

Part One: Understanding Advice About Child Language Brokering

A CLB 5/6 Module

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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: Understanding Advice about Child Language Brokering

A CLB 5/6 Module

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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Table of Contents:

1.Module Plan.....	Page 3
2.Instructor Resources.....	Page 4
3.Warm-Up Activity.....	Page 6
4.Grammar and Vocabulary.....	Page 7
5.Activities to Introduce Language Brokering.....	Page 8
6.Listening: Skill-Using Task.....	Page 12
7.Speaking: Skill-Using Task.....	Page 19
8.Reading: Skill-Using Task.....	Page 22
9.Writing: Skill-Using Task.....	Page 28
10.Sources.....	Page 32

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 5/6)	Speaking (CLB 5/6)	Reading (CLB 5/6)	Writing (CLB 5/6)
Real-World Task Goal	Understanding expert recommendations in an interview	Giving recommendations for dealing with common situations	Understanding a tips chart with recommendations from experts	Taking notes on an article with expert recommendations
Context/Background Information	Understanding what child language brokering is, the potential positive and negative impacts on a child during language brokering; knowledge of “best practices” for supporting a child who translates for adults.			
CLB Competency Areas and Features	Getting Things Done Understand the gist and some details in moderately complex communication intended to influence or persuade (such as simple advice, opinion or suggestions). CLB 5: length up to 5 minutes CLB 6: length up to 10 minutes	Getting Things Done Give and respond to informal requests, permission, suggestions and advice CLB 5: informal, length up to 5 minutes CLB 6: informal and formal, length up to 7 minutes	Comprehending Information Interpret information contained in formatted texts (such as tables) CLB 5: text up to 1 page, with about 7 steps CLB 6: text up to 2 pages with about 10 steps	Reproducing Information CLB 5: Reduce a page of information to a list of important details CLB 6: Reduce a page of information to an outline or summary
Language Focus	Pragmatics: understanding of formal (CLB 6) and informal (CLB 6) ways to give suggestions Grammar: using the modals should, could, might and can while giving advice Vocabulary: to translate, to force, pressure, impact, experience, recommendations <i>*See Vocabulary on page 7 for complete list.</i>			
Assessment Task	Listening to an interview with advice on supporting children during language brokering and answering questions	Providing suggestions for successful child language brokering to a small group	Reading a chart with tips for successful child language brokering and answering questions	Taking notes on an article about child language brokering



Instructor Resources

1. Language Companion Stage Two. Helpful English/English for Academic Purposes.
 - o <https://www.7oaks.org/Programs/Settlement/Documents/PBLALanguage%20Companion%2C%20CLB%205-8.pdf>
 - o Note-taking: page 39
 - o Reading Strategies: page 38
2. Outlining method for note-taking: (for CLB 6)
 - o Missouri University: <https://www.missouristate.edu/assets/busadv/p.24.pdf>
 - o University of Tennessee : <https://www.utc.edu/center-academic-support-advisement/tips-for-academic-success/note-taking.php#outlining>
 - o On Toolshero: <https://www.toolshero.com/personal-development/outline-method-note-taking/>
3. Tutorials and Practice Exercises on Modals:
 - o <https://www.englishpage.com/modals/modalintro.html>
4. Activities and worksheets with to practice “should” for giving advice. AllThingsGrammar.com:
 - o <https://www.allthingsgrammar.com/should.html>
5. TeachThis.com. Activities and worksheets for giving suggestions (some are free, some require an account):
 - o <https://www.teach-this.com/functional-activities-worksheets/making-suggestions>
 - o The free one titled “Making Suggestions Worksheet” includes an interactive version (fillable pdf) you can download.
6. TeachThis.com. Activities and worksheets for giving advice (some are free, some require an account):
 - o <https://www.teach-this.com/functional-activities-worksheets/giving-advice>
 - o The free one titled “Asking for and Giving Advice” includes an interactive version (fillable pdf) you can download.
7. LINC 4 Classroom Activities. Speaking role play cards to practice giving advice for family problems.
 - o http://www.moresettlement.org/LINC1-4/LINC4/LINC_4_Classroom_Activities.pdf
 - o “LINC 4” is equivalent to CLB 6.



