

CHAPTER 5

Emotional impact, identity and relationships: guidelines for using students as language brokers in schools

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In the first half of this chapter, we will look in greater depth at the impact language brokering has on emotions, identity and personal relationships. In the second half, we will provide some guidelines that teachers can use to improve the communication process in language brokering sessions in schools. The chapter's activities will enable you and your students to:

- Reflect on the emotional impact of language brokering and how the practice affects the sense of identity and belonging of those who carry it out. The following questions will be raised:
 - How does language brokering make young people feel about themselves?
 - What impact does the practice have on their identity and our understanding of childhood?
- Understand the importance of relationships to language brokering activities. The focus will be on family relationships and relationships at school.
- Examine guidelines on how teachers and students who act as interpreters can improve language brokering interactions and the communication they involve.

5.1 INTRODUCTION

As we discussed in chapter 4, child language brokering involves more than just word-for-word translating and interpreting. It is an activity that can have an impact on young people's emotional wellbeing and identity – in both positive and negative ways. It can be a source of tension, but can also strengthen relationships with others. The way young people feel about themselves can be highly influenced by how important figures in their lives respond to the language brokering they do: when their translating activity is perceived positively, they tend to feel more confident about carrying it

out. Their feelings can also depend on what the activity involves, however, and that will be discussed in more depth further on in the chapter. The views adults and young people hold with regard to child language brokering are affected by our general ideas about childhood itself and whether we think the activity is appropriate or not. In any case, school is a setting in which language brokering frequently takes place. It is important to understand the particular features of language brokering that occurs in schools, so as to help all those involved in language brokering situations make interaction smoother and easier for everyone.

5.2. EMOTIONAL IMPACT: IDENTITY AND RELATIONSHIPS

5.2.1. Thinking about childhood(s)

Children and young people have some firm ideas about what a 'normal' childhood should be like. They usually describe a time of fun and relaxation, going to school, living in a family environment with parents and perhaps siblings, having fully functioning bodies, and speaking the local language. Such ideas about childhood are very powerful in society, and are reproduced by adults and internalised by children and young people. The problem with such perceptions of a 'normal' childhood is that there are many young people who do not experience that 'normality'; children who migrate, whether with family or alone, are a good example. Child language brokers challenge our ideas about 'normal' childhood activities too, because of the roles and responsibilities they take on in their family. Where do the perceptions in question come from anyway?

The nature of childhood, how children and young people experience it, and what we know and how we think about it have all shifted throughout history, and are likely to continue to change in the future. Our ideas about 'childhood' and what it means to be a 'child' influence our views on activities like child language brokering.

In our contemporary western society, we think of 'childhood' as a unique period of life which should be free of adult responsibilities. Such thinking developed in the 19th century, with the emergence of a strong movement calling for children from poor families to be protected from the appalling working conditions in mines and factories and for child labour to be abolished.



DID YOU KNOW THAT...

the historian Philippe Aries (1962) argued that the idea of childhood did not exist in the Middle Ages?

That appears to be the case in medieval European paintings, which portrayed children as miniature adults, dressed in adult clothes and with adult hairstyles.

So, it was in the industrial age that we started keeping children of all social classes separate from the adult world and adult responsibilities, a change that coincided with the introduction of schooling for all children. Ideas about protecting childhood as a time for socialisation, play and education became even more dominant in the 20th century. Previously, most children were educated at home or not at all. In most western societies, children's everyday lives are organised around structured learning in formal educational settings and various extracurricular and leisure activities.

QUICK CLASSROOM ACTIVITY

Ask your students if they can think of ways in which their lives are different from how they would have been in the recent and distant past.

Today, childhood is seen as a unique time in a person's life, a period characterised by innocence, vulnerability and dependency. What are the implications of that for the lives of children and young people?

It can be argued that western societal views on childhood influence the ways we see child development. We tend to think of children as developing in stages and expect them to achieve certain milestones by specific ages. It is also assumed that children all over the world develop in the same way, regardless of the context in which they grow up, and that childhood should be the same for all of them.

