



Language Brokering

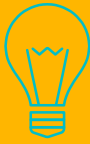
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おおきなのっぽの古時計

おじいさんの時計

100年 いつも動いていた

ご自慢の時計さ

おじいさんの 生まれた朝に

買って来た時計さ

いまは もう動かない その時計

100年 休まずに

チク タク チク タク

おじいさんと いっしょに

チク タク チク タク

いまは もう動かない その時計

My grandfather's clock was too large for the shelf

So it stood ninety years on the floor

It was taller by half than the old man himself

And it weighed not a pennyweight more

It was bought on the morn of the day that he was born

And was always his treasure and pride

But it stopped -- short -- never to go again when the old man died

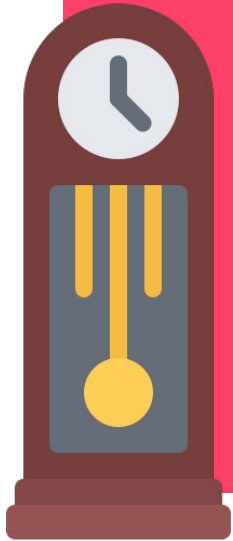
Ninety years without slumbering

Tick-tock tick-tock

His life seconds numbering

Tick-tock tick-tock

But it stopped -- short -- never to go again when the old man died





おおきな の っぼ の 古 時計

Big - o-ki Clock - tokei

おじいさんの 時計

Grandfather - ojiisan

100年 いつも 動 いて いた

A hundred years - hyaku nen to move - ugoku

ご 自 慢 の 時 計 さ

おじいさんの 生 れた 朝 に

Morning of [Grandfather's] birth - [ojiisan no] umareta asa

買 っ て き た 時 計 さ

Bought - kattekita

いまは もう 動 かない その 時計

100年 休 ま ず に

チク タク チク タク

Tick-tock - chiku-taku

おじいさんと いっしょに

チク タク チク タク

いまは もう 動 かない その 時計A

Now that clock no longer moves -
ima wa mou ugokanai sono tokei



*1905 recording (Original
song written by Henry Clay
Work in 1876)

*Japanese then English
Version by Denis Walsh





Research Question



Research Question:

What are the effects of language brokering on children and how can it be implemented by teachers?


“Meeting the linguistic needs of several families for whom English is an additional language was challenging. In an attempt to improve communication, you found yourself relying on students to translate your educational program.”

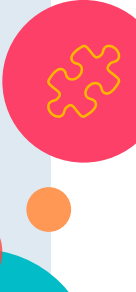

In this research package, we will attempt to provide definitions and examples of language brokering. We hope to display a variety of the conflicting results and consequences that occur when language brokering is used. We will also include connections to developmental theories, and provide ways to utilize language brokering effectively.





Language Brokering: What is it and What does it Do?



- Language brokering is the act of “interpreting and translating between culturally and linguistically different people and mediating interactions in a variety of situations” (Tse, 1996, p. 226)
 - “Unlike formal interpreters and translators, brokers mediate, rather than merely transmit information” (Tse, 1996, p. 485)
 - “[K]nowledge that children possess is celebrated as resources that can be shared with others.” (Lee, Hill-Bonnet, and Raley, p. 307)
 - The development of language brokers results most often in contradictory emotions (Wong, 2019)
 - Can be a powerful organizational tool and can support or constrain L2 students, and can create unique, multilingual learning opportunities (Lee, Hill-Bonnet, and Raley, 2011)
- 
- 



What does it look like and how is it used?

- L2 students, when requesting language-brokering assistance, create learning opportunities for themselves, L1 users, and language brokers

Teacher: Peces.
Kevin: What is (.1) peces↑ /with Spanish pronunciation/
Teacher: Quién puede decir a Kevin qué es un
(Who can tell Kevin what a)
Multiple voices: =fish
Teacher: =fish
Multiple voices: fish, fish . . .
Kevin: I can do fish, that's easy

(Lee, Hill-Bonnet, and Raley
2011, p. 312)

- Preemptive use of language broker strategies presupposes that the brokee is unable to participate without language brokering while also instilling in the broker that they are more able, regardless of whether they've actually done anything (Lee, Hill-Bonnet, and Raley, 2011)



Language Brokering and Development



Social Development (Lee, Hill-Bonnet, and Raley, 2011)

- In many situations, broker and brokee are seen as more and less able respectively
- These identities have potential to be expected and embodied by students over time - Ss will assume a single language user is “less able” (p. 319)
- Specific roles within peer groups are formed around language brokering, brokers may take leadership roles and brokees follower
- Students’ agencies are activated in language brokering contexts
- Students resist or embrace their positionings to create social perceptions among each other

Example 3: We’re equal

- 1 Chad: You’re better at Spanish, I’m better at math so we’re equal.
- 2 Lily: So↑
- 3 Chad: We’re both better at one thing.
- 4 Lily: Wanna work with me on math?
- 5 Chad: /Nods head/ (p. 316)





Language Brokering and Development

Psychological Development (Wong, 2019)

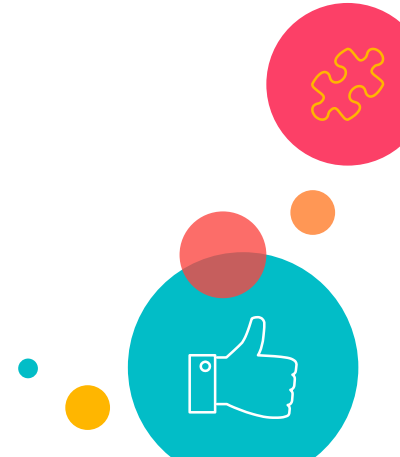
- The development of language brokers results most often in contradictory emotions, both positive and negative
- Some studies have shown brokering to cause stress, and that it has an effect on psychological development causing child brokers to “take on adult responsibilities” (cross ref: Buriel et al., 1998; McQuillan & Tse, 1995; Orellana et al., 2003; Weisskirch & Alva, 2002) (Wong, 2019, p. 18)

Self-Determination (Deci and Ryan, 2008)

