yardan, and Mahir, and Mina discussing the reliability *of Factory Supervisor (Source 5)*
	Total translanguaging events: 22 **Critical events: 2**	Total translanguaging events: 23 **Critical events: 2**	Total translanguaging events: 22 **Critical events: 4**

2.5.1 Teacher's Translanguaging Stance

In the pre-study interview, Ms. Sobh told me she would use Arabic mostly with newcomer students, especially those who "had a gap in education." She believed that:

> It's difficult for them in Arabic and it's difficult for them in English. So when you have those individual students that need the Arabic verbal support we jump in, we chime in when needed. So for them to be able to feel comfortable enough and be able to grasp what we are trying to teach for the day within the lesson. (pre-inquiry interview, October 6, 2021)

Sometimes, she would have materials translated into Arabic because she understood newcomers "need[ed] that accommodation" as she wanted to "make sure that [she was] allowing them to be successful no matter if it's in the English language or providing that support in the Arabic language" so that they were "able to be successful by the end of the lesson" (pre-inquiry interview, October 6, 2021). She would use Arabic to clarify any classroom- or school-related norms or procedures and to make sure the students understood the expectations. Lastly, reflecting on her stance about bilingualism, Ms. Sobh shared that she would often tell her students:

> you should cherish and continue to use [Arabic] (…) you never want to forget your native tongue. So you want to be able to continue to use it and then use both languages because the more you know the better it is for you to be able to understand and comprehend what it is you are trying to learn. So you'll regret it. (...) because I wish I was more fluent when it came to reading and writing in the Arabic language (…) it is something that we sometimes take for granted, especially being so young and willing to

learn the English language, you kind of forget your native language. (pre-inquiry interview, October 6, 2021)

Ms. Sobh already had a positive translanguaging stance and had implemented some translanguaging strategies in her classroom, such as Arabic-translated instructional materials and providing "Arabic verbal support" to newcomer students. She believed that students should leverage their bilingualism to learn. Based on her lived experiences, she recognized the social power of the English language in U.S. schools and how, if not supported in developing their bilingual language abilities, students may "forget [their] native language." This shows that Ms. Sobh was well positioned to take up the translanguaging stance that I was introducing into the social studies inquiry.

2.5.2 Establishing and Encouraging a Translanguaging Stance with Students

When I introduced the translanguaging approach to Ms. Sobh, she was new to it. She referred to her use of Arabic in her classroom as *code-switching*[12] which represents a different perspective toward development of bilingualism than translanguaging. Ms. Sobh was willing to use Arabic mainly to support her students' participation. I also gave her readings about translanguaging I co-developed with Mary Schleppegrell.[13] However, I was not sure if she read them. Since I was new to the classroom, and was not familiar with her teaching style, I made some suggestions but then stepped back to see how she would work with both languages. For

[12] Code-switching represents "the agency of bilingual speakers to use two separate languages that represent two linguistic systems" (García & Kleyn, 2016, p. 11) or as Garcia (2009) calls it *a monoglossic ideology of bilingualism*. García and Kleyn (2016) write that "[a] translanguaging theory, however, takes the point of view of the bilingual speaker himself or herself for whom the concept of two linguistic systems does not apply, for he or she has one complex and dynamic linguistic system that the speaker then learns to separate into two languages, as defined by external social factors, and not simply linguistic ones (p. 11)."

[13] See handouts Supporting your Bilingual and Multilingual Learners, Working with Bilingual and Multilingual Learners as They Move through an Investigation, Teaching New Vocabulary to Bilingual and Multilingual Learners as They Move through an Investigation, and Teachers and Paraprofessionals Collaborating to Support Bilingual and Multilingual Learners through Read.Inquire.Write. Investigations

example, during our first pre-investigation planning meeting I asked Ms. Sobh to explicitly establish a translanguaging stance during the first day of Investigation 1, by inviting students to freely use Arabic and/or English to talk and write as we learn about investigation topics during whole class and small/pair group work. I also suggested we read English and Arabic texts in parallel from the investigation slides as the class engaged in the investigation activities. She agreed to my suggestions. On Day 1 of Investigation 1, Ms. Sobh and I intentionally established the translanguaging stance to her sixth-grade students. We told them that as we learned through inquiry we would be reading materials both in English and Arabic and they should feel free to use either English or Arabic or both to talk and write. At first, some of the students were surprised, amused, or asked "why?" while some expressed a feeling of concern because they did not read Arabic. Ms. Sobh was quick to reassure them that although they might not read Arabic, they did understand it. We reinforced and continuously encouraged this translanguaging stance throughout all four investigations, reminding the students that using all their language resources was available to them to make meaning as they engaged in disciplinary work. (Appendix F provides an overview about 6th grade students in Ms. Sobh's Global Studies class and how they translanguaged during and across four investigations).

2.5.2.1 Investigation 1 What maps should we use?

In the first investigation of the year, *What maps should we use?* students read and analyzed two accommodated sources to consider how maps showed perspective and bias. After building background knowledge about how different maps were used and made for different purposes, students analyzed *The Mercator Map (Source 1)* on Day 4. During the first phase of

reading and analyzing the source, a student read the headnote and attribution[14] in English and Nizam read aloud the parallel translation in Arabic for the whole class (Figure 2.1).

[14] The headnote and attribution provide background about the author and the source, such as what type of source it is; who wrote/said/created it; when it was created; where it was published; and what the source was useful for. The source itself, which is placed between the headnote and attribution, are the actual words/visuals written/said/created.

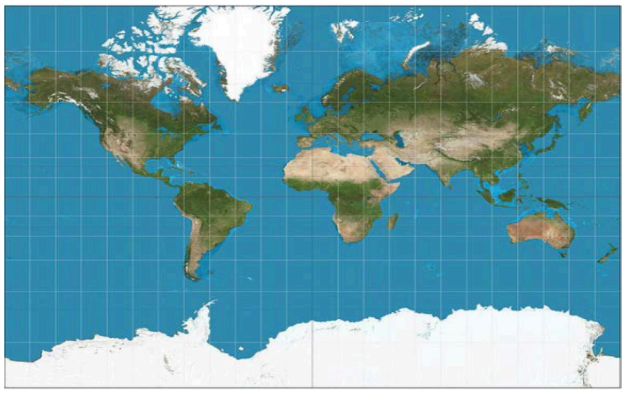
Figure 2.1 *Excerpt from Investigation 1 "The Mercator Map (Source 1)," the First Page of Source 1 from the Student Packet*

Mercator Projection Map (Source 1)
المصدر الأول : خريطة ميركاتور بروجيكشن

Headnote: *Gerardus Mercator was a Dutch globe maker. He created the Mercator Projection map in the 1500s. This map helped European empires control trade routes and colonize new territory. His map stretched and straightened the grid of latitude and longitude lines. This was very useful for ships. However, the Mercator Projection map does not show the correct size and shape of land that is close to the North and South poles. This makes Greenland, Canada, the U.S., Europe, and Antarctica look much larger than land near the equator, such as Africa or South America. Today, this map is used for sea navigation and for creating maps (like Google Maps).*

الترويسة: كان جيراردوس ميركاتور صانع كرة أرضية هولندي.انشأ خريطة ميركاتور بروجكشن (اسقاط ميركاتور) في القرن الخامس عشر الميلادي. خريطة جيراردوس تمدّ شبكة خطوط الطول والعرض وتجعلها مستقيمة. ساعدت هذه الخرائط الإمبراطوريات الأوروبية أن تسيطر على طرق التجارة وتحتل مناطق جديدة. كان ذلك مفيدًا جدًا للسفن. ومع ذلك، فإن خريطة ميركاتور بروجكشن لا توضح الحجم الحقيقي والشكل الحقيقي للأرض القريبة من القطب المتجمد الشمالي والقطب المتجمد الجنوبي. وهذا يجعل مساحة اليابسة مثل غرينلاند وكندا والولايات المتحدة وأوروبا والقارة القطبية الجنوبية تبدو أكبر بكثير مقارنة بالكتلة الأرضية بالقرب من خط الاستواء مثل إفريقيا أو أمريكا الجنوبية. اليوم، تُستخدم هذه الخرائط في الملاحة البحرية وفي صُنع الخرائط مثل خرائط جوجل.

As you read the source, **UNDERLINE**: *What parts of the source seem* ***most important for understanding*** *it? Why?*
بينما تقرأ المصدر، **ضع خط تحت**: ماهي أجزاء المصدر التي تبدو هامة لفهمه؟ لماذا؟



Attribution: Retrieved in 2017 from Wired: https://www.wired.com/2013/07/projection-mercator.
الاسناد: استرجاعه في عام ٢٠١٧ من وايرد

READ the questions and **LOOK** for the answers in the **Headnote** and **Attribution**:
اقرأ الأسئلة و**ابحث** عن الإجابات في **الترويسة** والإسناد:

1. **What type of source** is this? This is _____.
   ما نوع المصدر؟
2. **Who** created this source? _____created this source.
   من الذي صنع المصدر؟
3. **When** was this source created? This source was created in _____.
   متى صُنع هذا المصدر؟
4. **Who** was this source useful for? This source was useful for _____.
   من الذي سيستفيد من هذا المصدر؟
5. **What** is this source used for today**?** Today, this source is used for_____.
   فيما يُستخدم هذا المصدر اليوم ؟

At first the students who were able to read aloud texts in Arabic "were kind of shy, they were embarrassed," but Ms. Sobh felt "they encouraged one another to be comfortable and to be confident in reading both Arabic and in the English language" (interview, March 4, 2022). Reflecting about the benefits of this strategy, Ms. Sobh said:

> I think it is important, to hear it, to listen to it in both languages, being bilingual, understanding the content, not just in English, but also in Arabic, was supportive for them. And then kind of listening to one another when they are responding, if they are responding and writing and then sharing out verbally, I think that was important for them to be able to comprehend (...) So I think the Arabic translation was very beneficial for them (...) and it is going to continue to be beneficial moving forward with future investigations. (post-investigation 1 interview, October 28, 2021)

Ms. Sobh finds value in the Arabic-translated curriculum materials because they ensure all her students have access to the curriculum and provide students with the opportunities to listen to content bilingually in order to comprehend and engage in inquiry practices. Being socialized to participate only in English, students have felt "shy" or "embarrassed" to release their bilingual voices at first. This translanguaging strategy of reading aloud texts both in English and Arabic was implemented across all four investigations.

The next phase involved guided reading of the headnote and attribution and teacher modeling the disciplinary skill of *identifying the authorship and context of a source.* This was the first entry point of students' learning this disciplinary practice. As Ms. Sobh guided the reading of the headnote and attribution, students completed the questions embedded in the source (*see* Figure 2.1 above) that supported them in identifying and talking about the background of the author and the source (*see* Critical Event 1). This event is important because it drew my attention

to constraints Ms. Sobh encounters when trying to interpret or explain content words and disciplinary concepts, even though she has spoken fluency in Arabic.

Critical Event 1: *Investigation 1, Day 4, Reading and Analyzing "The Mercator Map (Source 1):" Identifying Authorship and Context of the Source*

Turn	Speaker	Utterances [*Translation of Arabic*] ((actions)) (referent)
1	Nizam	((reads aloud)) What type of source is this?
2	Mina	Can you read it in Arabic?
3	Nizam	ما نوع المصدر؟ [*What type of source is this?*]
		((Ms. Sobh reads the headnote of source 1 and the students respond to the first two questions))
4	Ms. Sobh	We did so far 'what' and we did 'who.' Now we are going to go to number three, when was this source created أي متى [*that is*, *when*] so we are going to look for 'when.' Abdo, my friend, you had your hand up.
5	Abdo	One thousand five hundred
6	Ms. Sobh	((circles the year 1500 in the headnote)) So fifteen hundred
7	Mina	And I just want to add and, Ms. Sobh maybe can interpret that? In the 1500s, that was the age of exploration, okay? The age of exploration where a lot of European nations were exploring the world and different continents in order to establish trade and colonize other nations.

8	Ms. Sobh	Yeah, so basically what Mrs. Hernandez (Mina) is saying if you are going out to explore you're going out to find something, right? نحن بدنا نلاقي أرض جديدة. بدنا نلاقي شعب جديد. بدنا نحن شو [*We want to find new land. We want to find new people. We want what*] What does 'trade' mean?
9	Some students	نبادل [*We trade*]
10	Ms. Sobh	نبادل و نتاجر بنفس الوقت مع غير شعب. يمكن نحن شو في عندنا ما يكون في عندهم أو هني شو في عندهم نحن ما في عندنا. [*We exchange and trade things at the same time with a different people. Maybe the things we have, they don't have; and the things they have, we don't have.*] So we are trading with new people in new land so it was called the age of exploration.
11	Ms. Sobh	Okay, so the next question is who was the source useful for? 'Who' means what in Arabic?
12	Students chorally	مين [*who*]
13	Ms. Sobh	Yardan, number 4 اقرأ لي إياها بالعربي [*read it for me in Arabic*]
14	Yardan	((reads aloud)) من الذي سيستفيد من هذا المصدر؟ [*Who will benefit from this source?*]
15	Ms. Sobh	So, who is going to benefit from this type of map? In the text I am going to keep reading it and you guys are going to tell me just like we explained to you to circle it. So ((reads aloud)) "This map helped European empires control trade routes and colonize new territory. His map stretched and straightened the grid of latitude

		خط العرض وخط الطول [*the line of latitude and longitude*] and longitude lines. This was very useful for ships." What was it useful for? For who was it useful for?
16	Students chorally	Ships
17	Ms. Sobh	((circles 'ships' in the headnote)) Number 5, what is the source used for today? Today, the source is used for… مين بده يقرأ بالعربي؟ [*Who wants to read in Arabic?*] ((calls on Hassan))
18	Hassan	((reads aloud)) فيما يُستخدم هذا المصدر اليوم ؟ [*What is this source used for today?*]
19	Ms. Sobh	So بالأول [f*irst of all*] we used to use it for exploring and for ships. Now, today we are going to see what do we use this for? So what's it used for? ((reads)) "However, the Mercator Projection map does not show the correct size and shape of land that is close to the North and South poles. This makes Greenland, Canada, the U.S., Europe, and Antarctica look much larger than land near the equator" خط العرض [*equator or latitudinal line*] "such as Africa or South America. Today," that's the key word that we are looking for "this map is used for sea navigation and for creating maps," that we use today "like Google Maps." So what's it used for?
20	Student chorally	Google maps

Here we see some of focal students' (Yardan, Nizam, and Hassan; see Table 2.1) and Ms. Sobh's starting points in translanguaging as they engage in the disciplinary skill of reading and analyzing sources. To encourage the translanguaging stance and practice with the students, both Mina (turn 2) and Ms. Sobh (turns 13 and 17) invite Nizam, Yardan (newcomer), and Hassan to

read the questions aloud in Arabic (turns 3, 14, and 18) for the whole class. Ms. Sobh thinks that this support from students with greater literacy in Arabic helps with implementation of translanguaging:

> I'm not fluent in the Arabic language when it comes to reading it but verbally, I can orally, you know, be able to deliver the question from English to Arabic to code switch between the two. It was great how you [Mina] wanted the students to read the questions because some of them, that's their native language. They're able to read much more fluently and understand much more, better than I am. So I think the help and kind of, like I mentioned earlier from a classmate and then from a student I think is beneficial too. So it's not just the teacher doing all of the talking, it's the students also talking, it's the students also actively participating as well. So I think that was important. That was beneficial being that Arabic is their native language. (post-investigation 1 interview, October 28, 2021)

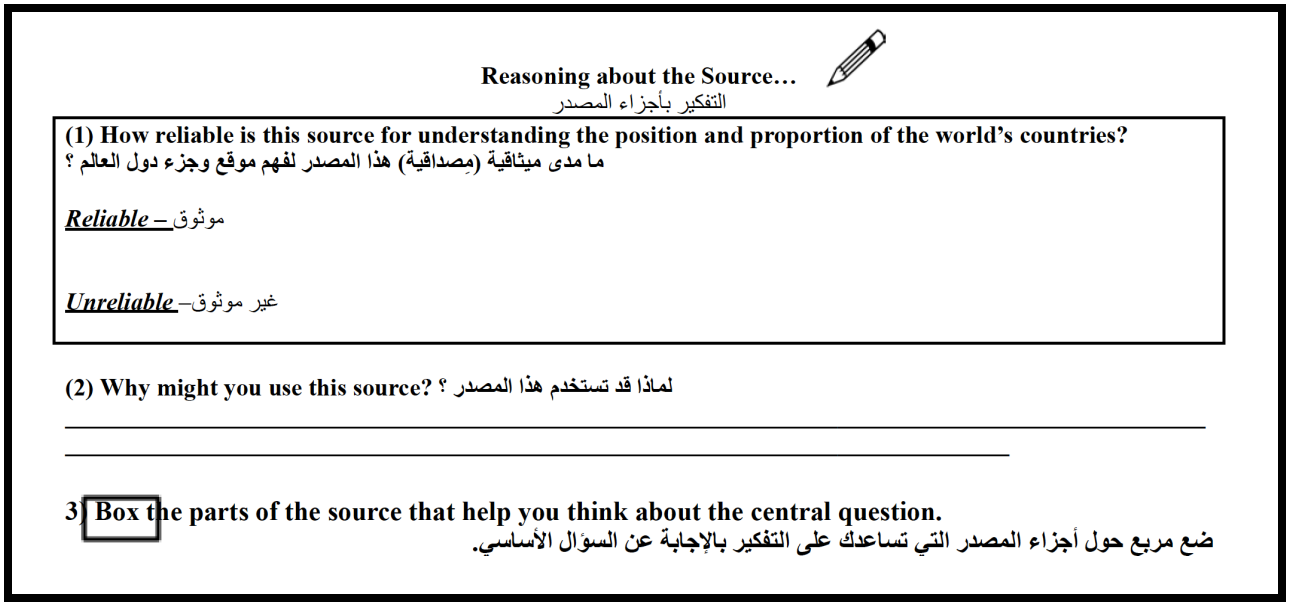
Ms. Sobh employs moment-to-moment translanguaging shifts to give directions (turns 13 and 17) and to orally translate into the Arabic interrogative word/question word 'when' (turn 4) and the key content words/phrases, [*the line of latitude and longitude*] (turn 15) and [*equator or latitudinal line*] (turn 19). She notes that she has shuttled between English and Arabic because "it was kind of a struggle to get [students] to comprehend the text (...) because there were some vocabulary words they really didn't know, especially the content related words that we needed, you [Mina] and I to explain to them" (post-investigation 1 interview, October 28, 2021). Also, in turn 7, I ask her to interpret my explanation about content to support students' reading comprehension. In turn 8, she seems to assume the students understood what I said in English and she goes on to explain the meaning of 'explore' in the everyday register in Arabic, [*We want*

to find new land. We want to find new people. We want what,]. She does not use the words 'exploration' and 'explore' in Arabic in her explanation though. In turn 10, she continues with the elaboration of the meaning of word 'trade' in the everyday register in Arabic, [*We exchange and trade things at the same time with a different people. Maybe the things we have, they don't have; and the things they have, we don't have.*]. I will be coming back to the semantic choices Ms. Sobh makes in translanguaging to engage in explanations of the content.

At this starting point for translanguaging during reading and analyzing sources in this classroom, we see that Nizam, Hassan, and especially Yardan - a newcomer who is new to English, are positioned as 'teachers' who are able to contribute to the planned translanguaging design of the lesson by making investigation content available in Arabic for all students. The teacher employs translanguaging shifts to invite students to read aloud Arabic, to interpret the meaning of a question word, to repeat technical phrases, to try to interpret what I said in English, and to explain the meaning of content words using an everyday register. From the point of view of what the teacher makes available in Arabic here to support students' text comprehension, it seems there is little a student would understand about the text if they only understood the Arabic.

On Day 5, after discussing/understanding *the Mercator Map* itself, students engaged in the third phase of disciplinary skill of reading and analyzing sources, *evaluating*/*reasoning about the source* (*see* Figure 2.2). This was the first time the students were introduced to the important disciplinary words, 'reliable' and 'unreliable,' to evaluate about the source. After Nizam read the question that guides students' reasoning about the source, Ms. Sobh drew on students' expertise to read these disciplinary words aloud in Arabic for the whole class (Critical Event 2).

Figure 2.2 *Excerpt from Investigation 1 "The Mercator Map (Source 1)," the Second Page of Source 1 from the Student Packet*



Reasoning about the Source…
التفكير بأجزاء المصدر

(1) How reliable is this source for understanding the position and proportion of the world's countries?
ما مدى ميثاقية (مِصداقية) هذا المصدر لفهم موقع وجزء دول العالم ؟

Reliable – موثوق

Unreliable – غير موثوق

(2) Why might you use this source? ؟ لماذا قد تستخدم هذا المصدر

_____

_____

3) Box the parts of the source that help you think about the central question.
ضع مربع حول أجزاء المصدر التي تساعدك على التفكير بالإجابة عن السؤال الأساسي.

