

# Introduction

Mireia Vargas-Urpí  
Sarah Crafter  
Evangelia Prokopiou

Amira is in her second year of secondary education. A teacher asks her if she would be happy to help the headteacher show the mother of a new pupil around the school and hold a conversation. The teacher mentions that the mother does not speak English because the family have only recently arrived in the country. Amira feels a bit nervous, but also pleased to be able to help the parent and the headteacher.

The above may sound familiar if you have ever had a student translate or interpret for a peer or a member of a student's family in your school.

The aim of this Teacher's Book is twofold: (a) to celebrate multilingualism and raise awareness of young people translating and interpreting in schools, an activity also known as child language brokering; and (b) to provide a resource containing background information and interactive activities aimed at giving teachers tools for a deeper understanding of what language brokering by young people usually entails, so that you can then pass it on to your students.

Children and young people play an important role in migratory processes because they may act as links between their families, local communities and their school. Schooling and linguistic immersion in the host society can help young people learn the official language(s) of their new country faster than their parents or other adults. When they broker in a school context, they bring linguistic diversity to the school and display truly multilingual and multicultural skills that are part of their daily life. This Teacher's Book aims to help you and your students explore some of the complexity involved in young people taking on such roles in modern societies.



## WHAT IS EYLBID?

### WHAT DOES IT STAND FOR?

EYLBID is the acronym for “Empowering Young Language Brokers for Inclusion in Diversity”, the name of a strategic partnership funded by the EU Erasmus+ programme. The partners in EYLBID are the Universitat Autònoma de Barcelona, Alma Mater Studiorum - Università di Bologna, Leibniz Universität Hannover, The Open University, the University of Northampton, and Kaneda Games.

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EYLBID team has produced this Teacher's Book to meet the strategic partnership's four main objectives:

- (1) to gain a better understanding of language brokering by young people across Europe;
- (2) to propose a set of guidelines for child and youth language brokering in Europe;
- (3) to design activities related to language brokering for inclusion in secondary school curricula;
- (4) to create flexible, open educational resources that can be used in different learning environments.

These general objectives entail the following specific objectives:



## HOW CAN I USE THIS TEACHER'S BOOK?

This Teacher's Book covers various topics (outlined on the next page) related to child language brokering (young people translating and interpreting for family members and peers) and multilingualism. The activities in this Teacher's Book are broadly intended for high/secondary school students (aged 11-18), although certain activities will be better suited to younger students and others to older students. The topics and activities are meant for general classroom settings: students from a multilingual and multicultural context might be able to identify more with certain activities, while students from monolingual contexts will be offered an insight into the diversity of childhood experiences and the value of multilingualism and multiculturalism. The activities can also be incorporated into other curriculum activities that could enhance learners' personal, social and health-related skills, language learning, and geographical knowledge.



**Each chapter can be used on a stand-alone basis.** You do not need to cover all the chapters, but may do so if you want to look at the subject in greater depth.

This Teacher's Book is flexible and designed to adapt to different teaching needs and learning environments. You might want to select just a couple of activities to help your students reflect on a certain topic or to link in with other topics you are working on as part of the school curriculum. Alternatively, you could use the whole Teacher's Book to prepare a series of work-

shops for looking at youth language brokering and multiculturalism from a wider perspective. The Teacher's Book has been published in Catalan, English, German, Italian and Spanish, and could thus also be a source of activities and ideas for developing linguistic mediation competence in language classes, one of the main competences included in the Common European Framework of Reference for Languages (CEFR). Each chapter in this Teacher's Book has the same structure:

### Introduction

This section is mainly for teachers. It contextualises the topic of the chapter, with straightforward explanations, practical examples, and fun facts that might capture students' interest. The boxes titled "What can I pass on to my students?" contain summaries of the chapter's main ideas and are to help you choose the best information to convey to your students.

### Activities

The second section contains activities you can carry out in your classroom. Each activity is preceded by teacher's notes with full instructions for preparing and conducting it. The activities themselves are presented as printable sheets or handouts, in most cases. The activities can also be found separately in the online [Resource Bank](#), making them accessible from students' devices. Please note that the estimated activity times might vary depending on the size of groups of students.

