

Part One: Supporting a Child Who Translates

A CLB 1/2 Module

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Contact Information for the Centre for Immigrant Research at TIES:

research@immigrant-education.ca

<http://www.immigrant-education.ca/>



In the spirit of respect and reciprocity, The Immigrant Education Society (TIES), located in the heart of Southern Alberta, appreciates and acknowledges that we live, work, and play on the ancestral and traditional territories of the Blackfoot confederacy, made up of the Siksika, Piikani, Amskaapiikani and Kainai First Nations; the Îethka Nakoda Wîcastabi First Nations, comprised of the Chiniki, Bearspaw, and Goodstoney First Nations; and the Tsuut'ina First Nation. The City of Calgary is also homeland to the historic Northwest Métis and to the Otipemisiwak Métis Government, Métis Nation Battle River Territory (Nose Hill Métis District 5 and Elbow Métis District 6). We acknowledge all Indigenous peoples who have made Calgary their home.



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For More Information:

<https://www.immigrantresearch.com/development/immigrant-family-interpreters-supports>

<https://www.immigrantresearch.com/research/child-language-brokering>

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Part One: Supporting a Child Who Translates

A CLB 1/2Module

Part One of this module includes:

- ✓ Module plan
- ✓ Warm up, vocabulary and introductory activities
- ✓ Skill-Using Tasks
- ✓ Links to online version of Skill-Using Tasks (Google Forms)

Part Two will include Assessment Tasks and links to online versions



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FEEDBACK?

It would be greatly appreciated if you could fill out [this brief online survey](#) once you have used the module with students.

You can also email me at trinastjean@immigrant-education.ca.



	Listening (CLB 1/2)	Speaking (CLB 1/2)	Reading (CLB 1/2)	Writing (CLB 1/2)
Real-World Task Goal	Understanding a request for a child to translate	Talking about a child translating	Reading a note about a child translating	Writing a note about child translating
Context/Background Information	Knowledge of basic “best practices” for supporting a child who translates for family members (provided via reading activities).			
CLB Competency Areas and Features	Getting Things Done • Understand expressions used to attract attention and to request assistance in situations of immediate personal need.	Getting Things Done • Make and respond to simple requests related to immediate personal needs (such as asking for assistance, or for the time, a price or an amount).	Interacting with Others • Understand short greetings and simple goodwill messages.	Sharing Information • Write a few words to complete a short, guided text or answer simple questions to describe a personal situation. CLB 1: Text to complete is about 3 to 5 sentences. CLB 2: Texts to complete are about 5 to 7 sentences.
Language Focus	Pragmatics: making eye contact in meetings, making polite requests, importance of expressing appreciation Grammar: simple present tense, modal “can”, using adjectives of emotion with the verb “to be” Vocabulary: can, translate, together, help, adjectives for feelings (proud, happy, nervous) *See Vocabulary on page 6 for complete list.			
Assessment Task	Listening to a dialogue between teacher and parent about a child translating and answering questions	Answering a teacher’s questions in a role play about child translating	Reading a note from a teacher about a child translating and answering questions	Writing a note to a teacher about a child translating



Instructor Resources

1. PBLA Language Companion: Stage One. Helpful English. *Saying thank you and asking for help*. P. 5.
2. PBLA Language Companion: Stage One. Helpful English. *Writing notes*. P. 25
3. PBLA Language Companion: Stage One. Helpful English. *Writing notes to your child's teacher*. P. 31
4. PBLA Language Companion: Stage One. Helpful English. *Adjectives: Emotions*. P. 45
5. PBLA Language Companion: Stage One. Helpful English. *Simple Present Tense*. P. 46.



Warm-up Activity



When Children Translate: Discussion Questions

1. Which languages do you speak?
2. Can you **translate** from one language to another?
3. Can children help at home?
4. Can children help with English?
5. Can children help a parent learn about Canada?
6. Where and when do children **translate** for their parents? Make a list of the places.
7. When children **translate**, how do they feel?
8. What do children learn when they translate for adults?