Critical Event 2: *Investigation 1, Day 5, Reading and Analyzing "The Mercator Map (Source 1):" Talking about the Reliability of the Source*

Turn	Speaker	Utterances [*Translation of Arabic*] ((actions))
1	Ms. Sobh	بالعربي reliable شو معناها؟ أول كلمة؟ أول كلمة, هون, هون، بال box, بالمربعة. [I*n Arabic, what does* reliable *mean*? *The first word, here, here, in the* box, *in the box.*]
2	Yardan	ما أعرفش في العربي [*I don't know it in Arabic*]
3	Ms. Sobh	Nizam, بالعربي [*in Arabic*] reliable means شو [*what*]?
4	Nizam	((reads)) موثوق [*reliable*]
5	Ms. Sobh	أوكي إنه صدق يعني. و unreliable غير شو؟

		[*Okay, so it's trusted. And*] unreliable [*is not, what*?]
6	Nizam	موثوق [*reliable*]
7	Ms. Sobh	((points to Hassan)) أوكي بعكسها. [*Okay, the opposite of it*]
8	Hassan	((reads)) غير موثوقة [*unreliable*]

As Ms. Sobh asks Yardan to read the disciplinary word 'reliable' in Arabic, it seems that موثوق [*reliable*] is not in Yardan's current Arabic language repertoire, because he replies, ["*I don't know it in Arabic"*] (turns 1-2). In turn 3, indicating that she is not sure how to pronounce the word موثوق [*reliable*] herself, Ms. Sobh asks Nizam and then Hassan (turn 7) to help read both موثوق [*reliable*] and غير موثوقة [*unreliable*] for the whole class (turns 4 and 8). Hearing these important disciplinary words both in English and Arabic have benefited both the students and the teacher. All interviewed students, including the newcomers, shared they had not known the meaning and the use of this disciplinary language before. Yasir, an emergent bilingual who was not able to read Arabic, reported he told his father he had learned موثوق [*reliable*] and غير موثوقة [*unreliable*] and his father was "surprised and proud" of him and commended him for his learning. Reflecting on her students' biliteracy, Ms. Sobh said: .

> the fact that some are stronger in the Arabic language and some may not have even had that opportunity to go to school in their native country so I think bringing that with them is beneficial for themselves and for other students that may have not had the opportunity

to have some form of formal education. So I think that's an incentive to have in the classroom (...) so using it together, I think it's important to be able to build your language, to be able to build your vocabulary, get stronger in both languages over time. (post-investigation 2 interview, October 28, 2021)

This further shows Ms. Sobh's openness to Arabic and her special valuing of the students who are literate in Arabic, including a newcomer Yardan. Nizam's and Hassan's ability to read Arabic benefitted the students and the teacher as they were able to hear the pronunciation of important disciplinary words موثوق [*reliable*] and غير موثوقة [*unreliable*] in Arabic and through repeated read-alouds add new disciplinary language to their expanding language repertoires. Through translanguaging, students are able to hear important disciplinary language in both languages, thus, as Ms. Sobh says, "to build your vocabulary, get stronger in both languages over time." At the same time, these translanguaging opportunities enable Nizam and Hassan to enact their bilingual and biliterate identities.

2.5.2.2 Investigation 2 How should we define the Middle East as a region?

During the second investigation, *How should we define the Middle East as a region?* students read and analyzed two accommodated sources to think about change over time and perspective as they considered the concept of regions in the context of the Middle East. After students read and analyzed *The Geographer's Middle East (Source 3)* by Michael Bonine from Day 8 through Day 10, on Day 11, the class read and analyzed the source, *Arab American Scholars (Source 5)* by Dr. Alsultany and Dr. Shohat (from 2013) (Figure 2.3). After *identifying the authorship and context of a source,* the class engaged in guided reading to *understand the source*. Ms. Sobh was reading the source aloud in English while also explaining key concepts

presented in the source. In critical event 3, Ms. Sobh is trying to explain the concept of "colonial" in the context of the source.

Figure 2.3 *Excerpt from Investigation 2 "Arab American Scholars (Source 5)," the First Page of Source 5 from the Student Packet*

How should we define the Middle East as a region?
كيف يمكننا تعريف الشرق الأوسط كمنطقة جغرافية؟

Arab American Scholars
العلماء العرب الأمريكيون (Source 5)

***Headnote**: Dr. Alsultany is a Middle Eastern woman scholar of American Studies at the University of Southern California. She studies the ways Arabs and Muslims are represented in U.S. media. Dr. Shohat is a Middle Eastern woman scholar of Cultural Studies in the departments of Art and Public Policy and Middle Eastern and Islamic Studies at New York University. Both professors families' were displaced from Iraq. Both authors explain that they have family in Cuba and Colombia (Asultany) and Israel/Palestine and Brazil (Shohat). The authors' personal and family journeys inspired them to write the book that we share from below.*

الترويسة: الدكتورة السلطاني باحثة من الشرق الأوسط في الدراسات الأمريكية بجامعة جنوب كاليفورنيا. تدرس طرق تمثيل العرب والمسلمين في وسائل الإعلام الأمريكية. الدكتورة شحات باحثة من الشرق الأوسط في الدراسات الثقافية في أقسام الفنون والسياسة العامة ودراسات الشرق الأوسط والدراسات الإسلامية في جامعة نيويورك. عائلتا الأستاذين تم تهجيرهما من العراق. يوضح كلا المؤلفين أن لديهما عائلة في كوبا وكولومبيا (أسولطاني) وقالت شحات انّ لديها عائلة في إسرائيل / فلسطين والبرازيل. ألهمتهما الرحلات الشخصية والعائلية للمؤلفين لكتابة الكتاب الذي سنشاركه في الأسفل

As you read the text, **UNDERLINE**: *What **parts of the source** tell you what the author or people in the text **think, want,** or **experience**?*
أثناء قراءة النص أدناه، **ضع خط تحت**: أجزاء المصدر التي تُخبرك بما يعتقد به المؤلف أو الأشخاص في النص ، أو يريدونهُ ، أو مَرّوا به؟

English-Arabic Word Bank

even though - بالرغم أن	Eurocentric - مركزية اوروبا	anti-Middle Eastern perspective - ضد منظور الشرق الأوسط
a term - مصطلح	identity - هوية	to move away - للابتعاد
homeland - أرض الأم	academic and public places - الأماكن الأكديمية والعامة	to explain - لكي يشرح
popular culture - حضارة مشهورة	to include - لكي يتضمن	quotes - كلمات مقتبسة
problematic - تسبب في مشكلة	colonial - استعماري	to support - يشجع
authority - سلطة	to divide up - ليُقسم	adapted - اعتاد

We use the term, "the Middle East," for many reasons, and in many ways even though it is not correct and comes from a Eurocentric and anti-Middle Eastern perspective. The term refers to different identities, including Amazigh/Berbers, Arab-Christians, Arab-Jews, Armenians, Assyrians, Chaldeans, Copts, Druze, Kurds, Iranians, Nubians, Turks, which are not easily called "Arab-Muslim." In our book, we write about the experiences of Middle Eastern people who have moved away from their homeland and who now live in different places.

نستخدم مصطلح "الشرق الأوسط" لأسباب عديدة ، وبطرق عديدة على الرغم من أنه بالإمكان ان يكون غير صحيح ويأتي من منظور مركزي أوروبي أو من أشخاص ضد منظور الشرق الأوسط. يشير المصطلح إلى هويات مختلفة ، بما في ذلك الأمازيغ / البربر ، والعرب النصارى ، والعرب اليهود ، والأرمن ، والآشوريون ، والكلدان ، والأقباط ، والدروز ، والأكراد ، والإيرانيون ، والنوبيون ، والأتراك ، ولا يُطلق عليهم "العرب المسلمون". نكتب في كتابنا عن تجارب أناس من الشرق الأوسط ابتعدوا عن وطنهم ويعيشون الآن في أماكن مختلفة.

We thought about using the term "West Asia," but that term is not used in academic and public places. We wanted to explain what the region means to people in popular culture. So we use the term "Middle East," even though it is not correct . We include North Africa, because in many public places "the Middle East" includes the region of North Africa.

فكرنا في استخدام مصطلح "غرب آسيا" ، ولكن هذا المصطلح لا يستخدم في الأماكن الأكاديمية والعامة. أردنا أن نشرح ما تعنيه المنطقة للناس في الثقافة الشعبية. لذا فإننا نستخدم مصطلح "الشرق الأوسط" حتى وإن لم يكن صحيحًا. نحن ندرج شمال إفريقيا ، لأنه في العديد من الأماكن العامة يشمل "الشرق الأوسط" منطقة شمال إفريقيا.

We use quotes around the term "Middle East" to show that it is problematic and to show its colonial and Eurocentric history. The term supports the position of Europe as an authority in dividing up "the East" into "Near," "Middle," and "Far."

نستخدم الاقتباسات حول مصطلح "الشرق الأوسط" لإظهار أنه يمثل إشكالية ولإظهار تاريخه الاستعماري والأوروبي المركز. المصطلح يدعم مكانة أوروبا كسلطة في تقسيم "الشرق" إلى "قريب" و "وسط" و "بعيد".

Attribution: *Adapted from Alsultany, E., & Shohat, E. (2013).* Between the Middle East and the Americas: The Cultural Politics of Diaspora. *University of Michigan Press.*

الإسناد: مقتبس من *Alsultany، E.، & Shohat، E. (2013).* بين الشرق الأوسط والأمريكيين : السياسة الثقافية للشتات. مطبعة جامعة ميشيغان.

Critical Event 3: *Investigation 2, Day 11, "Arab American Scholars (Source 5):" Understanding the Source*

Turn	Speaker	Utterances [*Translation of Arabic*] ((actions))
1	Ms. Sobh	…So they say it's ((refers to the term 'Middle East')) problematic because it goes back to that Eurocentric thinking or the Eurocentric history plus 'colonial'. What does that word 'colonial' mean, it's on the front of your paper ((points to student packets)). Go to the front of your paper in the Word Bank. If something is colonial…
2	Mina	Can somebody read to us in Arabic? What is 'colonial' in Arabic, what does it mean 'colonial'?
3	Ms. Sobh	شو معناة colonial بالعربي؟ [*What does*] colonial [*mean in Arabic?*]
		((Nizam raises his hand as he and Basam are the only students in class that day who read Arabic))

4	Ms. Sobh to Nizam	Go ahead.
5	Nizam	((reads from the Word Bank in the student packet)) استعماري [*colonial*]
6	Ms. Sobh	Or مستعمرات [*colonies*] So remember way back when, when we showed you that first map of the Middle East, and before they became, these countries became independent countries they were once known as colonies, okay. So these European countries had these colonies in the Middle East and that's how we're still influenced today. I told you Lebanon, Lebanon was what type of colony before? Who had this, before it became Lebanon? Who had this area, who had this land? What do we still, what do we still speak, in Lebanon?
7	Students	Arabic
8	Ms. Sobh	Not just Arabic, but what?
9	Students	English
10	Ms. Sobh	No, not just English.
11	Samir	You said it last time, right?
12	Ms. Sobh	Yes, I did! Ça va bien, et toi? What's that?
13	Nizam	French!
14	Ms. Sobh	Yes, French! You have to learn French because this was once a French colony. كانت مستعمرة للفرنسيين.

		[*It was a colony belonging to the French.*] So you have to understand what they're telling you, it shows the colonial and Eurocentric history, التاريخ [*the history*] from any part of Europe, in the Middle East. Mostly France and Italy had some parts. Yes?
15	Nizam	In باب الحارة [*Bāb al-ḥāra/* The Neighborhood's Gate] they show you the French flag of Lebanon.
16	Ms. Sobh	That's actually something that you can add to your reasoning, when you write your reasoning. So, you just made a connection. In your margins, you should write that.

Here Ms. Sobh uses English to support students' understanding of the source. When trying to explain the concept of 'colonial' as used in the context of the source to describe the term 'the Middle East,' she tries to direct students' attention to the *English-Arabic Word Bank* in the student packet (Figure 2.3) for students to read the translation of the word 'colonial' in Arabic (turns 1 and 3). In turn 3, she asks

شو معناة colonial بالعربي؟

[*What does*] colonial [*mean in Arabic?*]. She does not say 'colonial' in Arabic, indicating that she may not know how to say the word in Arabic herself. Nizam raises his hand as he and Basam are the only students in class that day who could read Arabic. Basam, a newcomer who entered Ms. Sobh's class on Day 3 of Investigation 2, is not volunteering to read Arabic aloud, as he is still settling in. At this point, he often asks Hassan for help to complete the worksheets. Therefore, Nizam reads aloud استعماري [*colonial*] from the student packet for the whole class

(turn 5). However, Ms. Sobh does not take up in Arabic this important concept word for understanding the source Nizam has read aloud, but says مستعمرات [*colonies*] (turn 6). She then explains what 'a colony' means (turns 6 and 14), which is not an important technical term here for understanding what meaning the authors of the source wanted to convey. The term 'colony' refers to concrete entities, such as Lebanon being a French colony, as Ms. Sobh explains in turn 14. However, when 'colony' becomes a qualifier 'colonial,' it takes on a more abstract meaning which describes the current manifestation of colonialism through the use of the Eurocentric term, 'the Middle East,' which is still used to define the region. For social studies, this kind of flexibility in the use of language (e.g., using new forms in the grammar of Arabic, 'colony' vs. 'colonial') is part of the register shifting that would offer student sophisticated explanations of the content in Arabic. Nevertheless, Nizam enacts his own agency, demonstrating his understanding of the term he has read aloud استعماري [*colonial*] by making a connection to his cultural background knowledge of a TV show set during the French occupation of Syria, باب الحارة [*Bāb al-ḥāra/* The Neighborhood's Gate], where "they show you the French flag of Lebanon," a colonial symbol (turn 15).

This critical event reveals that although Ms. Sobh speaks Arabic, she encounters constraints while participating in the disciplinary work of social studies inquiry when her current bilingual repertoire does not support her in helping all her students fully understand the abstract concepts that this investigation addresses; and which are important for students to grasp in order to respond to the central question of the investigation. If the spoken bilingual explanations emergent bilingual students hear in a social studies inquiry classroom "lack the technicality they need to develop language resources for disciplinary work" (Schleppegrell, 2004, p. 155), they

may not be able to gain control of disciplinary registers and content through translanguaging to effectively engage in the disciplinary work bilingually.

2.5.2.3 Summary of Key Findings for the Investigation 1 and 2 Analysis

As these were the first steps in taking up translanguaging by the teacher and her sixth grade emergent bilingual students while they were learning to engage in the disciplinary work in the context of social studies inquiry, here I summarize what was accomplished when the class engaged in reading and analyzing sources during Investigations 1 and 2 (in October and November 2021, respectively). Ms. Sobh made great efforts and was very open to the translanguaging approach in her classroom. Ms. Sobh invited students to read aloud Arabic translations from student packets and slides; translanguaged to elicit question word meaning in Arabic, to try to interpret what I said in English, to elaborate the meaning of some words, to repeat key content and concept words/phrases, to elicit the meaning of important disciplinary language (e.g., reliable/unreliable) and key concepts, and to try to explain key concepts (e.g., colonial). However, Ms. Sobh's current Arabic language resources did not support her in explaining the abstract concepts, as well as in sustaining interaction in Arabic to support inquiry-based social studies learning.

Although the students were continuously encouraged to use Arabic, these teacher's translanguaging shifts/moves motivated only few students to take up opportunities to translanguage in their talk about content as they read and talked about the sources. Nizam, Hassan, and Yardan read Arabic texts aloud. At one point, Nizam and Hassan tried to demonstrate their understanding of a source by drawing on their Arabic language resources when I encouraged them to use Arabic to respond. Some other students provided one-word or phrase responses or chorally repeated words in Arabic when prompted by Ms. Sobh. In their interviews,

Hassan and Nizam reported they had mainly used Arabic to help Basam (seated at their table group) complete the source worksheets because "he did not speak English" or to share the meaning of a word in Arabic that students at their table had not known before. Yardan engaged in disciplinary work using Arabic only when he read aloud in Arabic and when Ms. Sobh supported his table group. The majority of the students, however, engaged in this disciplinary work using only English. Lastly, there was no sustained translanguaging interaction between the teacher and students during any of the phases of reading and analyzing sources.

Moving forward, Ms. Sobh and I discussed how to further normalize translanguaging during the whole class and pair/small group disciplinary work so that students had opportunities to enact their agency and identity as bilinguals. We talked about appropriate pairing of newcomer students, Yardan and Basam, with emergent bilingual students willing to use Arabic to facilitate effective and beneficial collaboration during the inquiry work. I asked Ms. Sobh that instead of using mostly English (as we both did during Investigations 1 and 2), to deploy **intentional/planned** translanguaging shifts to explain key concepts, to ask comprehension questions, and/or to clarify information in sources to support students' reading comprehension in order to support focusing on meaning in the sources and identifying important ideas that were relevant for responding the investigation's central question (cf. Moje, 2015). She agreed, answering that that is what students are also learning to do in other classes with other teachers, such as English Language Arts, to show understanding of the texts. I suggested that students would need scaffolding support from her (cf. Palincsar & Brown, 1984), especially in using Arabic. This did not elicit any comments from her about how her Arabic might not always suffice for this purpose. As I did not get any clear confirmation in this regard, I waited to see how the next lessons would unfold in order to understand the full potential for translanguaging in

this context for supporting students in inquiry. Lastly, we also planned to intentionally encourage and elicit student responses in both English and Arabic during their whole class/pair work and agreed that Ms. Sobh would interpret student responses in both languages for the whole class.[15]

2.5.3 Collaborating to Make Meaning

As the class engaged in Investigations 3 and 4 (January through March, 2022), Ms. Sobh contributed to the translanguaging *design* of the inquiry by creating new collaborative structures. Yardan was paired to work with Yasir (emergent bilingual who joined the class in January 2022 and started using Arabic to talk about content when paired with Yardan), while Basam worked first with Hassan (more experienced emergent bilingual) and then with Samir (student classified by the school as a Long-Term English Learner).

2.5.3.1 Investigation 3 Is Post-Apartheid South Africa living up to its promises?

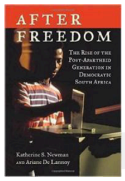
During Investigation 3, *Is Post-Apartheid South Africa living up to its promises?* students read and analyzed two accommodated sources to explore the past and present political, economic, and social reality for different groups of people in South Africa. On Day 9, after reading and analyzing *Interview with Zondwa (Source 1)* by Katherine S. Newman & Ariane De Lannoy (from 2014) (Figure 2.4), students engaged in *evaluating/reasoning about the source* to discuss Zondwa's perspective on whether Post-Apartheid South Africa is living up to its promises. Critical event 4 shows Ms. Sobh asking students to work in pairs to reason about Zondwa's perspective (turn 1) in Excerpt 1,[16] Basam and Hassan working together to complete the activity and Ms. Sobh asking them to share their thinking with the whole class (Excerpt 2), and Yasir and

[15] It is also important to mention that the teacher's and students' performance during this period may have been affected by larger than usual student absences and classroom instruction interruptions as students were pulled out of the class due to COVID-19 testing and tracing. Also, students had to stay home if they had been a close contact of others with COVID-19, and students (and the teacher) were also regularly getting sick at this point.

[16] I present *Critical Event 4* in four Excerpts to make it easier to follow classroom interaction.

Yardan talking (Excerpt 3). This is a critical event because it shows the choices the teacher makes in translanguaging, using everyday registers of Arabic to explain content. Students take up that language to engage in translanguaging about what they learned. It also shows how the new grouping matters, as the newcomers, Basam and Yardan, are paired with Hassan and Yasir, emergent bilingual students who can support them. These new collaborative structures offer all four students new ways of translanguaging. Lastly, it shows Yardan agentively participating and contributing to the classroom knowledge much more than what we have seen before; and Ms. Sobh revoicing his thinking in Arabic and English (Excerpt 4).

Figure 2.4 *Excerpt from Investigation 3 "Interview with Zondwa (Source 1)," the First Page of Source 1 from the Student Packet*



Is Post-Apartheid South Africa living up to its promises?
هل تفي جنوب إفريقيا بعد الفصل العنصري بوعودها؟

Interview with Zondwa (Source 1)

Headnote: *This source is an interview with Zondwa. Zondwa is a Black South African woman. She remembers life during apartheid. She speaks both English and Xhosa. Her daughter plans to be an Architect. Zondwa's interview is from the book After Freedom, by Katherine Newman and Ariane De Lannoy. Dr. Newman is a white woman professor at Johns Hopkins University and Dr. De Lannoy is a white woman researcher at the University of Cape Town.*

الترويسة: هذا المصدر هو مقابلة مع زوندوا. زوندوا هي امرأة سوداء من جنوب أفريقيا، وهي تتذكر الحياة أثناء فترة الفصل العنصري. تتحدث اللغتين الإنجليزية والخوسا. تخطط ابنتها لتكون مهندسة معمارية. مقابلة Zondwa هي من كتاب After Freedom ، لكاثرين نيومان وأريان دي لاني. نيومان هي أستاذة بيضاء بجامعة جونز هوبكنز ، ودي لانوي باحثة بيضاء بجامعة كيب تاون.

As you read the source, **UNDERLINE:** *What parts of the source tell you what Zondwa* ***thinks, wants,*** *or* ***experiences****?*
أثناء قراءة المصدر الأساسي، **ضع خط**: ما هي أجزاء المصدر التي تخبرك بما تفكر فيه Zondwa أو تريده أو جربته؟

English-Arabic Word Bank **بنك الكلمات الإنجليزية والعربية**

government - حكومة	pension – معاش تقاعد	a pass - إذن
to be held - حجز	to be sent back - ارجاع	to be patient - صبور

Since 1994, I feel like government has done a lot. The houses, pension (social security income). In the past, us Blacks could not get our pension. But now people get it. Even sick people get it. That is why I'm saying now…I feel government has done a lot…Things have become better, man.

Under apartheid, I couldn't go and work in Cape Town because I didn't have a pass to work in Cape Town. The minute I get to Cape Town, and someone there would find out that I'm from Port Elizabeth, I would be…held for some days, then sent back to Port Elizabeth. You see, but now I can go and work anywhere in South Africa, wherever I feel like…

That old government just gave people a hard time, and hurt them…Yes, people need houses now but look at how many houses have been built. There has been a lot.

I don't want to think about the negative things—I see the positive things. And things are still going to happen. We just need to be a little more patient.