Why is that a problem? It can be problematic for the many children who do not achieve those milestones or for whom such assumptions are not true. Some children grow up in different kinds of challenging life situations –they may experience migration, poverty or bereavement, for example– as a result of which they do not fit in with our ideal of childhood. Such universal ideas about childhood and development set certain children apart as different or 'other'. In reality, many children will face some kind of challenge in their life. In the case of child language brokers, the interpreting they do may be assumed to be an inappropriate childhood activity that disrupts 'normal' activities, such as schooling and recreation, and requires adult maturity and responsibility, two qualities that, according to the beliefs in question, children usually lack because they are acquired later in life.



DID YOU KNOW THAT...

Malala Yousafzai is the world's youngest Nobel Prize laureate?

She received her award for her human rights activism, which she began when she was 11-12 years old.

An activity like child language brokering can place those who carry it out in fairly adult roles that do not conform to dominant western assumptions about the move to adulthood being accompanied by a gradual increase in more adult-like responsibilities.

But what about the skills that child language brokers develop when they interact with adults and their peers through their interpreting? What challenges might they face? How do they feel when their interpreting activity is deemed inappropriate for their age? How do they feel about themselves when they interpret for others?

QUICK CLASSROOM ACTIVITY

Ask your students if they can think of any advantages or disadvantages to child language brokering in schools.

5.2.2. How young language brokers feel about themselves

Every person has a broad idea of who they are and who they want to be, and of their beliefs and values. In other words, everyone has a sense of personal identity. We are not born in a vacuum but develop an awareness of who we are through our interactions in social and cultural contexts. We make sense of ourselves and of our world by interacting with others. Thus, personal identity is, to a great extent, a cultural identity, i.e. a system of social values, beliefs, goals and ideals that an individual might adopt to develop a coherent personal identity.



We mentioned earlier that dominant beliefs about what childhood should be like have an impact on young interpreters' perception of themselves, as their experience of interpreting is viewed as a transgression from what would be considered an appropriate childhood experience. So, how do young language brokers feel about themselves?

There is no clear answer to that question because the context in which young language brokers interpret is an important factor in their feelings about themselves, one that can determine whether they view their interpreting as a normal part of everyday life or a problem. For example, language brokering by children and young people will not feel 'weird' or like an isolating activity that marks them as different to others if it takes place within a community in which it is a necessary, normal, common practice. In contrast, young interpreters who language broker in a mainly monolingual and monocultural settings may be embarrassed to translate in front of others, especially adults such as parents, because it is not 'normal' for an adult to rely on a child to communicate with others.



WHAT CAN I PASS ON TO MY STUDENTS?

- Our views about how children should develop, and what childhood should be like, have shifted in the past and will continue to change in the future.
- In today's western societies, childhood is seen as a period of vulnerability and dependency, which should be free of adult-like activities that require maturity, autonomy and responsibility.
- However, in our societies there are children who experience different childhoods (e.g. language brokers, young carers) and engage in activities not usually considered appropriate for youngsters, such as caring for others and interpreting.
- Such children are regarded as different, due to our beliefs about childhood and development, and that has an impact on how they feel about themselves.

Similarly, bilingualism or multilingualism can cause feelings of embarrassment, especially when a minority language is perceived as being less prestigious (see chapter 1), but also a sense of pride and accomplishment. For example, for children of migrants with many cultural connections, moving between languages shows linguistic and cultural sophistication that is not available in monolingual and monocultural settings. Furthermore, bilingualism or multilingualism offers a route to a deeper understanding of their identity (see chapter 2 on the link between language and culture).

Thus, the context in which young language brokers interpret is important and influences how they feel about their activity and their identity. In the coming sections, we will discuss two of the main settings for language brokering, namely family and school, and the diverse feelings they generate.

5.3. CHILD LANGUAGE BROKERING AND RELATIONSHIPS: FAMILY AND SCHOOL

5.3.1. Family

Like lots of other aspects of family life, child language brokering can both create tension and draw families closer together. Many families who engage in language brokering see translating and interpreting as a normal, routine part of their lives. Nonetheless, children who language broker sometimes take on roles and carry out activities which their non-brokering peers typically do not have to. Understandably, that leads some adults to worry about them maturing too fast or about possible negative effects on the parent child dynamic. Some young people find language brokering stressful and burden-

some, and all the more so if it takes place in challenging settings (e.g. a police station) or involves tense conversations between adults in public settings. In some cases, however, they might be proud to help their family, feel that language brokering strengthens their relationship with their parents, and be happy to contribute to family life.

