

# **Part One: Understanding Advice About Child Language Brokering**

A CLB 7/8 Module

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## Acknowledgements

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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 7/8 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 5
3. Warm-Up Activity.....	Page 8
4. Grammar and Vocabulary.....	Page 9
5. Activities to Introduce Language Brokering.....	Page 10
6. Listening: Skill-Using Task.....	Page 14
7. Speaking: Skill-Using Task.....	Page 23
8. Reading: Skill-Using Task.....	Page 27
9. Writing: Skill-Using Task.....	Page 35

## 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](mailto:trinastjean@immigrant-education.ca).



	Listening (CLB 7/8)	Speaking (CLB 7/8)	Reading (CLB 7/8)	Writing (CLB 7/8)
<b>Real-World Task Goal</b>	Understanding expert recommendations in an interview	Giving recommendations for dealing with common situations	Understanding a text with recommendations from experts	Taking notes on an article with expert recommendations
<b>Context/Background Information</b>	Understanding of child language brokering, the potential positive and negative impacts on a child during language brokering; knowledge of “best practices” for supporting a child who translates for adults.			
<b>CLB Competency Areas and Features</b>	<p><b>Getting Things Done</b> Understand moderately complex communication intended to influence or persuade. <b>CLB 7:</b> length up to 15 minutes <b>CLB 8:</b> length up to 20 minutes</p>	<p><b>Getting Things Done</b> Give extended warnings, suggestions, recommendations and advice. <b>Sharing Information</b> Give presentations to describe and explain processes based on research. <b>CLB 7:</b> up to about 10 minutes <b>CLB 8:</b> up to about 20 minutes</p>	<p><b>Comprehending Information</b> Interpret information contained in formatted texts (such as tables) <b>CLB 7:</b> text up to 4 pages with about 10-13 steps <b>CLB 8:</b> text up to 5 pages about extended multistep</p>	<p><b>Reproducing Information</b> <b>CLB 7:</b> Reduce a page of information to a list of important details <b>CLB 8:</b> Reduce a page of information to an outline or summary</p>
<b>Language Focus</b>	<p><b>Pragmatics:</b> appropriate body language during a presentation</p> <p><b>Grammar:</b> using modals for giving advice and recommendations, transitions for summary writing (CLB 8), passive voice modals.</p> <p><b>Vocabulary:</b> to translate, to force, pressure, impact, experience, recommendations *See Vocabulary on page 9 for complete list.</p>			



	Listening (CLB 7/8)	Speaking (CLB 7/8)	Reading (CLB 7/8)	Writing (CLB 7/8)
<b>Assessment Task</b>	Listening to an interview with advice on supporting children during language brokering and answering questions	Presenting recommendations for dealing with common situations	Reading a text about successful child language brokering and answering questions	Writing an outline or summary of 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 (for CLB 7)
  - o Reading Strategies: page 38
2. Outlining method for note-taking: (for CLB 7)
  - 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. How to Write a Summary. (for CLB 8) *University of Texas at El Paso*.  
<http://utminers.utep.edu/omwilliamson/engl0310/summaryhints.htm>
4. How to Write a Summary Paragraph. (for CLB 8) *WikiHow*.  
<https://www.wikihow.com/Start-a-Summary-Paragraph>
5. How to write a summary (video tutorial for CLB 8). *Smrt English*.  
<https://www.youtube.com/watch?v=eGWO1dEhtQ>
6. Information and activities on Transitions (for CLB 8, summary writing):
  - o <https://writingcenter.unc.edu/tips-and-tools/transitions-esl/>
  - o [https://web2.uvcs.uvic.ca/courses/elc/Sample/Advanced/unit1/u1\\_l2b\\_1.htm](https://web2.uvcs.uvic.ca/courses/elc/Sample/Advanced/unit1/u1_l2b_1.htm)
  - o <https://allesl.com/transition-words/>
  - o [http://www.englishvocabularyexercises.com/eve-exercises/EngVocEx\\_transitions\\_2.htm](http://www.englishvocabularyexercises.com/eve-exercises/EngVocEx_transitions_2.htm)
7. Making Presentations. PBLA Language Companion Stage Two. Page 37.
  - o <https://www.7oaks.org/Programs/Settlement/Documents/PBLALanguage%20Companion%2C%20CLB%205-8.pdf>
8. Making Presentations. LINC 5-7 Classroom Activities Volume 2.
  - o LINC 5 (CLB 6): page 113 in pdf (page 69 as written)
  - o LINC 6 (CLB 7): page 177 in pdf (page 133 as written)
  - o Audio files can be found at: [http://wiki.settlementatwork.org/index.php/LINC\\_5-7\\_Classroom\\_Activities\\_Volumes\\_1\\_&\\_2](http://wiki.settlementatwork.org/index.php/LINC_5-7_Classroom_Activities_Volumes_1_&_2)
  - o Supplementary e-Activities: <https://www.settlementatwork.org/lincdocs/linc5-7/info.management/index.html>