Attribution: *From an interview with Zondwa in the book,* After Freedom: The Rise of the Post-Apartheid Generation in Democratic South Africa *(p. 204) by Katherine S. Newman & Ariane De Lannoy. Published by Beacon Press Books, 2014.*

الإسناد: من مقابلة مع زوندوا في كتاب ، بعد الحرية: صعود جيل ما بعد الفصل العنصري في جنوب أفريقيا الديمقراطية (ص 204) بقلم كاثرين إس نيومان وأريان دي لانوي. تم النشر بواسطة Beacon Press Books ، 2014.

"

Excerpt 1. *Ms. Sobh sets the students up for pair work*

Turn	Speaker	Utterances [*Translation of Arabic*] ((actions))
1	Ms. Sobh	What is Zondwa's perspective? So, the way that she thinks whether post-apartheid South Africa is living up to its promises. So after 1994 with the new government that they had in South Africa, what is her perspective? Is it going to be a positive or is it going to be a negative based on what we've just read, based on annotations, and based on the reliable and unreliable information that you gathered? Tell us what you think her perspective is. Is it a positive outlook of post-apartheid South Africa or is it negative? So we are gonna give you guys one minute to discuss and one minute to write. مبسوطة أو منها مبسوطة؟ [*Is she happy or unhappy?*] So you are gonna tell us, how is her life or way of life right now? From 1994 you guys said you got 20 years later till 2014, is she happy or unhappy from her perspective, okay? You are gonna write it, you are gonna talk and then write.

In turn 1, Ms. Sobh is not using much Arabic as she sets the students up for pair work. She only provides [*happy or unhappy*] in Arabic as options to discuss Zondwa's perspective on whether Post-Apartheid South Africa is living up to its promises. These linguistic choices in Arabic come from an informal register and using 'happy' and 'unhappy' to describe Zondwa's perspective are not sufficient to capture Zondwa's intent or the meanings she conveys in the interview. The teacher does use the words 'positive' and 'negative' in English (technical registers), but perhaps since she does not have those words in her Arabic repertoire she does not repeat/interpret them in Arabic.

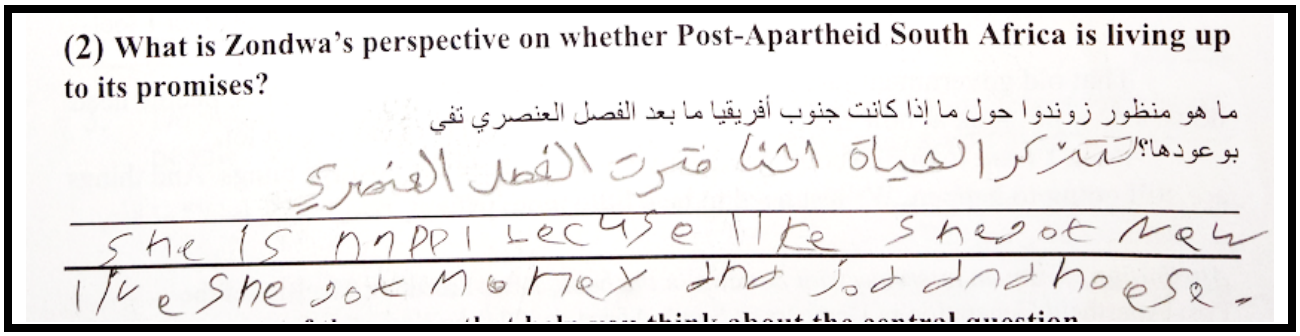
After Ms. Sobh sets students for the pair work in turn 1, we see Hassan and Basam working together in Excerpt 2 and, in Excerpt 3, Yasir and Yardan.

Excerpt 2. *Hassan talks to Basam; Ms. Sobh asking them to share their thinking with the whole class*

Turn	Speaker	Utterances [*Translation of Arabic*] ((actions)) **(refers to Figure)**
2	Hassan	((explains to Basam what was discussed earlier in class in English)) اسمع هي كانت إنه قبل الفصل العنصري ما بحبوا بعض بس لما ما بقى فيه عنصرية صار عندها فلوس ويعني شغل متل البيض وصاروا مع بعض يعني صارت سعيدة ومش حزينة فهيدا اللي منكتبه. [*Listen, they used to not like each other before the apartheid but when there was no more racism, she got money and work like the white people and they were together, so she became happy and not sad. That's what we should write*.]
3	Basam	((writes in his source worksheet)) **(Figure 2.5 below)**
		Several minutes later Ms. Sobh asks Basam and Hassan to share with the whole class
4	Ms. Sobh	شو فهمنا من أول واحد؟ عن زوندوا؟ شو فهمنا؟ Basam, [*what did we learn from the first one? About Zondwa, what did we learn?*] This source helped me think about…?
5	Hassan	About Zondwa, what did she do.
6	Ms. Sobh	Okay so her experiences شو فهمنا عن هالإمرأة اللي عايشة بجنوب أفريقيا؟ Basam, [*what did we learn about this woman who lived in South Africa?*]
7	Basam	كانت تتذكر الحياة فترة الفصل العنصري. [*She remembered life during the time of apartheid.*]
8	Hassan	She was remember when there was فترة العنصرية [*the period of racism*] when Black people could not be together with white people.
9	Ms. Sobh	آه لما كانوا متقاسمين.

		[*Yes, when they were separated.*]
10	Hassan and Basam	Yeah
11	Ms. Sobh	ما كان فيه عدل. [*There wasn't justice.*] What did you learn about Zondwa? So she was a South African woman living in South Africa after the post-apartheid period sharing her thoughts and her experiences.

Figure 2.5 *Excerpt from Basam's Investigation 3, Source 1 Reasoning about the Source Student Packet Worksheet*



Transcript of Basam's writing in Arabic and English:

تتذكر الحياة أثنا فترت الفصل العنصري

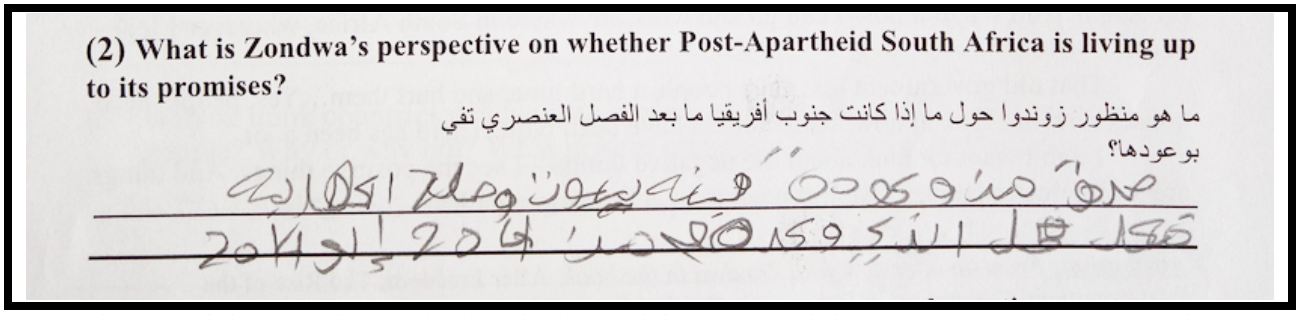
[She remembers life during apartheid]
She is happi becuse like she got new live she got money and jod and hoese.

Excerpt 3. *Yardan and Yasir working in pairs*

Turn	Speaker	Utterances [*Translation of Arabic*] ((actions)) **(refers to Figure)**
12	Yasir	هي سعيدة ولا مو سعيدة؟ [*Is she happy or unhappy?]*
13	Yardan	سعيدة. [*Happy.*]
14	Yasir	الموقف الحالي من ١٩٩٤ [*The current situation, since 1994*]
15	Yardan	١٩٩٤ أيوا ؟ [*1994, right?]*
16	Yasir	

		اكتب هذا إلى ٢٠١٤ أن الرئيس وعد الحين اكتب أنا قلت. [*Write that. Until 2014. The president promised. Now write what I said.]*
17	Yardan	أيوا خلاص؟ [*Okay, is that it?]*
18	Yasir	أن الرئيس وعد أن الأراضي للبيض والسود وبنى البيوت وتوصل لهم كهرباء وهكذا. [*The president promised that the lands belong to the white people and the black people. He built houses with electricity for them and so on.]*
19	Yardan	((writes his notes down)) **(Figure 2.6 below)**

Figure 2.6 *Excerpt from Yardan's Investigation 3, Source 1 Reasoning about the Source Student Packet Worksheet*



Approximate translation of Yardan's writing in Arabic into English: *She said he fulfilled his promises, built houses and fixed electricity, everything he promised them*

We see both Hassan and Yasir assertively deploy translanguaging shifts using their available language resources (turns 2 and 12, respectively) to initiate interaction with the newcomers, Basam and Yardan. Hassan and Yasir display their understanding of the source and provide their perspective why Zondwa's point of view on post-apartheid South Africa is positive (or as they say, سعيدة [*happy*]) (turns 2 and 18, respectively). Both students use the informal register, سعيدة [*happy*], to describe Zondwa's point of view, the language choice in Arabic previously presented by Ms. Sobh. At the same time, Basam and Yardan are able to participate in

new ways that facilitate their socialization into the disciplinary practice of evaluating/reasoning about the source. Based on his interaction with Hassan, Basam demonstrates understanding by writing in Arabic his reasoning about Zondwa's point of view, [*She remembers life during apartheid*] (Figure 2.5 above). He also copies Hassan's notes in English. Later, during the interview, Basam shares his perspective on his collaboration to make meaning with Hassan:

لا, لا. بالعربي أنا داري. بس هاذولا أنا كنت حسن يكتب ويقلي اكتب وأنا أكتب. شرح لي أن زوندوا هذه يعني أنها ما زعلتش بعد الفصل العنصري وكانت تذكر أيام الفصل العنصري. كانوا بينهم مشاكل وبعده, اتطوروا وكانوا يدرسوا مع بعض ويشتغلوا مع بعض.

[*No, no. In Arabic I know. But these ones, I was–Hassan was writing and telling me…to write and I was writing. He explained to me that Zondwa, I mean this person, that she wasn't upset after apartheid and she was recalling the time during apartheid. There were problems between them, and after that, they improved and they were studying together and working together.*]

لا بس كان يشرح لي يعني مثلا الاستاذه تتحاكي بالانجليزي، يشرح لي أيش نكتب.

[*No, but he explained things to me, like for example if the teacher is talking in English, he explains to me what we should write*] (post-investigation 3 interview with Basam, February 28, 2022).

Basam also shared, بس مافهمتش شي من هذا [*But I didn't understand any of this* (refers to the practice of reading and analyzing sources to respond to the central question of the investigation)], further explaining that he thought that reading sources would give him an immediate answer to the investigation's central question. Being new to inquiry, at this point, Basam relied on taking up the thinking of his peers and copying notes from the board or from Hassan's worksheet during Investigation 3. To check students' understanding and reasoning about the source, Ms. Sobh deploys translanguaging shifts to elicit Basam's and Hassan's reasoning (turns 4 and 6). Drawing

on their full language resources, Basam (turn 7) and Hassan (turn 8) contribute to the class knowledge by sharing their thinking.

After Yasir initiates collaborative talk with Yardan asking, [*Is she* (Zondwa) *happy or unhappy?*] (turn 12), Yardan responds سعيدة [*happy*] (turn 13), showing understanding about how Zondwa feels about her life in post-apartheid South Africa. Here, we see that Yasir's language far exceeds (turns 14, 16, and 18) what Yardan is able to say about what they are learning. However, although Yardan says little, his responses indicate understanding. He gives the date when apartheid ended in South Africa (turn 15) and shows motivation to learn [*Okay, is that it?*] (turn 17), indicating that he is (finally) grasping what the whole thing is about. Further, Yardan benefits from what Yasir says in turn 18 since what he has written (Figure 2.6 above) is very close to what Yasir has said. Both students actively participate in learning and display their comprehension and reasoning about the source.

After this, Ms. Sobh invites Yardan to share his notes after collaborating with Yasir to further encourage translanguaging as the classroom norm (Excerpt 4 below). Yardan shares in Arabic his reasoning about Zondwa's perspective, [*He* (the president of South Africa) *fulfilled its* (the government's) *promises and built houses and fixed the electricity, all the things it had promised*] (turn 21). Yardan provides elaborated and sophisticated reasoning about post-apartheid South Africa living up to its promises based on what Zondwa conveyed in the interview and his talk with Yasir. His responses are longer than we have seen prior to this and include more details about the content he is learning about. To make Yardan's response available for all students, Ms. Sobh revoices it in English as I write it on the board (turn 31). By revoicing Yardan's responses in either language, Ms. Sobh makes his views available to all students in class, giving him more status in the classroom. We see Yardan participating more in disciplinary

work and contributing to the class knowledge as he is provided frequent opportunities to talk about content with Yasir through translanguaging and Ms. Sobh's enabling him to share his reasoning with the class in agentive ways.

Excerpt 4. *Whole class share out: Ms. Sobh asks Yardan to share with the whole class what he talked about with Yasir and wrote down*

Turn	Speaker	Utterances [*Translation of Arabic*] ((actions))
20	Ms. Sobh	صوتك خفيف علي صوتك [*Your voice is too low. Speak up*]
21	Yardan	صدق بوعودها وبنى بيوت وصلح الكهرباء, كل الذي وعدها. [*He* (the president of South Africa) *fulfilled its* (the government's) *promises and built houses and fixed the electricity, all the things it had promised.*]
22	Ms. Sobh	أوكي, كانت, شو قلت؟ صدقت بال...؟ [*Okay, it was, what did you say? It fulfilled…?*]
23	Yardan	وعودها [*Its promises*]
24	Ms. Sobh	وعودها؟ *[Its promises?]*
25	Yardan	آه, بالذي وعده. [*Yeah, what he had promised.*]
26	Ms. Sobh	Oh, okay! Yeah, so they did live up with its- South Africa did live up with its promises, عشان شو البيوت قلت؟ [*Because, what did you say about the houses?*]
27	Ms. Sobh	عشان شو؟ البيوت, قلت؟ [*Because of what? The houses, you said?*]

28	Yardan	بنى بيوت, [*He built houses*]
29	Some students	بنى بيوت, [*He built houses,*] He built the houses.
30	Ms. Sobh	وكهرباء؟ أوكي. [*And electricity? Okay.*]
31	Ms. Sobh	((revoices in English what Yardan shares in Arabic for the whole class and for Mina to write on the board)) Okay, because they did provide housing to Black South Africans…and services, for example, he (Yardan) said, electricity.

Critical event 4 shows that learning *through translanguaging* allows students to build on each other's knowledge and collaborate as peers. Also, drawing on their unitary repertoires to make meaning about content enables students to be more assertive and competent in demonstrating their knowledge of subject-matter concepts and offering their own perspectives, as well as feel capable of assisting others. Reflecting on the implemented collaborative structures, Ms. Sobh shares, "I thought that it was important to work with one another, they had peer support from each other, for example, Yasir and Yardan really relied on one another" (post-investigation 3 interview, March 4, 2022). During the post-investigation 3 interview, Yasir shared that working with Yardan made him use Arabic and for that reason, he is "learning more Arabic" (interview with Yasir, March 2, 2022). This shows that creating a collaborative structure in which a newcomer is able to work with an emergent bilingual peer willing to use Arabic provides both students with opportunities to engage with texts, to enhance participation and performance through translanguaging, and to practice the development of translanguaging practices for social studies inquiry; thus, learn *through translanguaging* and learn both languages

through translanguaging, too. Lastly, the teacher's revoicing student responses in the other language validates those responses through her own translanguaging, supports development of students' bilingual identities, and gives students more status in the classroom. Collaborating to make meaning and sharing their thinking and perspectives through translanguaging, students position themselves as agents in bringing their own language practices to the learning process.

2.5.3.2 Investigation 4 Why does hazardous child labor continue to exist in Nepal?

During the fourth investigation, *Why does hazardous child labor continue to exist in Nepal?,* students read and analyzed three accommodated sources that present multiple perspectives about the persistence of child labor in Nepal's brick kilns. To support more students in taking up translanguaging, Ms. Sobh regrouped students again. For example, she paired Basam (newcomer) and Samir (classified as a Long-Term English Learner) to work together. Ms. Sobh thought that Samir's willingness to listen to and use Arabic and Basam's ability to read Arabic would encourage both students to participate through translanguaging as they completed their work. During previous investigations, Samir mostly agentively translanguaged by providing one-word responses in Arabic, chorally repeating Arabic words, recognizing the difference in pronunciation of a word between Ms. Sobh's Lebanese dialect and his Yemeni dialect, asking for help, or side talk. He did not draw on his unitary repertoire to engage in sustained interaction about content through translanguaging. Throughout Investigation 4, however, Samir increasingly used translanguaging shifts to collaborate with Basam. Basam also demonstrated more confidence as he engaged in the inquiry during the disciplinary work of reading and analyzing sources this time.

After the whole class read aloud *Kumar, 12 years old (Source 1)* (Figure 2.7) and discussed its reliability, Ms. Sobh asked students to work together to respond to the question,

What does Kumar help you understand about why hazardous child labor continues to exist in Nepal? In critical event 5, Ms. Sobh asks comprehension questions about the source before the students begin working in pairs and Samir and Basam collaborate to participate in learning. This is a critical event because this is the first time Ms. Sobh asked comprehension questions extensively through translanguaging. Critical event 5 also shows how Basam and Samir collaborate to demonstrate their reasoning about the source.

Figure 2.7 *Investigation 4 "Kumar 12-year-old (Source 1)," the First and Second Pages of Source 1 from the Student Packet*

Why does hazardous child labor continue to exist in Nepal?
لماذا تستمر عمالة الأطفال الخطرة في نيبال؟

Kumar, 12 years old (Source 1)

Headnote: *Kumar works in a brick kiln. He makes bricks, cooks, and gets water. His parents work for $5 per month. Kumar does not go to school. He has worked several jobs including selling tea. Researchers from IREWOC, an organization from the Netherlands, visited brick kilns in Nepal and asked children about their experiences to write this report. IREWOC wants to learn why children work in bad conditions. IREWOC wants to find ways to help these children.*

ملاحظة رئيسية: كومار يعمل في فرن الطوب. يصنع الطوب ويطهي و يحصل على الماء. يعمل والديه مقابل 5 دولارات شهريًا. كومار لا يذهب إلى المدرسة. عمل في العديد من الوظائف بما في ذلك بيع الشاي. زار باحثون من *IREWOC* ، وهي منظمة هولندية ، أفران الطوب في نيبال وسألوا الأطفال عن تجاربهم لكتابة هذا التقرير. المؤسسة تريد معرفة سبب عمل الأطفال في ظروف سيئة، وتريد إيجاد طرق لمساعدة هؤلاء الأطفال

As you read the source, **UNDERLINE:** *What parts of the source tell you what the author or people in the text* ***think, want,*** *or* ***experience****?*
أثناء قراءتك للمصدر، ضع خط تحت: أجزاء المصدر التي تخبرك بما يعتقده المؤلف أو الأشخاص في النص ، أو ماذا يريدونه ، أو يجربونه؟

English-Arabic Word Bank **بنك الكلمات الانجليزية والعربية**

clay - معجون	a brick - قالب طوب	a brick kiln - فمائن الطوب

We make the clay, so we can make bricks. When we finish making the bricks, we have to start to make the clay again, and so it never ends. I don't enjoy doing this work, but I am from a poor family, so I have to. But next year I do not want to come back.

Attribution: Said by 12-year old Kumar from Sindhuli in a 2010 report, "*Child Labour in Kathmandu, Nepal,"* by IREWOC, the foundation for International Research on Working Children, p. 20.

الإسناد: قالها كومار البالغ من العمر 12 عامًا من السندولي في تقرير عام 2010 ، "عمالة الأطفال في كاتماندو ، نيبال" من قبل IREWOC ، مؤسسة البحث الدولي حول الأطفال العاملين ، ص. 20.

READ the questions and **LOOK** for the answers in the **Headnote** and **Attribution**:
اقرأ الأسئلة وابحث عن الإجابات في التعليق الرئيسي والإسناد:

1. **What type of source** is this? This is _____.
ما نوع المصدر؟

2. **Who** said the words published in this source? _____ said the words published in this source.
من قال الكلمات التي في المصدر؟

3. **Who** published this source? _____ published this source.
من نشر المصدر؟

4. **When** was this source published? It was published in _____.
متى نشر المصدر؟

Reasoning about the Source…
الاستدلال على المصدر

(1) How reliable is this source for understanding why hazardous child labor continues to exist in Nepal?
ما مدى موثوقية هذا المصدر لفهم سبب استمرار عمالة الأطفال الخطرة في نيبال؟

Reliable -

موثوق

Unreliable –

غير موثوق

(2) What does Kumar help you understand about why hazardous child labor continues to exist in Nepal?
ماذا يساعدك كومار في فهم سبب استمرار عمالة الأطفال الخطرة في نيبال؟

_____

_____

(3) Box the parts of the source that help you think about the central question.
ضع مربع حول الاجزاء من المصدر التي ساعدتك في التفكير في السؤال المركزي.