- For maintaining psychological health and effective learning, basic psychological needs must be met. These include autonomy (as opposed to teacher initiated motivation), belonging (student feels they have something to contribute), and competence (student understands that their abilities and knowledge will allow them to complete a task)



Bruce, C. (2015). Retrieved from <https://slideplayer.com/slide/7980575/>





Language Brokering and Development

Self-Motivation and Self-Regulated Learning,

- Brokers may gain a sense of being more able than their peers, so it's important that their metacognition is monitored to avoid arrogance or anxiety
- Language brokering should be used in ways that will most likely lead to positive emotions which in turn lead to motivation



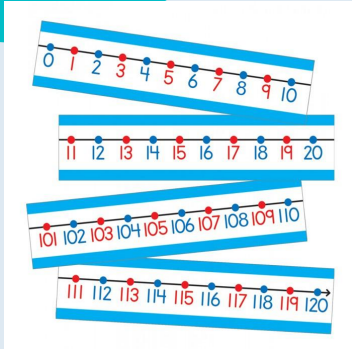
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Unintended Consequence: Example Scenario Discussion



- Language brokering can also impede the take up of learning opportunities for L2 learners as well as restrict opportunities to display their abilities.
 - When an action (either verbal or non-verbal), is taken up as a lack of understanding by the teacher of the student's classmates, it can preemptively prompt others to offer some form of assistance, like language brokering.
 - Example: A teacher selects a student to be go in front of the whiteboard and count a set of numbers on a number line in Spanish. The teacher also preemptively sends another student up to the board to help the first student in case they needed assistance.
 - The teacher presupposed that the first student would not be able to complete the task.
 - Therefore, in this example, the teacher has positioned (unintentionally) the broker as more "abled" than the brokee.
 - The teacher also restricts the first student's chance to independently take up the opportunity to demonstrate their knowledge.
 - The brief interaction illustrates the double bind in which second language learners may be placed.
 - The well-intentioned actions constructed to assist the L2 student, in the end, limited the L2 student's opportunity to be seen as abled.



<https://images.app.goo.gl/RGo2ausQC2miacF77>



Unintended Consequences: More or Less Able



<https://images.app.goo.gl/o13DxMqfGV3iKYrY7>

- Perception of Being More Able
 - According to Lee, Hill-Bonnet and Raley (2011), language brokering can enable language learners to gain access to critical information in learning contexts and can position the broker as more “able” in relation to the student who is receiving the brokering services.
- For example, students who are identified as second language learners (L2) may not have the same kinds of opportunities to interact and learn because of linguistic and cultural constraints or predetermined expectations of what the students can learn and do.
 - Using language brokering as a preemptive strategy presupposes that the brokee is unable to participate without language brokering while also instilling in the broker that they are more able whether they’ve actually done anything (Lee, J. S., Hill-Bonnet, and Raley, 2011)
 - However, language brokering can still enable L2 learners to access opportunities to learn by bridging linguistic and cultural gaps that they may face in school. Therefore, it can still be an effective pedagogical strategy in second language education.

Unintended Consequences: Discussion



- In this way, the roles of brokers and brokees are assigned to specific children and their relationships as brokers and brokees get established over time to form expectations of what they may or may not be able to do.
 - Thus, teachers need to be aware of unintended consequences of language brokering on L2 learners' academic identities and to strategically construct opportunities for different students to take up the role of brokers because these repeated positioning have the potential to lead to restricted opportunities for brokers to display and take up an "able" student identity.
 - Opportunities for second language learners to be seen as able, intelligent, and resourceful need to be carefully constructed so that their abilities are not hidden or overshadowed by their second-language proficiency.
 - The building of interactional spaces where such opportunities are ample will enable positive learning and identity development to improve the educational trajectories of second language learners.
 - Example: A potential strategy could include dual language learning in the classroom. It may not always be applicable but it would give opportunities for other students to realize that a student's competency is not only linked to the language of instruction.



Unintended Consequences: Parentification

- **“Parentification** is the process of role reversal whereby a child is obliged to act as parent to their own parent or sibling. ... Emotional **parentification** occurs when a child or adolescent must take on the role of a confidant or mediator for (or between) parents or family members” (<https://en.wikipedia.org/wiki/Parentification>).

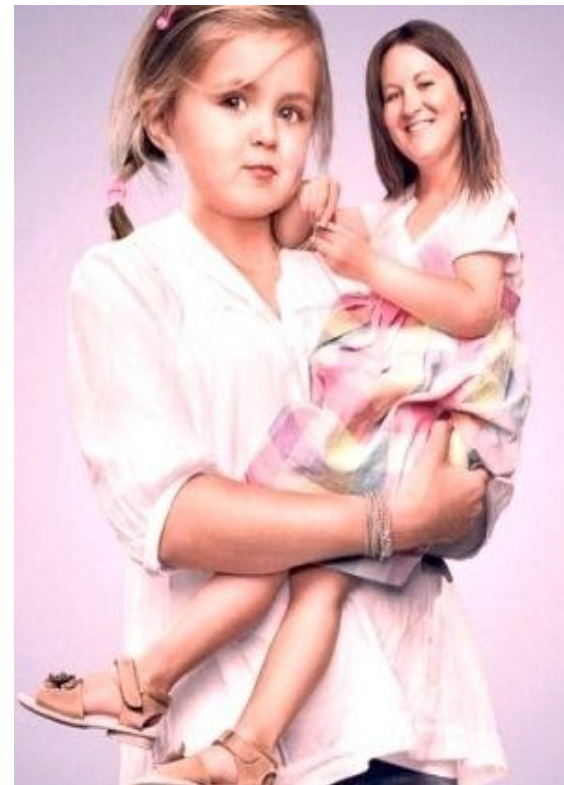
- **“Hooper (2012) explained that parentification occurs when children and adolescents assume responsibilities ‘not normally entrusted to children and not consistent with their developmental stage and level of psychological maturity’ (p. 2024)”**

(Weisskrich & Alva, 2002, p. 329)

- Child language brokers may take on ‘parental’ responsibilities such as, making academic decisions for siblings, negotiating and conversing with landlords/neighbors, completing medical documents and government forms, etc. (Weisskrich & Alva, 2002). These responsibilities can cause stress, low self-esteem, etc. (Weisskrich & Alva, 2002).
- However, child language brokering can also develop strong problem solving and coping skills (Weisskrich & Alva, 2002).

