



Teacher's companion

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“Adventures of a Young Language Broker”. Teacher’s companion.

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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 Universitat Autònoma de Barcelona, Alma Mater Studiorum - Università di Bologna, Leibniz Universität Hannover, Open University, University of Northampton, and Kaneda Games.

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1. Introduction to the videogame

Children and young people play an important role in family migration to a new country because they may act as the link between their family and their local community and school. Schooling and linguistic immersion in the local community 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 videogame aims to help you and your students explore some of the complexity involved in young people taking on such roles in modern societies.

The videogame is set in a secondary school and features different kinds of situations in which students are asked to broker for their peers or adults. By highlighting such brokering activities, the videogame aims to:

- show that language brokering is a common practice that takes place in many schools around the world;
- promote a deeper understanding of what language brokering by young people usually entails;
- present some situations that you can analyse and discuss with your students from multiple perspectives as part of reflective practice;
- appreciate multilingualism and raise awareness of young people translating and interpreting in schools;
- provide young language brokers with tools and strategies for expressing how they feel about language brokering and for looking after their emotional health.

The videogame is available in Catalan, English, German, Italian and Spanish.

2. The EYLBID project

This videogame is part of a larger project aimed at creating flexible, open educational resources for raising awareness of young language brokering. You can find further information about young language brokering and how to integrate it into your classes, as well as a broader, more detailed contextualization of what young language brokering is, in the book [*Inclusion, Diversity and Communication Across Cultures. A Teacher's Book with Classroom Activities for Secondary Education*](#) (ed. Vargas-Urpí & Arumí). Additionally, the [project's website](#) features brief, informative videos with tips on how to use the resources created.



3. Installing the videogame and starting to play

The videogame is available to download from the EYLBID [project's website](#). Download the "SetupEYLBID.exe" file to install the videogame on your computer and start playing. The game is only compatible with the Windows operating system. If you need to exit the videogame in the middle of a scenario, click on the fast-forward icon in the top right of the screen, and then the home icon, which is also in the top right.

4. Objective of the videogame

The main aim of the videogame is to complete scenarios that involve young people language brokering. Players have to put themselves in the shoes of different students who need to deal with language brokering situations. Players are posed some questions to which there are no right or wrong answers: they are simply designed to make students think about the different ways of approaching a particular situation. The scenarios are described in more detail in section 8 of this companion.

To make the game more fun, the scenarios also include mini-games and quizzes, some of which can result in the player earning a reward (a sticker for their collection). The mini-games and quizzes that offer rewards are indicated by the following symbol:



At the start of the videogame, the following instructions are displayed:

Welcome to "Adventures of a young language broker"! In this videogame, you will work your way through a school week in which you will need to make some choices when people ask you to help them overcome language barriers. There are no right or wrong answers! Just think about what you would do in each situation.

You will also be able to put your knowledge and skills to the test in a variety of mini-games and quizzes. Some of them might lead to a reward; look out for the [symbol] while you are playing.

To go to a specific scenario, click on the [menu] icon in the top left of the screen. Once you have started a scenario, you can exit it by clicking on the fast-forward icon. You will be unable to go back to previous parts of a scenario, so be sure to pay attention to avoid missing anything!

Just one more thing: the map in the bottom right corner shows you where you will find the different characters you can interact with. Time to get started! Have fun!



5. Moving around in the videogame

The videogame contains 14 situations (or “scenarios”), which are distributed among the five days of the school week as shown in table 1.

Day	Scenario
Monday	A parent-teacher meeting
Monday	Translating an important notice
Tuesday	A meeting with a professional interpreter
Tuesday	To pass or not to pass
Tuesday	Friendship lost in translation
Wednesday	A meeting with a police officer
Wednesday	Interpreting in class
Wednesday	A misunderstanding between classmates
Thursday	Interpreting in the infirmary
Thursday	Sharing your feelings with others
Thursday	Interpreting without prior warning
Thursday	Including a new student in your group
Friday	Talking with your friend's mum
Friday	The teacher asks for volunteers

Table 1. Distribution of the scenarios over the week

The game starts on Monday. The player can either move around the school looking for the scenarios or click on the notebook icon in the top left corner of the screen to select them from a menu.



Fig. 1. The notebook icon appears in the top left corner



A notebook is displayed when the player clicks on the notebook icon. The menu presented can be used to choose a day of the week and a particular scenario.

