

TEACHER'S NOTES

ACTIVITY 5C. Helping you to help me, so I can help you...

In this activity, students will...

- Work with their classmates to consider what teachers, young people and even parents can do to help make the communication process involved in language brokering easier.

ESTIMATED
TIME

120 - 180 MIN

How to use this resource

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| STAGE 1 | <ul style="list-style-type: none"> • Discuss with your students what language brokering in schools might involve (you may also want to draw on information from chapter 4). • Read out the scenario. Ask your students, as a group or in pairs, to reflect on and discuss it, and to come up with three possible challenges it might pose. | 30' |
| STAGE 2 | <ul style="list-style-type: none"> • Consider each person's role in the interaction described in the scenario. Ask your students, as a group or in pairs, to think about: <ul style="list-style-type: none"> • What the teacher could do to help make the interaction easier. • What the language broker could do to help make the interaction easier. • What the parent could do to help make the interaction easier. | 30' |
| STAGE 3 | <ul style="list-style-type: none"> • As a group, develop some kind of output from your discussions, aimed at teachers or pupils. It could be a guide containing insights to be shared with others in your school; a set of principles, values and forms of conduct applicable when translating; or a blog or newsletter item for raising awareness in your school. • Together with your students, decide how to put the information they have gathered during the activity to use in your school. • This activity could take up more than one lesson. | 60-120' |

Prep time suggestions

- This activity can be done as a paper-and-pencil exercise or using online sharing tools (e.g. an online whiteboard – ask your students to upload their suggestions as they think of them).
- You may opt to treat this as an interesting dialogue or to develop something more tangible, such as a 'how-to' guide, a set of principles, values and forms of conduct applicable when translating, or a confidence-building poster. Your students might like to choose.
- Read chapter 5, section 4, 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 split this activity across several sessions.

POSSIBLE ANSWERS/ POINTS OF DISCUSSION

This is not an exhaustive list of answers, just some general indications.

· Stage 1:

Three challenges: a negative comment has been made, the language broker might not feel comfortable talking about that in front of their peer, and the news has made the parent angry.

· Stage 2:

What the teacher could do: bring in a professional interpreter because they know something negative is going to be discussed, speak to the child language broker in advance to agree on how to tell

the parent about the issue, and arrange for the meeting to take place in a quiet room.

What the language broker could do: ask the teacher before the meeting if any difficult topics are going to be raised, let the teacher know what the parent and the pupil are saying to each other, and tell the teacher if they feel uncomfortable about continuing to language broker.

What the parent could do: recognise that both their own child and the language broker might find the situation difficult, talk to their child about the issue after the meeting, and ask the teacher to provide a professional interpreter to help with the situation.

Instructions

Imagine that you translate and interpret for teachers, parents and/or other pupils in your school. If you already help others in your school in this way, you will not need to use your imagination!

Scenario

You have been asked to interpret at a meeting between a teacher and the parent of another pupil. During the meeting, the teacher mentions that the pupil needs to concentrate more in class. When you pass that message on to the parent, they begin to get angry with their child and start telling them off.

Aim of the activity

The aim of this activity is for you to draw on everything you know about child language brokering to come up with a list of things that the young interpreter, the teacher and the parent could do to make communication easier in the scenario described.