“Barnett and Parker (1998) argued that the effects of parentification depend on many factors, including gender, birth order, input from helpful adults, and the ‘nature, degree, intensity, and duration of the experience’ (p. 146). The amount of success, failure, or loss a child experiences while engaging in parentification activities also informs how youth are impacted by parentification (Barnett & Parker, 1998)”

(Weisskrich & Alva, 2002, p. 330)



(<https://en.wikipedia.org/wiki/Parentification>)

Emotional and Mental Implications: Stress



- The family dynamic of a language broker and their family can also be affected immensely.
 - In addition to the comprehension demands of translating, the role reversal in family structure resulting from language brokering can exacerbate this stress (Rainey, et al., 2018). Translating phone calls, medical conversations and legal or financial documents may lead to family conflict and straining of the parent-child relationship.
 - Not only are important family decisions left to the discretion of the language broker, but also parents may feel impatient and frustrated during translation sessions due to their sense of disempowerment. Moreover, exposure to sensitive documents or adult situations may cause young children and adolescents to worry about family finances or parents' well-being.
- Furthermore, Weisskirch (2007) also found that that Mexican American adolescents who perceive poor relationships with their parents also report feeling a sense of burden when language brokering for their parents.
 - In other words, adolescents who perceive poor relationships with their parents (perceived alienation) are expected to relate to a stronger sense of burden and a weaker sense of efficacy in their experience as language brokers (Wu & Kim, 2008).



<https://images.app.goo.gl/kJNN1RAQhB2xqhJd9>





Emotional and Mental Implications: Stress



- Stress
 - Language brokering can be stressful due to the social, relational, and cultural demands on the broker (Tuttle & Johnson, 2018).
 - Brokering can be associated with internalizing behaviors, such as anxiety, depression, and withdrawal (Ibid.). Those who frequently brokered may have also experienced family-based acculturation stress, and, in turn, increased alcohol use or other risky behaviors such as skipping school (Ibid.).
 - Stress may occur if language brokers do not understand the content they are being asked to broker or if they feel pressure from adult expectations within that brokering session. This stress and pressure may decrease broker's confidence.
 - Language brokers are frequently immersed in brokering situations that are beyond their comprehension level and are developmentally inappropriate, however, their skills are necessary for the successful functioning of the family (Rainey, Flores, Morrison, David & Siltan, 2013).





Emotional and Mental Implications: Additional Research

- Children from ages four to eight are primarily preliterate or in the beginning stages of literacy. At this age, the depth of brokering experiences may be limited to translating spoken conversations, with minimal ability to translate written materials. From ages nine to 13, children began to 'read to learn'. They learn new knowledge, vocabulary and other cognitive knowledge from reading texts. They build greater literacy skills and develop more fluent reading abilities, allowing them to perform more complicated language brokering duties for family members.
 - Additionally, children develop optimally in this stage of literacy development when presented with material from one viewpoint and limited in complexity.
- In other words, material that minimizes different perspectives on the subject matter (i.e. reading something from only one person's viewpoint) helps in reviving beneficial learning) (Rainey, et al., 2014).
 - This is typically uncharacteristic of language brokering situations. Language brokers must take into account multiple perspectives, particularly when translating complex material between different languages and cultures. In addition to issues of developmentally appropriate comprehension levels, this preadolescent period is also a time when many children are entering puberty, a time in which anxiety and depression symptoms often onset. Lastly, during adolescence (ages 14–18), a sensitive time in which individuals begin exploring their own self-identities, parents' expectations increase as their children are capable of more complicated translation. However, during this stage of literacy development, adolescents are more easily able to incorporate multiple viewpoints, which could help ease the navigation of language brokering situations (Rainey, et al., 2014).
- Given that the language brokers had elevated levels of depression in emerging adulthood, compared to bilingual non-brokers, this developmental analysis indicates that brokers could be at risk for depression regardless of brokering onset age. These variables are merely correlated, these results present a starting point for understanding the effects of brokering and how brokers may be affected at different developmental time points.

<https://www.youtube.com/watch?v=E5iGSivCY2s> - Luz Maria Carreno: Language Brokering: A Risk or Necessity





Google Translate - Is It a Good Alternative?

The Pros and Cons of Using Google Translate:

Google translate is free, fast, and easily accessible with internet or data. It uses “a statistical method to form an online translation database based on language pair frequency” (LC Authors, n.d., para. 6). What that means is, it calculates the most common and most used combinations of language pairings, and creates the database by cross referencing these languages (LC Authors, n.d.). Most of the time, these translations are produced by humans (LC Authors, n.d.). In other cases, the computer database translates word for word what you have typed into the database; This can result in mistranslations (see example on next page) and grammatical, tense, or grammatical gender errors (LC Authors, n.d.). Another concern with using google translate is that the quality of the translation is dependant on the frequency of the two languages (translated to and translated from) being paired together (LC Authors, n.d.).

<https://www.youtube.com/watch?v=kKLITKo8HM4> - Hold Conversations Using Google Translate

- This is an example of how google translate can be misunderstood and give mistranslations and how it can be accurate





Example of Getting Lost in Translation

Google Translate

English ↔ Spanish

ENGLISH

are you kidding me

Camera Handwriting Conversation Voice

SPANISH

Me estás tomando el pelo

Share Copy

Google Translate

Spanish ↔ Greek

SPANISH

me estas tomando el pelo

Camera Handwriting Conversation Voice

GREEK

με γελάς
me gelás

Share Copy

Google Translate

Greek ↔ Spanish

GREEK

με γελάς
me gelás

Camera Handwriting Conversation Voice

SPANISH

te ríes de mi

Share Copy

Google Translate

Spanish ↔ English

SPANISH

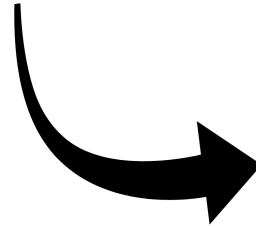
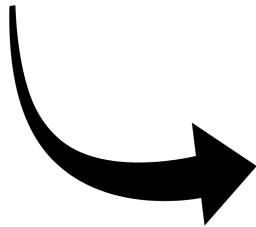
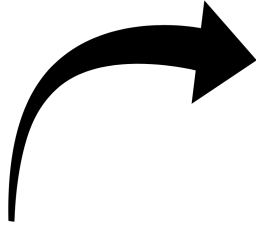
te ríes de mi

Camera Handwriting Conversation Voice

ENGLISH

You laugh at me

Share Copy



What About Slang?