Critical Event 5: *Investigation 4, Day 4, "Kumar 12 years old (Source 1):" Reasoning about the Source*

Turn	Speaker	Utterances [*Translation of Arabic*] ((actions))
1	Ms. Sobh to the whole class	بحب يشتغل كومار أو ما بحب يشتغل كومار؟ بهيدا المصنع بالباطون؟ لما عم بقول [*Does Kumar like working or does Kumar not like working? In this brick factory? When he's saying,*] I don't enjoy doing this work but I am from a poor family, بحب يشتغل بهيك مصنع؟ [*does he like working at this kind of factory?*] No, بس هو شو من عائلة فقيرة أو عائلة غنية؟ [*but he's what, from a poor family or rich family?*] so هوي بحاجة لهيدا الشغل. [*he needs this work.*] It is something he doesn't like doing but he is forced to do it to support his family. فهمان معنا؟ [*Are you understanding this?*]

Samir and Basam working together

Turn	Speaker	Utterances [*Translation of Arabic*] ((actions))
2	Samir	كان الأطفال يشتغلوا الأشغال الخطيرة. [*Children were working in those dangerous jobs.*]
3	Basam	ليه؟ قل لي. [*Why? Tell me.*] لماذا تعتقد أن الأطفال ممكن أن يعملون في وظائف التي ممكن أن تكون خطيرة؟ [*Why do you think these children might work in jobs that can be dangerous?*] ليه؟ قل لي. [*Why? Tell me.*]

4	Samir	يحصلو على المال. [*To make money.*]
5	Basam	ولا يساعدوا أهلهن صح؟ [*Or to help their parents, right?*]

In turn 1, as Ms. Sobh asks comprehension questions about *Kumar, 12 years old (Source 1)*. This source itself uses more 'everyday' registers, as it is reporting an interview with a 12-year-old and not something technical, so Ms. Sobh demonstrates more confidence in talking about it through translanguaging. Students are not responding to her questions at this point but engage in pair work. Samir agentively initiates a sustained translanguaging sequence in interaction with Basam (turns 2 and 4) to talk about the source. Basam is more assertive now as in asking Samir why he has made the claim that [*Children were working in those dangerous jobs*], even repeating the questions and pressing Samir (turn 3). He shares his own thinking (turn 5) in response to what Samir has said (turn 4). Together they share their understanding of the source and learn *through translanguaging*.

Critical event 5 shows that pairing Samir, a more experienced emergent bilingual, with Basam, a newcomer, motivates both students to translanguage while co-constructing social studies knowledge and learning new disciplinary practices. It also creates a space in which the flow of dynamic bilingualism, the translanguaging *corriente*, is explicitly and intentionally supported towards becoming the classroom norm. Additionally, in the post-investigation 4 interview, Ms. Sobh shared:

> the level one students, they do need the Arabic, and they support one another in English and in Arabic. So those students that I did put next to them are the students that understand Arabic, much better than other students (…) and they're able to help each

other, so sometimes for example, like Basam and Samir, I felt like they were successful in sitting with one another during this investigation because Samir helped with the Arabic and then Basam was listening to the English language as well and then reading in Arabic. Samir was able to help him successfully complete each task daily. (post-investigation 4 interview, April 13, 2022)

As we see in critical event 5 and from the interview with Ms. Sobh, pairing Samir and Basam worked well "because Samir helped with the Arabic and then Basam was listening to the English language." Ms. Sobh was also glad she had done it.

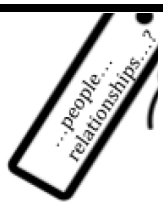
2.5.4 Focusing on Meaning in the Sources and Identifying Important Ideas that are Relevant for Evaluating/Reasoning about Sources and Responding to the Central Question

In this section I report critical events from Investigation 4 where the class focused on meaning in the sources and identifying important ideas that are relevant for evaluating/reasoning about sources and responding to the central question.

Critical event 6 shows a whole class co-construction of *Nepal's Policies against Child Labor (Source 4)* (Figure 2.8 below) about Nepal's law against child labor from 2009 in Arabic. After the whole class read the source aloud, students reread and talked about the text in pairs, guided by the question, *What people and institutions are actors in the source? What is the relationship between those people and institutions?* Students then shared their thoughts in English. I asked if anybody could share in Arabic the important ideas expressed in the source. Hassan and Yasir raised their hand. Critical event 6 shows Hassan and Yasir demonstrating their understanding of the source in Arabic; and how what Hassan said shaped Yasir's thinking about the source.

Figure 2.8 *Investigation 4 "Nepal's Policies against Child Labor (Source 4)," the First and Second Pages of Source 4 from the Student Packet*

Why does hazardous child labor continue to exist in Nepal?
لماذا تستمر عمالة الأطفال الخطرة في نيبال؟



Nepal's Policies Against Child Labor (Source 4)

Headnote: *Many countries have laws to stop hazardous child labor. Nepal is one of these countries. World Education is an organization that works in 22 countries to improve education. Their project in Nepal is called Naya Bato Naya Paila (New Path New Steps). It is funded by the U.S. Department of Labor.*

ملحوظة رئيسية: العديد من البلدان لديها قوانين لوقف عمالة الأطفال الخطرة. نيبال هي واحدة من هذه البلدان. *World Education* هي منظمة تعمل في *22* دولة لتحسين التعليم. يسمى مشروعهم في نيبال نايا باتو نايا بايلا *(خطوات جديدة لمسار جديد)*. يتم تمويله من قبل وزارة العمل الأمريكية.

As you read the source, **UNDERLINE**: *What **people** and **institutions** are actors in the source? What is **the relationship** between those people and institutions?*
كما تقرأ المصدر ، ضع خط تحت: الأشخاص والمؤسسات الفاعلون في المصدر؟ ما هي العلاقة بين هؤلاء الناس والمؤسسات

English-Arabic Word Bank **بنك الكلمات الانجليزية والعربية**

The Child Labor Regulations and Prohibition Act - قانون حظر عمل الأطفال	to allow - يسمح	to get approval - ينال الموافقة

The *Child Labor Regulations and Prohibition Act* of 2000 does not allow children to make bricks until they are 16 years old. The Act (law) does not allow children who are 14 or 15 to work more than 6 hours a day and 36 hours a week… Factory owners must get approval from the government to start a brick factory, but many factories work without approval.

Attribution: Children Working in Brick Factories, Child Labor Status Report, 2009. Prepared by World Education and their local partners, p. 8.
الإسناد: الأطفال العاملون في مصانع الطوب ، تقرير حالة عمالة الأطفال ، 2009. من إعداد منظمة التعليم العالمي وشركائها المحليين ، ص. 8.

READ the questions and **LOOK** for the answers in the **Headnote** and **Attribution**:
اقرأ الأسئلة وابحث عن الإجابات في التعليق الرئيسي والإسناد:

1. **What type of source** is this? This is _____.
ما نوع المصدر؟
2. **Who** wrote this source? _____wrote this source.
من كتب المصدر؟
3. **When** was this source written? It was written in _____.
متى كتب المصدر؟

Reasoning about the Source …
الاستدلال على المحتوى

(1) How reliable is this source for understanding why hazardous child labor continues to exist in Nepal?
ما مدى موثوقية هذا المصدر لفهم سبب استمرار عمالة الأطفال الخطرة في نيبال؟

Reliable -

موثوق

Unreliable -

غير موثوق

(2) What does this source help you understand about why hazardous child labor continues to exist in Nepal?
ما الذي يساعدك هذا المصدر في فهم سبب استمرار وجود عمالة الأطفال الخطرة في نيبال؟

_____

_____

(3) Box the parts of the source that help you think about the central question.
ضع مربع حول الاجزاء من المصدر التي ساعدتك في التفكير في السؤال المركزي

Critical Event 6: *Investigation 4, Day 5, "Nepal's Policies against Child Labor (Source 4)*:" *Understanding the Source*

Turn	Speaker	Utterances [*Translation of Arabic*] ((actions)) (referent) {unclear}
1	Hassan	هم أصغر من ١٤ و ١٥ يشتغلون أكثر من ٦ ساعات بالday [*They are younger than 14 and 15 and work for more than 6 hours a*] day
2	Some students chorally	باليوم [*per day*]
3	Hassan	و٣...٣٦ ساعة في ال... [*and three* {unclear} *36 hours a* {unclear}]
4	Some students	في الأسبوع [*a week*]
5	Ms. Sobh to Yasir	Okay. {unclear}. You can continue.
6	Yasir	لازم...تصريح...حكومة [*he* (a brick kiln factory owner) *has to* {unclear} *permit* {unclear} *government*]
7	Ms. Sobh	((helps Yasir)) الحكومة [*the government*]
8	Yasir	((repeats after Ms. Sobh)) الحكومة [*the government*]
9	Ms. Sobh	لأنه شو طلع جديد؟ شو اسم؟ [*Because what new thing happened? What's it called?*] Law

10	Ms. Sobh and Yasir	القانون [*Law*]
11	Ms. Sobh	Yeah, you did a good job.

In demonstrating his understanding of the source, Hassan is focused on how many hours and days in a week children work in brick kilns (turns 1 and 3). Yasir then contributes focusing on that a factory owner has to get a "permit" (turn 6) to start a brick factory. The teacher emphasizes the words, "the government" and "law" in Arabic, that she sees as important for capturing the meanings (turns 7, 9, and 10). In turn 11, the teacher tells Yasir, "you did a good job," signaling that what he has shared is sufficient. Yasir is not given an opportunity to possibly complete his thinking about the idea presented in the source that "[f]actory owners must get approval from the government to start a brick factory, but many factories work without approval" (Figure 2.8 above). It is interesting to mention that Yasir uses the word تصريح [*permit*] which was presented and explained in Arabic when the class was building their background knowledge about apartheid in South Africa (Investigation 3).[17] If Yasir's attention had been drawn to the word موافقة [*approval*], presented in the *English-Arabic Word Bank* in the source 4 worksheet, he might have deployed it to express his understanding of the source.

After this interaction, the students were asked to annotate source 4. Below we see Yasir and Yardan talking.

[17] See I-3. - South Africa - Slides - Bilingual Learners (Arabic) **(Slide 9, under date/year 1910/1913)**

Yasir sharing with Yardan

Turn	Speaker	Utterances [*Translation of Arabic*] ((actions))
12	Yardan	دالحين نكتب حق نكتب. [*Now we write.*]
13	Yasir	خليني أقول لك. كان لازم تصريح من الحكومة لتشتغل. لازم ٦ ساعات باليوم وبالاسبوع ٣٦ ساعة ولازم ورقة من الحكومة حتى تشتغل. [*Let me tell you. You would need a permit from the government to work. It has to be 6 hours a day and 36 hours a week and you need a paper from the government in order to work.*]

In turn 13 Yasir agentively shares his thinking with Yardan, taking up what Hassan tried to talk about earlier. He also uses the language choices that were made available in Arabic during the previous interaction he had with Ms. Sobh.

Lastly, critical event 7 shows an instance of Ms. Sobh's questioning through translanguaging to support students' understanding of the source. Students were asked to reread *Factory Supervisor (Source 5)* (Figure 2.9) in pairs and underline the text guided by the question, *What parts of the source tell you what the author or people in the text think, want, or experience?* Basam and Samir worked together and Ms. Sobh monitored their work and progress.

Figure 2.9 *Excerpt from Investigation 4 "Factory Supervisor (Source 5)," the First Page of Source 5 from the Student Packet*

Why does hazardous child labor continue to exist in Nepal?
لماذا تستمر عمالة الأطفال الخطرة في نيبال؟

Factory Supervisor (Source 5)

Headnote: *Factory owners and supervisors do not always follow Nepal's laws to stop child labor. Four brick kiln supervisors talked about their experiences with child labor for this report. Some brick kiln supervisors did not want to talk. They thought talking about child labor is bad for their businesses. Supervisors do not follow the laws because they don't want to lose the money they make from child labor. Some brick kiln owners say that children do not have to work. They say that children want to help in their free time before and after school. Researchers from IREWOC visited brick kilns in Nepal and asked people about their experiences to write this report.*

ملاحظة رئيسية: لا يتبع أصحاب المصانع والمشرفون دائمًا قوانين نيبال لوقف عمالة الأطفال. تحدث أربعة من مشرفي قمائن الطوب عن تجاربهم مع عمالة الأطفال من أجل هذا التقرير. لم يرغب بعض المشرفين على قمائن الطوب في التحدث. لقد اعتقدوا أن الحديث عن عمالة الأطفال يضر بأعمالهم. لا يتبع المشرفون القوانين لأنهم لا يريدون خسارة الأموال التي يكسبونها من عمالة الأطفال. يقول بعض أصحاب قمائن الطوب أن الأطفال ليسوا مضطرين للعمل. يقولون أن الأطفال يريدون المساعدة في أوقات فراغهم قبل المدرسة وبعدها. زار باحثون من *IREWOC* أفران الطوب في نيبال وسألوا الناس عن تجاربهم لكتابة هذا التقرير.

As you read the source, **UNDERLINE**: *What parts of the source tell you what the author or people in the text* ***think, want,*** *or* ***experience****?*
أثناء قراءتك للمصدر، ضع خط تحت: أجزاء المصدر التي تخبرك بما يعتقده المؤلف أو الأشخاص في النص ، أو ماذا يريدونه ، أو يجربونه؟

English-Arabic Word Bank **بنك الكلمات الانجليزية والعربية**

brick factory - مصنع للطوب	law - قانون	to waste time - لتمضية الوقت

It is not good that children work in a brick factory, but we do not have a law to stop child labor. Sometimes we tell parents that they should not let the children work, but send them to school. But these parents are not educated, and they think children waste time if they play. Parents think it is good when the child helps with work because they get more money to feed their family. Parents are happy when the child can work.

Attribution: From a supervisor at a brick kiln in a 2010 research report, "Child Labour in Kathmandu, Nepal," by IREWOC, the foundation for International Research on Working Children, p. 29.
الإسناد: من مشرف في قمائن الطوب في تقرير بحثي عام 2010 ، "عمالة الأطفال في كاتماندو ، نيبال" من قبل IREWOC ، مؤسسة البحث الدولي حول الأطفال العاملين ، ص. 29.

Critical Event 7: *Investigation 4, Day 6, "Factory Supervisor (Source 5)*:" *Ms. Sobh Questioning to Support Samir's and Basam's Understanding of the Source*

Turn	Speaker	Utterances [*Translation of Arabic*] ((actions))
1	Ms. Sobh	((reads from Basam's source 5 worksheet)) "It's not good that children work in a brick factory but we do not have a law to stop child labor." Ok, so did you underline that? So they think it's not good that children work so underline that. It's not good that children work. حطيط شحطة تحت منها؟ أول جملة [*Did you underline it? The first sentence*]
2	Basam	أول جملة [*The first sentence*]
3	Ms. Sobh	((reads from the source)) "Sometimes we tell parents that they should not let their children work but send them to school."
4	Ms. Sobh	((asks Basam and Samir)) So what do they tell parents?
5	Samir	They should send them to school
6	Ms. Sobh	We will underline ((reads from Basam's source worksheet)) "they should not let their children work." That's what they THINK. They should not let their children work.
7	Ms. Sobh	((continues reading)) "But these parents are not educated. They think children waste time if they play." ((points to word 'think' in Basam's source worksheet)) Right there, there, is the word "They THINK"

8	Basam	شو؟ شو؟ [*What? What?*]
9	Ms. Sobh	معناتها اذا كانوا عم يلعبوا شو عم يضيعوا؟ عم بضيعوا شو؟ [*It means if they were playing, what are they wasting? They're wasting what?*]
10	Samir and Basam	وقت [*Time*]
11	Ms. Sobh	Yeah. Parents think that it is right. It is good when a child helps with work. So parents think it's good when a child helps.
12	Samir	Parents are happy.
13	Ms. Sobh	They would get more money to feed their family. Parents are happy. Underline that last one. Are parents happy?
14	Samir	Yes

Here Ms. Sobh initially uses a translanguaging shift (turn 1) to tell Basam to underline the part of the text that shows what the factory supervisor thinks. She continues reading the text and asking comprehension questions in English (turn 3). Only Samir is able to respond (turn 5) while Basam does not understand Ms. Sobh at this moment. Basam does not even understand when Ms. Sobh points to the word 'think' on his worksheet, nor does he understand her when she asks about what the factory supervisor tells parents (turn 7). In turn 8, Basam indicates that he is not able to follow, saying شو؟شو؟ [*What? What?*], which motivates Ms. Sobh to take up

Arabic in turn 9. However, her question in turn 9 is not helping Basam understand the earlier point about "They THINK," because she focuses on what parents think as reported by the factory supervisor and not on what the factory supervisor (the one saying the words in the source) thinks about why child labor continues to exist in Nepal. Ms. Sobh's question in turn 9 also does not require any understanding of the source to answer it; both students respond in Arabic وقت [*time*]. Ms. Sobh then continues explaining the source the way she understands it and telling students what to underline in English. Only Samir interacts with her in English (turn 12) because Basam is not understanding. This raises the question about whether the teacher is aware of Basam's language needs and what he understands about what the factory supervisor *thinks* and what he does not. Her moment-to-moment translanguaging shifts (not previously planned language use in Arabic) did not support Basam in understanding the meanings and ideas conveyed in the source.

In the above critical events 6 and 7, the teacher used more technical language to talk about content as her own Arabic language resources were also developing through this inquiry work. However, her prompting about the investigation sources in Arabic did not orient students to the meanings and key ideas of the investigation as a whole. Her comprehension questions focused on the meanings in the individual sources; therefore, students paid attention to those sentence level meanings and not necessarily the key ideas relevant to the central question of the investigation. Also, the teacher's sporadic use of Arabic as she asked comprehension questions did not support Basam's understanding.

The teacher's understanding of what is most important for students to learn is crucial in supporting students' comprehension of texts and expressing their disciplinary thinking. Also, to promote students' bilingualism, it is important that teachers plan and make disciplinary learning

available bilingually so that students can practice and effectively engage in the disciplinary work and learning *through translanguaging.*

2.5.4.1 Summary of Key Findings for the Investigation 3 and 4 Analysis

During Investigations 3 and 4 (from January through March, 2022), Ms. Sobh's use of translanguaging differed from the first two investigations. Initially, she translanguaged to elicit and elaborate word meanings, to repeat key content and concept words/phrases, to paraphrase what was said in English, and to try to explain key concepts. She used everyday registers of Arabic to explain the abstract concepts that the investigations addressed. This did not support her in helping all her students fully understand the meanings important to the investigations.

As we planned for Investigation 3 and 4, I suggested that Ms. Sobh plan to use Arabic more extensively to facilitate sense-making of the sources and to encourage students to express their disciplinary thinking in Arabic as they read and analyzed sources. What developed in the second half of the year was that Ms. Sobh made an effort to translanguage in more turns of talk. She translanguaged to elicit student thinking; to revoice student responses in either language; to ask reading comprehension questions; to help a student sustain talk in Arabic by providing key content words; and to try to support students' comprehension of the texts using more specialized registers to talk about content as her own Arabic language resources also developed through this work. However, her translanguaging was mostly motivated and in response to Yardan's and Basam's use of Arabic. Although she encouraged students to express their thinking in Arabic, her prompting and comprehension questions in Arabic about the investigation sources did not always orient students to the larger ideas they needed to understand in order to respond to the investigation's central question. Instead, she remained focused on the meanings of the individual sources they were working on and not the investigation as a whole.

However, Ms. Sobh's own contribution to the translanguaging *design* of the inquiry was exemplified in the appropriate pairing of newcomers and emergent bilingual students willing to use Arabic which facilitated effective pair collaboration to construct meaning. These new pair/group configurations mattered. Focus students increasingly translanguaged as they built on each other's knowledge, assisted each other during pair work, actively participated in learning, and shared their own perspectives in agentive and assertive ways. Table 2.5 is a visual representation of key findings for Investigations 1 to 4.

Table 2.5 *Overview of Key Findings for Investigations 1 to 4 Analysis*

Investigation #	Teacher's translanguaging	How students participated
Investigations 1-2	• elicits, confirms, and elaborates the meanings of content and disciplinary words • repeats key content and concept words/phrases • paraphrases/interprets what is said in English • tries to explain key concepts • uses everyday registers of Arabic to explain the abstract concepts that the investigations address	• biliterate students read Arabic translations aloud from student packets and slides • students provided one-word or phrase responses or chorally repeated words in Arabic when prompted by the teacher • only few students took up opportunities to translanguage to talk about content • most students engaged in the disciplinary work using only English • no sustained translanguaging interaction between the teacher and students during any of the phases of reading and analyzing sources
Investigations 3-4	• elicits student thinking • revoices student responses in either language • asks reading comprehension questions • helps a student sustain talk in Arabic by providing key content words	• through new pair configurations of newcomer students with emergent bilingual students who were willing to use Arabic, students increasingly translanguaged as they built on each other's knowledge, assisted each other during pair work,

	• tries to support students' comprehension of the texts by using more specialized registers to talk about content	actively participated in learning, and shared their own perspectives in agentive and assertive ways

2.6 Discussion

In this study, I explored how an Arabic-speaking sixth-grade teacher made meaning through translanguaging to support emergent bilingual students while reading and analyzing sources during social studies inquiry and how Arabic-speaking emergent bilingual students responded to the teacher's use of translanguaging while reading and analyzing sources during social studies inquiry. My collaboration and work with Ms. Sobh and her sixth-grade emergent bilingual students aimed to engage these students in social studies inquiry through translanguaging in the context of learning with the *Read.Inquire.Write.* curriculum. Ms. Sobh was new to teaching social studies inquiry with primary sources/multiple complex texts and to deliberately implementing translanguaging in her classroom. This study was my first opportunity to co-teach inquiry with an Arabic-speaking social studies teacher. I was eager to see how the translanguaging strategies I suggested would be implemented and what the students' response would be during and across four investigations.

As suggested by the previous research (Collins & Cioè-Peña, 2016; Deroo, 2020; Gibson, 2017; Hernandez Garcia & Schleppegrell, 2021; Huerta, 2017; Ramírez & Jaffee, 2022; Woodley, 2016), Ms. Sobh demonstrated her translanguaging stance by encouraging her students to use either English or Arabic or both to talk, read, and write during the inquiry. During the first two investigations, the teacher seldom used Arabic to go beyond giving directions, repeating key content and concept words/phrases, and paraphrasing what was said in English using everyday registers of Arabic. She did not use much Arabic to talk about the investigations' content, as her

own Arabic language resources drew mainly from non-technical, everyday registers that did not support her in helping all her students fully understand the abstract concepts that the investigation addressed. However, during the last two investigations, when I asked Ms. Sobh to plan and intentionally employ translanguaging for content, she made an effort to elicit student thinking, to revoice student responses in either language, and to try to support students' understanding of the texts by using more specialized registers to talk about content as her own Arabic language resources also developed throughout the inquiry. The teacher's translanguaging improved as she attended and responded to the disciplinary substance of the investigation work and students' thinking.