9. Tutorials and Practice Exercises on Modals:

- <https://www.englishpage.com/modals/modalintro.html>

10. Passive Voice with Modals:

- <https://web2.uvcs.uvic.ca/courses/elc/studyzone/490/grammar/passives-modals.htm> (explanation and exercises)
- <https://learningenglish.voanews.com/a/learning-passive-modals-it-can-be-done/4364766.html> (written and audio explanation)
- <https://www.educationquizzes.com/in/high/english/grammar-58-modals-with-passive/> (quiz)
- <https://www.youtube.com/watch?v=v-2xg6IIRNw> (video tutorial)

11. Tutorial and exercises on Passive versus Active Voice. Englishpage.com.

<https://www.englishpage.com/verbpage/activepassive.html>

12. Activities and worksheets with to practice “should” for giving advice.

AllThingsGrammar.com:

- <https://www.allthingsgrammar.com/should.html>

13. TeachThis.com. Activities and worksheets for giving suggestions (some are free, some require an account):

- <https://www.teach-this.com/functional-activities-worksheets/making-suggestions>
- The free one titled “Making Suggestions Worksheet” includes an interactive version (fillable pdf) you can download.

14. TeachThis.com. Activities and worksheets for giving advice (some are free, some require an account):

- <https://www.teach-this.com/functional-activities-worksheets/giving-advice>
- The free one titled “Asking for and Giving Advice” includes an interactive version (fillable pdf) you can download.

15. LINC 4 Classroom Activities. Speaking role play cards to practice giving advice for family problems.

- [http://www.moresettlement.org/LINC1-4/LINC4/LINC\\_4\\_Classroom\\_Activities.pdf](http://www.moresettlement.org/LINC1-4/LINC4/LINC_4_Classroom_Activities.pdf)
- “LINC 4” is equivalent to CLB 5.

16. Speaking task to practice giving advice: on [Realworldtasks.com](http://Realworldtasks.com).

- Under CLB 7 Speaking Tasks: “Using persuasive arguments to discourage a friend from engaging in a dangerous activity”



17. 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+. <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. This is called **child language brokering**. 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?
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?
8. What do you think experts recommend doing if you are an adult supporting a child who translates for others? What do you think experts suggest that kids do in situations where they are asked to translate?



## Grammar and Other Skills

Depending on the background of the students, they may need to learn or review the following for this module:

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
2. **Passive Voice Modals.** For example: Children *should be encouraged* or adults *should be prepared*, etc.
3. Skills for note-taking (CLB 7 only)
4. Skills for writing a summary (CLB 8 only)
5. Presentation skills

See [Instructor Resources](#) on Pages 5-7 of this plan for online resources to build these skills.

## 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 focus on to	to participate	formal	appreciation
force	togetherness	informal	process
to support	expert	consequences	pressure
to tend to	gap	effects	proficiency
to pick up (a language)	recommendations	impacts	family dynamics
to encourage	intermediary	research	mediate



# Activities to Introduce Language Brokering

## 1. Jigsaw Reading Activity

- Students read one of three sections of a Jigsaw Reading Activity. 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). 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 7/8 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

<b>TASK</b>	Listening to an Interview with Advice about Language Brokering
<b>COMPETENCY</b>	Getting Things Done
<b>INSTRUCTIONS</b>	<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"> <li>• <b>CLB 7:</b> students listen to Part 1 and answer Part 1 questions.</li> <li>• <b>CLB 8:</b> students listen to Part 1 &amp; 2 and answer Part 1 &amp; 2 questions</li> </ul>
 <b>ONLINE ASSESSMENTS</b>	<p>Google Form version of questions (with embedded link to audio):</p> <p><a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>Part 1 Audio File: <a href="#">HERE</a></p> <p>Part 2 Audio File: <a href="#">HERE</a></p>

### Radio Interview Audio Transcript: CLB 7/8 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. So, 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 about language brokering in the home?