1: **child**

2+: **children**



Translate:

to change from one language to another language



Grammar

Students learn and practice:

- **Present Tense:** positive and negative. Examples of resources:
 - <https://www.allthingsgrammar.com/present-simple.html>
 - PBLA Language Companion: Stage One. Helpful English. *Simple Present Tense*. Page 46.
 - <https://www.teach-this.com/grammar-activities-worksheets/present-simple-affirmative-negative> (*note: some materials are free and others require access)
- **Modal “can”** to express ability and make a request. Examples of resources:
 - <https://www.allthingsgrammar.com/can-and-could.html>
 - PBLA Language Companion: Stage One. Helpful English. *Asking for Help and Offering Help*. Page 5.

Vocabulary

These are the key vocabulary students learn in this module. There are Vocabulary Exercises on the next two pages of this document. Instructors can also do other activities such as dictations.



[Click HERE](#) for online activities (Quizlet) students can play. There are flashcards, fill in the blanks, spelling, fill in the blank and other games.

can	learn	help	understand
can't/cannot	want to	ask	try
speak	translate	call	child
slowly	daughter	proud	dad
together	son	nervous	father
neighbour	before	comfortable	mom
talk	after	together	mother

CLB 1/2 Language Brokering Vocabulary: Verbs and Can/Can't

Instructions: Match the word to the picture



Can



Cannot/Can't



Speak



Try



Translate

Learn



Understand



Help



Finish the sentences:

1. I _____ my friend with his homework.
2. In class, we _____ English.
3. Can you please _____ this word?
4. _____ you open the door?
5. Please _____ slowly.



CLB 1/2 Language Brokering Vocabulary: Adjectives & Other

Instructions: Match the word to the picture



Together

Before

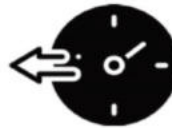
After

Proud

Nervous

Comfortable

Slowly



Finish the sentences:

1. I walk _____ in the park.
2. She is _____ of her son.
3. He feels _____ when he speaks English.
4. We can study _____.
5. Let's go to Tim Hortons _____ class finishes.



Activities to Introduce Language Brokering

Language Brokering is defined as:

the action of children or young people translating for parents in an immigrant family.

Research has shown that language brokering sometimes causes stress which may have a negative impact on immigrant youth. That impact can be moderated, however, by specific adult behaviours throughout the brokering process. This module includes two reading skill-building activities for students to understand the basics of best practices for language brokering.



Note: Students do not need to learn the term “Language Brokering”. The more common way of describing the process (translating) has been used in the student materials.

Reading Skill-Building #1: Story: Ana Helps her Father

Students read a story about a daughter translating for her father. The story provides an introduction to general best practices for making child translation a positive experience.

- The story can be found:
 - in the Appendix at the end of this document.
 - online (pdf) at [this link](#).
- Comprehension questions (with answer keys) can be found:
 - on the next page of this document.
 - as a Google Form: [View](#) | [Make a Copy](#)

After reading the story, instructors lead a discussion of the story after checking the questions.

Post-reading Discussion Questions:

1. Does Ana like to translate?
2. Does Franco **tell** Ana to translate, or **ask** her to translate? Which is better, and why?
3. What does Franco say after Ana translates? Why?
4. What does Franco ask the teacher?
5. Ana doesn't understand a word the teacher says. What does Franco do?
6. Franco doesn't understand the neighbour. He asks Ana to translate. Ana isn't comfortable. What does Franco say?
7. What does Franco do in the story that helps Ana?



CLB 1/2 Reading Skill-Building #1: “Ana Helps Her Father”

Instructions: Read the story. Answer the questions.

Part A: Fill in the missing words

1. Franco is _____ of Ana.
a) happy
b) proud
c) translates
2. Franco _____ understand English.
a) doesn't
b) does
c) asks
3. Ana and Franco learn a new word _____.
a) job
b) help
c) together
4. Franco says, “Good _____!” to Ana.
a) day
b) job
c) help

Part B: **Circle** Yes or No

1. Franco can understand the teacher. Yes No
2. Ana helps her family. Yes No
3. Ana speaks English. Yes No
4. Ana sometimes translates. Yes No
5. Ana wants to learn about hockey. Yes No



ANSWER KEY CLB 1/2 Reading Skill-Building #1: “Ana Helps Her Father”

Part A:

1. b
2. a
3. c
4. b

Part B:

1. No
2. Yes
3. Yes
4. Yes
5. No



CLB 1/2 Reading Skill-Building #2: “Does a Child Translate for You?”