In this study, the reading aloud of the bilingual (English-Arabic) curriculum materials gave emergent bilinguals access to the grade-level curriculum and made that content available in Arabic to the whole class, as other studies have shown (Collins & Cioè-Peña, 2016; Gibson, 2017; Huerta, 2017). Creating opportunities for biliterate students to read aloud content in Arabic and orally translate word/phrase meanings in both languages also enabled a shift in traditional classroom teacher and student roles. Students were acting like teachers when they were given opportunities to participate in those ways. As studies by García et al. (2012) and Hernandez Garcia and Schleppegrell (2021) have illustrated, this shift in teacher/student roles created opportunities for student and teacher mutual empowerment where students' biliterate expertise contributed to the classroom learning. Valuing students' bilingual voices allowed even the newcomer students to be contributors to the classroom interaction and co-construction of knowledge.

However, as this study found, reading aloud and hearing content in Arabic was not enough. The majority of students (except the pairs of focus students I present in this paper), for

the most part, were not motivated to take up Arabic to talk about content in a sustained way or to respond during classroom interaction, since their current Arabic resources did not support their disciplinary talk. Thus, most of disciplinary work was in English. As students did not use Arabic for content learning, their Arabic was not further developing new registers even as they were developing new registers in English (the language of social studies in English) in this schooling context. Some students resisted using Arabic because they perceived English as being of primary importance in their school and interaction with peers. For example, some students shared that they did not want to use Arabic during the inquiry because they were "not good at [Arabic]." This is consistent with research by Collins and Cioè-Peña (2016), who found that although bilingual materials were used and translanguaging was encouraged to promote social studies learning by the Spanish-speaking teacher, some students did not want to use their home language, Spanish, to complete the lesson activities. The authors did not elaborate why, but just stated that translanguaging might not have fit the learning needs of some students in the observed class. Some students in my study also reported that they did not need Arabic in school because "Arabic is for home." Daniel and Pacheco (2015) and Allard (2017) also observed that multilingual students in content mainstream classrooms did not find their home languages useful in school because English was viewed as more valuable. Further, one student even believed that if she used Arabic during inquiry activities she could be placed in the lower level English learner class. This was also reported in studies by Ramírez and Jaffee (2022) and Woodley (2016), who pointed out that due to English-only norms in mainstream classrooms and at the school level, some students were reluctant to use their full linguistic repertories in school. Being aware of these constraints and thinking how to overcome them in order to engage students in learning

through translanguaging is important for both practitioners and researchers if translanguaging is to be a norm in school to support the development of bilingualism.

In my study, the teacher's and students' use of Arabic was mostly motivated by the presence of two newcomer students because the newcomers "did not speak English" and/or needed assistance with understanding what was going on during classroom discourse. Although translanguaging was motivated by the newcomer students, I observed that Arabic was being used not just as a transition to English but as a resource for learning and engaging in inquiry. In addition, pairing newcomers with emergent bilingual peers willing to use Arabic provided students with opportunities to actively participate in inquiry learning through translanguaging and disciplinary thinking. Providing bilingual materials, having biliterate speakers introduce and use disciplinary language in Arabic, and creating more productive collaborative structures between newcomer students and emergent bilingual peers are important strategies to support talk about inquiry through translanguaging.

In the research already reported, it is in bilingual education contexts that students are observed as using their home language(s) to learn and create bilingual texts while learning (Collins & Cioè-Peña, 2016; Garza & Langman, 2014; Gibson, 2017; Huerta, 2017). These bilingual classroom contexts already aim to develop students' bilingualism as students are learning in both languages. Perhaps it is not a surprise that translanguaging is succeeding most in bilingual education classrooms. Achieving success through translanguaging in mainstream classrooms will take preparation and intentional use of new registers in both languages during whole class interactions and peer talk.

To overcome challenges I had learned about in the research review and, later on, encountered in the classroom, I tried to bring in the disciplinary registers in Arabic by asking the

biliterate students to read Arabic translations of curriculum materials aloud; intentionally and explicitly drawing attention to and explaining the disciplinary language during instruction; asking Ms. Sobh and the students to use the disciplinary language in both languages; eliciting oral translation into Arabic of what was said in English as related to the content teaching and learning; eliciting student responses both in English and Arabic and asking Ms. Sobh or students to orally translate responses in either language. There were some successes, as both Ms. Sobh and some students drew on the disciplinary registers to some extent when identifying authorship and context of a source, understanding the source (reading and annotating the source), and evaluating/reasoning about the source. As it is important to value and welcome different ways of making meaning and the different ways of using language that students bring with them to school (García et al., 2017; García & Li Wei, 2014; Schleppegrell, 2004), it is through the disciplinary registers that students engage in disciplinary learning (Moje, 2015; Schleppegrell, 2004, 2012). Students learn disciplinary registers and content if the spoken explanations they hear in a subject-matter classroom (e.g., social studies inquiry) include "the technicality they need to develop language resources for disciplinary work" (Schleppegrell, 2004, p. 155). Building on and amplifying the familiar language resources/registers both teachers and students bring to school (Halliday, 1997, 2004; Menyuk & Brisk, 2005; Schleppegrell, 2004) helps them develop new ways of using language to support disciplinary text comprehension, analysis, and talk (Alston et al., 2021; Monte-Sano, 2011; Monte-Sano et al., 2021). Providing students with frequent opportunities to engage in meaningful talk with their peers promotes their disciplinary language development and content learning. Developing the ability to participate in the texts and contexts of disciplinary work gives students (especially, immigrant and racially-minoritized children who are learning English as a new language and who may not often experience

education as just) opportunities "to contribute to the social changes that are necessary for true equity of opportunity in schools and beyond" (Schleppegrell, 2004, p. 163). Identifying constraints students may encounter while participating in disciplinary inquiry where their current bilingual repertoires do not support them is important for teachers' planning and providing ongoing student support during lesson delivery. As students engage in the disciplinary practices of identifying the authorship and context of a source, understanding the source, and evaluating the source, it is important they learn not only content words but the language of disciplinary practices to engage in discussion about authorship, context, sources, reliability; and to reason and develop arguments. Intentionally employing disciplinary registers needed to talk about content and supporting reading comprehension bilingually models new ways of using language and promotes students' engagement and understanding while learning *through translanguaging* (Gibbons, 2006; Halliday, 2004, 2007; Schleppegrell, 2004).

Currently, the translanguaging pedagogical classroom framework (García et al., 2017) calls for the teacher to take up a translanguaging *stance* that students' bilingualism is a resource to think, learn, and develop disciplinary language and literacy; the teacher's translanguaging stance is an essential aspect of implementation of the teacher's translanguaging *design* and *shifts*. This study shows that students also play agentive roles in supporting translanguaging in the context of subject-matter learning and disciplinary language and literacy development. Just as the teacher developed her translanguaging stance and implemented translanguaging in her lessons, it was important that the students were invited, constantly encouraged, and appropriately paired with peers, to utilize all their linguistic resources and freely engage in translanguaging shifts as they spoke, read, listened, and wrote during social studies inquiry. Inviting students to translanguage while co-constructing social studies knowledge positioned students as agents in

the process of enhancing their full linguistic repertories and developing their bilingual and biliterate identities (Hernandez Garcia & Schleppegrell, 2021). Thus, both the students and the teacher took up translanguaging *stances* and prompted translanguaging *shifts* between Arabic and English to support inquiry-based social studies learning and literacy and language development. The students agentively initiated translanguaging by making choices to use English or Arabic language resources to support their own learning. This study thus extends García et al.'s (2017) *translanguaging pedagogy classroom framework* by incorporating the students' agentive role in establishing a translanguaging *stance* and initiating/enabling translanguaging *shifts* in the context of content learning, disciplinary language and literacy development, and development of their bilingual and biliterate identities.

I further propose that a translanguaging social studies inquiry classroom involves the teacher's translanguaging *stance* and *design* being exemplified not only through ***moment-to-moment translanguaging shifts*** (unplanned *shifts* that respond to individual student language needs and repertoires during learning) as García et al. (2017) suggest, but also through ***planned*** and ***intentional use of translanguaging shifts*** that ***mediate*** between students' current and familiar bilingual repertoires (Arabic and English language repertoires) and those disciplinary bilingual repertoires (Arabic and English language resources) that support students in talking about content concepts, register shifting, and sustaining interaction to promote use of new bilingual language resources and disciplinary learning through translanguaging. These planned and intentional translanguaging shifts may also support greater emergent bilingual student agency in using English and Arabic linguistic resources parallelly to support their talking about inquiry concepts, register shifting, and sustaining interaction about what they are learning.

Lastly, this study also extends the SFL concept of *learning through language* (Gibbons, 2006; Halliday, 1997, 2004; Schleppegrell, 2004) by showing that students *learn through translanguaging* as they read, think, talk, and write about content they are learning.

2.7 Implications

Overcoming English-only ideology and hegemony is challenging in today's U.S. disciplinary classrooms as currently constituted. Perhaps it is only in classrooms with newcomer students that translanguaging can begin to be implemented in its full meaning. Placing newcomer students in disciplinary classrooms and pairing them with bilingual peers who are motivated and willing to support them are important if translanguaging is to be implemented as a norm.

The dissertation also draws implications for further research and teacher education programs. Researchers may assume that when teachers and students speak the same home/community language, translanguaging will be easily taken up. This study identifies supports that are needed even in such contexts to implement translanguaging to its full potential in the context of school subjects. Further research can continue to explore how both teachers and students develop the disciplinary language that supports subject-matter learning through translanguaging, and how teacher preparation programs can recruit more bilingual teachers and support their full bilingual development for subject-area teaching. Otherwise, other community supports (e.g., bilingual paraprofessionals or community volunteers) can model use of disciplinary language for emergent bilingual students.

2.8 Conclusion

What does it really take to implement translanguaging to its full potential? How can both teachers and students develop the disciplinary language that supports subject-matter learning through translanguaging? As envisioned in the theory, this study ultimately shows how

translanguaging can support the development of students' bilingual repertoires to make meaning, and that implementing translanguaging as a norm in disciplinary classrooms is possible even in the context of hegemonic English in U.S. schools.

Chapter 3 Supporting a Newcomer Emergent Bilingual Learner's Engagement in Disciplinary Inquiry Practices through Translanguaging

تساعدهم يعني يفهموا مني ويقرؤوه بعدي. اذا واحد يقرأه بالانجليزي انا أقرأه بالعربي.

[*It helps them* (students) *understand me and read after me. If someone reads it in English, I read it in Arabic.*]

يعني لما كانوا يتكلموا عربي، تحسي بشعور حالي...يعني أفهم أكثر.

[*When they* (teacher and students) *used Arabic, you feel a good feeling… I mean I understand more.*]

- Yardan, 6th grade newcomer student from Yemen

3.1 Introduction

Most, if not all social studies teachers in U.S. public schools have or will have recently arrived students like Yardan who are new to English in their classrooms at some point. While social studies teachers know their content and pedagogy for teaching to grade-level standards, they often grapple with helping newcomer students fully engage in learning disciplinary language and literacy in culturally and linguistically relevant/sustaining ways (Jaffee & Yoder, 2019; Salinas, Rodríguez, & Blevins, 2017). Translanguaging - teachers' and students' use of their full language resources to make meaning - is one pedagogical and curricular approach to address emergent bilingual learners' educational, linguistic, and civic needs in socially just and equitable ways (García, Johnson, & Seltzer, 2017; Jaffee, 2016, 2022; Salinas, et al., 2017).

This chapter reports on how Yardan participates in the disciplinary work of social studies inquiry with support in translanguaging from his teacher and peers, in a U.S. classroom where students had previously been socialized to participate only in English. I ask: *How does a newcomer sixth-grade emergent bilingual learner's engagement in the disciplinary work of social studies inquiry evolve through translanguaging?*

3.2 Translanguaging in Social Studies Education

Research on translanguaging in social studies classrooms highlights the importance of a teacher's translanguaging stance and creating translanguaging spaces in which emergent bilingual learners draw on their full language repertoires to read, talk, and write about social studies topics (Deroo, 2020; Fránquiz & Salinas 2011; Garza & Langman, 2014; Woodley, 2016). Collins and Cioè-Peña (2016) illustrated how collaboration of Spanish-speaking emergent bilinguals encouraged translanguaging which, at the same time, allowed students to build on each other's knowledge and get help from peers, creating opportunities to translanguage that made students more assertive and feel capable of assisting others. Ramírez and Jaffee (2022) found that the teacher's translanguaging stance and practices supported emergent bilingual students' bilingual language development and social studies learning.

Few studies have focused on supporting newcomer students' participation through translanguaging to promote the development of disciplinary skills relevant to social studies inquiry, the focus of this study. Huerta (2017) indicated that translanguaging gave emergent bilinguals access to grade-level curricula, generated critical thinking that enabled student agency leading to *perspective taking,* and nurtured their biliterate voices. Gibson (2017) showed that translanguaging in social studies led to more justice-oriented civic education. Hernandez Garcia

and Schleppegrell (2021) illustrated how translanguaging enabled newcomer students to enact their agency and identity as bilinguals during social studies inquiry.

This study furthers this research agenda by showing how translanguaging supported a newcomer Arabic-speaking student in an inquiry-oriented U.S. middle-school social studies classroom.

3.3 Theoretical Perspectives

This case study narrative (Mertova & Webster, 2020; Yin, 2012) was informed by García and colleagues' (2017) translanguaging classroom framework. They describe a translanguaging classroom as "a space built collaboratively by the teacher and bilingual students as they use their different language practices to teach and learn in deeply creative and critical ways" (p. 2). To create a translanguaging social studies classroom, teachers (1) develop a *stance* that bilingualism is a resource to think, learn, and develop disciplinary language and literacy; (2) purposefully *design* instruction that includes (a) constructing collaborative structures, (b) using multilingual resources, and (c) implementing translanguaging pedagogical strategies, and (3) flexibly *shift* to respond to individual student's language needs and repertoires during learning (García et al., 2017). Building on García and her colleagues and Paris and Alim (2014), I conceptualize translanguaging as "a culturally sustaining practice that not only recognizes what students bring from their past and present but also recognizes and respects students' futures as multilingual citizens" (Hernandez Garcia & Schleppegrell, 2021, p. 452). Translanguaging supports students' agency in drawing on their entire language resources to learn and positions students as "knowledgeable and resourceful" (p. 453) as they participate in new disciplinary practices in inquiry-oriented social studies classrooms.

The study also draws on Halliday's (2004) perspectives on language development in school contexts. As students engage in work across school subjects, they are simultaneously *learning language*, *learning through language,* and *learning about language* (Gibbons, 2006; Halliday, 2004; Schleppegrell, 2004). This means that "language and content are never separate," as concepts that are learned at school are "always presented and assessed through language" (Schleppegrell, 2004, p. 155). Thus, expanding students' language resources is important for learning concepts and participating to contribute to classroom knowledge.

3.4 Methods

3.4.1 Research Context

School. Linden Middle School (pseudonym) is an urban public school in a Midwest city. During 2021-2022, the school served approximately 560 students in grades 6-8. The majority of students are immigrants and refugees from the Middle East. The student population is 98% Arab American. The majority of students come from low-income families; 84% receive free lunch.

3.4.2 Participants

Students. Student participants were 23 sixth-graders in Ms. Sobh's Global Studies class. Students' English proficiency levels (based on WIDA scores) ranged from "Entering" to "Developing" and state-wide measured reading levels ranged from Kindergarten to 3rd grade. All students reported they spoke Arabic or "some Arabic" at home and in their communities. Based on their previous schooling and lived experiences, the students had varied levels of proficiency in their English and Arabic language resources. All students, except two newcomers, had oral fluency in English but still needed support for social studies learning and disciplinary language and literacy. This chapter focuses on Yardan, a newcomer, and his classroom partner Yasir. Yardan had recently arrived from Yemen. He enrolled in the school in September 2021.

He read and wrote Arabic. Yardan self-reported that he did not have English language classes during his previous schooling. He was the only newcomer in Ms. Sobh's class who participated in all implemented investigations, and his participation was key to the development of translanguaging in this classroom. Yasir, also from Yemen, was an emergent bilingual learner who had lived in the U.S. for five years. He did not read and write Arabic, but spoke Arabic at home and in his community. Yasir joined Ms. Sobh's class from another school when we started Investigation 3.

Teacher. Ms. Sobh holds a bachelor's degree in Social Studies, a master's degree in Education, and English-as-a-Second-Language (ESL) teacher certification. With thirteen years' experience teaching ESL and content classes, this was her sixth year as a social studies teacher at Linden. Ms. Sobh was born in the U.S. and grew up speaking Arabic at home and in the community. At the time of the study, she was participating in a year-long professional development focused on learning to implement inquiry-oriented social studies, using the *Read.Inquire.Write.* curriculum.[18] Ms. Sobh was new to teaching social studies inquiry with primary sources/multiple complex sources as well as to deliberately implementing translanguaging in her classroom.

My collaboration with Ms. Sobh. I participated in this study as a teacher-researcher who is an English language teacher, a teacher educator, a multilingual (I speak Serbian, English, and Spanish), and an immigrant to the U.S. I co-developed accommodated curriculum materials[19] for *Read.Inquire.Write.* with my university colleagues. Ms. Sobh and I co-taught four investigations (45 lessons). We co-planned during one-hour meetings before each investigation,

[18] *Read.Inquire.Write.* website: https://readinquirewrite.umich.edu/

[19] *Read.Inquire.Write.* website link - accommodated materials: https://readinquirewrite.umich.edu/bi-multilingual-learners/accommodated-materials/

exchanging emails/texts, and informal debriefs/conversations. We planned what to teach each day and how; appropriate grouping/pairing of students; and for translanguaging through read-alouds in both English and Arabic and in whole class talk and pair/small group work.

We facilitated lessons through team teaching, where we both were responsible for planning, the instruction of all students, and the management of the classroom (Cook & Friend, 1995). One of us presented/led the lesson while the other moved around the classroom helping individual students or table groups. I modeled *translanguaging strategies* during instruction by (a) encouraging students to talk, take notes, and write in Arabic; (b) asking biliterate students to read aloud Arabic translations of texts from the curriculum; (c) asking Ms. Sobh to orally translate into Arabic what had been said in English; and (d) eliciting student responses both in English and Arabic; with Ms. Sobh or students orally translating responses into Arabic and English.

3.4.3 Read.Inquire.Write. Social Studies Curriculum

The *Read.Inquire.Write.* curriculum, aligned with the C3 Framework for Social Studies Standards (NCSS, 2013) and the Common Core State Standards for Literacy (NGA & CCSSO, 2010), was designed by the research team in collaboration with middle school social studies teachers (Monte-Sano, Hughes, & Thomson, 2019). It includes 5 investigations for each of 6th, 7th, and 8th grades (15 investigations, total), each on a historical or social topic guided by a central question. During an investigation, students engage in making connections to a topic of the investigation and extending their background knowledge, reading and analyzing sources, recognizing the perspectives of different social actors, weighing evidence across sources to seek corroboration and construct plausible arguments, developing claims supported by evidence and reasoning, and planning and writing arguments (Alston, Monte-Sano, Schleppegrell, & Harn,

2021; Monte-Sano, Schleppegrell, Sun, Wu, & Kabat, 2021). Students learn new language while constructing and sharing knowledge of social studies topics under investigation.

Translanguaging design of the implemented sixth grade inquiry curriculum (World Geography). The sixth-grade inquiry curriculum includes five investigations, each guided by a compelling question. To engage emergent bilingual learners and students who read below grade level, the curriculum texts in English were modified by breaking complex sentences into single clauses and replacing infrequent words and phrases with more accessible terms (Brown, 2007; Wineburg, & Martin, 2009). Materials were translated into Arabic side-by-side with English, with key vocabulary provided in a bilingual word bank.

Ms. Sobh and I implemented four investigations[20] from October 2021 till March 2022: 1) *Which map should we use?* (8 days); 2) *How should we define the Middle East as a region?* (14 days); 3) *Is Post-apartheid South Africa living up to its promises?* (13 days); and 4) *Why does hazardous child labor continue to exist in Nepal?* (10 days).

3.4.4 Data Collection and Analysis

The data sources for this case study narrative (Mertova & Webster, 2020; Yin, 2012) came from forty-five 55-minute-lessons that were video-recorded during four investigations (including audio-recordings from Yardan's table groups); two interviews with Yardan that were interpreted, transcribed, and translated by an Arabic-speaking colleague; and Yardan's written work. I identified events in which Yardan participated and had Arabic interactions transcribed and translated. I further narrowed the analysis to identify key translanguaging events in which Yardan talked and wrote about content. Then, I used time-series analysis (Yin, 2012) to assemble

[20] During this study, Investigation 5 *Why is access to water unequal in and around Mexico City?* was not taught.

key translanguaging events in a chronology to help me analyze how a newcomer sixth-grade student engaged in the disciplinary inquiry practices across a school year.

I used this data analysis, two interviews with Yardan, and Yardan's written work to create a narrative (Mertova & Webster, 2020) that describes how he developed English, Arabic, and understanding of social studies issues simultaneously through participation across the school year, and to show how his translanguaging practices over time contributed to the whole class interaction during the investigations.