DID YOU KNOW THAT...

parents often prefer to have their own children translate and interpret for them because they feel confident that their conversations will be kept within the family?

Children who language broker are sometimes described as **'mediators'** or a **'cultural bridge'** between the private sphere of family life and the public sphere comprising places like schools. In other words, child language brokers can help their family, their peers and other members of their community understand the new context they have migrated to. They can also help other people, such as teachers and other professionals, understand their family's culture. They facilitate interaction between their relatives, professionals and the community.

Conflicts can arise between parents and young people in frustrating language brokering situations, and are often worse if a family is dealing with difficult living conditions or stressful interaction with professional institutions (e.g. social care or welfare). Unsurprisingly, young language brokers' experience of their relationship with their family can be greatly enhanced by any appreciation their peers, friends, and adult relatives and acquaintances show for their interpreting activity. It is clear that child language brokers thrive when they feel that their time and effort are valued by those around them.



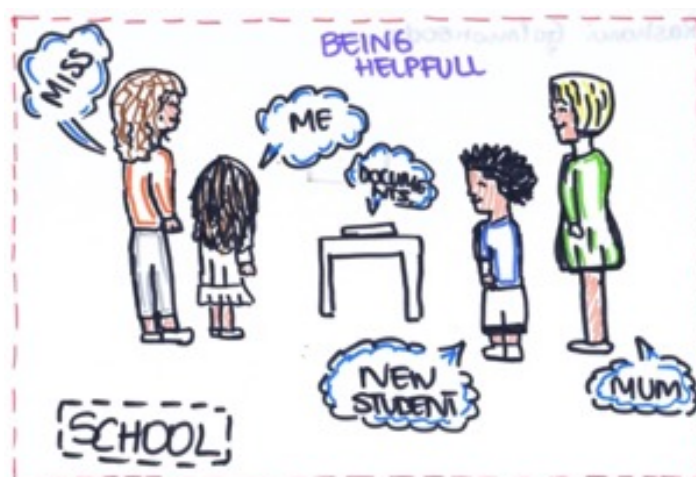
WHAT CAN I PASS ON TO MY STUDENTS?

- Child language brokers play an important part in helping their family communicate with people outside their family home.
- Child language brokers act as cultural mediators, helping their family understand their new cultural context and helping professionals understand their family.
- Children can find language brokering stressful and burdensome, especially if it takes place in challenging contexts (e.g. a police station) or involves the people around them getting angry or frustrated.
- When praised for the time and effort they put in, young people can feel very positive about language brokering, enjoy the activity, and consider it a way of strengthening their relationship with their family.

5.4. CHILD LANGUAGE BROKERING IN SCHOOLS

As mentioned in chapter 4, school is one of the venues where language brokering takes place most frequently. In schools, children and young people translate and interpret for their parents, teachers and peers. Examples include young people interpreting at formal meetings such as parent-teacher consultations, either for their own family or that of another pupil. There may be informal conversations too; a language broker could be asked to explain procedures to a newly arrived pupil, for instance. Language brokers may also be asked to interpret during phone calls to parents about topics such as health or behaviour. Furthermore, we know from research that young people sometimes support other pupils in classroom activities.

Young interpreters and translators can act as a link between home and school by translating letters from school or supporting a young sibling. **It is important to note that schools should always attempt to bring in professional support before turning to a child language broker.** It is good practice to ask the child or parent being helped if they would prefer professional support.



DID YOU KNOW THAT...

you can organise a Young Interpreter Club in your school (if it does not already have one)? In

England there is a [Young Interpreter Scheme](#), led by Hampshire Borough Council, for training and preparing pupils to support newly arrived pupils. Is there anything similar at your school?

How you might feel about language brokering in your school

As an educator, you may have mixed feelings about using one of your pupils to translate and interpret at school. That is very understandable and you would not be alone. Both teachers and language brokers see advantages and disadvantages to the practice.