**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're going to take a quick commercial break. Don't go anywhere listeners, we'll be right back with more great advice from Dr. Harmon!



## PART 2

**Andrea:** Welcome back everyone. In this next part of our show today, we are going to talk about language brokering outside of the home. But first, Dr. Harmon, can you also tell us how this information can get to immigrant parents, since they may not have the English skills to look for it themselves?

**Dr. Harmon:** That's an excellent question, Andrea. This is part of the challenge. Adults who ask kids to translate for them probably can't understand materials available to them about how to best manage the process. This is why school administrators and teachers, and ESL teachers in settlement programs, and immigrant settlement agencies can all make steps to share this information. They can set up their own policies for language brokering, and even provide training for both parents and kids on how to best navigate the situation.

**Andrea:** I see. So, an ESL school or any other organization that supports newcomers can make an effort to share recommendations with immigrant parents. That makes sense.

**Dr. Harmon:** There are some amazing things being done out there and children language brokers are the ones who benefit.

**Andrea:** I'm glad to hear that. And these initiatives would relate to the next advice you will share, on language brokering outside of the home, I imagine?

**Dr. Harmon:** That's right. When children translate for adults in settings outside of their home, there needs to be even more thought put into the process. There are many factors to consider, such as the child possibly feeling embarrassed, like at their school in front of classmates. And the issue of translating those sensitive adult topics that I mentioned before becomes even more important. For example, imagine a child translating for a grandparent at the doctors and the news is the grandparent is seriously ill.

**Andrea:** Oooo, yeah. That's very tricky.

**Dr. Harmon:** Definitely. Which is why it's crucial that any organizations that deal regularly with newcomers should have a plan in place. Do they have translators available by phone, for example, in case the child isn't comfortable? Do the people whose speech will be translated – the doctor or teacher, for example- know some simple tricks to minimize stress for the kids? There are many things to be considered and it's best to consider them in advance, and make a plan.

**Andrea:** It's certainly more complicated than it seems on the surface. In this plan that organizations should make, what kind of strategies should the communicators, like teachers, be taught to best support child language brokers?



**Dr. Harmon:** Thankfully, there are many things that someone can do to support a child serving as a language broker. First, it's really important that the speaker uses as simple language as possible to communicate their ideas clearly. Kids don't always know a lot of specialized words in their own language, so keeping the message simple is key. Speakers should also share information in small bits so they don't overwhelm the child. They should also speak slowly, use visuals like photos to help if possible and direct their communication at the parent, not the child. Children generally don't want to feel like they are replacing their parent as the decision maker in a conversation.

**Andrea:** Oh, yes, those sound very helpful. They are all ways of reducing pressure on the child while also facilitating clear communication.

**Dr. Harmon:** Those are very good goals to focus on. Make the message clear and be aware of the child's limitations and feelings. To add to that, I also suggest that the speaker prepare the child ahead of time if possible. This works especially well for teachers who will be meeting with a student's parents. The teacher could write down some vocabulary they will use and explain to the child before the meeting. And lastly, it's important to remember that sometimes kids feel shy or embarrassed language brokering in front of others. They might feel uncomfortable, for example, being the only child in the class whose parents don't speak English. For that reason, if possible, it's a good idea to have the child translate in a private space like an office, not in the classroom where other students may come and go.

**Andrea:** That's very interesting. You have certainly given us a lot of food for thought today, Dr. Harmon. I think this information will be extremely helpful for anyone working with immigrant youth, and will result in more positive impacts of child language brokering. I wish we had more time, but I think we will have to wrap things up with a huge thank you for your time. I hope you'll come back another time, Dr. Harmon!