3.5 Findings and Discussion

I present and analyze excerpts from the data sources to illustrate how Yardan's engagement in the disciplinary work of social studies inquiry evolved through translanguaging supported by the teacher and his collaboration with Yasir during and across four investigations. I divide the analysis and discussion into two time periods. I first show what Yardan's engagement entailed when his table grouping did not provide him with translanguaging opportunities to talk about content over the first two investigations. Second, I show how, during the last two investigations, Yardan's participation changed when he was paired with Yasir where both students agentively took up translanguaging opportunities to make meaning and support their learning. Table 3.1. is an overview of Yardan's participation through translanguaging during and across Investigations 1 through 4.

Table 3.1 *Overview of Yardan's Participation through Translanguaging During and Across Investigations 1 to 4*

Investigation #	Level of support	How Yardan participated through translanguaging
Investigations 1 - 2	Translated materials Teacher-only support	• read aloud Arabic-translated materials • copied English from the board • took notes in Arabic • gave one word/phrase responses in Arabic during whole class talk

		• engaged in a dialogue with the teacher to identify the author and context of Investigation 2 Source 3 • Wrote argument (Investigation 1) in Arabic and English
Investigations 3 - 4	Translated materials Teacher and peer support	• read aloud Arabic-translated materials • engaged in dialogues about content with Yasir • engaged in a dialogue with the teacher to share his reasoning about Investigation 3 Source 1 • took notes and wrote argument in Arabic and English

3.5.1 Investigation 1 What maps should we use? (October, 2021) and Investigation 2 How should we define the Middle East as a region? (November, 2021)

During the first two investigations, Yardan was surprised to see the instructional slides and student packets both in English and Arabic. He commented:

يعني انصدمت, يعني كيف فعلوا بالعربي

[*I was really surprised, I mean how they added Arabic in there*] (interview, February 28, 2022). As one of only four Arabic readers in the class, Yardan was frequently called upon or volunteered to read aloud Arabic-translated materials. This positioned him as a contributor to the whole class's knowledge development. He later on reflected on this:

تساعدهم يعني يفهموا مني ويقرؤوه بعدي. اذا واحد يقرأه بالانجليزي انا أقرأه بالعربي.

[*It helps them* (students in his class) *understand me and read after me. If someone reads it in English, I read it in Arabic*] (interview, February 28, 2022).

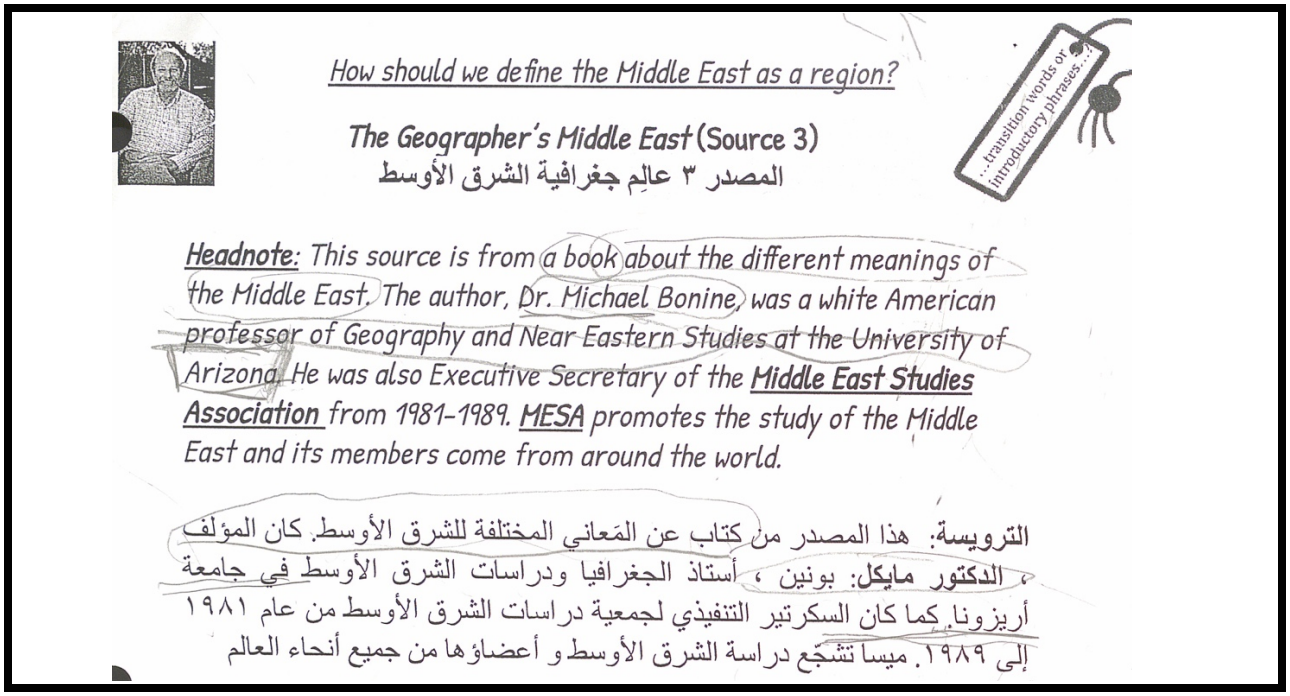
Yardan also participated by following the whole-class interaction, which was predominantly in English, copying English from the board, and taking notes in Arabic. He gave one word/phrase responses in Arabic during the whole class talk, demonstrating his motivation to learn. At that

time, Yardan was seated with three peers who were struggling readers and used Arabic only for side talk. As we planned for Investigation 2, I asked Ms. Sobh to pair Yardan with a more collaborative peer willing to use Arabic during the inquiry. Ms. Sobh shared that she hesitated to pair him with another peer due to Yardan easily engaging in off-topic talk and distracting behavior.

Instead, as the class engaged in Investigation 2, Ms. Sobh worked more closely with Yardan. In response, Yardan took up translanguaging opportunities to talk about sources with her support. For example, after the class read aloud the headnote and attribution[21] *The Geographer's Middle East* source in English, Yardan read it aloud in Arabic. Students then worked in pairs to reread the headnote (Figure 3.1) and identify authorship and context of the source's creation. Attending to the authorship and context of sources enables students to think analytically about what they read and gain greater understanding of the perspectives represented in the texts. In Excerpt 1, Yardan participates in new ways in these disciplinary practices of sourcing and contextualization by annotating the source, prompted by Ms. Sobh and supported by translanguaging while completing his worksheet (Figure 3.2). Prior to this, he had not had the opportunity to talk about questions relevant to analyzing a source's authorship and context.

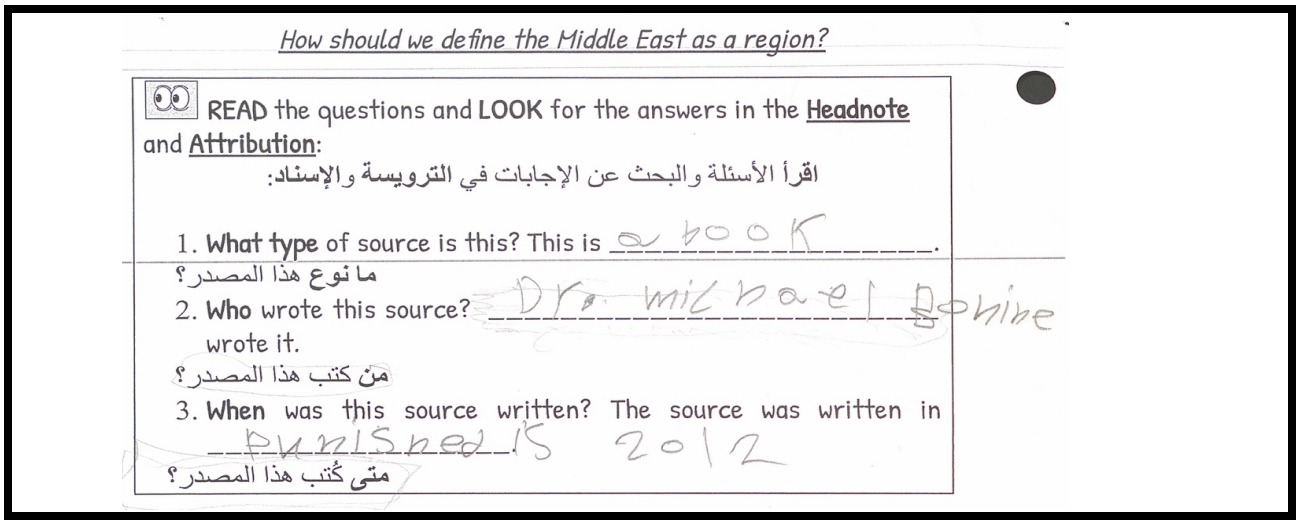
[21] The headnote and attribution provide background about the author and the source. The source itself, which is placed between the headnote and attribution, are the actual words written/said/created.

Figure 3.1 *Excerpt from Yardan's Investigation 2 "The Geographer's Middle East (Source 3)" Worksheet: Annotated Headnote in English and Arabic*



Note: In *the headnote in Arabic, Yardan circled "a book about the different meanings of the Middle East. The author, Dr. Michael Bonine" and underlined "at the University of Arizona, He was also Executive Secretary."*

Figure 3.2 *Excerpt from Yardan's Investigation 2 "The Geographer's Middle East (Source 3)" Worksheet: Questions to Guide Identifying the Authorship and Context of the Source*



Excerpt 1. *Investigation 2, Day 7, "The Geographer's Middle East (Source 3):" Identifying the authorship and context of the source*

Turn	Speaker	Utterances [*Translation of Arabic*] ((actions))
1	Ms. Sobh to Yardan	What type of source is it? So what type of text is it? ((points to Yardan's worksheet)) بس…أول واحدة. ما نوع شو؟ هذا [*But…the first one. What type of what? This one*]
2	Yardan	((reads)) ما نوع هذا المصدر؟ [*What type of source is this?*]
3	Ms. Sobh	Okay, so what type of source is it? It's in the first part. Is it an article? Is it a movie? Right here, it tells you: "This source is from…" هو من فيلم, هو من newspaper, هو من كتب, [*Is it from a film, is it from a*] newspaper, [*is it from books,*] what type of source is it?
4	Yardan	كتاب جغرافيا؟ [*A geography book?*]
5	Ms. Sobh	كتاب, [*Book,*] yes. So it's a…?
6	Yardan	كتاب؟ [*Book?*]
7	Ms. Sobh	Book. So we're gonna circle this word 'book.'
8	Yardan	Book?
9	Ms. Sobh	Book. That's it. هلّق, [*Now*,] who wrote this source? مين كتب هذا ال source؟

		[*Who wrote this*] source?
10	Yardan	الدكتور… [*Doctor*…]
11	Ms. Sobh	شو اسمه؟ [*What's his name?*]
12	Yardan	الدكتور بونين. [*Dr. Bonine.*]
13	Ms. Sobh	هو. [*Him.*] Now circle it. Circle it, and then circle it here ((points to Yardan's worksheet)). Very good!

In turn 1, Ms. Sobh directs Yardan's attention to the disciplinary practice of identifying the type of the source. Although she uses Arabic little, its use is oriented toward supporting translanguaging. She is providing enough in Arabic to be useful for Yardan to understand to identify the type of the source (turn 3) and the author of the source (turns 9 and 11) in the headnote. In turn 4, Yardan shows that he is understanding. Yardan also demonstrates his own agency when describing the type of source by providing a more complete response in Arabic, [*A geography book?*]. He is making a connection that the book is written by an author who is a geographer. Yardan also uses the bilingual materials agentively to support his learning. While first reading the headnote in Arabic, he identifies the type of source by circling [*a book about the different meanings of the Middle East*] and the author by circling [*The author, Dr. Michael Bonine*] (Figure 3.1). Guided by Ms. Sobh (turns 7 and 13) to circle the background information in the headnote in English, Yardan does not only circle "book" as Ms. Sobh indicates in turn 7, but he circles the type of source, "a book about the different meanings of the Middle East,"

identifying the complete phrase that describes the book, as he has done in the headnote in Arabic. Yardan's worksheets (Figures 3.1 and 3.2) show that while using Arabic he is also developing English.

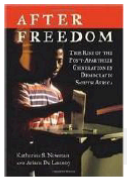
Using parallel texts in English and Arabic and interacting with Ms. Sobh through translanguaging provides Yardan with multiple supports to complete the disciplinary work of identifying the background information of the author and context of the source. Studies by Collins and Cioè-Peña (2016) and Huerta (2017) have shown that using bilingual materials and the support of a bilingual teacher enable students to take agency and express their own perspectives through translanguaging.

3.5.2 Investigations 3 Is Post-Apartheid South Africa living up to its promises? and Investigation 4 Why does hazardous child labor continue to exist in Nepal? (January through March, 2022)

As we planned for Investigation 3, Ms. Sobh and I again discussed the possibility of changing Yardan's table group. Ms. Sobh was earlier reluctant to pair him with another student because of his behavior. Now, she saw an option to pair Yardan with Yasir, who had joined the class from another school when we started Investigation 3. Yasir turned out to be a more collaborative peer who was willing to use Arabic to talk about content. At this time, the three students in Yardan's original group still did not start to translanguage as they participated in the disciplinary practices. Here, I illustrate how the change in grouping really mattered. Yasir readily engaged with Yardan as they built background knowledge, read and talked about sources, weighed evidence across sources to develop claims supported by evidence and reasoning, and planned and wrote arguments. For example, after the whole class discussed the reliability of the source, *Interview with Zondwa* (Figure 3.3), Yardan and Yasir engaged in the disciplinary

practice of perspective taking by considering Zondwa's point of view on the past and present political, economic, and social reality in South Africa. Together they developed their reasoning about the source and took notes (Figure 3.4). Ms. Sobh invited Yardan to share these notes with the whole class (Excerpt 2).

Figure 3.3 *Excerpt from Investigation 3 "Interview with Zondwa (Source 1)," the First Page of Source 1 from the Student Packet*



Is Post-Apartheid South Africa living up to its promises?
هل تفي جنوب إفريقيا بعد الفصل العنصري بوعودها؟

Interview with Zondwa (Source 1)

Headnote: *This source is an interview with Zondwa. Zondwa is a Black South African woman. She remembers life during apartheid. She speaks both English and Xhosa. Her daughter plans to be an Architect. Zondwa's interview is from the book After Freedom, by Katherine Newman and Ariane De Lannoy. Dr. Newman is a white woman professor at Johns Hopkins University and Dr. De Lannoy is a white woman researcher at the University of Cape Town.*

التروِيسة: هذا المصدر هو مقابلة مع زوندوا. زوندوا هي امرأة سوداء من جنوب أفريقيا، وهي تتذكر الحياة أثناء فترة الفصل العنصري. تتحدث اللغتين الإنجليزية والخوسا. تخطط ابنتها لتكون مهندسة معمارية. مقابلة زوندوا هي من كتاب After Freedom ، لكاثرين نيومان وأريان دي لاني. نيومان هي أستاذة بيضاء بجامعة جونز هوبكنز ، ودي لانوي باحثة بيضاء بجامعة كيب تاون.

As you read the source, **UNDERLINE:** *What parts of the source tell you what Zondwa* ***thinks, wants,*** *or* ***experiences****?*
أثناء قراءة المصدر الأساسي، ضع خط: ما هي أجزاء المصدر التي تخبرك بما تفكر فيه Zondwa أو تريده أو جربته؟

English-Arabic Word Bank بنك الكلمات الإنجليزية والعربية

government - حكومة	pension – معاش تقاعد	a pass - إذن
to be held - حجز	to be sent back - ارجاع	to be patient - صبور

Since 1994, I feel like government has done a lot. The houses, pension (social security income). In the past, us Blacks could not get our pension. But now people get it. Even sick people get it. That is why I'm saying now…I feel government has done a lot…Things have become better, man.

Under apartheid, I couldn't go and work in Cape Town because I didn't have a pass to work in Cape Town. The minute I get to Cape Town, and someone there would find out that I'm from Port Elizabeth, I would be…held for some days, then sent back to Port Elizabeth. You see, but now I can go and work anywhere in South Africa, wherever I feel like…

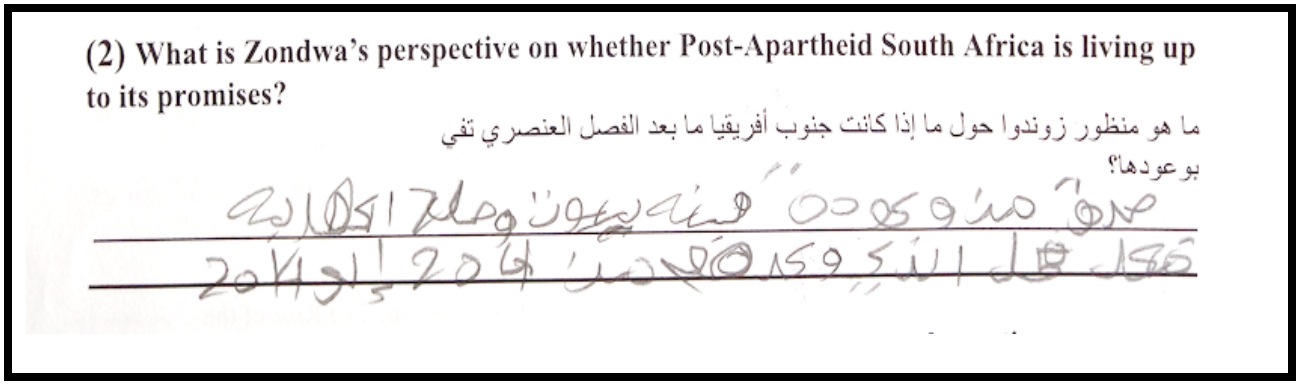
That old government just gave people a hard time, and hurt them…Yes, people need houses now but look at how many houses have been built. There has been a lot.

I don't want to think about the negative things—I see the positive things. And things are still going to happen. We just need to be a little more patient.

Attribution*: From an interview with Zondwa in the book,* After Freedom: The Rise of the Post-Apartheid Generation in Democratic South Africa *(p. 204) by Katherine S. Newman & Ariane De Lannoy. Published by Beacon Press Books, 2014.*

الإسناد: من مقابلة مع زوندوا في كتاب ، بعد الحرية: صعود جيل ما بعد الفصل العنصري في جنوب أفريقيا الديمقراطية (ص ٢٠٤) بقلم كاثرين إس نيومان وأريان دي لانوي. تم النشر بواسطة Beacon Press Books ، ٢٠١٤.

Figure 3.4 *Excerpt from Yardan's "Interview with Zondwa" Worksheet: Reasoning about the Source*



Approximate translation of Yardan's writing in Arabic: *She said he fulfilled his promises, built houses and fixed electricity, everything he promised them*

Excerpt 2. *Yardan sharing out his reasoning about "Interview with Zondwa (Source 1)"*

Turn	Speaker	Utterances [*Translation of Arabic*] ((actions))
1	Yardan	صدق بوعودها وبنى بيوت وصلح الكهرباء, كل الذي وعدها. [*He* (the president of South Africa) *fulfilled its* (the government's) *promises and built houses and fixed the electricity, all the things it had promised.*]
2	Ms. Sobh	أوكي, كانت, شو قلت؟ صدقت بال...؟ [*Okay, it was, what did you say? It fulfilled…?*]
3	Yardan	وعودها. [*Its promises.*]
4	Ms. Sobh	وعودها؟ *[Its promises?]*
5	Yardan	آه, بالذي وعده. [*Yeah, what he had promised.*]

6	Ms. Sobh	Oh, okay! Yeah, so they did live up with its- South Africa did live up with its promises, عشان شو البيوت قلت؟ [*Because, what did you say about the houses?*]
7	Ms. Sobh	عشان شو؟ البيوت, قلت؟ [*Because of what? The houses, you said?*]
8	Yardan	بنى بيوت, [*He built houses*]
9	Some students	بنى بيوت, [*He built houses*,] He built the houses.
10	Ms. Sobh	وكهرباء؟ أوكي. [*And electricity? Okay.*]
11	Ms. Sobh	((revoices in English what Yardan shares in Arabic for the whole class and for Mina to write on the board)) Okay, because they did provide housing to Black South Africans…and services, for example, he (Yardan) said, electricity.

Yardan agentively participates by offering elaborated and sophisticated reasoning about Zondwa's perspective in Arabic (turn 1), allowing other students in class to hear content in Arabic. Ms. Sobh revoices Yardan's thoughts in English while I write it on the board to make his thinking available for the whole class (turn 11). In doing so, Ms. Sobh validates his responses through translanguaging, giving him more status in the classroom. By collaborating with Yasir to make meaning and sharing his perspectives through translanguaging, Yardan enacts his agency, contributing to the class learning, and developing his bilingual identity. Ramírez and Jaffee (2022) and Hernandez Garcia and Schleppegrell (2021) also found that implementing lesson moments that scaffold and support newcomers' participation and sharing of their perspectives

through translanguaging enables emergent bilingual learners to enact their bilingual identities and contribute to classroom knowledge.

During Investigation 4, Yardan was more confident and resourceful during collaborative work with Yasir as they built background knowledge about the investigation topic. While they talked in pairs about why children would work in brick kilns in Nepal, Yardan made connections between his personal experiences with brick-making in Yemen and the investigation:

لا يجيبوا أول أول شي يجيبوا أسمنت مع ماء ويفعلوا الخلطة, اسمعني, بعدين أيه بعدين يحطها داخل حاجة كهربائية بعدين يطرحون بالشمس. وببيعوها بتعرف بكم؟ بدولار أو اثنين دولار بس باليمني يعني ١٢٠٠ الحبة!