## WHAT WILL I FIND HERE?

### Languages in our everyday life

This chapter explores the nature of languages and the role they play in our daily lives. Did you know that over 7100 languages are spoken around the world, and that some of them are considered endangered? This chapter will help you raise your students' awareness of the importance of languages, regardless of the number of speakers they have or the prestige they enjoy.

### Culturally diverse societies

How would you define culture? How is it linked to languages? Why do we say we live in multicultural societies? This chapter introduces the notions of culture and intercultural communication.

### Translation and interpreting: bridges across languages and cultures

In multilingual and multicultural societies, translators and interpreters are essential to effective communication. We are surrounded by translated texts! In this chapter, you will find out what it takes to be a good translator and how translators differ from interpreters.

### What is child language brokering? Why does it exist?

Sometimes, when there is no professional translator or interpreter available, children and teenagers are asked to broker for their peers or adults. In this chapter, you will find definitions and ideas for bringing up this topic in your classroom and looking at child language brokering from a variety of perspectives.

### Emotional impact, identity, and relationships

When children and teenagers broker for their peers or adults, they might experience different emotions or perceive changes in their relationships with others. In this chapter, you will find guidelines on how to approach these issues, both with students who are commonly asked to broker and with general class groups. You will also find some guidance on how teachers can manage language brokering situations. You might find it useful to explore this guidance with your students. enjoy.

### Languages in professional life

Many multilingual children or teenagers have never realised that they could be very well suited to careers as professional translators, interpreters or mediators. This chapter describes those professions to students and highlights how languages can become professional assets.

EYLBID has also produced a videogame that deals with child and youth language brokering and could be used as a basis for discussing most of the topics covered in the Teacher's Book. The game and an accompanying guide for teachers are available from <https://pagines.uab.cat/eylbid>.



## WHO ARE WE?

The EYLBID team behind this Teacher's Book is characterised by interdisciplinarity: we come from different fields of expertise (psychologists, translators, interpreters, linguists, and discourse analysts), giving us complementary views of the topics discussed here. Furthermore, we are based in different countries and have thus been able to share our knowledge of how this Teacher's Book could be used in different places.

### Researchers in the field of translation and interpreting

**Marta Arumí** holds a PhD in translation and interpreting. She teaches conference interpreting from German into Spanish at the Universitat Autònoma de Barcelona (UAB) and is coordinator of the MIRAS research group in the same university's Department of Translation, Interpreting and East Asian Studies.

**Carme Bestué** holds a PhD in translation and intercultural studies. She teaches legal translation at UAB and translates from English and French into Spanish.

**Sofía García-Beyaert** holds a PhD in public policy and conducts research on intercultural communication as a matter of public concern. She teaches interpreting at UAB.

**Anna Gil-Bardaji** holds a PhD in translation studies. She teaches translation from Arabic into Spanish and Catalan and is coordinator of the master's degree in contemporary Arabic studies at UAB.

**Mariana Orozco-Jutorán** holds a PhD in translation and interpreting. She teaches translation from English into Spanish and is coordinator of the master's degree in legal translation and court interpreting at UAB.

**Judith Raigal Aran** holds a degree and a master's degree in translation and interpreting. She teaches translation and translates from English, French and German into Spanish and Catalan.

**Mireia Vargas-Urpí** holds a PhD in translation and intercultural studies. She teaches Chinese at UAB and translates from Chinese into Catalan.





## Researchers in the field of psychology

**Sarah Crafter** has a PhD in psychology. She teaches cultural and critical-developmental psychology at The Open University.

**Evangelia Prokopiou** holds a PhD in psychology. She teaches culture and human development, psychology of education, and qualitative research methods at the University of Northampton.

## Researchers in the fields of applied linguistics and discourse analysis

**Rachele Antonini** has a degree in interpreting and a PhD in sociolinguistics. She teaches language and culture and audiovisual translation at the University of Bologna.

**Marta Estévez Grossi** holds a degree in translation and interpreting and a PhD in interpreting and migration linguistics. She teaches linguistics in the Department of Romance Languages at Leibniz Universität Hannover.

**Gema Rubio Carbonero** holds a PhD in linguistic communication and multilingual mediation. She specialises in discourse analysis and teaches English language and culture at UAB.