Students read a tip sheet about what to do when a child translates for adults. The tip sheet can be found:

- on the next page of this document.
- online (pdf) at [this link](#).
- Comprehension questions (with answer keys) can be found:
 - after the tip sheet in this document.
 - as a Google Form: [View](#) | [Make a Copy](#)
 - Note: the Google Form has the Tip Sheet embedded in it.

It may be a good idea to read the tip sheet together to discuss some of the more difficult concepts, particularly:

- Don't ask a child to translate adult topics
- Don't ask a child to make decisions for you

Instructors lead a discussion of the concepts post-reading using the questions below.

Post-reading Discussion Questions:

1. How can adults help children who translate?
2. Do you have other tips?
3. Why is it good to say thank you to the child?
4. What is good about a child translating?
5. What do you need to be careful about? Why?





Does a child translate for you?

Here are some tips for a happy child!

Ask the child first

Help the child

Be patient

Learn together

Don't ask a child to translate adult topics

Don't ask a child to make decisions for you

Talk about it after

Say thank you



Good things about translating:

- The child learns.
- The child is proud.
- You are proud.
- You learn together.



But be careful:

- Sometimes, a child feels nervous or stressed.
- Sometimes, a child can't understand everything.



CLB 1/2 Reading Skill-Building #2: Does A Child Translate for You?

Name: _____

Date: _____

Part A: Fill in the missing words for the tips.

1. It's good to ask the child _____.
a) first
b) together
c) after
2. It's good to _____ the child.
a) learn
b) translate
c) help
3. It's good to learn _____.
a) patient
b) together
c) thank you
4. It's good to _____ about it after.
a) learn
b) adult topics
c) talk
5. It's good to say _____ you.
a) thank
b) translate
c) decisions

Part B: **Circle** Yes or No

1. A child learns when he or she translates. Yes No
2. A child and parent do not learn together. Yes No
3. A child sometimes feels nervous when they translate. Yes No
4. A child can understand everything. Yes No



ANSWER KEY CLB 1/2 Reading Skill-Building #2: Does A Child Translate for You?

Part A:


1. a) First c)
2. help b)
3. Learn c)
4. Talk a)
5. Thank

Part B:

1. Yes
2. No
3. Yes
4. No



Listening: Skill-Using Activity

TASK	Understanding a request for translating
COMPETENCY	Getting Things Done
INSTRUCTIONS	Students listen to two dialogues about a child translating and answer the questions
 ONLINE ASSESSMENTS	Google Form version of questions (with embedded link to audio): View Make a Copy Audio File: HERE

Audio Transcript

Dialogue One:

Teacher: Hello Mrs. Wu. Do you speak English?

Mrs. Wu: Hello teacher. No, I don't.

Teacher: Does your daughter speak English?

Mrs. Wu: Yes, she speaks English. She can translate.

Teacher: Good!

Mrs. Wu: She helps me. I am proud of her.

Teacher: That's wonderful. I am proud of her too.

Dialogue Two:

Neighbour: Hello Mr. Habib. Can I ask you something?

Mr. Habib: Hello Neighbour. I am sorry. I don't understand English.

Neighbour: No problem. Can your son translate?

Mr. Habib: No, he cannot.

Neighbour: That's okay.

Mr. Habib: My daughter speaks English. She can translate tonight.

Neighbour: Great. I can return tonight. See you later!



CLB 1/2 Listening Skill-Using Task: A Request for Translating

TASK	Understanding a request for translating Getting
COMPETENCY	Things Done
INSTRUCTIONS	Listen to Dialogue One. Answer the questions. Listen to Dialogue Two. Answer the questions.

Dialogue One

1. Who is Mrs. Wu talking to?
 - a) The teacher
 - b) The doctor
 - c) Her daughter
2. What can Mrs. Wu's daughter do?
 - a) Cook
 - b) Teach
 - c) Translate
3. Why is Mrs. Wu proud of her daughter?
 - a) She helps her.
 - b) She is a good student.
4. How does the teacher feel about Mrs. Wu's daughter?
 - a) She thinks she is funny.
 - b) She is proud of her too.