Potential advantages of using students to language broker in schools

Language brokering has a positive effect on linguistic, social and communication skills; it can help language brokers become more proficient in both the language they use at home and that of their host society. Language brokers may gain confidence (when praised and shown appreciation) and the activity can help them adopt a more mature perspective on life. Families often prefer their own child to language broker for them because they trust them to keep their conversations confidential, and the child is likely to be familiar with any dialect involved. From a teacher's point of view, using a young person to language broker can be more time-efficient than waiting for the services of a professional or a community interpreter. However, there are a few important things to consider before turning to a child language broker. Let's look at some of the disadvantages of doing so.

Potential disadvantages of using students to language broker in schools

Firstly, teachers may have concerns about translation errors or that a child might distort what

is discussed, possibly to protect themselves or their family. Secondly, repeatedly using the same child to language broker can take up a lot of their time and be detrimental to their studies. Thirdly, depending on the school's context, the child may feel stigmatised or highly visible because of speaking a different language in very public forums (a school that celebrates multilingualism will help minimise such feelings). Finally, language brokering activities can negatively affect a young person's relationships with their peers.

It is a generally accepted principle that children should not be asked to translate discussions of very serious or sensitive matters, e.g. safeguarding and child protection issues, or inappropriate health or behaviour-related topics. But it is not always possible to predict how a conversation will go. Conversations that are initially calm can quickly escalate into something else. So, what can be done to reduce the potential for problems while ensuring that both teachers and young people can enjoy the advantages of language brokering? In the next section, we will look at how the experience can be enhanced for teachers and youngsters alike.

QUICK CLASSROOM ACTIVITY

Ask your students if they can think of any other examples of children and young people who have more adult-like responsibilities in our societies today.



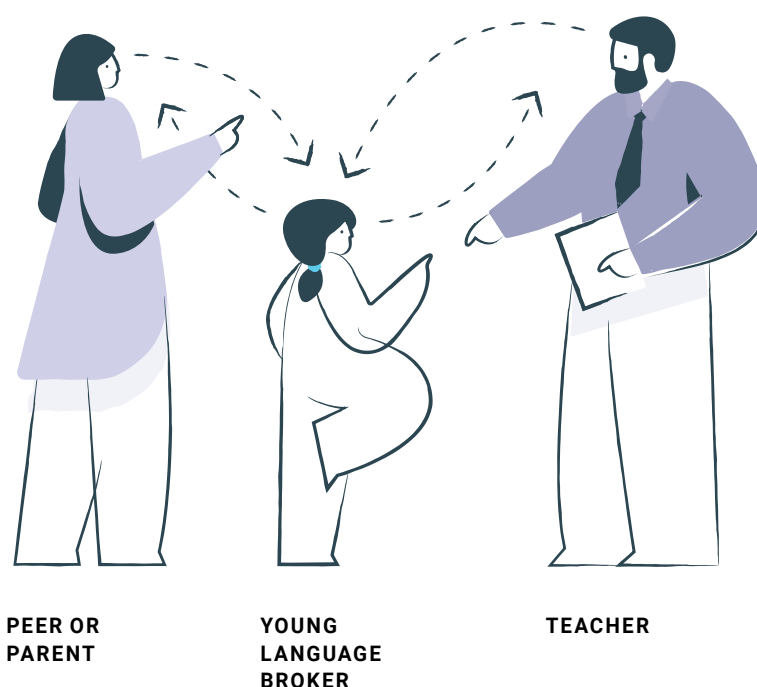
WHAT CAN I PASS ON TO MY STUDENTS?



- In many countries, child language brokering in schools is a common practice that encompasses a wide variety of activities.
- Schools should be able to call on professional services, intercultural mediators and public service interpreters to help with communication in foreign languages, and it is recommended that they do so.
- Some conversations are inappropriate or too sensitive for the use of child language brokering.
- There are both advantages and disadvantages to child language brokering in schools.

5.5. HELPING TEACHERS, PUPILS AND PARENTS COMMUNICATE DURING LANGUAGE BROKERING SESSIONS

Child language brokering involves interaction between three or more people. It quite often involves people who are emotionally connected or important to the young interpreter (e.g. a parent or teacher). The aim of all the participants is to understand messages conveyed through either verbal or non-verbal communication. The context of such interaction is important (whether it takes place in the playground, a classroom or the head teacher's office, for instance). Everyone involved plays their part and can influence how the conversation goes. So how can each of them help to make things as easy as possible?