**Dr. Harmon:** You can count on it! Thanks for having me on the show, Andrea, and see you next time.



## CLB 7/8 Listening Skill-Using Task: Listening to an Interview about Language Brokering

<b>TASK</b>	Listening to an Interview about Language Brokering
<b>COMPETENCY</b>	Getting Things Done
<b>INSTRUCTIONS</b>	<p>You will listen to a radio interview with an expert on language brokering.</p> <ul style="list-style-type: none"><li>• <b>CLB 7:</b> Listen to Part 1 and answer Part 1 questions</li><li>• <b>CLB 8:</b> Listen to Part 1 &amp; 2 and answer Part 1 &amp; 2 questions</li></ul>

1. What is this interview about?
  - a) How adults can make language brokering positive for kids
  - b) How adults can teach kids to be better translators
  - c) How kids can avoid getting stressed out
2. Who might find this interview helpful?
  - a) Teachers
  - b) Parents of any kids
  - c) Parents of kids who translate and people who work with newcomers
3. What is Dr. Harmon's job?
  - a) teacher
  - b) researcher and psychologist
  - c) family doctor
4. What is the definition of "child" in the situation of language brokering?
  - a) kids under 12
  - b) kids 13- 18
  - c) children of any age and young adults
5. 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
6. 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



7. Write TRUE or FALSE for each sentence, based on the information in the interview. (5 points)

a) Child language brokering can boost kids' self-confidence and improve their language skills if it is managed well by adults. \_\_\_\_\_

b) Parents should focus on teaching their children as much as they can at home rather than learning new things together. \_\_\_\_\_

c) It's good for kids to feel responsibility for managing family affairs. \_\_\_\_\_

d) One example in the interview of language brokering is when a teen translates a joke on TV for a parent. \_\_\_\_\_

e) Andrea thinks she has the skills to work for Dr. Harmon. \_\_\_\_\_

8. 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

9. 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

10. Language brokering is not only about English. What is it also about?

- a) TV shows
- b) Understanding culture
- c) Managing stress

11. Write 1-2 sentences that summarize Dr. Harmon's main message in this interview. (2 points)

**Score: /16**



## ***Part 2: CLB 8 only***

12. What is the second part of the interview about? (1 point)
13. How can newcomer parents get information about how to best handle language brokering? (1 point)
14. Andrea says a child translating for a sick grandparent would be “tricky”. What does she mean? (1 point)
15. What is important for every organization that deals with newcomers to have? (1 point)
16. Dr. Harmon suggests some strategies that organizations should use to help children who participate in language brokering. Which one do you think is most helpful, and why? (2)

**Score:                    /6**



## ANSWER KEY CLB 7/8 Listening Skill-Using Task: Listening to an Interview about Language Brokering

### Part 1:


1. a
2. c
3. b
4. c
5. c
6. b
7. a; F, c; F, c; F, d; T, e; F
8. c
9. a
10. b
11. 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.

### Part 2:

12. Language Brokering outside of the home
13. One of the following: settlement agencies, schools or ESL classes, or any organization that supports newcomers
14. She calls it tricky because it would be a difficult or complicated situation
15. A plan
16. Student's opinion- choose of the one following and explain why:
  - use simple language
  - share info in small bits
  - speak slowly
  - use visuals
  - communicate directly to the parents, not the child
  - prepare the child ahead of time
  - go in a private space



## Speaking: Skill-Using Activity

<b>TASK</b>	Sharing Recommendations in a Presentation
<b>COMPETENCY</b>	Getting Things Done and Sharing Information
<b>INSTRUCTIONS</b>	<p>Students will do a presentation on one topic from a list of suggested topics. Instructions and topic choices are found on the Speaking Task Card on the following page.</p> <p>Students will do research online to find recommendations about their chosen topic. They can also add their own opinion to the recommendations.</p> <ul style="list-style-type: none"> <li>• <b>CLB 7:</b> Must speak for 7-10 minutes.</li> <li>• <b>CLB 8:</b> Must speak for 15-20 minutes. Will also describe which recommendations they think are the best and the reason they feel that way.</li> </ul>
 <b>ONLINE ASSESSMENTS</b>	<p>Google Form versions of the Task Card and rubric (for teacher to complete):</p> <p>CLB 7: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>CLB 8: <a href="#">View</a>   <a href="#">Make a Copy</a></p>



## CLB 7/8 Speaking Skill-Using Task Card: Sharing Recommendations

**Instructions:** You will give a presentation providing recommendations for one of the topics below. You can do research online to gather ideas from experts, and can also include your own suggestions on the topic. Be prepared to answer questions as well.