8. Speaking task to practice giving advice: on [Realworldtasks.com](https://www.realworldtasks.com).
 - Under CLB 7 Speaking Tasks: “Using persuasive arguments to discourage a friend from engaging in a dangerous activity”

9. Activities to practice listening to advice:
 - Helping Kids with Online Learning during Covid-19. With activities. CLB 6+. <https://www.cbc.ca/learning-english/level-2/parents-should-focus-on-engaging-level-2-1.5581007>
 - CBC Story with advice for Interviews. Also includes reading for advice. CLB 6-7+ <https://www.cbc.ca/edmonton/eal/2014/04/story-34-interviewing-strategies-attitude-counts.html>
 - CBC Story with advice about procrastination. Includes note-taking practice. CLB 6+. <https://www.cbc.ca/edmonton/eal/2012/06/story-16.html>



Warm-up Activity



Language Brokering: Discussion Questions

1. Do you know what bilingual or multilingual means? (If not, check the dictionary). Which are you?
2. As a person who speaks more than one language, have you ever **translated** from one language to another? How did it go and how did you feel in that situation?
3. Do you think it's important that children help their families? What are the best ways for them to do that, and what are the benefits?
4. Sometimes children **translate** for their parents or other adults. Do you know any children who do this? If so, do you think they enjoy it?
5. What are examples of situations or places when children might translate for adults? Make a list.
6. What do you think the positive effects are on kids when they translate? Are there any possible negative effects?
7. What do you think adults should and shouldn't do to make a child have a positive experience when they translate for adults?



Translate:

to change from one language to another language



Grammar and Other Knowledge

Students should learn and practice:

1. Modals for giving advice and recommendations: should, could, can, might, may.
 - Students should practice identifying modals in listening and reading as well as using modals when speaking
 - See the grammar resources in the Instructor Resource section for possible activities
2. Skills for note-taking.
 - Students should learn and practice strategies for note-taking. In this module, they will be assessed on note-taking from a one-page text.
 - See note-taking resources in the Instructor Resource section

Vocabulary

These are key vocabulary students learn in this module.



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

to translate	appreciation	formal	stressed
to force	togetherness	informal	nervous
to support	advice	positive	proud
to tend to	culture	negative	comfortable
to pick up (a language)	recommendations	experience	uncomfortable
to encourage	pressure	research	foreign-born

Activities to Introduce Language Brokering

1. Jigsaw Reading Activity

- Students read one of three sections of a Jigsaw Reading Activity. Tell them they will be responsible for explaining the information in their section, including the meaning of any new vocabulary, after reading. The Jigsaw Reading Activity can be found:
 - on the next page of this document.
 - inserted into the online (Google Forms) versions
 - There are 4 different versions in Google Forms: #1, #2, #3 and Full. If used for a jigsaw reading, divide the class into 3 and assign an equal number (if possible) of #1, #2, and #3.



Find the online versions:

- Jigsaw Reading #1: [View](#) | [Copy](#)
 - Jigsaw Reading #2: [View](#) | [Copy](#)
 - Jigsaw Reading #3: [View](#) | [Copy](#)
 - Full Jigsaw Reading: [View](#) | [Copy](#)
- Have the students teach other their section of the article (either #1, #2, or #3) then answer the questions inserted in the Google Form.
 - The Full version can be used as a regular reading activity for individual students.
- The questions for the Jigsaw Reading Activity can be found:
 - After the Jigsaw Reading Activity in this document, with answer key.
 - Inserted into each of the Google Forms (#1, #2, #3 and Full).

2. Video Introduction to Child Language Brokering: Being a Young Translator. Arts and Humanities Research Council.

- <https://www.youtube.com/watch?v=OvljhyuM4Us>

3. Academic Presentation on Child Language Brokering in the Latino population in the US (on YouTube). This may be of interest to higher level students. Instructors could ask students to take notes to practice for the writing component of this module. The presentation is by Melissa Havertz, a student at Weber State University.

- <https://www.youtube.com/watch?v=Yt8-DcHlaUY>



Part One: About language brokering in Canada

Child language brokering takes place when immigrant children or teenagers translate between their **heritage** language and English for others. About 7.5 million of Canada's population was born outside of the country, and 2 out of 5 Canadian children have immigrant parents. Children often learn English and **integrate** into the culture more quickly than their parents. As a result, child language brokering is common across the country. Child language brokering:

- can happen at home. For example, kids might translate the news, an email or the chorus of a song on the radio, or information exchanged when parents speak with the landlord.
- can happen outside of the home. For example, kids sometimes translate at parent-teacher interviews at their school, at the bank, grocery store, or at doctor's appointments.