5.5.1. What can teachers do to help young language brokers?

The table below provides some suggestions as to how you, as a teacher, can help make things easier when you are being assisted by a child language broker in your school.

QUICK CLASSROOM ACTIVITY

Ask your students if they can think of any ways teachers can make language brokering in schools easier.



PREPARATION FOR THE MEETING

- Firstly, reassure the young person that there will be no problem if they decide they do not want to interpret on the day of the meeting, and that such a decision will not negatively affect their grades or your opinion of them.
- If possible, discuss the meeting with the young person in advance. Agree on how it will be managed and explain key terms/issues that they may not be familiar with.
- Reassure the young person that it is fine to let you know if they do not understand what has been said.
- Be alert for possible gaps in a child's technical vocabulary; you may need to describe something in a different way to help them understand difficult words.

PACE

- Set a slow pace and make it clear to the language broker that they can work slowly.
- Break up the things you say into small segments so that the language broker does not have to take in big chunks of information all at once.

NON-VERBAL COMMUNICATION

- If your conversation involves parents, maintain eye contact with both them and the language broker.
- Make sure that non-verbal signals are positive.

LANGUAGE AND CONTENT

- Adapt your language to the level of the broker's understanding and apparent ability to translate.
- Carefully plan the messages to be conveyed.
- Remember to thank the language broker for their effort and help.

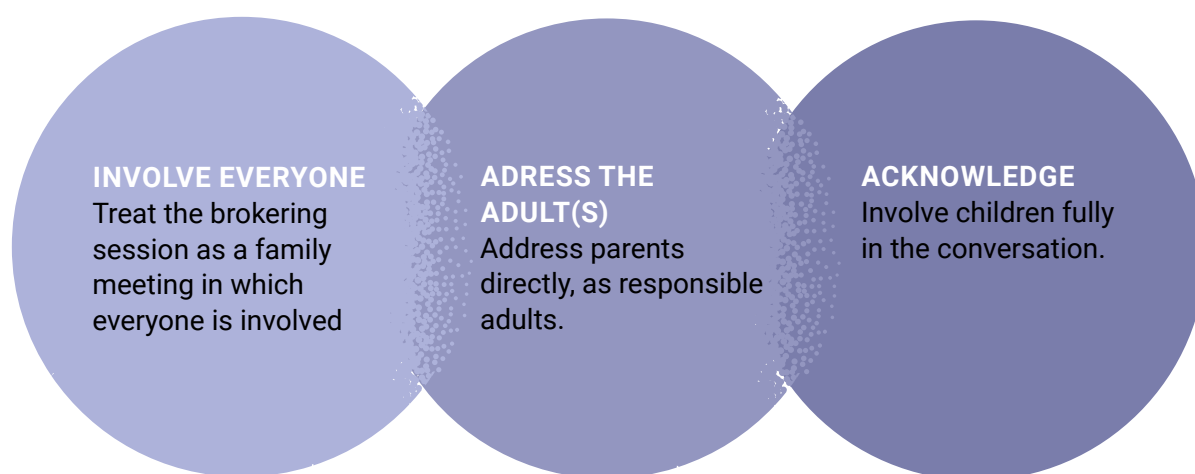


5.5.2. What can be done to make interpreting for parents and other relatives easier?

As mentioned previously, parents often prefer to have their own child interpret for them, possibly because they see it as a way of protecting their privacy, and the child is likely to be familiar with any dialect they might speak. However, it may be unwise to have a young person language broker for their relatives if:

- The school is aware of serious tensions within the family. Asking a child to translate in such circumstances may add to those tensions.
- There is a chance of ordinary rivalries between siblings being exacerbated by giving one of them the powerful position of translating about the other's progress at school.

If there are good reasons to turn down parents' requests to have their own child interpret for them, you will need to explain them carefully when the person who will interpret instead of the child is introduced. The alternative you offer must guarantee confidentiality and be seen to do so by the parents. Some suggestions as to how parents or carers can be made to feel more comfortable during child language brokering sessions follow.