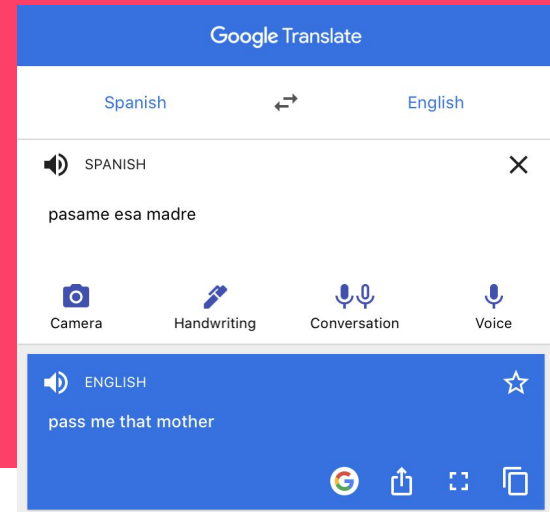
- How do you approach translating 'slang'?
- Slang can be words or phrases
- Problem: slang is not necessarily linked to a specific dialect
 - Can be linked to certain places, times, and have reference to specific cultures
- Translating slang depends on the intention *of* the slang
 - Is maintaining cultural context important *OR* is providing equal feeling more important?
- Care needs to be taken when language brokering slang
- Consider who you are speaking to, translating for, and what is the content
- Google translate doesn't *usually* work for slang

In conclusion, Google Translate *CAN* be an alternative, however, you may run into barriers and complications.

“Pass me that ‘thing’”



Pásame esa madre - Pass me that thing



Positive Effects of Language Brokering



Higher Self-Esteem & Self-Efficacy

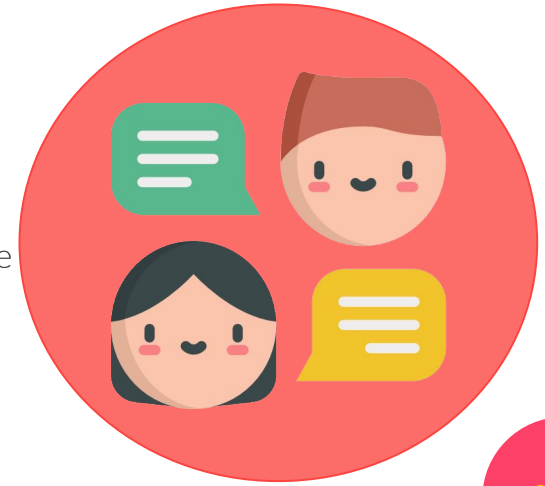
Through language brokering experiences, it has been reported that child language brokers' overall self-esteem and general self-efficacy increases. Language brokers often feel a sense of pride and satisfaction in being able to help their immigrant parents and peers in a foreign environment (Wong, 2019). In fact, those who engaged more frequently in language brokering activities had higher self-esteem compared to those who engaged either rarely or not at all (Wong, 2019). Not only does language brokering promote self-esteem, but it produces a sense of self-efficacy where many language brokers felt proud, helpful and useful when discussing about their language brokering experiences (Wong, 2019). To illustrate, those who language broker felt that their parents were dependent on them to make big decisions which requires a lot of trust in the child, which in turn, helped build up their confidence level about their ability to perform well (Wong, 2019). Moreover, many language brokers did not mind translating for their parents as they felt that it helped protect their parents from stress, discrimination, and embarrassment (Wong, 2019).



Positive Effects of Language Brokering

Language Fluency & Development

The use of two or more languages in language brokering situations helps language brokers develop fluency in both first and second language (Wong, 2019). In fact, studies have shown that language brokers typically possess higher levels of language fluency in both languages than their non-language broker peers (Wong, 2019). Owing to the fact that language brokers typically engage in conversations with adults, the type of vocabulary and overall tone of the conversation will be more mature, sophisticated, and advanced, thus, the child may acquire language proficiency that is beyond the average child's linguistic level (Pimentel & Sevin, 2009). Furthermore, a child language broker may be asked to translate information from complex written documents such as insurance forms, travel document applications, and credit card offers. In cases such as this, children are more motivated to improve and expand their vocabulary where they may need to look up difficult words in a dictionary on their own in order to translate for their parents (Pryor, 2017). Evidentially, the continuous practice of translating the languages from one to the other enhances their linguistic capabilities and enables children to preserve their parent's native language (Wong, 2019).



Positive Effects of Language Brokering



Social-Emotional Development



As a child language broker becomes more exposed to cross-cultural interactions, they gain exceptional interpersonal skills, enhanced confidence in social situations, and overall greater social-emotional development (Cline, Crafter, & Prokopiou, 2014). These children often talk to adults such as teachers, doctors, and accountants, who all possess a great level of professionalism and are respected in their community. The nature of these conversations generally requires the child to be respectful and demonstrate adult-like interpersonal skills. In situations such as these, the child need to have substantial levels of social and cultural sensitivity to best represent their parents on their behalf who do not speak the same language while also taking into account the perspective of other people from diverse backgrounds (Cline, Crafter, & Prokopiou, 2014). Over time, the child grows to be more independent and mature as they continue to be exposed to adult content and adopt more adult responses (Wong, 2019).