Dialogue Two

1. Who wants to ask Mr. Habib something?
 - a) His son
 - b) His daughter
 - c) The neighbour
2. Can Mr. Habib's son translate?
 - a) Yes, he can.
 - b) No, he cannot
3. Does Mr. Habib's daughter speak English?
 - a) Yes
 - b) No
4. Who will translate tonight?
 - a) Mr. Habib
 - b) Mr. Habib's son
 - c) Mr. Habib's daughter



Dialogue One:


1. a
2. c
3. a
4. b

Dialogue Two:

1. c
2. b
3. a
4. c



Speaking: Skill-Using Activity

TASK	Talking about translating
COMPETENCY	Getting Things Done
INSTRUCTIONS	<p>Role Play:</p> <p>Students meet their son's teacher (the instructor) at school.</p> <ul style="list-style-type: none"> • The instructor asks the student questions using the Teacher Script • The student answers using information on the Task card. • Students can get Peer or Teacher Feedback on the feedback form in this document or on the online rubric.
 ONLINE ASSESSMENTS	<p>Google Form version of the Task Card and rubric (for teacher to complete):</p> <p>View Make a Copy</p>

Teacher script:

CLB 1:

1. Hello. I am Mr./Ms. Jones, your son's teacher. How are you?
2. Do you speak English?
3. Your son speaks English well. Can he translate?
4. Good! Are you proud of your son?

CLB 2:

1. Hello. I am Mr./Ms. Jones, your son's teacher. How are you today?
2. Do you speak English?
3. Your son speaks English well. Can he translate for us?
4. Great! I am happy. Are you proud of your son?
5. Is your son happy to translate?
6. How can I help your son?






Task Card: CLB 1/2 Speaking Skill-Using:
Talking about Translating

Competency: Getting Things Done





Instructions: You will meet your son's teacher at school. Answer the teacher's questions.

CLB 1 and 2:

Your son:	 translate
You:	 English well
You:	 proud of your son

CLB 2 only:

You:	 The teacher: speak slowly please
Your son:	 to translate



Task Card: CLB 1/2 Speaking Skill-Using:
Talking about Translating

Competency: Getting Things Done





Instructions: You will meet your son's teacher at school. Answer the teacher's questions.

CLB 1 and 2:

Your son:	 translate
You:	 English well
You:	 proud of your son

CLB 2 only:

You:	 The teacher: speak slowly please
Your son:	 to translate



FEEDBACK: Talking about a Child Translating*Skill-Using Task*

Name of speaker: _____ Date: _____

✓ Check:

 Peer Assessment. Name of Peer _____ Instructor Assessment

The speaker	Yes	No	Comments
Answered all the questions	<input type="checkbox"/>	<input type="checkbox"/>	
Used the correct words	<input type="checkbox"/>	<input type="checkbox"/>	
Spoke clearly	<input type="checkbox"/>	<input type="checkbox"/>	
CLB 2: Answered with sentences	<input type="checkbox"/>	<input type="checkbox"/>	

FEEDBACK: Talking about a Child Translating*Skill-Using Task*

Name of speaker: _____ Date: _____


✓ Check:

 Peer Assessment. Name of Peer _____ Instructor Assessment

The speaker	Yes	No	Comments
Answered all the questions	<input type="checkbox"/>	<input type="checkbox"/>	
Used the correct words	<input type="checkbox"/>	<input type="checkbox"/>	
Spoke clearly	<input type="checkbox"/>	<input type="checkbox"/>	
CLB 2: Answered with sentences	<input type="checkbox"/>	<input type="checkbox"/>	



Reading: Skill-Using Activity

TASK	Reading a note about translating
COMPETENCY	Interacting with Others
INSTRUCTIONS	Students read a note requesting their child to translate and answer comprehension questions
 ONLINE ASSESSMENTS	Google Form version of the questions (with text): View Make a Copy



CLB 1/2 Reading Skill-Using Task: A Note about Translating

Name: _____ Date: _____

TASK	Reading a note about translating
COMPETENCY	Interacting with Others
INSTRUCTIONS	Read the note and answer the questions

Hi Mr. Fiori,

My son can't translate tonight. Can your daughter Angela please translate? I don't speak Italian.

She can use her phone to check words. I can also help her.

Please say a big thank you to her.

