

## TEACHER'S NOTES

## ACTIVITY 5B. Translating in different contexts

**In this activity, students will...**

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

**ESTIMATED****TIME**

70-80 MIN

**How to use this resource**

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

**Prep time suggestions**

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

## THE SHORT VIGNETTE OF TANATSWA

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

### Instructions

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

### Aim of the activity

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



## POSSIBLE ANSWERS / POINTS OF DISCUSSION

### · Stage 1

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

### · Stage 3

*Possible skills:* language skills, communication and interpersonal skills.

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