Parents are likely to feel uncomfortable if they are worried about not being understood or are embarrassed about losing their adult status. Such feelings can be exacerbated in meetings about their own child, if the child or a sibling seems to take over. Parents may see a young person having so much evident power as demeaning to both themselves and the teacher, and teachers can actually feel that way too.

5.5.3. What can teachers encourage child language brokers to do?

Adults sometimes forget to ask young people what would make them feel comfortable in formal and informal interactions, and that applies to language brokering situations too. Young people can be taught certain strategies to help make them more confident about language brokering. You can encourage young language brokers to:

- **Be as clear as possible**

Young people sometimes try to translate on a word-for-word basis. That might not always be possible if the language used is difficult or technical, however. In such cases, you can reassure them that they can simply convey the general meaning of messages. Encourage them to keep calm, avoid rushing and speak slowly.

- **Ask teachers for help**

Before a language brokering session, encourage the young person to discuss with you how best to manage the interpreting process (e.g. how long you should talk for before pausing for them to translate). Reassure language brokers that it is fine for them to ask for what has been said to be repeated or explained if they do not understand. Some of them might be afraid to make such requests and need reassurance that making them is not a problem.

- **Be aware of adults' perspectives**

It is good for young language brokers to realise that parents or teachers may also need further explanation of what others have said.

One particularly confident language broker told us this:

I'll just probably ask, if, if the English teacher uses a couple of words that I didn't understand I will just straight, ask straight away, I didn't quite get it, could you just say it in a different way, yeah.



5.5.4. Supporting peers in the classroom

We mentioned earlier that pupils sometimes support newly arrived peers in the classroom. It is not unusual for students who speak a new pupil's language to be asked to sit next to and interpret for them.

Helping a peer in class can make some language brokers feel very proud, boost their self-confidence and improve their skills in both the languages involved. Language brokers can help to ease new pupils into school life and reduce their sense of isolation and feelings of anxiety. However, the benefits in question can only be obtained with special care and thorough planning.

QUICK CLASSROOM ACTIVITY

Ask your students if they can think of any ways young people acting as interpreters can make language brokering in schools easier.

You should bear the following points in mind:

- Simply speaking the language of a new arrival does not necessarily make a pupil suitable for providing in-class support. Different dialects or experiences while growing up could result in the two students not connecting well. It is worth asking the prospective language broker how they feel about the role first.
- Make sure that in-class language brokers do not lose too much of their own study time. Language brokering over a prolonged period could prove detrimental to their own work.
- Be aware of how a language broker and the new arrival they are helping might best be supported.

5.6. CONCLUSIONS

In this chapter, we have talked about the impact of child language brokering on emotions, identity and relationships. We have discussed how our general ideas about 'childhood' influence our perception of child language brokering as an inappropriate activity for youngsters, something that could affect the way young language brokers see themselves. We have also looked closely at the impact of child language brokering on important relationships, such as those between a young person and their family. We have noted that language brokering can affect young people in both positive and negative ways, in which regard a lot depends on how they are treated by influential figures around them and the kinds of contexts and situations in which they are asked to broker. We have focused specifically on schools and examined the advantages and disadvantages of language brokering there. We have also offered some guidelines on good practices in the use of child language brokers in schools.

WHAT CAN I PASS ON TO MY STUDENTS?

- **There are things that both teachers and young interpreters themselves can do to make the communication process involved in child language brokering in schools easier.**
- **Most suggestions for helping with communication revolve around being mindful of everyone's feelings and giving young people and parents the confidence to say so if they are unhappy or do not understand.**

FURTHER READING

- Guide for Good Practice: Children Language Brokering in Schools
<https://www.nuffieldfoundation.org/project/child-language-brokering-at-school>

TEACHER'S NOTES

ACTIVITY 5A. Arriving at school

In this activity, students will...

- Explore what it feels like to arrive in a new place and not be able to communicate verbally.
- Think about what could be done to help pupils in that situation.