- **CLB 7:** You must speak for 7-10 minutes.
- **CLB 8:** You must speak for 15-20 minutes. You will also describe which recommendations you think are the best and the reason you feel that way.



## CLB 7/8 Speaking Skill-Using Task Card: Sharing Recommendations

**Instructions:** You will give a presentation providing recommendations for one of the topics below. You can do research online to gather ideas from experts, and can also include your own suggestions on the topic. Be prepared to answer questions as well.

- **CLB 7:** You must speak for 7-10 minutes.
- **CLB 8:** You must speak for 15-20 minutes. You will also describe which recommendations you think are the best and the reason you feel that way.



**FEEDBACK: Sharing Recommendations***CLB 7 Skill-Using Task***Competencies:** Sharing Information and Getting Things Done

Name of speaker: \_\_\_\_\_ Date: \_\_\_\_\_

✓ Check:

 Peer Assessment. Name of Peer \_\_\_\_\_ Instructor Assessment

The speaker	Yes	No	Comments
Presented information using connective discourse	<input type="checkbox"/>	<input type="checkbox"/>	
Used an introduction, development and conclusion	<input type="checkbox"/>	<input type="checkbox"/>	
Provided clear and detailed descriptions	<input type="checkbox"/>	<input type="checkbox"/>	
Used appropriate persuasive arguments	<input type="checkbox"/>	<input type="checkbox"/>	
Used modals with appropriate level of politeness	<input type="checkbox"/>	<input type="checkbox"/>	
Grammar, vocabulary and pronunciation difficulties only occasionally impeded communication	<input type="checkbox"/>	<input type="checkbox"/>	
Showed developing awareness of appropriate eye contact, body language, volume and rate	<input type="checkbox"/>	<input type="checkbox"/>	
Spoke with adequate fluency for 7 - 10 minutes	<input type="checkbox"/>	<input type="checkbox"/>	
Answered questions	<input type="checkbox"/>	<input type="checkbox"/>	



**FEEDBACK: Sharing Recommendations***CLB 8 Skill-Using Task***Competencies:** Sharing Information and Getting Things Done

Name of speaker: \_\_\_\_\_ Date: \_\_\_\_\_


✓ Check:

 Peer Assessment. Name of Peer \_\_\_\_\_ Instructor Assessment

The speaker	Yes	No	Comments
Presented information using connected discourse	<input type="checkbox"/>	<input type="checkbox"/>	
Used an introduction, development and conclusion	<input type="checkbox"/>	<input type="checkbox"/>	
Indicated possible solutions, recommended the best ones and gave reasons	<input type="checkbox"/>	<input type="checkbox"/>	
Used a variety of modals with appropriate level of politeness	<input type="checkbox"/>	<input type="checkbox"/>	
Grammar, vocabulary and pronunciation difficulties seldom impeded communication	<input type="checkbox"/>	<input type="checkbox"/>	
Showed awareness of appropriate eye contact, body language, volume and rate	<input type="checkbox"/>	<input type="checkbox"/>	
Spoke with adequate fluency for 15-20 minutes	<input type="checkbox"/>	<input type="checkbox"/>	
Answered questions	<input type="checkbox"/>	<input type="checkbox"/>	



## Reading: Skill-Using Activity

<b>TASK</b>	Reading an article about language brokering
<b>COMPETENCY</b>	Comprehending Information
<b>INSTRUCTIONS</b>	Students read the article “Research and Recommendations on Language Brokering” and answer the questions. <ul style="list-style-type: none"><li>• <b>CLB 7:</b> Read Part 1 and answer Part 1 questions</li><li>• <b>CLB 8:</b> Read Part 1 and Part 2 and answer Part 1 and 2 questions</li></ul>
 <b>ONLINE ASSESSMENTS</b>	Google Form version of the questions (with text): <a href="#">View</a>   <a href="#">Make a Copy</a>



## PART 1: CLB 7 and 8

### Research and Tips on Child Language Brokering

Child language brokering (CLB) is a process that occurs when immigrant children act as intermediaries to translate and interpret between their heritage language and English for another party (e.g., a parent and teacher). Prior research suggested that CLB frequently occurs in most immigrant families to mediate challenges family members with limited English proficiency face. Current literature on the effects of CLB, however, is not consistent.