Part Two: Potential positive and negative impacts on kids

Researchers have studied the **impacts** that language brokering can have on children. They have found that language brokering can have many benefits for kids. Some of the **potential** positive impacts are:

- brokering can boost children's confidence and self-esteem
- children might feel proud that they are helping their family
- children practice skills in both their heritage language and English
- children can further develop problem-solving and communication skills

However, research has also shown that there are also potential negative impacts of brokering. If language brokering is not managed well by adults, it can sometimes result in:

- the child feeling anxiety and stress
- conflict between the child and parents

Part Three: The role of the parent-child relationship

Researchers have found that the most important factor for successful child language brokering is the relationship between the parent and child. If the parents and child have a strong relationship and communication, the child will **more likely** experience the positive impacts of language brokering. So, what is a "good" family relationship? When talking about language brokering, a good relationship between parent and child is one where:

- the parent asks the child to translate and doesn't **force** them when they are not comfortable
- the parent talks to the child about their feelings. For example, they may ask, "Are you nervous?"
- the parent shows **appreciation** to the child. For example, they tell the child thank you and that they are proud of them when the child translates
- the parent tries to make learning something they can do *together*. For example, a family might read books together regularly or talk about things they learn about Canada



Name: _____ Date: _____

A. Write the meaning of the vocabulary from the text here:

heritage	
integrate	
impact	
potential	
likely	
force	
appreciation	
Others?	
•	
•	

B. Review Questions: if you did this activity as a group, do not look at the text to find the answers. Work together to see what you can remember.

1. Do you know the population of Canada? If not, look it up. What percentage of Canada’s population is comprised of immigrants?
2. Where does child language brokering happen?
3. What are the potential positive impacts of language brokering for a child?
4. What are the potential negative impacts of language brokering for a child?
5. What are four things a parent can do to make language brokering a positive experience?

C. Write and discuss your opinion

6. Why do you think children often integrate onto a new culture more easily than adults?
7. Do you agree with advice in the text? Is there anything you would add?



ANSWER KEY CLB 5/6 Reading Jigsaw Activity:

A. heritage: culture or background. Here it is like maternal language
integrate: to become a part of another culture
impact: a major influence or effect
potential: a chance or possibility it will exist in the future
likely: very possible
force: to push someone towards doing something, or give them no choice
appreciation: a feeling of gratitude

B.

1. Population of Canada: 37.59 million (2019). Around 20-22% are immigrants.

2. At home, and outside of the home like at child's school, the bank, grocery store or doctor's office.

3.

a) brokering can boost children's confidence and self-esteem

b) children might feel proud that they are helping their family

c) children practice skills in both their heritage language and English

d) children can further develop problem-solving and communication skills

4.

a) the child feeling anxiety and stress

b) conflict between the child and parents

5.

a) the parent asks the child to translate and doesn't **force** them

b) the parent talks to the child about their feelings.


c) the parent shows **appreciation** to the child.

d) the parent tries to make learning something they can do *together*.

6 & 7: OPINION. Answers will vary.



Listening: Skill-Using Activity

TASK	Listening to an Interview with Advice about Language Brokering
COMPETENCY	Getting Things Done
INSTRUCTIONS	<p>Students listen to a radio interview in which an expert gives advice about language brokering and answer the questions.</p> <ul style="list-style-type: none"> • CLB 5: students listen to Part 1 and answer Part 1 questions. • CLB 6: students listen to Part 1 & 2 and answer Part 1 & 2 questions
 ONLINE ASSESSMENTS	<p>Google Form version of questions (with embedded link to audio):</p> <p>View Make a Copy</p> <p>Part 1 Audio File: HERE</p> <p>Part 2 Audio File: HERE</p>

Radio Interview Audio Transcript: CLB 5/6 Listening Skill-Using

Host (Andrea): Good morning everyone and welcome to my show, Newcomer Supports. I hope you all enjoyed the beautiful weather on the weekend and that your Monday is going well so far. I'm really excited because this morning we have an amazing guest. Dr. Harmon is a world-renowned researcher and child psychologist who specializes in the topic of child language brokering. For those of you who don't know this term, child language brokering refers to the process of children providing language translation for adults. Most immigrants, people who work in the field of immigrant support, or teachers who have students who are new immigrants, are probably familiar with this practice. It's very common for kids to help newcomer parents out by translating English to their maternal language, because kids tend to pick up a new language much more quickly than their parents. But I will leave the explanation up to the expert. Dr. Harmon, welcome to our show!

Dr. Harmon: Thanks so much, Andrea. I listen to your show often and really enjoy the variety of topics you talk about. Living in a country with over 7 million immigrants, these are really important subjects to explore.



Andrea: Wow. That's a huge compliment coming from you. Thanks so much. Now, Dr. Harmon, would you mind telling us when child language brokering usually occurs?

Dr. Harmon: Absolutely. Research has shown that children often translate for adults at home, for example while watching the news or reading government documents. They also translate during appointments, such as at the bank, chatting with the landlord or at the dentist or doctor. And often they translate at their own school whenever their parents meet with teachers.