[*No first, the first thing they do is they get cement and water. They mix it together, listen, and then they put it inside an electric thing and then they put it under the sun. And they sell it for, do you know how much? A dollar or two, but in Yemeni currency it's 1200 a piece!*]

Yardan is able to bring his own background knowledge and perspectives in interaction with Yasir through translanguaging. Collaboration with Yasir also expands Yardan's meaning potential (Halliday, 2004; Schleppegrell, 2004) and disciplinary thinking. In Excerpt 3, the students weigh evidence across sources to develop claims grounded in evidence and reasoning. They later drew on this activity to plan their writing.

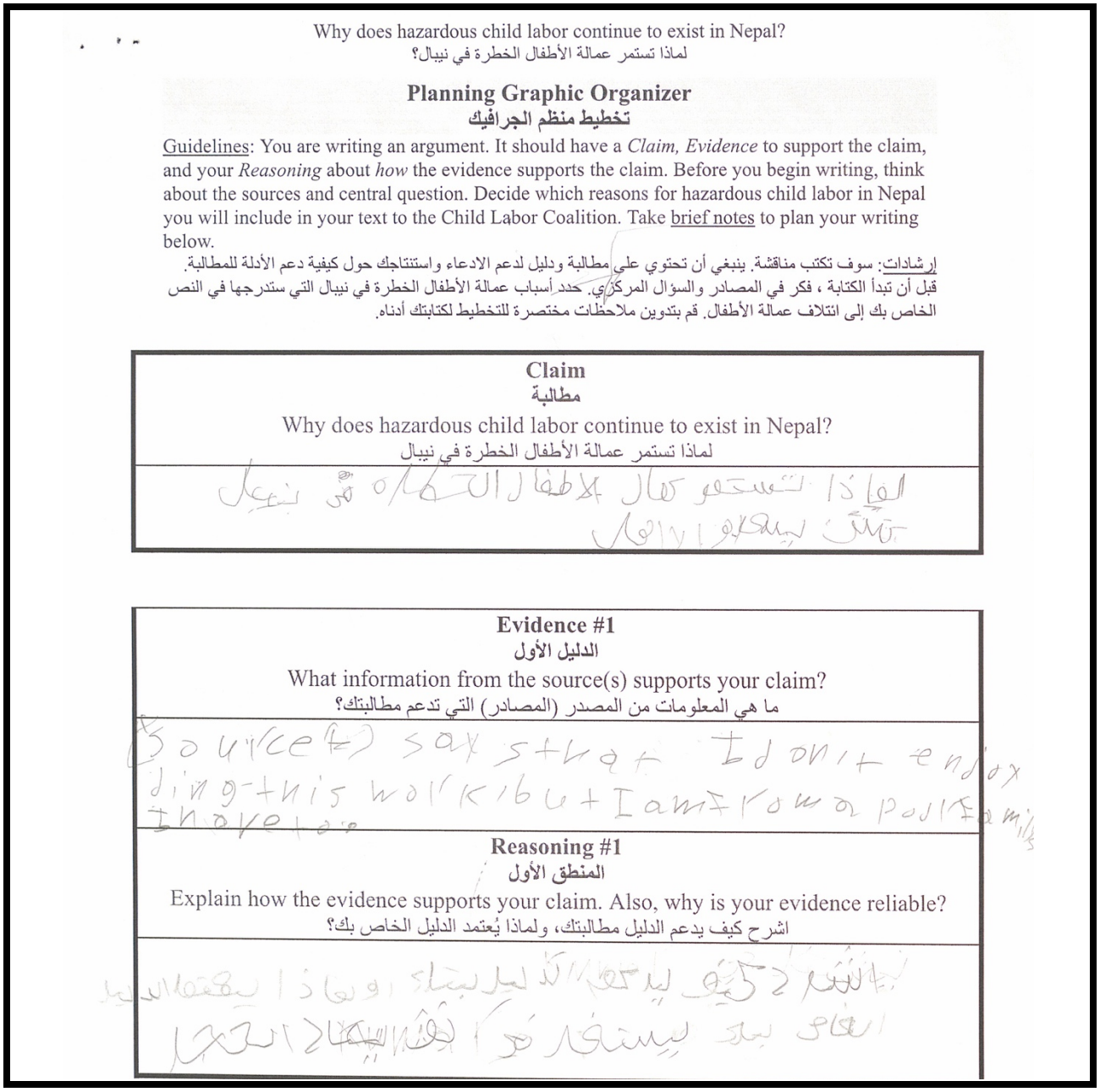
Excerpt 3. *Investigation 4, Weighing Evidence Across Sources*

Turn	Speaker	Utterance [*Translation of Arabic*] ((actions)) (referent)
1	Yasir	قالت تختار اثنين أو ثلاثة تفيدك ليش الصغار يشتغلوا. قل لي ليش يشتغلوا. [*She* (Mina) *said to choose two or three sources that explain why kids work. Tell me why they work.*]
2	Yardan	عشان يحصلوا الزلط. [*To make money.*]

3	Yasir	صح. أنا قلت إنّ بعض العائلات, كيف أقول لك, قالوا لهن يشتغلوا يحصلوا الزلط. وتاني واحد أنا قلت هذا إنه هني يوقفوا من المدرسة لكن العائلات يقولوا أن اللعب هو ضياع وقت, لكن يشتغلوا طيبة. [*Right. I said some families, how do I explain this, told them to work so that they could make money* (Interview with Kumar, 12-year-old). *For number two* (Factory Supervisor) *I said they stop going to school but their families say that playing is a waste of time, but that it's good for them to work.*]
4	Yardan	أول واحد إنه كانوا حق أبه وأمه إنه لازم يشتغل يديلن أغراض. تاني وحدة إنه العائلات قالوا لهن إنّ اللعب ضيعان للوقت. [*The first one* (Interview with Kumar, 12-year-old) *is that they work for their mom and dad to buy them things. The second one* (Factory Supervisor) *is that their families told them that playing is a waste of time.*]
5	Yasir	أيوا, صح. [*Yeah, that's right.*]

Yasir is 'being a teacher' here. He is clearly motivated and focused. He interprets to Yardan what I instructed the whole class to do in English as they engaged in the disciplinary practice of weighing evidence across sources (turn 1). In turn 1, Yasir assertively uses Arabic to initiate their collaborative work by asking Yardan about his thinking, [*Tell me why they work*]. Both students express the same points in different wording as they think aloud in Arabic (turns 3 and 4). They actively participate in the activity, taking notes as they help each other corroborate the two sources so they can construct plausible arguments on the basis of evidence. Yardan then uses his notes to plan his argument, drafting the disciplinary moves he will make (Figure 3.5)

Figure 3.5 *Yardan's Planning Graphic Organizer*



Why does hazardous child labor continue to exist in Nepal?
لماذا تستمر عمالة الأطفال الخطرة في نيبال؟

Planning Graphic Organizer
تخطيط منظم الجرافيك

Guidelines: You are writing an argument. It should have a *Claim, Evidence* to support the claim, and your *Reasoning* about *how* the evidence supports the claim. Before you begin writing, think about the sources and central question. Decide which reasons for hazardous child labor in Nepal you will include in your text to the Child Labor Coalition. Take brief notes to plan your writing below.

إرشادات: سوف تكتب مناقشة. ينبغي أن تحتوي على مطالبة ودليل لدعم الادعاء واستنتاجك حول كيفية دعم الأدلة للمطالبة. قبل أن تبدأ الكتابة ، فكر في المصادر والسؤال المركزي. حدد أسباب عمالة الأطفال الخطرة في نيبال التي ستدرجها في النص الخاص بك إلى ائتلاف عمالة الأطفال. قم بتدوين ملاحظات مختصرة للتخطيط لكتابتك أدناه.

Claim
مطالبة

Why does hazardous child labor continue to exist in Nepal?
لماذا تستمر عمالة الأطفال الخطرة في نيبال

Evidence #1
الدليل الأول

What information from the source(s) supports your claim?
ما هي المعلومات من المصدر (المصادر) التي تدعم مطالبتك؟

Reasoning #1
المنطق الأول

Explain how the evidence supports your claim. Also, why is your evidence reliable?
اشرح كيف يدعم الدليل مطالبتك، ولماذا يُعتمد الدليل الخاص بك؟

During the interview with Yardan, I asked him to read what he planned to write for the *claim, evidence*, and *reasoning* in his essay. For the claim he shared:

لماذا يستمر عمالة الأطفال الخطرة في نيبال؟ عشان يساعدوا, عمالة الأطفال الخطرة في نيبال كرمال يساعدوا أهلهم.

[*Why does hazardous child labor continue to exist in Nepal? To help, the hazardous child labor in Nepal is so that they can help their families*]. He read his evidence in English, "Source 1 says that I don't enjoy doing this work but I am from a poor family I have to." For the reasoning he read the prompt and his response to it in Arabic:

اشرح كيف يدعم الدليل مطالباتك, ولماذا يُعتمد الدليل الخاص بك؟ عشان يساعدوا أهلهم عشان يشتغلوا بالأشياء الخطرة عشان يطلعوا خمسة دولار.

[Explain how the evidence supports your claims, and why is this evidence reliable? To help their families because they work with hazardous things in order to earn five dollars].

Yardan flexibly uses Arabic to state his claim, conveying that hazardous child labor continues to exist in Nepal because children "[*can help their families*]." He then shows capacity to provide the *evidence* to support his claim by quoting from the source, which is provided only in English, writing "Source 1 says that I don't enjoy doing this work but I am from a poor family I have to." To express his *reasoning*, he again draws on Arabic, the language he is more confident in, to complete this challenging disciplinary move: "[*To help their families because they work with hazardous things in order to earn five dollars*]." He conveys that hazardous child labor persists in Nepal because children from poor families want "[*to help their families*]," and also draws on what he has learned, that children who work in brick kilns in Nepal earn only five dollars per month. Here he uses his full language repertoire; creatively presenting his thoughts and understandings in both languages. Translanguaging while writing allowed Yardan to self-regulate his thinking and express himself. Accepting student writing in the student's language of

choice provides opportunities for teachers to assess their understanding of the content and disciplinary practices they are learning while also gauging their language development (Fránquiz & Salinas, 2011; Ramírez & Jaffee, 2022).

3.6 Implications and Conclusion

To create a translanguaging social studies classroom like Ms. Sobh's, it is important to establish a translanguaging stance by welcoming and being explicit about the value of emergent bilingual learners' languages (García et al., 2017). However, just inviting and encouraging emergent bilinguals to translanguage during the whole class or peer interaction is insufficient; students also need to be supported by materials, planning, and teachers' ongoing support (Collins & Cioè-Peña, 2016; Hernandez Garcia & Schleppegrell, 2021; Huerta, 2017; Ramírez & Jaffee, 2022).

Bilingual materials provide students with the disciplinary language they need to engage in talk about social studies content. Deliberately designing, planning, and implementing translanguaging opportunities by engaging students in moving back and forth between languages to express meaning in ways they choose supports newcomer students' participation in inquiry. For example, Yardan read aloud texts in Arabic, which positioned him as someone who could make content available in Arabic for the whole class. The bilingual curriculum and Ms. Sobh's support for translanguaging provided Yardan with multiple ways to connect with new inquiry content and language.

Newcomer students benefit from frequent opportunities to use their full language repertoires to engage in meaningful talk with their peers (Gibbons, 2006), since it is through talk that their understanding of the investigations' sources and exploration of responses to the central questions develop (Hernandez Garcia & Schleppegrell, 2021). Therefore, actively monitoring

newcomers' participation with their partners and/or table groups and encouraging them to use their full language resources during collaborative reading, read-alouds, discussions, and writing are important instructional strategies. We saw that when Yardan was seated with students who were not motivated to use Arabic to talk about content, his participation was limited to providing brief responses in Arabic during whole class talk when prompted by the teacher. Such a context is not supportive of translanguaging. Pairing Yardan with Yasir, an emergent bilingual student who was able to support him, provided translanguaging opportunities to make meaning and support the learning of both students. Through this collaboration and use of Arabic, both students were active participants in disciplinary thinking and more assertive in demonstrating their social studies learning. Also, Yardan was able - through translanguaging - to develop an understanding of complex causes of social problems. Because translanguaging gave him access to a range of sources and engaged him in the inquiry, he gained insight into different perspectives or experiences of people impacted by social issues, a key aspect of civic education.

Using small group time to walk around and listen to what newcomer students are talking about enables teachers to facilitate newcomers' participation in the whole class by calling on them to make important points. Teachers can encourage newcomer students to participate in whole class interaction if they or other students are able to interpret their contributions. Then, capturing newcomers' contributions by writing them on the board enables all students to benefit as the inquiry evolves. Ms. Sobh called on Yardan to share his perspectives in Arabic and revoiced his thinking both in Arabic and English as I wrote it on the board in English. This validated Yardan's responses and his bilingual identity. Lastly, students benefit from having opportunities to write in the language of their choice, also giving teachers insight into their understanding and their disciplinary language use and needs.

Exploring the possibilities of translanguaging in social studies ultimately supports emergent bilingual students' learning in culturally and linguistically sustaining ways. Whether teachers are bilingual or not, they can establish a translanguaging stance, assess available school/community resources (e.g., use bilingual materials and invite bilingual paraprofessionals or community volunteers), and create collaborative structures that support emergent bilingual learners to draw on all their knowledge and meaning-making resources as they participate in authentic ways and contribute to the learning of other students. By practicing translanguaging, teachers can also develop and offer new ideas about how to support translanguaging in social studies classrooms.

Chapter 4 Conclusion

I engaged in this dissertation project aiming to overcome hegemonic, English-only ideology and to implement translanguaging as a norm in a social studies classroom in collaboration with an Arabic-speaking teacher and her sixth-grade emergent bilingual students in a Global Studies class. I wanted to develop a linguistically and culturally sustaining classroom where the teacher and all students would participate in inquiry-focused social studies learning through translanguaging. While these goals were partially realized, my study also revealed many challenges in reaching the ideal use of translanguaging. Although the teacher and all students spoke Arabic, few controlled the full range of registers in Arabic needed to fully engage in inquiry. Promoting translanguaging for all students was thus challenging in this disciplinary classroom. However, the study did make substantive contributions to our understanding.

The first study described how an Arabic-speaking sixth-grade teacher made meaning through translanguaging to support emergent bilingual students while reading and analyzing sources during social studies inquiry and how Arabic-speaking emergent bilingual students responded to the teacher's use of translanguaging while reading and analyzing sources during social studies inquiry. The teacher was learning how to teach social studies inquiry with diverse sources and was new to deliberately implementing a translanguaging approach, and the students were engaging for the first time in inquiry and in participating in both Arabic and English. The bilingual inquiry curriculum, bilingual teacher, biliterate peers, and newcomer students contributed to making the investigations' content and disciplinary language available in Arabic.

The teacher's and students' translanguaging was mostly motivated by the presence of newcomer students, who were supported by dialogue with others who were willing to use Arabic. In this context translanguaging occurred in its full meaning of drawing on all speakers' resources for meaning-making. All students develop new language as they learn school subjects. A key finding of this study is that over time, the teacher and students developed their Arabic language resources along with English they learned during the inquiry work. This means that translanguaging supported them in the important goal of developing as bilinguals and that the learning context offered support in learning the school subject in both languages. These findings are informative and encouraging for further use of the translanguaging approach in social studies inquiry. On the other hand, the teacher and students faced constraints when their current Arabic language resources did not support them in explaining the concepts or sustaining interaction about disciplinary content and practices. Also, the teacher's prompting in Arabic about the investigation sources did not always orient students to the larger ideas they needed to grasp in order to respond to the central questions of the inquiry. Instead, she typically remained focused on the meanings of the individual sources they were working on and not the investigation as a whole.

This study conceptualized the ultimate goal of translanguaging in education as supporting students' bilingualism and bilingual identities (García et al., 2017; García & Li Wei, 2014). The full promise of translanguaging is that this practice would recognize and support students as developing bilinguals. Emergent bilingual students bring a wealth of knowledge and experiences that can benefit the learning of other students in U.S. subject-matter classrooms. Further, emergent bilingual students' language practices and knowledge evolve in the context they live and learn (e.g., U.S. schools). Expanding the language resources/registers students bring to

school (Halliday, 1997, 2004; Menyuk & Brisk, 2005; Schleppegrell, 2004) both in English and Arabic is important for helping emergent bilingual students develop new ways of using language to support disciplinary text comprehension and talk and to develop fully as bilinguals. However, challenges in providing this support arise for bilingual teachers who do not control the range of linguistic resources needed to talk about disciplinary content and practices and support reading comprehension and sustained interaction *through translanguaging* that models new ways of using language and supports student engagement and content understanding in both languages. Future projects could focus on: (1) What does it really take to implement translanguaging to its full potential? How can both teachers and students develop the disciplinary language that supports subject-matter learning through translanguaging?

The second study focused on understanding how one newcomer sixth grade emergent bilingual student developed English, Arabic, and understanding of social studies issues and practices simultaneously through participation across the school year. Using bilingual texts and interacting through translanguaging provided him with multiple supports to complete the disciplinary work, and when he was paired with an emergent bilingual peer who was motivated to use Arabic, he became an active participant in disciplinary thinking and agentive in demonstrating his social studies learning in Arabic.

Taken as a whole, this dissertation has broad practical implications for how translanguaging can be used to its full potential and sustained to support students' thinking and meaning-making bilingually in U.S. subject-matter classrooms. I have discussed constraints and issues in implementing translanguaging pedagogy that can emerge, and hope that this study will inform others who are interested in creating socially just and equitable classrooms for immigrant and racially-minoritized children who are learning English as a new language in social studies

classrooms. Social studies teachers who are new to translanguaging, as well as inquiry-based social studies, could practice implementing the translanguaging approach by establishing a translanguaging stance, using bilingual materials, and creating collaborative structures that support newcomers and emergent bilingual students to draw on all their knowledge and meaning-making resources as they participate in classroom interaction and contribute to the learning of other students. Bilingual teachers can plan and intentionally employ language choices needed to talk about disciplinary content and practices in both languages; and support reading comprehension and sustained interaction *through translanguaging* to model new ways of using language and to support student engagement and content understanding. Teachers can also investigate whether support might be available from the school or community to invite and support paraprofessionals, parents, caregivers or community members who speak the students' home language to help them support their newcomer emergent bilingual students during social studies.

School administration can support social studies teachers by providing more time in their busy schedules for preparing lessons that implement the translanguaging approach, providing teachers with bilingual materials, and searching for paraprofessionals and other adults who speak the students' home language to help teachers support their newcomer emergent bilingual students.

Lastly, teacher preparation programs can provide opportunities for preservice and in-service teachers to develop theoretical foundations and the teaching practices on the use of translanguaging in the context of social studies inquiry through a range of teacher preparation courses, workshops, professional development sessions, and materials.

Appendices

Appendix A

Information About How Four Investigations Unfolded

Investigation #: Central Question (month, year) ● # of days the investigation was taught ● # of students present in class at all times	**How Investigations were Implemented/Unfolded on Each Day:** **(*Materials* *used:* *Student Packets* *with embedded* *Disciplinary Literacy Tools*, *Slides*, *and* *Teacher Guides*)**
Investigation 1: *Which map should we use?* (October, 2021) ● 8 days ● Present at all times from 16 to 20 students	Days 1-3: Making connections; Building background knowledge; Considering 'perspective'; and Orient to Content Days 4-6: Reading and analyzing two sources: *Mercator Projection Map (Source 1)* and *Peters Projection Map (Source 2)* by using the embedded *Bookmark* questions tool Day 7: Defining Claim-Evidence-Reasoning; Analyzing the *Mentor Text* Day 8: Developing claim, evidence, and reasoning using the *Planning Graphic Organizer* and *Useful Language* tools; Writing argument
Investigation 2: *How should we define the Middle East as a region?* (November, 2021) ● 13 days ● Present at all times from 18 to 21 students	Days 1-6: Vocabulary building; Making Connections; Building Background knowledge; and Orient to Content Days 7-11: Reading and analyzing two sources: *The Geographer's Middle East by Dr. Micheal Bonine (2012) (Source 3)* and *Arab American Scholars by Dr. Alsultany & Dr. Shohat (2013) (Source 5)* Day 12: Corroborating sources by using the *Weigh-the-Evidence chart* tool Day 13: Developing claim, evidence, and reasoning using the *Planning Graphic Organizer*; Writing argument by

	using the *Useful Language* tool
Investigation 3: *Is Post-Apartheid South Africa living up to its promises?* **(January-February, 2022)** ● 14 days ● Present at all times from 20 to 23 students	Days 1-8: Making connections; Building background knowledge and Orient to Content Days 8-10: Reading and analyzing two sources: *Interview with Zondwa by Katherine S. Newman & Ariane De Lannoy (2014) (Source 1)* and *Daily Maverick Article by Lesego More (2018) (Source 4)* Day 11: Corroborating sources using the *Weigh-the-Evidence chart* tool Day 12: Analyzing the *Mentor Text;* Developing claim, evidence, and reasoning using the *Planning Graphic Organizer* Day 13: Writing argument by using the *Useful Language* tool Day 14: Finishing argument writing and drawing a picture that describes and reflects students' own writing and writing captions that explain what they have written; Reflecting on their own and partner's writing by using the *Reflection Guide* tool
Investigation 4: *Why does hazardous child labor continue to exist in Nepal?* **(March, 2022)** ● 10 days ● Present at all times from 20 to 23 students	Days 1-3: Making connections; Building background knowledge and Orient to Content Day 4-6: Reading and analyzing three sources: *Kumar, 12 years old (2012) (Source 1), Nepal's Policies against Child Labor (2009) (Source 4),* and *Factory Supervisor (2010) (Source 5)* Day 7: Corroborating sources using the *Weigh-the-Evidence chart* tool Day 8: Corroborating sources using the *Weigh-the-Evidence chart* tool; Analyzing the *Mentor Text* Day 9: Developing claim, evidence, and reasoning using the *Planning Graphic Organizer* Day 10: Writing argument by using the *Useful Language* tool; Drawing a picture that describes and reflects students' own writing; reading aloud some student writing

Appendix B

Pre-Study Interview Guide with Ms. Sobh

The purpose of this interview is to learn about teachers previous experiences with using Arabic, her thoughts about bilingualism, her work with emergent bilinguals, her perspectives about these students as learners, and her thoughts about using Arabic in her social studies classroom.