Some research shows mostly positive results of CLB and other research shows negative consequences. Researchers commonly focus on psychosocial developmental factors, academic achievement and interpersonal relations in situations where CLB takes place. If we focus on the relationship between family dynamics and CLB impacts, though, we can have a better understanding of the range of experiences that result from language brokering. When the intergenerational gap in acculturation between parents and children is wide, it can result in conflicts over cultural values and attitudes. This conflict may cause negative effects on children practicing language brokering.

On the other hand, CLB can be used to better manage intergenerational conflicts caused by cultural gaps. If CLB is used as a tool for learning, rather than just for translation, there is an opportunity for families to have high-quality communication. This communication can result in collaborative problem-solving and open emotional expression, while increasing linguistic abilities and competency. See the chart below for some suggestions on how to make child language brokering a positive experience.

Does a child you know sometimes translate for others? Follow these simple guidelines:	
<b>Before a Language Brokering Event</b>	You should always ask – and never force – a child to participate in language brokering. Adults should encourage children to talk about emotions throughout the experience. For example, you could ask the child, “Are you feeling nervous/shy?”
	There should be a focus on togetherness. For example, you could say, “We can try together. I will help you.”
	The adults involved should show appreciation to the child. Thank you goes a long way
<b>During a Language Brokering Event</b>	Adults and children should solve problems that arise together in brokering situations. The adult could translate a word on their phone, for example.
	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.
	Adults should help kids by making requests to the speaker (teacher, doctor, etc.): <ul style="list-style-type: none"><li>● ask them to speak slowly</li><li>● ask if everyone can go into a private space (like a separate room)</li><li>● ask the speaker to prepare the child ahead of time if possible (for example, a teacher)</li></ul>



	Adults should be careful not to embarrass a child: for example, by telling them to translate faster.
<b>After the Language Brokering Event</b>	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.
	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.
	Again, you should encourage the child to share their feelings. For example, you could ask, "Were you comfortable while translating? Why or why not?"
	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.
	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.

## PART TWO: CLB 8 ONLY

### *Background: Intergenerational Differences in Acculturation and Language Brokering*

When they settle in a new country, immigrant families begin living dual cultures: their heritage culture and the new host country's mainstream culture (Kwat, 2003). As they socially integrate into the new culture, families still keep many of their heritage cultural values. Berry (1997) calls this process *acculturation*. It describes the adaptation to the new language, attitudes and values of the mainstream culture while maintaining their heritage cultural identity. This suggests that culture is flexible and changes as individuals negotiate meaning through social interactions (Kwat, 2003). Acculturation can lead to gap between the values of adolescents and parents. Therefore, immigrant families must find a balance between adopting features of the host culture and retaining their heritage culture (Costigan & Dokis, 2006).

Conflict due to acculturation gaps may become stronger due to intergenerational language differences (Schofield et al., 2012). The acquisition of English is essential for integration into Western mainstream society. Portes and Rumbaut (2001) argue that differences in English proficiency lead to lower levels of parent-child communication. For example, parents may speak limited English and children do not always master their heritage language. However, for children and adolescents proficient in their heritage language, studies have shown that there is positive communication and a higher quality of parent-child relationship. In essence, the wider the gap – both cultural and linguistic – the more likely there is to be conflict between parents and children.

According to Portes and Rumbaut's, child language brokering can also result in a "role reversal" or atypical power differences for the parent-child relationship (Schofield et al., 2012). Since adults with limited English proficiency must depend upon their children to survive outside the home, the authority position of parents may decrease as the children become the spokesperson for the family (Weisskirch, 2007). Portes and Rumbaut (2001) refer to this as *adultification* or *parentification*. Literature is not consistent, however, on whether



parentification actually occurs in language brokering. Trickett and Jones (2007) suggest that brokering can aggravate, but not shift, family power dynamics.