I should also mention that when I say children, that can also include teenagers and even adult children who help their parents. Essentially, language brokering takes place any time someone needs help understanding oral or written English. And I should also note that kids don't always translate for their parents. Sometimes, they translate for other kids who speak the same language at school, for example.

Andrea: And how old are the kids who are doing the translating?

Dr. Harmon: Surprisingly, kids as young as 5 or 6 years old are sometimes already involved in language brokering. When they are that young, it usually happens in very informal situations, like at the grocery store. But in more formal or important situations, like medical appointments, the children are generally older, like teenagers.

Andrea: It's impressive that kids at such a young age have the skills and maturity to translate already. I'm sure they learn a lot from language brokering.

Dr. Harmon: They do. My own studies found that children language brokers develop a sense of confidence, improve their language skills, and feel proud that they help their family. However, children have these positive benefits only if the language brokering is handled well by the adults.

Andrea: So, if I understand you correctly, there are positive impacts of language brokering, but only if certain guidelines are followed?

Dr. Harmon: Exactly. The guidelines are suggestions, not rules exactly. They are not written in stone because every child and situation are different. However, if organizations like schools follow certain guidelines, children will feel more comfortable and learn new skills. And if newcomer parents follow guidelines as well, their children will have a more positive experience when translating.

Andrea: I see. So, in general, what do you suggest that newcomer parents do when their child translates for them or for others? What advice would you give them?

Dr. Harmon: Great question. I'd like to start by talking about when translating happens in the home. This is usually, in fact, where children begin helping their parents understand information in English. It can be a small thing, like telling them what the chorus of a song



means. Or telling them what the neighbor said outside on the lawn or translating an email from school or a joke on TV. This is less formal, and it happens spontaneously. There is no planning involved. For this kind of language brokering, there are several things parents can do to make it positive for kids. First, parents should never force kids. If the child seems uncomfortable or doesn't want to translate, there is probably a reason.

Andrea: That makes sense. Could you give us an example of what that reason might be?

Dr. Harmon: For sure. The information could be too "adult" for the child to want to translate. For example, it could be a news story about a tragic death or bad news for the family. If the child seems uncomfortable, it may be better to ask someone else to translate.

Andrea: Right. Forcing kids when they are stressed is usually a no-no. Great advice so far, Dr. Harmon. And now, listeners, we're just going to take a short commercial break. We'll be right back with more tips from Dr. Harmon in just a few minutes.

Part 2: CLB 6 only

Andrea: So, Doctor, to sum up what you've told us so far...adults should ask kids if they are comfortable translating, not force them, and also not ask them to translate topics that are too mature for them. Do I have that right?

Dr. Harmon: Absolutely, Andrea. And another recommendation I would make is that parents and kids always try to learn new things together at home. They can read books together, play games where they might learn new words, and they can talk about new words they hear. The adult should make learning English a team effort, essentially. That way, both the children and parents can improve their English and feel proud together.

Andrea: Wonderful. I imagine this can also decrease any stress or pressure the child could feel. They shouldn't feel that they are always responsible for managing family affairs, right?

Dr. Harmon: You hit the nail on the head. It's not a good idea to put too much responsibility on kids. If you do, they can get really stressed. Do you want to come and work with me on research, Andrea?

Andrea: Oh. That's a tempting offer for sure. But, in all seriousness, is there any last tip you'd like to tell our listeners?

Dr. Harmon: Yes, one more. I also think parents should talk about cultural information, not only language, with their kids. For example, imagine a teenager translates something from a TV show for their mom. The mom can also ask about the cultural side of the show, like the behavior of the family or jokes. Kids and teens learn about culture quickly and language

brokering is not only about the English language. It's also about learning about the way of life or thinking.

Andrea: That's excellent! I wouldn't have thought of that at all. See, Dr. Harmon, I'm really not ready to come work for you just yet. Thank you for this excellent insight into the world of language brokering. And now, I think we have time to hear from our callers. Call our phone line at 344-777-9290 everyone, if you have any questions for Dr. Harmon.



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CLB 5/6 Listening Skill-Using Task: Listening to an Interview about Language Brokering

TASK	Listening to an Interview about Language Brokering
COMPETENCY	Getting Things Done
INSTRUCTIONS	<p>You will listen to a radio interview with an expert on language brokering.</p> <ul style="list-style-type: none"> • CLB 5: Listen to Part 1 and answer Part 1 questions • CLB 6: Listen to Part 1 & 2 and answer Part 1 & 2 questions

- What is this interview about?
 - How adults can make language brokering positive for kids at home
 - How adults can teach kids to be better translators
 - How kids can help at home
- Who might find this interview helpful?
 - Teachers
 - Parents of any kids
 - Parents of kids who translate and people who work with newcomers
- What is Dr. Harmon's job?
 - teacher
 - researcher and psychologist
 - family doctor
- What is the definition of "child" in the situation of language brokering?
 - kids under 12
 - kids 13- 18
 - children of any age and young adults
- Put a check ✓ in the table under the name of the speaker who expressed the following ideas:

Idea	Andrea	Dr. Harmon
Children occasionally translate for other children.		
Language brokering is generally not very formal when they are little.		
It's amazing that very young kids have the ability and are mature enough to translate.		
Parents can manage the language brokering so that kids are comfortable.		
It's not a good idea to force kids to do things when they are stressed.		