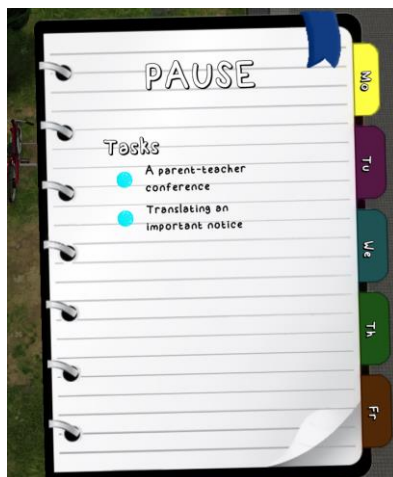


Fig. 2. A notebook with tasks is displayed when the player clicks on the notebook icon

6. Scenario structure

All the scenarios have a similar structure:

1. Contextualization: each scenario starts with a dialogue between the main character (a young student, who differs from scenario to scenario) and their friends or teachers. Players can select some of the replies given by the main character.
2. Mini-games: to make the videogame more fun and engaging for young students, the scenarios include mini-games, ranging from a simple basketball game to general knowledge quizzes (geography, parts of the eye, languages of the world, etc.).
3. Reflective practice: at some point in each scenario, the main character has to make a choice and the player is asked what they would do in the same situation. It is important to note that there are no right or wrong answers in these cases, and whether or not the player earns a sticker upon completion of the scenario does not depend on the choices they make here. From a pedagogical perspective, the choices in question are the central aspect of the videogame.
4. Final mini-game: after finishing the initial mini-game, the player must complete a final mini-game. If they do so successfully, they will receive a reward (a sticker for their collection).



7. Playing the videogame in the classroom

The videogame is intended to be played in the classroom, because the teacher's feedback and guidance after completing the scenarios is very important. You can choose specific scenarios for your students to work through (a brief overview of the different scenarios is provided in the next section) or you can let them choose scenarios for themselves. The videogame is available in different languages (Catalan, English, German, Italian and Spanish), so you could also consider asking your students to play in a second language.

Classroom discussion is the ideal complement to the videogame, which, as mentioned previously, presents different situations that young language brokers often face. There are certain general questions you can ask your students after they have played the videogame. In the case of multicultural groups, ask them if they have ever experienced similar doubts or uncertainties, how they dealt with them, and how they felt. In the case of students without a multilingual background, ask them how they would feel if they found themselves in language brokering situations and whether the game has made them think differently about languages and cultures.

Remember: all answers are correct!

In the videogame, there are various options for dealing with the choices posed for reflective practice. It is important to remind students that there are no incorrect answers in such cases. The following important messages might help you guide discussions after your students have played the videogame:

- **Is the topic sensitive?** Avoid asking children or young people to translate.
- Are they feeling uncomfortable about translating and interpreting for their peers, in meetings at school or in other situations? **Remind them it is okay to say no.** It is fine for them to say no from the outset, or to ask to stop brokering at any point if they change their mind. Doing so will not have a negative effect on their grades or a teacher's opinion of them.
- **Can we bring a professional to do it?** There are often alternative solutions to language barriers, such as professional public service interpreting or intercultural mediation.

You will find more information about young language brokering and how to deal with the practice in schools in "Emotional impact, identity and relationships: guidelines for using students as language brokers in schools", by Evangelia Prokopiou, Sarah Crafter and Karolina Dobrzynska (2022), chapter 5 of the EYLBID [Teacher's Book](#).



8. Videogame scenarios and guidelines for classroom discussion

This section contains a brief description of each scenario and the dilemma it poses, and some guidelines for classroom discussion.

8.1. A parent-teacher meeting

Day	Monday
Description	Your mum does not speak English and today she has a meeting with your teacher. You have been asked to come along to translate whatever they say. Are you up to the task?
Scenario	The main character is interpreting in a meeting between her teacher and her Urdu-speaking mother, but the teacher is mainly talking to her (rather than to her mother). She feels frustrated because the teacher is ignoring her mother. She does not know how to deal with the situation.
Player's options	<ul style="list-style-type: none"> a) Ask the teacher not to ask you to translate for your parents again. b) Keep on translating but try to involve your mum in the conversation more directly. c) Keep on translating but tell the teacher you feel awkward about her not making eye contact with your mum.
Discussion guidelines	Ask your students if they have ever been in the situation described. Ask them how they would feel if they were in the mother's position too. Let them know that all the options are fine, and that they should not feel bad if they have chosen (b) or (c). Tell them that communicating through a third person (be it an untrained language broker or a professional interpreter) is not easy for those who are not used to it, so it is OK to remind the teacher that the mother should be involved throughout the meeting.