Your neighbor,

Mr. Robson

Questions:

1. What does Mr. Robson want?

- a) Angela to translate
- b) to learn Italian
- c) to use a phone

2. Angela is Mr. Fiori's _____.

- a) son
- b) neighbour
- c) daughter



3. Mr. Robson _____ Italian.

- a) speaks
- b) doesn't speak
- c) is learning

4. What can Angela use to check words?

- a) a friend
- b) a phone
- c) a book

5. Who can help Angela?

- a) Mr. Robson
- b) Mrs. Fiori

6. Who is Mr. Robson?

- a) Mr. Fiori's friend
- b) Mr. Fiori's daughter
- c) Mr. Fiori's neighbour

7. Can Mr. Fiori's son translate?

- a) Yes
- b) No

8. What will Mr. Robson say to Angela?

- a) Thank you
- b) You're welcome
- c) You speak English well.




ANSWER KEY Reading Skill-Using Task: A Note about Translating

1. a
2. c
3. b
4. b
5. a
6. c
7. b
8. a



Writing: Skill-Using Task

TASK	Writing a note about translating
COMPETENCY	Sharing Information
INSTRUCTIONS	<p>The student will write a note to their landlord. They will use the following information.</p> <p>You will meet your landlord next week. Write a note to your landlord, Mr. Jean. Tell him:</p> <ul style="list-style-type: none"> • You don't speak English • Your son speaks English • Your son can translate. <p>The student can fill in the missing words in the Google Form online (typing) or write them on a piece of paper and take a picture to send the instructor.</p>
 ONLINE ASSESSMENTS	<p>Google Form versions of the writing task:</p> <p><i>*Note: there are separate tasks for CLB 1 and 2 for this task.</i></p> <p>CLB 1 Writing Task: View Make a Copy</p> <p><i>*for student to complete</i></p> <p>CLB 1 Feedback Form: View Make a Copy</p> <p><i>*for the instructor or peer to complete after the student finishes the task</i></p> <p>CLB 2 Writing Task: View Make a Copy</p> <p><i>*for student to complete</i></p> <p>CLB 2 Feedback Form: View Make a Copy</p> <p><i>*for the instructor or peer to complete after the student finishes the task</i></p>



CLB 1 Writing Skill-Using Task: Supporting a Child Who Translates

Name: _____ Date: _____

TASK	Writing a note about translating
COMPETENCY	CLB 1: Sharing Information
INSTRUCTIONS	<p>You will meet your landlord next week. Write a note to your landlord, Mr. Jean. Tell him:</p> <ul style="list-style-type: none">• You don't speak English• Your son speaks English• Your son can translate.

CLB 1

Hello Mr. Jean,

We will meet next week. I _____ **(1)** speak English.

My son _____ **(2)** English.

My son _____ **(3)** translate.

Can you please speak slowly?

Thank _____ **(4)**!

Sincerely,

_____ **(5)** (your name)



CLB 2 Writing Skill-Using Task: Supporting a Child Who Translates

Name: _____ Date: _____

TASK	Writing a note about translating
COMPETENCY	CLB 2: Sharing Information
INSTRUCTIONS	<p>You will meet your landlord next week. Write a note to your landlord, Mr. Jean. Tell him:</p> <ul style="list-style-type: none">• You don't speak English• Your son speaks English• Your son can translate.• Ask him to speak slowly.

Hello _____ (1),

We will meet _____ week (2). I _____
_____ (3) English.

My son _____ (4) English.

My son _____ (5).

Can _____ (6) slowly please?

Thank _____ (7)!

Sincerely,

_____ (8) (your name)



FEEDBACK: Writing a Note about Translating*Skill-Using Task*

Name of writer: _____ Date: _____

✓ Check:

 Peer Assessment. Name of Peer _____ Instructor Assessment

The writer	Yes	No	Comments
Filled in all the words	<input type="checkbox"/>	<input type="checkbox"/>	
Wrote neatly	<input type="checkbox"/>	<input type="checkbox"/>	
Used capital letters when needed	<input type="checkbox"/>	<input type="checkbox"/>	
Spelled words correctly	<input type="checkbox"/>	<input type="checkbox"/>	

FEEDBACK: Writing a Note about Translating*Skill-Using Task*

Name of writer: _____ Date: _____

✓ Check:

 Peer Assessment. Name of Peer _____ Instructor Assessment

The writer	Yes	No	Comments
Filled in all the words	<input type="checkbox"/>	<input type="checkbox"/>	
Wrote neatly	<input type="checkbox"/>	<input type="checkbox"/>	
Used capital letters when needed	<input type="checkbox"/>	<input type="checkbox"/>	
Spelled words correctly	<input type="checkbox"/>	<input type="checkbox"/>	