6. Dr. Harmon says the guidelines for language brokering are not “written in stone”. What do you think this means?
- a) nobody knows them
 - b) they are not natural
 - c) they can change
7. Dr. Harmon says children shouldn’t translate topics that are too “adult”. What would Dr. Harmon think if the child had to translate information from the doctor that her family member had a serious illness or disease?
- a) She would think it’s all right for the child to translate
 - b) She would suggest that someone else translate
 - c) She would say that they should ask the school to help
8. Dr. Harmon says children language brokers feel proud. However, only if brokering is handled well. What does “however” mean in the sentence?
- a) But
 - b) In summary
 - c) Also

Part 1: /12

Part 2: CLB 6 Only

9. Dr. Harmon gives examples of when kids translate that are less formal and happen spontaneously. What do you think spontaneously means?
- a) Happening often
 - b) Happening at school
 - c) Happening without planning
10. Andrea was correct about something, and Dr. Harmon asks Andrea if she’d like to work on research with her. Why does she say this?
- a) She is making a joke
 - b) She needs a new worker
 - c) Andrea is good with children
11. Language brokering is not only about English. What is it also about?
- a) TV shows
 - b) Understanding culture
 - c) Managing stress
12. Write 1-2 sentences that summarize Dr. Harmon’s main message in this interview. (2 points)

Part 2: /5

ANSWER KEY CLB 5/6 Listening Skill-Using Task: Listening to an Interview about Language Brokering

Part 1: CLB 5 and 6

1. a
2. c
3. b
4. c
- 5.

	✓
	✓
✓	
	✓
✓	


6. c
7. b
8. a

Part 2: CLB 6 only

9. c
10. a
11. b
12. Answers will vary but Dr. Harmon's main message is: Child language brokering is common, and can have benefits for children if guidelines are followed. For example, adults shouldn't force kids to translate, say thank you to kids and not ask them to translate adult topics.



Speaking: Skill-Using Activity

TASK	Sharing Advice about Child Translating
COMPETENCY	Getting Things Done
INSTRUCTIONS	<p>Students will participate in a role play in which they share advice with a parenting group about how to manage language brokering.</p> <p>NOTE: this task is best done at the end of the module, when the students have completed the reading, writing and listening skill-using tasks. Instructors can do a wrap-up review of the key expert advice in the module to help them with the speaking task.</p> <p>Students can share any information they learned in this module and add their own opinion. Key expert recommendations are summarized on the Speaking Task Card.</p> <ul style="list-style-type: none"> • CLB 5: Students share advice with a group of friends who are also immigrant parents. This is informal. They will also answer questions. The student must share 4 pieces of advice, with some detail, and speak for 3-4 minutes. • CLB 6: Students share advice with a community parenting group. This is semi-formal because the parents are not friends. They will also answer questions. The student must share 6 pieces of advice, with some detail, and speak for 5-6 minutes.
 ONLINE ASSESSMENTS	<p>Google Form versions of the Task Card and rubric (for teacher to complete):</p> <p>CLB 5: View Make a Copy</p> <p>CLB 6: View Make a Copy</p>



CLB 5 Speaking Skill-Using Task Card: Sharing Advice about Translating

Instructions:

You belong to a parenting group in your community. You learned about child language brokering recently and will share the advice you learned from the experts. The listeners are your friends so your talk can be **informal**. Be prepared to answer questions.

- You must speak for **3-4 minutes**.
- Explain what language brokering is and give **4 suggestions** with some detail.
- Use the advice below from experts to help you.