ESTIMATED

TIME



60 MIN

How to use this resource

- | | | |
|----------------|--|------------|
| STAGE 1 | <ul style="list-style-type: none"> · Ask the class to watch this short animation: https://youtu.be/OvljhyuM4Us. · Ask them to make a note of the key words/expressions used in the film while they watch it. | 5' |
| STAGE 2 | <ul style="list-style-type: none"> · Ask your students to work in pairs or small groups and talk about the following: <ul style="list-style-type: none"> · The words/expressions they wrote down. · Whether anything surprised them about the issues raised in the film. | 15' |
| STAGE 3 | <ul style="list-style-type: none"> · In pairs or small groups again, ask your students to do the following: <ul style="list-style-type: none"> · Discuss how they would feel if they arrived at a new school and were unable to speak the language used there. · Write down their thoughts and feelings on post-it notes or jointly create a mind map on a large piece of paper. | 20' |
| STAGE 4 | <ul style="list-style-type: none"> · Ask the class to come up with ideas for making things better for the young people in the film. <ul style="list-style-type: none"> · Use a whiteboard, an interactive mapping tool, or paper and post-it notes to share ideas. | 20' |
| STAGE 5 | <ul style="list-style-type: none"> · Extension task: <ul style="list-style-type: none"> · Ask your students if they want to create any of the resources or put into practice any of the ideas they came up with during the session. | |

Prep time suggestions

- Watch the animation.
- Read chapter 5 of the Teacher's Book *Inclusion, Diversity and Communication Across Cultures*, available online(<https://pagines.uab.cat/eylbid/en/content/teachers-book>), for extra background information on the topic.
- Depending on the age of your students, it might be better to do stages 1 and 2 in one session and stages 3 and 4 in another.
- Some possible answers are provided below.

When I came to England,
the weather it was really cloudy.
The sky was grey...



POSSIBLE ANSWERS

· Stage 1

Possible responses: cloudy, grey, weight, alone, lost, learning English, everyday, family, making mistakes, double life, different places, weird, upset, helping others, scared, feeling different, feeling mature, feeling proud, getting it wrong.

· Stage 4

Possible ideas: picture cards, buddy/mentor scheme, body language (smiling).

Watch this short animation:

<https://youtu.be/OvljhyuM4Us>

What does it feel like when you arrive at a new school and cannot understand anyone?

You are going to watch a short animated film in which you will hear young people who act as translators and interpreters talking about their experiences, in their own voices. They recorded their thoughts for a podcast, which was then edited into a short animation.

TEACHER'S NOTES

ACTIVITY 5B. Translating in different contexts

In this activity, students will...

- Think about how young people cope with translating and interpreting in different contexts.
- Consider how different contexts pose different challenges and generate different or similar emotions.

ESTIMATED**TIME**

70-80 MIN

How to use this resource

STAGE 1	<ul style="list-style-type: none"> · Ask your students to read the vignette story of Tanatswa · Ask your students to imagine that they have moved to a new country (or think back to when they actually did so). · Ask them to draw a map of settings in which they might translate and interpret for their parents (or have actually done so). 	20'
STAGE 2	<ul style="list-style-type: none"> · Ask your students to work in pairs or small groups and talk about the following: · The different people they might meet and have to translate for at the different places on their map. 	15'
STAGE 3	<ul style="list-style-type: none"> · Ask your students to draw a suitcase and fill it with the skills they might need and the emotions they might feel in each context. 	20-30'
STAGE 4	<ul style="list-style-type: none"> · Have each pair/group share the contents of their suitcase with the rest of the class. 	15'

Prep time suggestions

- Get blank A4 paper and pens ready for the mapping activity.
- Read chapter 5 of the Teacher's Book *Inclusion, Diversity and Communication Across Cultures*, available online (<https://pagines.uab.cat/eylbid/en/content/teachers-book>), for extra background information on the topic.
- Depending on the age of your students and the depth of their discussions, it might be better to do stages 1 and 2 in one session and stages 3 and 4 in another.

THE SHORT VIGNETTE OF TANATSWA

Tanatswa and her parents have been living in a new country for the last six months. Tanatswa started school and has picked up the new language fairly quickly, but does not yet speak it fluently. Neither of her parents speaks the new language, so Tanatswa often translates and interprets for them in different contexts. Helping her parents makes her happy, but she also feels anxious because she never did any translating or interpreting in her home country and is worried about making mistakes.

Instructions

Imagine that you have moved to a new country. Create a map of settings in which you might translate and interpret for your parents, who do not speak the host society's language.