8.2. Translating an important notice

Day	Monday
Description	Your friends are playing basketball before class. Would you like to join them? You might end up doing a spot of translating.
Scenario	While the main character is playing basketball with some friends, one of them asks her for help with the translation of a rather technical document.
Player's options	<p>After reading the document, the player has to decide what to do:</p> <ul style="list-style-type: none"> (a) That's an easy one! I'll help my friend. (b) I don't want to help my friend. (c) I want to help my friend but I don't want to give him a translation. (d) I want to help but I don't know how to translate that sentence.
Discussion guidelines	<p>Some young language brokers become the go-to translator and interpreter for their peers and teachers (and even their whole community), and are often asked for help because of their fluency and proficiency in their heritage language and the language of the country in which they are living. That responsibility can easily become a burden.</p> <p>Let your students know that, in this situation, it is fine for a young language broker to tell their friend that they do not feel like helping them with the translation because they want to continue playing basketball. They should not feel bad if they want to help but are not sure about the translation and, therefore, decide against doing so: they are not a dictionary (even if people do keep asking them to translate words or sentences). Electing to help their friend is a generous decision, but they should remember that there ought to be adults available to do the translation if they realize the task is too difficult for them.</p>
References	You will find further relevant information in "Emotional impact, identity and relationships: guidelines for using students as language brokers in schools", by Evangelia Prokopiou, Sarah Crafter and Karolina Dobrzynska (2022), chapter 5 of the EYLBID Teacher's Book .



8.3. A meeting with a professional interpreter

Day	Tuesday
Description	Your parents have a meeting with your teacher but nobody told you about it. When you find out, you think they might want you to translate for them, but there is no need to: they have a professional interpreter today!
Scenario	Now that a professional interpreter is helping with communication, the main character realizes he mistranslated some information for his parents on a previous occasion. He does not know what to do.
Player's options	<p>The player must decide how they feel about the mistake:</p> <ul style="list-style-type: none"> (a) You got it wrong... but never mind. (b) You got it wrong... you feel bad and want to apologize. (c) You know you got it wrong but don't want to bring that up now. You can tell your parents later.
Discussion guidelines	<p>The main aim of this scenario is to present interpreting as a professional activity. Making your students more aware of the existence of that professional activity will help them better understand that there are alternatives to young language brokering. Additionally, it may prompt some of them to begin to consider a career in languages.</p> <p>You can also use this scenario to talk about mistranslations. Young people have not been trained to translate or interpret for others, so it is perfectly natural and understandable for them to make mistakes when doing so. Remind your students that young language brokers should not feel bad about getting things wrong, and that the likelihood of that happening is a good reason for them to decline to translate or interpret for others if they think the task is too difficult for them.</p>
References	<p>You will find more information about using languages as a professional asset in "Careers in languages", by Marta Arumí Ribas, Carmen Bestué Salinas and Judith Raigal Aran (2022), chapter 6 of the EYLBID Teacher's Book.</p> <p>Regarding feeling guilty about a mistranslation, see "Emotional impact, identity and relationships: guidelines for using students as language brokers in schools", by Evangelia Prokopiou, Sarah Crafter and Karolina Dobrzynska (2022), chapter 5 of the EYLBID Teacher's Book.</p>



8.4. To pass or not to pass

Day	Tuesday
Description	You are asked to interpret at a meeting between your friend's parents, who do not speak English, and your teacher. The meeting is mainly about whether your friend has made enough academic progress to move up to the next year. His teachers think he should repeat the year. How will you deal with this?
Scenario	The main character is asked to broker at a parent-teacher meeting at which the teacher tells a friend's parents that it would be best for their son to repeat the current year. The main character does not know whether to convey that message or not.
Player's options	<ul style="list-style-type: none"> (a) Interpret accurately without feeling bad about it. Your friend should have worked harder! (b) Interpret accurately, although you feel bad about it. (c) Alter the messages you interpret to make sure your friend moves up to the next year. (d) Tell the teacher you don't want to interpret any more.
Discussion guidelines	Ask your students how they would feel in this situation, firstly if they were the language broker and secondly if they were the friend. Emphasize that young language brokers should not be expected to interpret in such meetings and that it is OK for them to politely decline to do so at any time.
References	You will find further relevant information in "Emotional impact, identity and relationships: guidelines for using students as language brokers in schools", by Evangelia Prokopiou, Sarah Crafter and Karolina Dobrzynska (2022), chapter 5 of the EYLBID Teacher's Book .