Research done on the effects of child language brokering, therefore, have shown us that using children as translators can help families lessen the acculturation and linguistic gaps. If families can learn together, children can serve as a bridge between their heritage culture and newly adopted culture. Parents should be careful, however, not to allow language brokering to result in adultification. Ultimately, children should not be put in a position where they need to make adult decisions for the family.

Text adapted from: Henry, Geneca. (2019) Using Language Brokering as a Tool to Mitigate Intergenerational Discrepancy in Acculturation Within Immigrant Families in Canada: A Literature Review and Pragmatic Approach to Potential Intervention. *The Immigrant Education Society (TIES)*.

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# CLB 7/8 Reading Skill-Using Task: Reading a Text with Recommendations

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	Reading a Text with Expert Recommendations
<b>COMPETENCY</b>	Comprehending Information
<b>INSTRUCTIONS</b>	<b>CLB 7:</b> Read Part 1 of the text and answer the questions for Part 1 <b>CLB 8:</b> Read Part 1 and Part 2 of the text and answer questions for Part 1 and Part 2

## PART ONE: CLB 7 and 8

1. What is this main purpose of the text? (1 point)
  - a) to explain the negative impacts of child language brokering
  - b) to summarize research on child language brokering and suggest guidelines to follow
  - c) to suggest guidelines for child language brokering
2. Who might find this text helpful? (1 point)
  - a) anyone who knows a child engaged in language brokering
  - b) people who work in any kind of research
  - c) people with conflict in their family
3. One of the tips for Before a Language Brokering Event says that “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 not force a child to participate in language brokering. What does this suggest? (1 point)
  - a) a child must have the desire to translate to have a good experience
  - b) a child must have strong language skills to translate
  - c) children and adults must solve problems that arise together
5. In the first paragraph, the text says that “Current literature on the effects of CLB, however, is not consistent.” What do you think **consistent** means? (1 point)
  - a) very interesting
  - b) always giving the same message
  - c) modern



6. In the second paragraph, the text says, “This communication can result in collaborative problem-solving.” Which would be the best meaning of **collaborative**? (1 point)
- a) something done together
  - b) something done to learn language skills
  - c) something that creates conflict
7. What increases the chances of having high quality learning occur during language brokering? (1 point)
8. What can we do to have a stronger understanding of the variety of experiences that children have while language brokering? (1 point)
9. What are three aspects that researchers tend to look closely at when they study child language brokering? (1)
10. Write TRUE or FALSE for the following guidelines, based on what is in the text: (5 points)
- a) Children should be forced to say how they are feeling before language brokering. \_\_\_\_\_
  - b) Adults should make plans for another way to get information if the child is unable to translate in a way that the listener understands. \_\_\_\_\_
  - c) Adults should consider talking about cultural information after language brokering in addition to language. \_\_\_\_\_
  - d) It’s fine to rush kids and ask them to translate faster – it builds confidence. \_\_\_\_\_
  - e) It’s key that kids feel they have some power in managing language brokering. \_\_\_\_\_
11. Of all of the guidelines for child language brokering given in the text, which one do you think is the most important? Why? (2 points)

Part One: /16

## PART TWO: CLB 8 ONLY

12. According to the text, does our sense of culture generally stay the same during our lifetimes? Support your answer with information from the text. (2 points)

13. Which two differences can result in an increase in conflict between newcomer children and their parents? (1 point)

14. In your opinion, does language brokering result in increased *adultification* of newcomer children? What does literature say about this? (2 points)

15. Children are described as a “bridge” in the article. Why do you think that word is used? (1 point)

**Part Two: /6 points**



### Part 1


1. b
2. a
3. c
4. a
5. b
6. a
7. if CLB is used as a tool for learning
8. it focusses on the relationship between family dynamics and CLB impacts
9. psychosocial developmental factors, academic achievement and interpersonal relations
10. a: F; b: T; c: T; d: F; e: T.
11. Answers will vary – name a tip and a reason

### Part 2

12. No. From the text: “...culture is flexible and changes as individuals negotiate meaning through social interactions.” (Kwat, 2003)
13. Acculturation and linguistic/language gaps or differences
14. Student’s opinion (whether language brokering results in adultification: the authority position of parents decreasing as the children become the spokesperson for the family) and reason
15. Answers may vary. Something like: *Children are a bridge during language brokering because they close the gap or serve as a connection between their parents and the new culture.*