Aim of the activity

The aim of this activity is to make you aware of how different contexts pose young interpreters different challenges and generate different or similar emotions in them, as well as to think of resources that could help them in their role.



POSSIBLE ANSWERS / POINTS OF DISCUSSION

· Stage 1

Possible responses: school, banks, shops, healthcare settings (e.g. a doctor's surgery, a hospital), housing offices, home.

· Stage 3

Possible skills: language skills, communication and interpersonal skills.

Feelings will vary depending on the context. Students might feel proud and content when translating in a market or a shop, but anxious about making mistakes when translating for a doctor or a bank employee. They might feel proud to use their bilingual skills in a multicultural school, but embarrassed to do so in a more monocultural setting, where they will stand out.

TEACHER'S NOTES

ACTIVITY 5C. Helping you to help me, so I can help you...

In this activity, students will...

- Work with their classmates to consider what teachers, young people and even parents can do to help make the communication process involved in language brokering easier.

ESTIMATED
TIME

120 - 180 MIN

How to use this resource

STAGE 1	<ul style="list-style-type: none"> • Discuss with your students what language brokering in schools might involve (you may also want to draw on information from chapter 4). • Read out the scenario. Ask your students, as a group or in pairs, to reflect on and discuss it, and to come up with three possible challenges it might pose. 	30'
STAGE 2	<ul style="list-style-type: none"> • Consider each person's role in the interaction described in the scenario. Ask your students, as a group or in pairs, to think about: <ul style="list-style-type: none"> • What the teacher could do to help make the interaction easier. • What the language broker could do to help make the interaction easier. • What the parent could do to help make the interaction easier. 	30'
STAGE 3	<ul style="list-style-type: none"> • As a group, develop some kind of output from your discussions, aimed at teachers or pupils. It could be a guide containing insights to be shared with others in your school; a set of principles, values and forms of conduct applicable when translating; or a blog or newsletter item for raising awareness in your school. • Together with your students, decide how to put the information they have gathered during the activity to use in your school. • This activity could take up more than one lesson. 	60-120'

Prep time suggestions

- This activity can be done as a paper-and-pencil exercise or using online sharing tools (e.g. an online whiteboard – ask your students to upload their suggestions as they think of them).
- You may opt to treat this as an interesting dialogue or to develop something more tangible, such as a 'how-to' guide, a set of principles, values and forms of conduct applicable when translating, or a confidence-building poster. Your students might like to choose.
- Read chapter 5, section 4, of the Teacher's Book *Inclusion, Diversity and Communication Across Cultures*, available online (<https://pagines.uab.cat/eylbid/en/content/teachers-book>), for extra background information on the topic.
- Depending on the age of your students and the depth of their discussions, it might be better to split this activity across several sessions.

POSSIBLE ANSWERS/ POINTS OF DISCUSSION

This is not an exhaustive list of answers, just some general indications.

· Stage 1:

Three challenges: a negative comment has been made, the language broker might not feel comfortable talking about that in front of their peer, and the news has made the parent angry.

· Stage 2:

What the teacher could do: bring in a professional interpreter because they know something negative is going to be discussed, speak to the child language broker in advance to agree on how to tell

the parent about the issue, and arrange for the meeting to take place in a quiet room.

What the language broker could do: ask the teacher before the meeting if any difficult topics are going to be raised, let the teacher know what the parent and the pupil are saying to each other, and tell the teacher if they feel uncomfortable about continuing to language broker.

What the parent could do: recognise that both their own child and the language broker might find the situation difficult, talk to their child about the issue after the meeting, and ask the teacher to provide a professional interpreter to help with the situation.

Instructions

Imagine that you translate and interpret for teachers, parents and/or other pupils in your school. If you already help others in your school in this way, you will not need to use your imagination!

Scenario

You have been asked to interpret at a meeting between a teacher and the parent of another pupil. During the meeting, the teacher mentions that the pupil needs to concentrate more in class. When you pass that message on to the parent, they begin to get angry with their child and start telling them off.

Aim of the activity

The aim of this activity is for you to draw on everything you know about child language brokering to come up with a list of things that the young interpreter, the teacher and the parent could do to make communication easier in the scenario described.