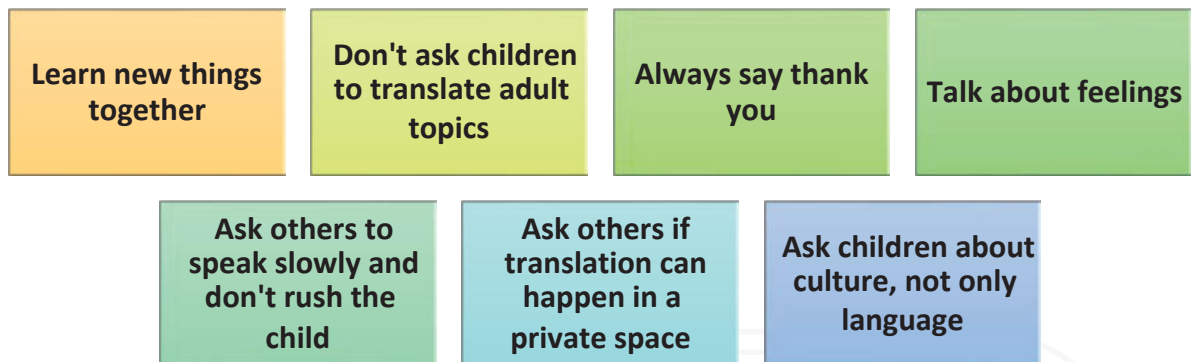


CLB 6 Speaking Skill-Using Task Card: Sharing Advice about Translating

Instructions:

You belong to a parenting group in your community. You learned about child language brokering recently and will share the advice you learned from the experts. You don't know the members well so the talk should be **semi-formal**. Be prepared to answer questions.

- You must speak for **5-6 minutes**.
- Explain what language brokering is and give **6 suggestions** with some detail.
- Use the advice below from experts to help you. You can give other advice as well.



FEEDBACK: Sharing Advice about Translating*CLB 5 Skill-Using Task*

Name of speaker: _____ Date: _____

✓ Check:

 Peer Assessment. Name of Peer _____ Instructor Assessment

The speaker	Yes	No	Comments
Used correct vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	
Described language brokering	<input type="checkbox"/>	<input type="checkbox"/>	
Gave 4 suggestions using modals	<input type="checkbox"/>	<input type="checkbox"/>	
Spoke clearly	<input type="checkbox"/>	<input type="checkbox"/>	
Had good eye contact and voice volume	<input type="checkbox"/>	<input type="checkbox"/>	
Spoke for 3-4 minutes	<input type="checkbox"/>	<input type="checkbox"/>	
Answered questions	<input type="checkbox"/>	<input type="checkbox"/>	

FEEDBACK: Sharing Advice about Translating*CLB 6 Skill-Using Task*

Name of speaker: _____ Date: _____


✓ Check:

 Peer Assessment. Name of Peer _____ Instructor Assessment

The speaker	Yes	No	Comments
Used correct vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	
Described language brokering	<input type="checkbox"/>	<input type="checkbox"/>	
Gave 6 suggestions using modals	<input type="checkbox"/>	<input type="checkbox"/>	
Spoke clearly	<input type="checkbox"/>	<input type="checkbox"/>	
Had good eye contact and voice volume	<input type="checkbox"/>	<input type="checkbox"/>	
Spoke for 5-6 minutes	<input type="checkbox"/>	<input type="checkbox"/>	
Answered questions	<input type="checkbox"/>	<input type="checkbox"/>	



Reading: Skill-Using Activity

TASK	Reading an article about language brokering
COMPETENCY	Comprehending Information
INSTRUCTIONS	Students read the Tips Chart and answer the questions. <ul style="list-style-type: none">• CLB 5: Read Part 1 and answer Part 1 questions• CLB 6: Read Part 1 and Part 2 and answer Part 1 and 2 questions
 ONLINE ASSESSMENTS	Google Form version of the questions (with text): View Make a Copy



Tips for Supporting Child Language Brokers: Part 1

The term **child language broker** describes a child that acts as a translator or interpreter for another person or people in a conversation. The **language brokering event** describes the situation when a child translates for others.

Does a child you know sometimes translate for others? Here are tips to make it a positive experience:	
Before a Language Brokering Event	1. You should always ask –and never force –a child to participate in language brokering. They must be willing.
	2. Adults should encourage children to talk about emotions throughout the experience. For example, you could ask the child, “Are you feeling nervous/shy?”
	3. There should be a focus on togetherness. For example, you could say, “We can try together. I will help you.”
	4. The adults involved should show appreciation to the child. Thank you goes a long way.
During a Language Brokering Event	1. Adults and children should solve problems that arise together in brokering situations. The adult could translate a word on their phone, for example.
	2. Adults should avoid pressuring children to make decisions for adults (for example, accepting a medical treatment). If the adult listening to the translation doesn’t understand, the adults should make other arrangements.
	3. Adults should help kids by making requests to the speaker (teacher, doctor, etc.) when possible: <ul style="list-style-type: none"> ● ask them to speak slowly ● ask if everyone can go into a private space (like a separate room) because it can help children to relax ● ask the speaker to prepare the child ahead of time if possible (for example, a teacher)
	4. Adults should be careful not to embarrass a child: for example, by telling them to translate faster.