## Writing: Skill-Using Task

<b>TASK</b>	Reducing an article with recommendations to an outline (CLB 7) or summary (CLB 8)
<b>COMPETENCY</b>	Reproducing Information
<b>INSTRUCTIONS</b>	<p>Students are provided with the text “Language Brokering in Schools.” They read the text and reduce the information:</p> <ul style="list-style-type: none"> <li>• into an outline <b>(CLB 7)</b></li> <li>• into a one-paragraph summary <b>(CLB 8)</b></li> </ul> <p>Instructors can choose to ask students to share their outline/summary in one of the following ways:</p> <ul style="list-style-type: none"> <li>• In the CLB 7/8 Writing Task Google Form (see below)</li> <li>• In a separate Word or Google document which they send to the instructor</li> <li>• On a piece of paper, handwritten, which they take a photo of or scan to send to the instructor</li> </ul>
 <b>ONLINE ASSESSMENTS</b>	<p>Google Form versions of the writing task:</p> <p><b>CLB 7 Writing Task:</b> <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p><b>CLB 8 Writing Task:</b> <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>*for student to complete</p> <p><b>CLB 7 Rubric:</b> <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p><b>CLB 8 Rubric:</b> <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>*for the instructor or peer to complete after the student finishes the task</p>



## CLB 7/8 Notetaking: 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 done by the Nuffield Foundation (2012 -2014) 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 to 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.

Last of all, child translators can also learn some simple strategies for brokering. Kids sometimes feel worried their language skills are not good enough to do the job well, so they need help. Either teachers or parents can teach them a few things to do when they don't understand something. First, kids should ask for help when they need it. They are not expected to know every word in both languages. If they are confused, they can ask their teacher to slow down, repeat or write the word down. The teacher could search up an image on their phone. Or their parents can use their phone to translate. Finally, if kids are very nervous or not comfortable about translating, they should know that they can tell their parents. No one wants to force a child to do something they are not ready for.

In a nutshell, following these guidelines can result in a positive language brokering situation in a school. Studies have shown, in fact, that kids grow more confident each time they participate in language brokering if it is handled well. If kids are forced to translate when they are not comfortable, the result can be the opposite. Some kids become anxious, feel too much pressure or even feel angry for being asked to translate. This can have a negative impact on the parent-child relationship. Therefore, the best approach is to create a calm, supportive environment for kids to translate, and show them appreciation for their hard work. This results in a win-win situation for both parents and kids of newcomers.

*Recommendations found in: Nuffield Foundation. Child Interpreting in School: Supporting Good Practice.*





**FEEDBACK: Reducing a Text to an Outline**

**CLB 7 Skill-Using Task**

Name of writer: \_\_\_\_\_ Date: \_\_\_\_\_

✓ **Check:**

- Peer Feedback. Name of Peer \_\_\_\_\_
- Instructor Feedback
- Self-Assessment

The writer	Yes	No	Comments
Reduced the text to important points with no major omissions	<input type="checkbox"/>	<input type="checkbox"/>	
Recorded accurate details	<input type="checkbox"/>	<input type="checkbox"/>	
Used correct spelling, capitalization and punctuation			
Organized the notes into a structured outline, using conventions such as point form	<input type="checkbox"/>	<input type="checkbox"/>	

**FEEDBACK: Reducing a Text to a Summary**

**CLB 8 Skill-Using Task**

Name of writer: \_\_\_\_\_ Date: \_\_\_\_\_

✓ **Check:**

- Peer Assessment. Name of Peer \_\_\_\_\_
- Instructor Assessment
- Self-Assessment

The writer	Yes	No	Comments
Reduced the text to a well-structured summary paragraph	<input type="checkbox"/>	<input type="checkbox"/>	
Included main points and accurate supporting details with no major omissions	<input type="checkbox"/>	<input type="checkbox"/>	
Used correct spelling and standard conventions of capitalization and punctuation	<input type="checkbox"/>	<input type="checkbox"/>	
Used complex structures with only occasional difficulties	<input type="checkbox"/>	<input type="checkbox"/>	
Presented text as a coherent whole with good use of connective words and phrases	<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 Porkopiou (UCL).