Positive Effects of Language Brokering

Cognitive Development

The whole process of language brokering requires high levels of cognitive skills such as heightened attention, greater information processing, and better decision-making strategies. Therefore, as a child becomes more involved with language brokering, it enhances their development of higher cognitive abilities. In a typical language brokering situation, the language broker must be able to comprehend either orally or written of what is being said, in order to process and translate it through another language. It is important to note that in the act of translating, language brokers do not translate word for word but rather they must develop metalinguistic skills to analyze the message and restate it in a way that their immigrant parents and peers would understand (Pimentel & Sevin, 2009). As a matter of fact, a comparison between language brokers and non-language brokers revealed that children who are language brokers possess accelerated progress in their cognitive development (Wong, 2019).

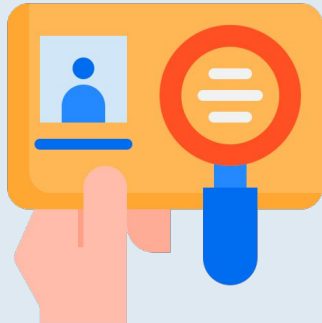
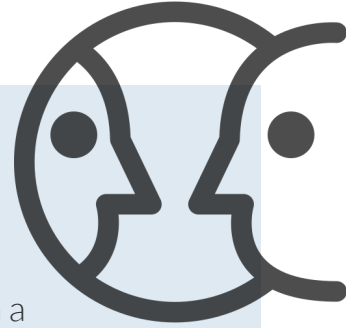


Positive Effects of Language Brokering



Ethnic Identity Development

Through the process of language brokering, language brokers gain a greater sense of their ethnic identity (Wong, 2019). In one study, it revealed that one third of children who language broker believed that language brokering helped them learn more about both their native and host culture and language (Pimentel & Sevin, 2009). Evidentially, the role of a language broker may significantly impact their acculturation and attitudes towards their ethnic identity. As an illustration, those who broker more frequently reported greater retention of their cultural values as well as developed a stronger ethnic identity. In other words, it indicates that while children may become more assimilated in the mainstream culture, they are able to retain much of their own identity through their language brokering activities (Wong, 2019).



Positive Effects of Language Brokering

Stronger Parent-Child Relationships

Despite the common assumption that language brokering harms parent-child relationships, there are several studies that reveal positive associations between language brokering and parent-child relationships such as developing closer relationships throughout the brokering process. For starters, language brokering helps maintain native language fluency and gain greater exposure to their culture which in turn leads to a stronger relationship between the child and the parent (Pimentel & Sevin, 2009). Furthermore, as the child and the parents' culture and values become more aligned with each other, this also enhances the bond between the two parties. Due to the fact that language brokers are placed in situations that may expose their parents' struggles, language brokers develop a better understanding and greater empathy for their parents (Pimentel & Sevin, 2009). In addition to that, being able to communicate with parents in a common language provides opportunities for communication and contact between the child and the parents. The parents of language brokers need to instill a lot of respect and trust for their child that the translation is correctly interpreted and the decisions that are made by the child are made with their best interest in mind which ultimately leads to a stronger parent-child relationship (Wong, 2019).





Positive Effects of Language Brokering

Greater Academic Performance

The relationship between language brokering and academic achievement has been widely looked at with the consensus revealing that language brokering is associated with better academic performance. In fact, many of the aforementioned positive effects of language brokering such as the development of social and cognitive skills help attribute to the overall academic performance in school. Through studies, it has proven that language brokers typically do better in terms of academics such as, higher GPA and greater standardized test scores, in comparison to their non-brokering peers (Pimentel & Sevin, 2009). To address why this might be, the act of language brokering exposes language brokers to many hands-on practical experience such as reading and mathematics that translates well into their academic performances. For example, through translating written documents the child will have to rely on several different reading strategies that are useful in school, such as chunking, rereading the context, and activating background knowledge (Pimentel & Sevin, 2009). Another example is language brokers may gain real-world mathematical skills and experiences if they had to help their parents read financial statements or balance check books (Pimentel & Sevin, 2009). Therefore, it would seem fair to argue that language brokering enhance several skills that enable children to have a greater chance of academic success.



Peer-to-Peer and Teacher-to-Peer Language Brokering (Implementation)



- Know keywords in different languages
 - Understand crucial words and phrases
 - Students become inspired to learn different languages
 - For childhood needs and bullying
- Provide visual support (Autism Speaks, 2011)
 - Have pictures in the classroom which children can point to (e.g., washroom)
 - Children can refer to them when spoken words are difficult
 - Helps with expression with what they want or need
 - Supports communication and language development
 - Decreases frustration that may result from difficulty communicating
 - Enhances communication with the students without needing a language broker

Who	だれ (dare)
What	なに (nani)

Restroom
Baños



- Post sentence starters in the classroom
 - Assist students to know how to start a conversation
 - Help students communicate effectively with peers
 - Improve students' language proficiency
 - Reduce pressure and difficulty on formulating appropriate responses
 - "I agree/disagree with you because..."
 - "First I... then I... because..."
 - "I think the answer is... because..."

Shirt	シャツ (shya-tsu)
Hat	ぼうし (boushi)

"I have a ____."	わたしは_____が あります (watashi wa __ ga arimasu)
"What's ____ in English/Japanese?"	英語・日本語で「____」 は何ですか？ (eigo/nihongo de ____ wa nani desu ka?)