8.5. Friendship lost in translation

Day	Tuesday
Description	Music class is over and you meet up with some friends. Another of your friends is angry with you. Do you want to talk about what has happened?
Scenario	The main character tells some friends that another friend is angry with him because of something he translated at a parent-teacher meeting. What should he do in the future?
Player's options	<ul style="list-style-type: none"> (a) Ask to never be involved in parent-teacher evenings again. (b) Ask that it be explained, before each translation session, that you are only repeating what the teacher says, so that everyone understands the message does not come from you. (c) Just distance yourself from your angry friend and spend more time with other friends.
Discussion guidelines	<p>This situation is similar to that involved in the previous scenario (8.4. "To pass or not to pass"), with a student being asked to interpret in a meeting during which he has to say something negative about a friend. Ask your students which of the three options they have chosen and why. Ask them why they think young language brokers are asked to interpret in certain situations (e.g. because of a lack of professional interpreting services, because they are more easily available, etc.).</p> <p>You can also use this scenario to talk about the global ubiquity of child language brokering, a practice that is entirely commonplace and has taken place throughout history.</p>
References	You will find further relevant information about child language brokering in "What is child language brokering? Why does it exist?", by Rachele Antonini (2022), chapter 4 of the EYLBID Teacher's Book .



8.6. A meeting with a police officer

Day	Wednesday
Description	There is a police officer in your headmaster's office and they need someone who speaks your language. What would you do?
Scenario	The main character is asked to interpret between a police officer and a student. She does not know what to do and is allowed to phone her mother to ask for advice. Her mother is not keen on her interpreting in the situation in question. However, since the main character is already 17, her mother lets her make her own decision.
Player's options	<p>What would you do in this situation?</p> <ul style="list-style-type: none"> (a) Say that you're willing to interpret, despite your misgivings. (b) Tell the teacher that you don't think you know all the necessary vocabulary. (c) Tell the teacher and the police officer that you don't feel comfortable translating in this situation. The school will be fine with that.
Discussion guidelines	<p>Ask your students what they think about the main character interpreting in a serious situation involving a police officer. What would they do in that situation? Do they think the student being interviewed by the police officer would be angry with the main character for interpreting? What is their opinion about the teacher?</p> <p>Tell your students it would be better to turn to other options for helping the police officer communicate in situations like this, mainly to avoid making two students feel very uncomfortable. Let them know, for example, about the existence of remote interpreting (via telephone or videoconference), which is very often used when no interpreters are available to attend a meeting in person.</p>
References	You will find more information about careers in translation and interpreting in "Careers in languages", by Marta Arumí Ribas, Carmen Bestué Salinas and Judith Raigal Aran (2022), chapter 6 of the EYLBID Teacher's Book .



8.7. Interpreting in class

Day	Wednesday
Description	You have a new classmate and you want to help him out. During class, he starts asking you what the teacher is saying. How do you feel about that?
Scenario	Sebastián is sitting next to a new student, Luis Alberto, to help him better understand what the teacher says (they both speak the same language). However, the teacher does not like them whispering to each other during class and tells them to stop. Players are posed various questions in this scenario.
Player's options	<p>The teacher says it might not have been a good idea for Sebastián and Luis Alberto to sit together. What would you say if you were Sebastián?</p> <ul style="list-style-type: none"> (a) It's all Luis Alberto's fault! He didn't know what a "blank political map" was and I was translating for him. (b) I'm sorry, Luis Alberto didn't understand something you said and I was translating for him. (c) I'm sorry, it won't happen again. (d) That's not fair! I was just trying to help Luis Alberto out. <p>The teacher says, "I don't like you chatting in Spanish either! Luis Alberto will never learn English if you keep talking in Spanish!"</p> <p>How do you think Sebastián might feel?</p> <ul style="list-style-type: none"> (a) Angry with Luis Alberto. (b) Sad. (c) Embarrassed. (d) Angry with the teacher. <p>What would you do in the future if you were Sebastián?</p> <ul style="list-style-type: none"> (a) Stop helping your friend out in the classroom. You don't want to get into trouble. (b) Try to talk to the teacher after class to explain the situation better. (c) Help your friend out anyway. <p>How do you think Luis Alberto might feel?</p> <ul style="list-style-type: none"> (a) Sad. (b) Confused.