Tips for Supporting Child Language Brokers: Part 2

After the Language Brokering Event	1. The adult and child should discuss the event afterwards. It's a good idea to ask the child if there are any new words that they could teach you, for example.
	2. You could make an effort to discuss the cultural aspects of the exchange. Kids often have insights into a new culture that adults don't learn as quickly after immigrating.
	3. Again, you should encourage the child to share their feelings. For example, you could ask, "Were you comfortable while translating? Why or why not?"
	4. It would be a good idea to ask the child if there's anything that could be done differently next time to make the process better. It's important that kids feel they have a role to play in controlling the situation.
	5. You should definitely always make an effort to thank the child for helping. If the child is a member of your family, for example, you can tell them you are proud of them or that you admire their confidence.



CLB 5/6 Reading Skill-Using Task: Reading a Tips Chart

Name: _____ Date: _____

TASK	Reading a Tips Chart
COMPETENCY	Comprehending Information
INSTRUCTIONS	CLB 5: Read the tips chart in Part 1 and answer the questions CLB 6: Read the tips charts in Part 1 and Part 2 and answer questions in Part 1 and Part 2

1. What is this text about? (1 point)
 - a) why it's good for children to translate
 - b) how to make language brokering positive for kids
 - c) how to teach children to translate
2. What is the purpose of this text? (1 point)
 - a) to give advice for adults to help child translators
 - b) to describe the positive results of translation
 - c) to give suggestions to help children when they are nervous
3. "Thank you goes a long way." What do you think "goes a long way" means? (1 point)
 - a) It has a bad impact or result.
 - b) It travels quickly to another city.
 - c) It has a good impact or benefit.
4. The text says that you should ask and not force a child to participate in language brokering. What does this suggest? (1 point)
 - a) a child must want to translate to have a good experience
 - b) a child must have strong language skills to translate
 - c) a child must feel nervous to translate
5. If the adult listening to the translation doesn't understand, the adults should make other "arrangements". What do you think "arrangements" means? (1 point)
 - a) a party
 - b) a different plan for helping the adult to understand
 - c) a medical treatment
6. What is similar (the same) between Tip # 3 in "Before a Language Brokering Event" and Tip #1 in "During a Language Event"? (1 point)
 - a) nothing
 - b) both tips talk about problems
 - c) both tips focus on togetherness



7. Write **True** or **False** for the following statements, based on the information in the text: (6 points)

- a) It's a good idea for kids to talk about their feelings about language brokering. _____
- b) Children should learn to work out problems independently, without much help, in language brokering situations. _____
- c) Kids need to say thanks to adults for allowing them to translate. _____
- d) Kids shouldn't translate – a phone can do it instead. _____
- e) When kids translate, it's not a good idea for the speaker to talk too fast. _____
- f) Sometimes, going to a private room can make the children feel more comfortable when they translate. _____

8. Of all of the tips in the text, which one do you think is the most important? Why? (2 points)

Score for Part 1: /14

PART 2: CLB 6 only. Read Part 2 of the text and answer the questions.

9. Write True or False for the following statements, based on the information in the text: (4 points)

- a) Children generally pick up cultural information faster than adults. ____
- b) It's not necessary to allow kids to control language brokering situations. ____
- c) Adults should show appreciation to kids for helping. ____
- d) Adults should force kids to talk about their feelings. _____

10. Write a 2-3 sentence that summarizes the main idea of Part and Part 2. (2 points)

Score for Part 2: /6

Part 1


1. b
2. a
3. c
4. a
5. b
6. c
7. a: T; b: F; c: F; d: F; e: T; f: T.
8. Answers will vary – name a tip and a reason

Part 2

9. A: T; b: F; c: T
10. Answers will vary, but main idea is: *A child language broker is a child who translates for other people, and it can be a positive experience if adults follow some advice for before, during and after an event. Adults should ask children first, thank them, help them and encourage them to talk about feelings, for example.*



Writing: Skill-Using Task

TASK	Taking notes on an article with recommendations
COMPETENCY	Reproducing Information
INSTRUCTIONS	<p>Students are provided with the text “Language Brokering in Schools.” They read the text and take notes on the information.</p> <ul style="list-style-type: none"> • CLB 5: Students reduce the text to a list of important details. • CLB 6: Students reduce the text to an outline. <p>Instructors can choose to ask students to take notes in one of the following ways:</p> <ul style="list-style-type: none"> • In the CLB 5/6 Writing Task Google Form (see below) • In a separate Word or Google document which they send to the instructor • On a piece of paper, handwritten, which they take a photo of or scan to send to the instructor
 ONLINE ASSESSMENTS	<p>Google Form versions of the writing task:</p> <p>CLB 5/6 Writing Task: View Make a Copy</p> <p>*for student to complete</p> <p>CLB 5/6 Feedback Form: View Make a Copy</p> <p>*for the instructor or peer to complete after the student finishes the task</p>



CLB 5/6 Note-taking: Language Brokering in Schools

Statistics show that thirty percent of school-aged children in Canada are newcomers to Canada or have at least one parent who is foreign-born. If you work in a Canadian school, chances are high that there are children in your classes who sometimes engage in language brokering.