- Use cognate charts (similar sounding across languages), content-area vocabulary, classroom language, etc. (Celic & Seltzer, 2013)
- Eliminate language as a barrier: provide multiple languages on things like instructions, hallway signs, and decorations




Parent Communication (Implementation)



- Translate school notices and letters in family's native languages (Tuttle & Johnson, 2018)
 - Ensures that school information being sent home can be fully understood in the languages that are primarily spoken at home
 - Work towards maintaining open channels of communication with the child's family
 - Ask for volunteers or outside translation support if no school staff can translate into the required languages
 - Double check the translation before it gets sent out to families to ensure that it is appropriate and the correct messages are being conveyed
- Have a plan for school phone if no one on staff can speak the language of the caller
 - Implement a few standard phrases in different languages
 - Have pre-recorded messages ahead of time to ask the caller to leave a message so someone can call back in their native language at a later time
- Alternatives to use during parent-teacher conferences
 - Google Translate is useful if no other translators are present (ensure parents have an opportunity to be heard)
 - Incorporate non-verbal communication (e.g., facial cues, tone of voice, etc.) and visuals
- Arrange for an adult to translate (Cline, Crafter, & Prokopiou, 2014)
 - Professional interpreter or translator (have set standards, professional training to accurately convey messages, and understand the ethics and confidentiality requirements involved)
 - Bilingual teacher or teaching assistant who is willing to act as an interpreter (have an advantage of understanding the school system and the school itself)
 - Invite adult brokers either by school or by the family (have an advantage of the familiarity of the local community)
- Develop guidelines for language brokering in schools (Tuttle & Johnson, 2018)
 - Supply training for teachers on how to support child language brokers
 - Work towards reducing stress and pressure for students in brokering situations
 - Provide context in smaller chunks and simpler words
 - Give encouragement and gratitude towards language brokers

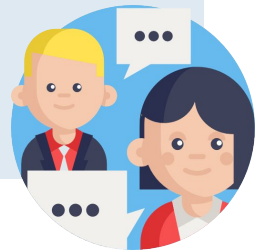




Guidelines for Teachers who use Students as Language Brokers during Parent-Teacher Conferences

(García–Sánchez, Orellana, & Hopkins, 2011)

- 1) Emphasize the positive (Children often downplay their teachers' praise so it is important to emphasize the positive if the teacher wants the praise to be heard)
- 2) Separate problems from praise (Children tend to emphasize negative information rather than positive comments so ensure to pause after positive comments and wait for translation before further addressing any problems)
- 3) Pause and chunk information into manageable pieces (Ensures there will be less errors in translation and frame it in a way that the child can understand and translate)
- 4) Check for understanding (Check the child's understanding and ask clarification questions such as asking the child what they had translated to their parents to ensure the correct messages are being conveyed)
- 5) Minimize institutional jargon (Explain complex terminology and use simpler words)
- 6) Conferences are not to test children's translating skills (Do not critique the child's translation and avoid evaluative comments as it can result in the child retreating into silence and hesitate to translate)
- 7) Open space for parents to ask questions (Allocate time for parents to ask any questions or address concerns they may have as it may help clear up any miscommunication or confusion)
- 8) Allow extra time for the meeting (It takes more time to say in it English then have the child translate, do not make them feel rushed or have other students waiting for the next meeting) (Cline, Crafter, & Prokopiou, 2014)
- 9) Ask the child if it is okay for them to do it and then contact the parents to ensure they are okay as well (Cline, Crafter, & Prokopiou, 2014)

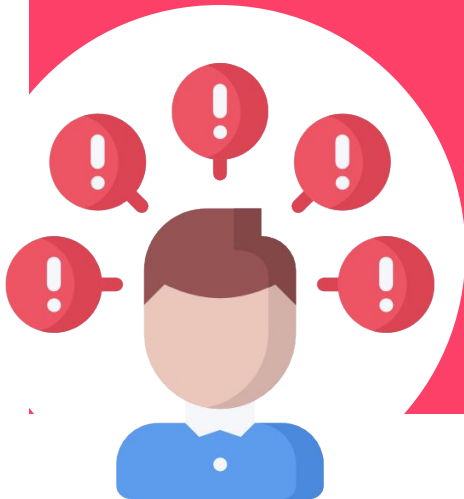




When Should Adults be Used?

Most parents prefer to have their own children translate for them due to trust and it also ensures that the discussion are kept within the family, however, there are circumstances when a teacher should never ask a child to act as a language broker (Cline, Crafter, & Prokopiou, 2014).

- “Is there a sensitive issue so that the discussion might become tense or serious or embarrassing?”
- Might family members consider it inappropriate for a child to be involved?
- Are there safeguarding issues or a report of domestic violence?
- Are the police involved, e.g. about a drug related incident involving another student?
- Is the subject of the meeting personal or private to those involved?
- Does a child have problems at school?
- May it be necessary to translate a child’s criticisms of a teacher?
- Might the meeting need to cover a complaint about the child who is being asked to translate?”

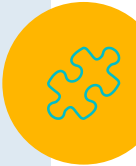


ACTIVITY



Multi-Language Relay Race

[View Manual \(English\)](#)



Multi-Language Relay Race

Steps:

- The tallest person in the group is the person you dress
- The youngest of you needs to get the _____.
 - Spanish: sunglasses
 - Japanese: hat
 - Cantonese: scarf
- The shortest of the rest of you needs to get the _____.
 - Spanish: hat
 - Japanese: sunglasses
 - Cantonese: gloves
- The person with the next birthday needs to get the _____.
 - Spanish: scarf
 - Japanese: gloves
 - Cantonese: sunglasses
- The last person needs to get the _____.
 - Spanish: gloves
 - Japanese: scarf
 - Cantonese: hat

Potential Vocabulary & Phrases:

- How do you say ____ in English?
- What does ___ mean?
- Listen to me
- I have a _____. (colour and item)
- Say it again please
- Good job
- Keep going

Items:

- Scarf, Hat, Sunglasses, Jacket and Gloves



Supporting Language Brokering Outside the Classroom: A Whole-School Approach



Real-Life Example:

- In Delta during the 1990s there was a large influx of Taiwanese families (Statistics Canada, 1994). The principal at Cougar Canyon paired willing immigrant families with a teacher's family.
 - In this way, the family was being supported by not only the teacher but the school. Furthermore, it helped reassure and build on the student's confidence.
 - The cultural exchange was not just one-way but worked both ways.
 - In this particular example, the families made lifelong friendships.
 - Although language exchange was not always initially possible, the intention to help was clear. This aspect of a whole-school approach is quite important.