(c) Guilty.

(d) Angry.

How would you have reacted if you were the teacher?

(a) You would have reacted just like he did.

(b) You would have been happy to have someone who could help out with the language.

(c) You would probably not have been happy about pupils chatting while you were talking, but would have found a nicer way to ask if there was a problem.

Discussion guidelines

Review the different questions posed to players in the scenario and ask your students about their answers. You can use this scenario to talk about emotions and the burden young language brokers can feel when faced with constant requests to interpret. If you have a multilingual group, ask them if they have ever had a similar experience, how they felt, and how they resolved the situation. Ask them what they think would be the best way to help the new student too.

Additionally, you can use the example of Guarani to talk about endangered languages: ask your students if they speak or know of other languages in a similar situation, and how they feel about that.

References

For more ideas and tips on how to talk about emotions related to young language brokering, see “Emotional impact, identity and relationships: guidelines for using students as language brokers in schools”, by Evangelia Prokopiou, Sarah Crafter and Karolina Dobrzynska (2022), chapter 5 of the EYLBID [Teacher’s Book](#).

Regarding endangered languages, see “Languages in our everyday life”, by Marta Estévez Grossi (2022), chapter 1 of the EYLBID [Teacher’s Book](#).



8.8. A misunderstanding between classmates

Day	Wednesday
Description	An apology leads to a misunderstanding. You might be able to help, but would getting involved be a good idea?
Scenario	A language barrier results in a misunderstanding between two classmates. The main character is asked to mediate.
Player's options	<p>What should you do?</p> <ul style="list-style-type: none"> (a) Ask a classmate what to do. (b) Try to mediate between the two, as you can understand them both. (c) Nothing, they are not your friends. (d) Tell the teacher that there is a conflict.
Discussion guidelines	<p>Once a young person has brokered in a particular language combination, they are often asked to do so again and again, which they may perceive as a burden. Ask your students if that has happened to any of them, what they do to set limits, and how they feel if they are ever unable to help others.</p> <p>Misunderstandings due to language barriers can often be amusing, but have sometimes had major consequences in the past. Professional translation and interpreting are intended to prevent such misunderstandings and improve communication between people with different linguistic and cultural backgrounds.</p>
References	You can learn more about translation and interpreting in "Translation and interpreting: bridges across languages and cultures", by Sofía García-Beyaert, Anna Gil-Bardají, Mariana Orozco-Jutorán, Gema Rubio-Carbonero and Mireia Vargas-Urpí (2022), chapter 3 of the EYLBID Teacher's Book .



8.9. Interpreting in the infirmary

Day	Thursday
Description	A pupil has hurt himself but nobody can understand what he is trying to tell them. You will be asked to help him explain what is wrong. What do you know about bones?
Scenario	A student has injured his leg. The main character is asked to accompany him and a teacher to the hospital, and does not know what to do.
Player's options	<p>The player has to decide whether or not to go with them to the hospital:</p> <ul style="list-style-type: none"> (a) If I don't go, the injured student won't have the slightest idea what's happening. But I don't think my mum would be happy about me leaving the school premises. (b) I have to go with them. If I don't, the injured student won't have the slightest idea what's happening. (c) I feel sorry for the injured student but this isn't my job. There should be a professional interpreter at the hospital to help them. (d) I'm afraid my mum wouldn't be happy about me going off the premises... I'll need to ask her for permission...
Discussion guidelines	<p>This scenario is similar to "A meeting with a police officer" (8.6). Part of the main character wants to help, because he is aware that there will be language barriers if he does not go to the hospital, but it is important that young people do not interpret in environments in which they might feel insecure. Research shows that young people feel more at ease when interpreting at school than in settings such as social service offices or hospitals. That is because they are familiar with their school and can feel more comfortable there. Teachers might be more aware of how to handle student-assisted communication, whereas the kinds of situations and the specialized language young people are likely to encounter in a hospital or a police station could make them feel very uncomfortable.</p> <p>Tell your students it would be better to turn to other options for communicating in this situation. Let them know, for example, about the existence of remote interpreting (via telephone or videoconference), which is very often used when there are no interpreters available in person at a hospital.</p>
References	You will find more information about careers in translation and interpreting in "Careers in languages", by Marta Arumí Ribas, Carmen Bestué Salinas and Judith Raigal Aran (2022), chapter 6 of the EYLBID Teacher's Book .