Language brokering is when someone translates or interprets from one language to another for others. For example, when a parent who doesn't speak much English comes for parent-teacher interviews, they may ask their child to translate what the teacher says from English to their native tongue.

Research tells us that child language brokering in schools can be a positive experience for kids if the adults manage the situation well and put certain measures into place. Language brokering can make kids feel "proud", which can result in a boost to their self-esteem and confidence. School administration, teachers and parents of the child can all contribute to creating a stress-free experience for kids who translate. They should remember some simple guidelines when they plan a parent teacher meeting where a child will translate.

First, the administration of the school should try to arrange for other translators if a child is not comfortable. This means that the school should communicate with parents in advance about whether a translator is needed. School administration should also train their teachers how to manage a language brokering situation correctly. In addition, administration should have a separate space for the language brokering to happen. Children sometimes feel shy translating in front of their classmates, so it's better to make it a private experience. Lastly, administrators should allow extra time in the interview schedule. Language brokering is not a quick process and this must be planned for.

Second, teachers in a school should understand the best way to manage language brokering. For example, teachers need to know that they must give kids lots of time to think. They can't rush kids or pressure them to hurry. Teachers should also be sure to make eye contact with the parents and speak to them, even if the child is translating. This shows respect and makes the child more comfortable. It's also a very good idea for teachers to prepare the child ahead of time, if possible. For example, they can give the child a list of some of the words they will use and allow the child to translate them before the meeting. Teachers should also only say things that the child will be comfortable translating. For example, most children will not feel comfortable translating criticism of their brother or sister's behavior in school. Teachers also should pay attention to a child's body language. Does the child seem confused, or unsure how to translate? You may need to use simpler language or break down the information you are sharing to smaller chunks. You could also use images to share the information as much as possible.

Third, parents can help make language brokering a positive experience. Of course, it may not be easy to communicate these ideas to them. However, school administration can create a very simple "tip sheet" to send home before the meeting. On the tip sheet, they can put simple images and language to communicate some basic suggestions. For example, parents should say thank you to the children after the meeting. Parents can try to speak slowly if the child will translate from their native language to English. Lastly, parents should tell children that they are proud of them for trying their best.

Source: Nuffield Foundation. Child Interpreting in School: Supporting Good Practice.



FEEDBACK: Taking notes on Recommendations

CLB 5/6 Skill-Using Task

Name of writer: _____ Date: _____

✓ Check:

- Peer Feedback. Name of Peer _____
- Instructor Feedback
- Self-Assessment

The writer	Yes	No	Comments
Took complete notes, including important points and accurate details	<input type="checkbox"/>	<input type="checkbox"/>	
Recorded details legibly	<input type="checkbox"/>	<input type="checkbox"/>	
Used correct spelling	<input type="checkbox"/>	<input type="checkbox"/>	
Used standard conventions of capitalization and punctuation	<input type="checkbox"/>	<input type="checkbox"/>	
CLB 5: wrote a list of key information CLB 6: organized the notes into an outline, using conventions such as point form	<input type="checkbox"/>	<input type="checkbox"/>	

FEEDBACK: Taking notes on Recommendations

CLB 5/6 Skill-Using Task

Name of writer: _____ Date: _____

✓ Check:

- Peer Assessment. Name of Peer _____
- Instructor Assessment
- Self-Assessment

The writer	Yes	No	Comments
Took complete notes, including important points and accurate details	<input type="checkbox"/>	<input type="checkbox"/>	
Recorded details legibly, with correct spelling	<input type="checkbox"/>	<input type="checkbox"/>	
Used correct spelling	<input type="checkbox"/>	<input type="checkbox"/>	
Used standard conventions of capitalization and punctuation	<input type="checkbox"/>	<input type="checkbox"/>	
CLB 5: wrote a list of key information CLB 6: organized the notes into an outline, using conventions such as point form	<input type="checkbox"/>	<input type="checkbox"/>	



Sources:

1. Nuffield Foundation. *Child Interpreting in School: Supporting Good Practice*. University College London and the Thomas Coram Research Unit. Authors: Tony Cline (UCL), Sarah Crafter (TCRU at IOE) and Evangelia Porkopiu (UCL).