Interview with Former Delta School Teacher, Sandra Chan



Supporting Language Brokering Outside the Classroom: A Healthy Support System



- As language brokers, these children will be put in positions and situations where they may have to perform tasks and take on responsibilities that are beyond their cognitive and language abilities. In addition, these children may not have the skills, knowledge, or sense of maturity to carry out their responsibilities (Wu & Kim, 2008).
- Therefore, it would be particularly important and useful for school psychologists, educators, and parents to understand how language brokering can affect a child's identity and cognitive development. It would also be beneficial to understand why language brokering negatively affect some children, while other children benefit immensely.
 - It would be strategic to help children by finding ways to retain their heritage cultural values and traditions as well as promoting positive parent-child relationships and a strong sense of familial obligation (Wu & Kim, 2008).
 - In other words, it can be helpful to encourage healthy family interactions. A healthy pathway into adulthood.



<https://images.app.goo.gl/o13DxMqfGV3iKYrY7>





Additional Video Resources

<https://www.youtube.com/watch?v=S70og3rg8vo> - Child Language Brokers' Perspectives and Experiences

<https://www.youtube.com/watch?v=ye6ik8IOTlo> - Rachele Antonini Child Language Brokering

<https://www.youtube.com/watch?v=6G4KvX59ttY> - Translating and Me: Stories From Young Translators





Conclusion

In the case, 'you' expressed how meeting the needs of the children and families with English as an additional language was a challenge. During the parent teacher conferences, language brokering is a plausible option for tackling these language barriers with the families. Hopefully through our presentation you have seen the possible outcomes of language brokering with children, as well as learned some things about alternatives.

- While language brokering has certain cognitive benefits, such as higher-self esteem, and language fluency development, language brokering can also give way to some unintended consequences for both language brokers and second language learners.
 - A second language learner may be perceived as more or less able than their language broker counterpart as others may link competence to language fluency.
 - On the other hand, language brokers may also be faced with stressful situations and be pressured by family which can result in parentification of the child
 - The brokered material a family requires may be outside that child's developmental and psychological maturity level.
 - As a result, the pressure and adult expectations put on a language broker may have lasting repercussions if that child does not have adequate support, either from school or their family.
- Child language brokering can result in a wide variety of conflicting emotions that affect the psychological development of the broker
- When it results in positive emotions, it can help improve a child's self-determination



Glossary of Terms

Language Brokering: “interpreting and translating between culturally and linguistically different people and mediating interactions in a variety of situations” (Tse, 1996, p. 226) (Lee, Hill-Bonnet, and Raley, 2011, p. 306)

Broker: A person with proficiency in two or more languages who provides a language brokering service

Brokee: The recipient of the language brokering service, they may have asked for the service or had it requested on their behalf

Parentification: Parentification is the process of role reversal whereby a child is obliged to act as parent to their own parent or sibling

L1 (language one): The prevailing language of instruction. A person is L1 if they use this as their main language

L2 (language two): Any language that is not the prevailing language of instruction. A person is L2 if they have a firm grasp of a language that is not L1

Autonomy: In Deci and Ryan’s (2008) theory, the idea that a student has some sort of choice. It is a psychological need for self-motivation

Belonging: The second of Deci and Ryan’s (2008) psychological needs for self-motivation. The sense of being part of something larger than oneself

Competence: The third of Deci and Ryan’s (2008) psychological needs for self-motivation. The belief that one is capable of accomplishing something or is in the process of accomplishing something

Self-Determination: The process by which a person controls their own life (Oxford)

Metacognition: Awareness of personal strengths and limitations; using that self-awareness to solve problems and cope with challenges

Cognates: Words that have a common origin. When used for linguistically diverse classrooms, the focus is on words that sound similar and are close in meaning in different languages



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Annotated Bibliography

Autism Speaks. (2011). Visual supports and autism spectrum disorders. Retrieved from <https://www.autismspeaks.org/sites/default/files/2018-08/Visual%20Supports%20Tool%20Kit.pdf>

This is a document explaining what are visual supports and how educators can use it to communicate with children who has difficulty with using language. Although visual supports are typically used for children who have autism spectrum disorders, this can be helpful to use in a classroom where peer-to-peer language brokering may occur to help the child communicate better with others. Furthermore, it also provides additional resources on how to use visual supports in the classroom.

Celic, C., & Seltzer, K. (2013). *Translanguaging: A Cuny-Nysieb Guide for Educators*. New York, NY: CUNY-NYSIEB.

This translanguaging guidebook is a large scale project designed to help educators create emergent bilinguals in the classroom. It contains information connecting translanguaging to theories of education and language development. It provides information on creating collaborative work between students who speak languages other than or in addition to English. It also supports each major theme with translanguaging strategies which act as resources any teacher can adapt and implement into their own classes.

Cline, T., Crafter, S. & Prokopiou, E. (2014). *Child Interpreting in School: Supporting Good Practice*. Nuffield Foundation. Retrieved from <https://www.nuffieldfoundation.org/child-language-brokering-school>

Cline, Crafter, and Prokopiou discusses the ways in which teachers can effectively implement and support child language brokers in school settings, such as tips on how to communicate with parents who do not speak the host language and how to support peer-to-peer language brokering in the classroom. In addition to that, it takes a look at the advantages and disadvantages of using child language brokers and it also offers guidelines of when it is best to use an adult to translate instead.

Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology/Psychologie Canadienne*, 49(3), 182–185. doi: 10.1037/a0012801

This paper put forth the macrotheory of self-determination. It breaks down the ability for a person to control themselves and become motivated to prevent apathy and giving up. The authors identify specific psychological needs that are required to foster self-determination and support intrinsic motivation in students. This theory is important for the topic of language brokering due to the vast and conflicting variety of emotions that children experience and carry with them into adulthood.

Annotated Bibliography

García-Sánchez, I. M., Orellana, M. F., & Hopkins, M. (2011). Facilitating Intercultural Communication in Parent-Teacher Conferences: Lessons From Child Translators. *Multicultural Perspectives*, 13(3), 148-154. doi: 10.1080/15210960.2011.594387

García-Sánchez, Orellana, and Hopkins provides a guideline for teachers who use students as language brokers during parent-teacher conferences. It outlines key points that comprises of emphasize the positive, separate problems from praise, pause and chunk information into manageable pieces, check for understanding, minimize institutional jargon, conferences are not to test children's translating skills, and open space for parents to ask questions. For each of these points, the authors also notes why these guidelines are important.