I **Previous experiences**: Ask about her previous experiences with Arabic, her thoughts about herself as a bilingual, teaching experience, and work with emergent bilinguals.

a) Could you please tell me about your previous experiences with Arabic? Do you read and write in Arabic? Do you speak Arabic often? Did you ever learn school subjects in Arabic?
b) What do you think about yourself as a bilingual? Do you value bilingualism?
c) Could you please tell me about your previous teaching experiences?
d) Could you tell me about your experiences working with students who are learning English as a new language?

II **Beliefs about teaching emergent bilinguals and perceptions of emergent bilinguals as learners**: Ask about her beliefs about teaching (emergent) bilinguals, how she has supported these students in accessing social studies content and their participation in classroom discourse, and her perceptions of these students as learners in her social studies classroom.

a) Could you walk me through how you prepared to teach social studies content when you were last in the classroom with students?
b) What did you do to support Arabic-speaking bilinguals with low English proficiency? Could you walk me through how you supported emergent bilinguals with low English proficiency access social studies content?
c) Could you describe what their engagement/participation looked like during the time when you were last in the classroom with students?

III **Perceptions/attitudes about the use of Arabic at the school level and in her social studies classroom:** Ask about teacher's perceptions about using Arabic at the school level and during instruction, in instructional materials, students' use of their home language (Arabic) to complete investigation worksheet activities and investigation writing assignments, and students' use of Arabic to participate in classroom discourse with peers who speak and understand Arabic and her. Ask about her thoughts on how parents might think about the use of Arabic in school to support their children's learning and whether students might reject using Arabic for any reason.

a) Could you tell me about the attitudes of the administration and other teachers in your school about using Arabic in school and classrooms to support students' learning?
b) How frequently Arabic is heard in the halls? Do you hear students talking in Arabic about different social aspects of their lives, for example, about what they are learning about each other?
c) When, why, and with whom, do students use Arabic in your classroom?
d) What are your thoughts/feelings about you using Arabic in your social studies classroom? Have you used Arabic in your social studies classroom and in what ways?
   Is this something you plan for or does it just come up naturally?
e) What do you think about using Arabic in instructional materials (e.g., on slides and in the student packet) and with the whole class?
f) What do you think about emergent bilinguals using Arabic during pair/small group work with their Arabic-speaking peers or when interacting with you?
g) What do you think about emergent bilinguals using Arabic to complete investigation writing tasks and assignments?
h) Would parents find it unusual/odd that the students would use Arabic to support their learning?
i) Do you think students might reject using Arabic for any reason?
j) Is there anything else you'd like me to know about any of the topics we've talked about today?

Thank you for your time!

Appendix C

Post-Investigation 1, 2, 3, and 4 Semi-Structured Interview Guide with Ms. Sobh

We have co-taught the Investigation so the purpose of this interview is to learn about (1) your reflections about the emergent bilinguals' language and disciplinary literacy during social studies inquiry, (2) your reflections/thoughts about the affordances of using Arabic during instruction and challenges we may have experienced in the sixth-grade social studies classroom, (3) what else might help you implement translanguaging, and (4) how our work together could be more supportive.

Reflections/thoughts about the students' engagement and participation and the affordances of using Arabic during instruction: Ask Ms. Sobh to reflect about her students' engagement and her observations/thoughts about the students' work and participation. Ask Ms. Sobh about her experiences and thoughts about her use of Arabic during the investigations; her students' use of Arabic in completing the investigation activities, writing assignment, and classroom discourse with peers and with her.
(Select 2 to 3 minutes of two clips from audio-video recorded lessons to elicit **stimulated recall** of the students' performance).

INVESTIGATION 1 and 2

Probe for specifics, elaboration about:

a) What students learned during Investigation #?
b) How did you experience the use of Arabic during Investigation # about (Maps OR the Middle East?
c) How do you think students experienced the use of Arabic during the investigation?
d) What did you notice about the students' language development when they used Arabic to make connections to the investigation and demonstrate their background knowledge about the topic? What changes did you see, if any?
e) What did you notice about the students' reading and thinking, when they used Arabic to talk about content with their peers and you? What changes did you see, if any?
f) What, if anything, surprised you about your students during the Investigation 2?
g) What challenges did you experience while using Arabic/implementing translanguaging during the Investigation? What do you think about how we can solve those challenges?

Stimulated recall

Tell Ms. Sobh, "I am going to show you a short video clip of your emergent bilinguals from *Investigation #*. This is a clip where students were *[say what the students were doing at that*

moment] I was curious to learn more about." Show the video clip. After the clip, ask Ms. Sobh the following questions:

a) How do you think students experienced the use of Arabic during this clip?
b) Which students, do you think, benefitted from the use of Arabic during this clip? How do you know that? What changes did you see, if any?
c) What do you notice about students' reading and thinking, when they use Arabic to talk about content with their peers and you?

Any questions, comments about what we talked about?

Thank you for participating in this interview. I appreciate it.

INVESTIGATION 3

Probe for specifics, elaboration about:

a) What do you think about how the students experienced the Investigation 3 about South Africa and what experiences and knowledge did they bring?
b) What did the students learn during Investigation 3 about South Africa?
c) What did you notice about the students' language development as they developed their background knowledge about South Africa? What changes did you see, if any?
d) What did you notice about student's language development and how they were thinking as they analyzed the sources, discussed the central question, and wrote their arguments? What changes did you see, if any?
e) What did you notice about how students were thinking as they analyzed the sources, discussed the central question, and wrote their arguments? What changes did you see, if any?
f) What worked well for students as they engaged in reading, talking and writing during the investigation?
g) What was working well for you as we co-taught the investigation?
h) Does teaching these social studies investigations give you more opportunities to use Arabic than in other teaching contexts?
i) Can you think of moments when you used Arabic and tell me how it helped students understand what we were reading and talking about?
j) What is working well as you use Arabic? Which students benefit and how?
k) What benefits students might be getting in terms of Arabic when you use Arabic, or when students who can read Arabic read aloud, for example the headnote and attribution and other translated texts? Do you see that it is useful for them?
l) Nizam, Hassan, and Yardan seem engaged when they are reading aloud the texts in Arabic to other students. At those moments, they and other students might be learning new Arabic words. Do you think it would be valuable to continue to read and write in Arabic (e.g., for Yardan)? For example, does this help these students in the process of developing to be fully bilingual?
m) Do students get any teasing from other students using Arabic?
n) What does reading and writing Arabic mean for their status in class?

o) What were the challenges that you noticed as we co-taught the Investigation 3?
p) In our next planning, what do you think we should do to support students, and in particular newcomers?

Stimulated recall

Tell Ms. Sobh, "I am going to show you a short video clip of you and the students from *Investigation #*. This is a clip where students were *[say what the students were doing at that moment]* I was curious to learn more about." Show the video clip. After the clip, ask Ms. Sobh the following questions:

a) What was on your mind as you taught at this moment shown in the clip?
b) How do you think students experienced the use of Arabic during this clip?
d) Which students, do you think, benefitted from the use of Arabic during this clip? How do you know that? What changes did you see, if any?

Any questions, comments about what we talked about?

Thank you for participating in this interview. I appreciate it.

INVESTIGATION 4

Probe for specifics, elaboration about:

a) What do you think about how the students experienced the Investigation 4 about Child Labor and what experiences and knowledge did they bring?
b) What did the students learn during Investigation 4 about Child Labor?
c) What did you notice about how students were thinking as they developed background knowledge, analyzed the sources, discussed the central question, and wrote their arguments? What changes did you see, if any?
d) What did you notice about student's language development in both English and Arabic as they developed background knowledge about the topic, analyzed the sources, discussed the central question, and wrote their arguments? What changes did you see, if any?
e) What worked well for students, or particular students, as they engaged in reading, talking and writing as they had opportunities to use both English and Arabic during the investigation?
f) What was challenging for the students during this Inv 4 with regard to using the TL strategies?

Use of Arabic

g) What have you noticed about the students' use of Arabic during social studies inquiry over this school year?
h) When you reflect, what have you noticed about your use of Arabic to support students' work during social studies inquiry?
i) What do you think of the cohort's overall progress in doing social studies inquiry during this school year?

Teacher's learning/feelings:

j) Can you tell me what you think about the bilingual materials we have used to teach the investigations? What do you find useful?
k) Regarding the accommodated materials, what do you think may need to be further adapted to better support emergent bilingual students?
l) What was working well for you as we used the TL strategies to co-teach the investigation(s)?
m) What are some of your take-aways from this experience of using translanguaging pedagogies to teach social studies inquiry? What strategies will you continue using in your classroom?
n) Can you tell me what was challenging for you during the Inv 4 or earlier investigations with regard to the use of TL strategies?

Stimulated recall

Tell Ms. Sobh, "I am going to show you a short video clip of you and the students from *Investigation #*. This is a clip where students were *[say what the students were doing at that moment]* I was curious to learn more about." Show the video clip. After the clip, ask Ms. Sobh the following questions:

c) What was on your mind as you taught at this moment shown in the clip?
d) How do you think students experienced the use of Arabic during this clip?
e) Which students, do you think, benefitted from the use of Arabic during this clip? How do you know that? What changes did you see, if any?

SPED teacher

1) What is the school policy in terms of your working with a SPED teacher and how are they supposed to support you and your cohort? Are they supporting particular students or the whole cohort?
2) Do you have assigned time in your schedule when you plan with the SPED teacher on how she is to support you and the cohort?
3) Do you know when they will push in? How do they know what they are supposed to do when they come to your class?

Any questions, comments about what we talked about?

Thank you for participating in this interview. I appreciate it.

Appendix D

Post-Investigation Semi-Structured Interview Guide and Questions with Students Whose Parents Consented (11 students); Inv. #2 (Groups of 2-3 Students) and Inv. #3 and #4 (Individual Student Interviews)

During the interview, students could use both Arabic and/or English. These interviews were conducted by me asking questions in English and having an Arabic-speaking colleague interpret the questions and answers.

I began the interviews by saying that we completed the Investigation #. I told students that I wanted to talk to them about what they learned and what was helpful during the investigation work. I introduced the Arabic-speaking colleague to the students and explained that either he/she would ask questions in Arabic or that I would ask questions in English and have my colleague interpret it in English and vice versa. I asked if it was fine for me to record what they said so I could remember and learn from it. If they did not want to be recorded with the camera, I recorded their voice without the picture. I put their packets in front of them and asked them to talk to me about what the investigation work was about. I asked some questions about what they learned, what they read and annotated and wrote. I followed their lead and learned what was helpful about the use of Arabic and what was not, and what ideas they had about what would be helpful. I asked questions like the ones below:

I Post-Investigation 2 Interview: To learn *how*, *when*, *why,* and *with whom* students use Arabic to talk about social aspects of their life, as well as to support their learning in school.

1. Could you please tell me *when, how, with whom,* and *why* you use Arabic in school? [*Note: I will ask about this in steps following up on what the students say to probe for other aspects.]*

<u>II Post-Investigation 2, 3, and 4 Interview:</u> (Referring to their packages and completed work/activities. Students have their packages in front of them):

1. What is the central question we talked about in this investigation?
2. *Tell me about some* things you learned about the Investigation 3, *Is Post-Apartheid South Africa living up to its promises*. What is the problem that this investigation addressed (talked about)?
3. What are some new words/phrases you learned in Arabic during this investigation? What are some new words/phrases you learned in English during this investigation?
4. Tell me what you wrote in _____(e.g., *Making Connections, Building Background,* or *Orient to Content* sections) [point to some of the sections I want

the student to read and talk about]? What was helpful during these activities? What helped you understand and complete these activities?

5. Point to the sources we read in class. Remind the student that we read the headnote and the attribution in English and then in Arabic. How did you feel when we read the headnote and the attribution in Arabic? How did reading the headnote and the attribution in Arabic help you understand the information about the source?
6. What do you know about the source?
7. Tell me how helpful it was when Ms. Sobh used Arabic during the investigation. Can you think of moments when she used Arabic and tell me how it helped you understand what we were reading and talking about.
8. Tell me about any time that you used Arabic at any moment in class. When did you like to use Arabic?
9. What was hard for you when your peers (Nizam, Hassan, Yardan, or Basam) read aloud the text in Arabic? What was hard for you when Ms. Sobh used Arabic to explain something in Arabic?
10. Tell me how you would feel if the class and Ms. Sobh talk more in Arabic about the source? How would it help you with reading the source?; weight the evidence; or when writing your argument?
11. What were your responses to the investigation central question? What evidence did you select and why? What was your reasoning?
12. Is there anything else you'd like me to know about any of the topics we've talked about today?

Questions for students who can read and write Arabic (Nizam, Hassan, Yardan (newcomer), Basam (newcomer)). These students read aloud the texts in Arabic for the whole class.

1. How does your reading aloud the texts in Arabic for the whole class help other students?
2. Does anyone comment about your ability to read Arabic for the whole class? Does anyone make fun of you for reading Arabic for the whole class?

Questions for experienced bilinguals who assisted newcomers: Hassan, Nizam, and Samir assisted Basam (newcomer) and Yasir assisted Yardan (newcomer).

1. Tell me how you feel about helping your classmate _____ (name of newcomer who was assisted by the interviewee) during the investigation activities.

Thank you for participating in this interview. I appreciate it

Appendix E

Codebook for Teacher's Translanguaging Shifts During the Inquiry Phase of Reading and Analyzing Sources

Code	**Example**
Teacher's Translanguaging Shifts/Moves	
Invites students to read aloud Arabic	Yardan, number 4 اقرأ لي إياها بالعربي [*read it for me in Arabic*]
Interprets the meaning of a question word	…We did so far 'what' and we did 'who.' Now we are going to go to number three, when was this source created أي متى [*that is*, *when*] so we are going to look for 'when'. Abdullah, my friend, you had your hand up.
Tries to interpret what was said in English	Yeah, so basically what Mrs. Hernandez (Mina) is saying if you are going out to explore you're going out to find something, right? نحن بدنا نلاقي أرض جديدة. بدنا نلاقي شعب جديد. بدنا نحن شو [*We want to find new land. We want to find new people. We want what*] What does 'trade' mean?
Explains the meaning of a content word	

	نبادل و نتاجر بنفس الوقت مع غير شعب. يمكن نحن شو في عندنا ما يكون في عندهم أو هني شو في عندهم نحن ما في عندنا. [*We exchange and trade things at the same time with a different people. Maybe the things we have, they don't have; and the things they have, we don't have.*] So we are trading with new people in new land so it was called the age of exploration.
Interprets/Repeats key content and concept word/phrase	So, who is going to benefit from this type of map? In the text I am going to keep reading it and you guys are going to tell me just like we explained to you to circle it. So ((reads)) "This map helped European empires control trade routes and colonize new territory. His map stretched and straightened the grid of latitude خط العرض وخط الطول [*the line of latitude and longitude*] and longitude lines. This was very useful for ships." What was it useful for? For who was it useful for?
Elicits the meaning of English disciplinary word in Arabic	Nizam, بالعربي [*in Arabic*] reliable means شو [*what*]?
Elicits the meaning of key concept	شو معناة colonial بالعربي؟ [*What does*] colonial [*mean in Arabic?*]
Tries to explain the key concept	Yes, French! You have to learn French because this was once a French colony. كانت مستعمرة للفرنسيين. [*It was a colony belonging to the French.*] So you have to understand what they're telling you, it shows the colonial and Eurocentric history, التاريخ

	[*the history*] from any part of Europe, in the Middle East. Mostly France and Italy had some parts. Yes?
Elicits newcomer's thinking/reasoning	براء شو فهمنا من أول واحد؟ عن زوندوا؟ شو فهمنا؟ [*Basam, what did we learn from the first one? About Zondwa, what did we learn?*] This source helped me think about…?
Interprets/Paraphrases in English newcomer's responses in Arabic and English	وكهرباء؟ أوكي [*And electricity? Okay.*] ((revoices in English what Yardan shares in Arabic for the whole class and for Mina to write on the board)) Okay, because they did provide housing to Black South Africans …and services, for example, he (Yardan) said, electricity.
Gives directions	صوتك خفيف علي صوتك [*Your voice is too low. Speak up*]
Inserts words/phrases in Arabic to help a student sustain a talk in Arabic	((helps Hassan)) الحكومة [*the government*]
Asks comprehension questions	بحب يشتغل كومار أو ما بحب يشتغل كومار؟ بهيدا المصنع بالباطون؟ لما عم بقول [*Does Kumar like working or does Kumar not like working? In this brick factory? When he's saying,*] I don't enjoy doing this work but I am from my poor family, بحب يشتغل بهيك مصنع؟ [*does he like working at this kind of factory?*] No, بس هو شو من عائلة فقيرة أو عائلة غنية؟ [*but he's what, from a poor family or rich family?*] so هوي بحاجة لهيدا الشغل. [*he needs this work.*]

	It is something he doesn't like doing but he is forced to do it to support his family. فهمان معنا؟ [*Are you understanding this?*]
Students' Translanguaging Shifts/Moves	
Makes content available in Arabic for other students and the teacher	((reads aloud)) فيما يُستخدم هذا المصدر اليوم ؟ [*What is this source used for today?*]
Repeats words in Arabic with the whole class chorally	Ms. Sobh: And 'why'? لماذا [*why*] Students: ليش [*why*]
Offers the meaning of words and phrases in Arabic	Ms. Sobh: What's another word for equal او بالعربي [*in Arabic*] What does it mean? Student: متساوي [*equal*] Ms. Sobh: ايه متساوي او متعادلة [*Yes, equal or equivalent*]
Demonstrates his/her thinking	صدق بوعودها وبنى بيوت وصلح الكهرباء, كل الذي وعدها. [*He* (the president of South Africa) *fulfilled its* (the government's) *promises and built houses and fixed the electricity, all the things it had promised.*]
Initiates pair/group conversation	هي سعيدة ولا مو سعيدة؟ [*Is she happy or unhappy?]*
Makes connections between his/her cultural	In

background knowledge and content	باب الحارة [*Bāb al-ḥāra/* The Neighborhood's Gate] they show you the French flag of Lebanon.
Asks for help	شو؟ شو؟ [*What? What?*]
Provides help to another student	((some students helping Hassan chorally)) باليوم [*per day*]

Appendix F

Information About 6th Grade Students in Ms. Sobh's Global Studies Class and How They Translanguaged (21 Students out of 23 Whose Parents Consented)

Students	Family Country of Origin	Entered U.S. School	Function of Translanguaging Shifts across Four Investigations
Yardan	Yemen	Sixth grade in September 2021 (newcomer)	● Makes content available in Arabic by reading aloud from the slides and student packet for the whole class ● Take notes/writes in Arabic ● Asks for help ● Demonstrates what he knows with the whole class when prompted by teacher ● Talks about content in pairs with Yasir ● Side talk
Basam	Yemen	Sixth grade in November 2021 (newcomer with interrupted schooling) (joined the class Investigation 2- Day 3)	● Makes content available in Arabic by reading aloud from the slides and student packet for the whole class ● Takes notes/writes in Arabic ● Asks for help ● Demonstrates what he knows with the whole class when prompted by teacher ● Talks about content in pairs with Nizam, Hassan, and Samir ● Makes connections between his cultural background

			knowledge and content ● Side talk
Nizam	Yemen	Fourth grade in 2019	● Makes content available in Arabic by reading aloud from the slides and student packet for the whole class ● Offers meaning of words and phrases ● Demonstrates what he knows with the whole class ● Talks about content in pairs ● Makes connections between his cultural background knowledge and content ● Initiates group conversation/work ● Urges peer to talk/contribute ● Helps peers ● Repeats content words in Arabic with the whole class chorally ● Side talk
Hassan	Iraq	Mid-third grade at end of 2018	● Makes connections between his cultural background knowledge and content ● Offers meaning of words and phrases ● Demonstrates what he knows with the whole class ● Talks about content in pairs ● Makes connections between his cultural background knowledge and content ● Initiates group conversation/work ● Urges peer to talk/contribute ● Asks teacher for help ● Side talk
Samir	Yemen	Family immigrated to the U.S. when he was two; had been educated only in English	● Asks questions about word meaning ● Recognizes dialect differences between Lebanese and Yemeni Arabic

			● Makes connections between his cultural background knowledge and content ● Asks for help ● Repeats content words in Arabic with the whole class chorally ● Talks about content with Basam ● Side talk
Yasir	Yemen	Second grade in 2017	● Talks about content with Yardan ● Helps Yardan ● Repeats content words in Arabic with the whole class chorally ● Side talk
Abdo	Yemen	Fourth grade in 2019	● Offers word meaning in Arabic ● Repeats content words in Arabic with the whole class chorally
Marya	Syria	First grade in 2016	● Repeats content words in Arabic with the whole class chorally
Makin	Yemen	Fourth grade in 2020	● Repeats content words in Arabic with the whole class chorally ● Tries to use AR to respond to authorship and context questions about a source ● Side talk
Sareena	Palestine	Family immigrated to the U.S. when she was two; had been educated only in English	● Tells Yardan what to do ● Repeats content words in Arabic with the whole class chorally ● Side talk
Munir	Yemen	Second grade in 2017	● Asks for help ● Side talk

Other 10 students			● Repeat content words in Arabic with the whole class chorally ● Side talk OR ● No use of spoken Arabic

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