8.10. Sharing your feelings with others

Day	Thursday
Description	You have been translating and interpreting a lot recently, and it is affecting you. How about sharing your feelings?
Scenario	Akira is new to the country and the school. Peter's teacher asks him to help Akira because they both come from the same country and speak the same language. However, Peter has been translating and interpreting a lot recently, and it is affecting him. At the end of the scenario, Peter tells a friend that interpreting so often for so many people is making him feel stressed.
Player's options	<p>Peter says, "I like helping Akira but I'm getting tired... I need to concentrate on my own studies."</p> <p>What would you do if you were Peter?</p> <ul style="list-style-type: none"> (a) Talk to the teacher, explain that you're struggling, and ask for some help. (b) Keep on translating for Akira. (c) Just stop helping Akira.
Discussion guidelines	<p>Ask your students how they would feel if they were the person others always relied on to translate for them. You might want to compare this scenario to others that also feature the idea of brokering becoming a burden (e.g. no. 2, "Translating an important notice"; no. 7, "Interpreting in class"; or no. 8, "A misunderstanding between classmates"). Let your students know it is always better to share their feelings and that their teachers and family are very likely to be sympathetic to their situation. Translation and interpreting are professions; just the willingness of young people to help in such ways is admirable in itself!</p> <p>In this scenario, some students praise Peter for being able to speak two languages and translate for Akira. You could use that as a basis to ask your students about the languages they speak. Maybe you will discover that you have bilingual, trilingual or truly multilingual students. Ask them how they feel about the languages they speak; remind them that every language is valuable and a source of enrichment, and that each of us should be proud of our linguistic background.</p>
References	You will find more information on how to approach the topic of multilingualism in "Languages in our everyday life", by Marta Estévez Grossi (2022), chapter 1 of the EYLBID Teacher's Book .



8.11. Interpreting without prior warning

Day	Thursday
Description	There has been a misunderstanding and a teacher needs an interpreter. He wants you to translate for a pupil's parent, but the task might be too much for you. How will you cope?
Scenario	The main character is asked to broker at a meeting between a teacher and a mother who wants to enrol her daughter at the school. When he is asked to help with the translation of a form, he realizes it contains many words that he does not understand or know how to translate into his mother tongue.
Player's options	<p>What would you do if you were the young language broker?</p> <ul style="list-style-type: none"> (a) Ask the teacher about the meaning of the difficult words and tell him you don't know how to translate some of the terms. (b) Try your best to muddle through. (c) Tell the teacher you can't fill in the form.
Discussion guidelines	<p>If you have a multilingual group, ask your students whether they think the scenario is realistic: do they sometimes come across things they do not know how to say in their mother tongue? Why might that happen? Is it possible to be 100% bilingual in two languages?</p> <p>Regarding the dilemma posed in the scenario, tell your students it is always better for young interpreters to put any questions they might have to the adults they are brokering for, and that they should not feel bad about not knowing things. It is also OK for them to ask for things to be rephrased. Even professional translators and interpreters have doubts when translating and need to check in dictionaries and/or glossaries! Let your students know that a young language broker can stop interpreting at any time if they begin to feel uncomfortable, and that doing so will not influence a teacher's opinion of them.</p>
References	<p>You will find more information about bilingualism and multilingualism in "Languages in our everyday life", by Marta Estévez Grossi (2022), chapter 1 of the EYLBID Teacher's Book.</p> <p>For more ideas and tips on creating a better environment for brokering, see "Emotional impact, identity and relationships: guidelines for using students as language brokers in schools", by Evangelia Prokopiou, Sarah</p>



Crafter and Karolina Dobrzynska (2022), chapter 5 of the EYLBID [Teacher's Book](#).