LC Authors. (n.d.). The Pros and Cons of Google Translate. Retrieved October 7, 2019, from <https://www.languageconnections.com/blog/the-pros-cons-of-google-translate/>.

This website provides insight into the use of Google translate when it comes to communicating with a person who speaks a different language. It outlines some of the pros and some of the cons that can occur.

Lee, J. S., Hill-Bonnet, L., & Raley, J. (2011). Examining the Effects of Language Brokering on Student Identities and Learning Opportunities in Dual Immersion Classrooms. *Journal of Language, Identity & Education*, 10(5), 306-326. doi: 10.1080/15348458.2011.614544

This paper is the result of a three-year-long study that monitored the conversations in study and non-study areas at a dual language instruction school in California. The K-3 students with English as a first language receive core instruction in English along with a core Spanish class, and vice versa. The paper provided primary source material for language brokering used in both creating and constraining learning opportunities. It also provided primary source material on language brokering occurring between peers, which gave insight on the social dynamics of kids who use language brokering among each other.

Pimentel, C., & Sevin, T. (2009). The profits of language brokering. *Language Magazine: The Journal of Communication & Education*, 8(5), 16-18.

This article is focused on the ways in which children can benefit from language brokering. As an example, the authors allude to the fact that language brokering is a good predictor for academic success. To specify, research shows that language brokers typically do better in terms of academics such as, higher GPA, in comparison to their non-brokering peers. The information stated in this article is a great starting point for teachers to look at how language brokering can affect their students.

Annotated Bibliography

Pryor, C. (2017). Language brokering: When you're the only one in the house who speaks English [Blog post]. Retrieved from <https://www.abc.net.au/news/2017-08-10/when-kids-translate-for-their-migrant-parents/8767820>

In this blog post, it takes a look at language brokering from several language brokers' perspective and the effects it had on them as a child and their family dynamics. While there are benefits of language brokering such as building a closer child-parent relationship, there are challenges that may surface such as feeling obligated to translate which increases stress, mistranslation, and children translating things that are beyond their level of cognitive thinking and ability.

Self-determination. (n.d). In *Oxford English dictionary*. Retrieved from <https://www.lexico.com/en/definition/self-determination>

This is the online dictionary entry for "self-determination".

Tse, L. 1996. Who decides? The effect of language brokering on home-school communication. *Journal of Educational Issues of Language Minority Students*, 16: 225-233)

This article is frequently cross-referenced, as it contains concise and digestible information on language brokering, including definitions which are shared among researchers on this topic. The work of Tse on the topic of language learners has expanded through television, and podcast mediums. Her work, including this article, is important to the study of language brokering and subsequent research has a tendency to draw from Tse's earlier work.

Transpanish. (2019, January 7). Translating Slang and Cultural References. Retrieved October 7, 2019, from https://transpanish.biz/translation_blog/translating-slang/.

This website discusses the precautions needed when translating 'slang' words from another country. It outlines some key things to keep in mind when translating because in some cases it is important to keep the context but change the direct translation, and in other cases the direct translation is more important.

Tuttle, M., & Johnson, L. V. (2018). Navigating language brokering in K-12 schools. *Journal of Mental Health Counseling*, 40(4), 328-340.

Tuttle and Johnson's analysis of language brokering in the K-12 classrooms was especially useful as it gave insight into the potential negative effects linked to language brokering. It was an important resource as it wanted to demonstrate how it is important that educators understand the social and emotional needs of students who may have to language broker. In certain situations, language brokering may not be appropriate for the cognitive and developmental maturity for a child.

Annotated Bibliography

Vanessa R. Rainey, Valerie Flores, Robert G. Morrison, E.J.R. David & Rebecca L. Silton (2014) Mental health risk factors associated with childhood language brokering, *Journal of Multilingual and Multicultural Development*, 35:5, 463-478, doi: 10.1080/01434632.2013.870180.

For Rainey, Flores, Morrison, J.R., and Silton, their research was helpful as it directly addressed the several concerning mental health risks that are associated with language brokering. Although there are clearly many cognitive and developmentally beneficial effects linked to language brokering, there are also some brokers who are negatively affected by their experience. Therefore, Rainey et al. study a knowledge gap which touched upon the idea that language brokering can cause pressure on the broker in relation to their family as their family may depend on the broker.

Weisskirch, R. S., & Alva, S. A. (2002). Language brokering and the acculturation of Latino children. *Hispanic Journal of Behavioral Sciences*, 24(3), 369-378.

Weisskirch and Alva (2002) explain that people who migrate to the USA are often forced to adapt to new cultures, environments, and languages and often the children are the first to adapt and become proficient in English. They explained that this often leads to these children being asked to translate and serve as brokers of cultural practices and linguistics (Weisskirch & Alva, 2002). The experience of language brokering on behalf of their parents can be stressful for children because they may feel insecure that they are not conveying the information correctly (Weisskirch & Alva, 2002).

Wong, T. (2019). Language Brokering Experiences among Young Chinese Immigrants in Canada: A Narrative Study (dissertation). ProQuest, Ann Arbor, MI.

Wong's dissertation uses narrative inquiry and analyses while examining nine Canadian Chinese people who had been language brokers as children for their parents. What was revealed was a wide range of emotions, many contradictory, among the participants. What was learned from this study was that the long-term effects from childhood language brokering can be positive or negative, and care must be taken to avoid undue stress or pressure on a child who may feel they are taking on adult responsibilities too early in their psychological development.

Wu, N. H., & Kim, S. Y. (2008). Chinese American Adolescents' Perceptions of the Language Brokering Experience as a Sense of Burden and Sense of Efficacy. *Journal of Youth and Adolescence*, 38(5), 703-718. doi: 10.1007/s10964-008-9379-3.

In Wu and Kim's article, they were able to discuss and elaborate on an issue that I felt pertains to British Columbia and Vancouver more specifically. In particular, the research on Chinese-American, or in this case, Chinese-Canadian adolescents. The article's value can be seen in how the authors address the mental health concerns regarding language brokering. They also look into the familial obligations and the family dynamic and how those factors may play a role in language brokers.