If you want to highlight the kinds of skills and tools professional translators and interpreters require, see “Translation and interpreting: bridges across languages and cultures”, by Sofía García-Beyaert, Anna Gil-Bardají, Mariana Orozco-Jutorán, Gema Rubio-Carbonero and Mireia Vargas-Urpí (2022), chapter 3 of the EYLBID [Teacher's Book](#).



8.12. Including a new student in your group

Day	Thursday
Description	Your teacher asks you to help out a new student who does not speak English, but you might not be too keen. What would you do?
Scenario	Aberash is new to the school and Aaliyah is asked to help her because their teacher thinks they both come from the same country (Somalia) and speak the same language. However, Aaliyah was born and raised in the Netherlands and only speaks a little Somali, so cannot really help Aberash. The teacher realizes that Aaliyah is not helping Aberash.
Player's options	<p>What would the teacher's best option be?</p> <ul style="list-style-type: none"> (a) Tell you, in front of all your classmates, that you must help Aberash. (b) Take you to one side and ask you if there is a problem. (c) Move Aberash to a different table with a bigger group.
Discussion guidelines	<p>You can use this scenario to encourage your students to discuss the role teachers should play in helping newly arrived pupils integrate into their new school environment. Is it OK to ask other students to help newcomers? How would your students feel if they were Aberash? Have any of them experienced a similar situation?</p> <p>This scenario also reflects some misconceptions and even prejudices about others. Students from migrant families have really complex linguistic and transnational backgrounds. It is always important to find out as much as possible about them in advance: even if a new student and another pupil in your class were born and raised in the same country, they might not both speak the same language.</p>
References	You could complement the discussion stemming from this scenario with some of the ideas found in "Languages in our everyday life", by Marta Estévez Grossi (2022), chapter 1 of the EYLBID Teacher's Book .



8.13. Talking with your friend's mum

Day	Friday
Description	School is almost over when you meet your friend's mum. She wants you to tell her what is wrong with her son. Are you willing to tell her?
Scenario	Hakim, a friend of the main character, was very sad at home yesterday but would not tell his mum why. His mum approaches the main character and asks for help because she does not speak English.
Player's options	<p>Are you willing to help? What are you going to do?</p> <ul style="list-style-type: none"> (a) Tell Hakim's mum what happened. (b) Refuse to tell Hakim's mum what happened. If he doesn't want her to know, you shouldn't be the one to tell her. (c) Suggest that you let the teacher know that Hakim's mum wants to talk to her. (d) Suggest that you talk with Hakim and encourage him to tell his mum what happened.
Discussion guidelines	<p>If you have a multicultural group of students, ask them if they find the situation familiar. Compare the options open to players and think of their pros and cons.</p> <p>You might want to tell your students that professional translators and interpreters are very often given access to information that cannot be disclosed, which is why their codes of ethics place so much emphasis on the importance of confidentiality.</p>
References	You can learn more about interpreters' codes of ethics in "Careers in languages", by Marta Arumí Ribas, Carmen Bestué Salinas and Judith Raigal Aran (2022), chapter 6 of the EYLBID Teacher's Book .



8.14. The teacher asks for volunteers

Day	Friday
Description	Your teacher asks for volunteers to help a new student in your class. Would you volunteer?
Scenario	Some students have volunteered to broker for Hana, a newly arrived student. However, the main character is a little more hesitant when the teacher asks her to translate a long note.
Player's options	<p>If the player opts against translating the note, they can choose one of the following two reasons:</p> <ul style="list-style-type: none"> (a) The note's too long and I don't want to miss break. (b) I feel embarrassed because I don't know how to translate some of those words and I don't want Hana to think I can't speak Arabic properly.
Discussion guidelines	<p>You can use this scenario to talk about what translation and interpreting involve. Do your students know that professional interpreting is very tiring? That is why professional interpreters take turns at interpreting at conferences. And do your students know that, among other professional skills, translators and interpreters really need to master analytical and research skills to find the best solutions to include in their renditions?</p> <p>You can also talk about what being bilingual means, as mentioned in the guidelines for scenario 11, "Interpreting without prior warning".</p>
References	You can learn more about translation and interpreting in "Translation and interpreting: bridges across languages and cultures", by Sofía García-Beyaert, Anna Gil-Bardají, Mariana Orozco-Jutorán, Gema Rubio-Carbonero and Mireia Vargas-Urpí (2022), chapter 3 of the EYLBID Teacher's Book .