

## **From language brokering to professional translation in HL education**

### **Abstract for conference program**

This research-based presentation examines the connections between language brokering research and HL education and offers pedagogical recommendations to recognize and integrate students' language brokering experiences in the HL classroom. Recommendations will be offered about engaging students as translators in their local communities through community-engaged learning practices.

### **Presentation description**

Research has shown that language brokering—i.e., the language practice whereby bi/multilingual individuals with no formal training in translation or interpreting linguistically mediate between two or more parties, usually adult family members and individuals from the dominant culture (Kam, 2011)—is a common language practice of heritage language (HL) speakers (e.g., Antonini, 2015; Cline et al., 2010; Hall & Sham, 2007; Kwon 2014; López, Lezama & Heredia, 2019; Orellana, Dorner & Pulido, 2003). Despite HL education's recognition, validation, and integration of students' language varieties and diverse community practices, language brokering is rarely acknowledged in pedagogical proposals and consequently not integrated as a language practice in classroom settings.

Therefore, this research-based presentation examines the connections between language brokering research and HL education and offers pedagogical recommendations to integrate students' language brokering experiences in the HL classroom. First, the importance of explicitly recognizing and validating HL students' language brokering experiences is discussed, and then, considerations to promote the development of professional translation and interpreting skills building on students' language brokering experiences are offered. Recommendations will be offered about engaging students as translators in their local communities through community-engaged learning practices. These considerations may serve as a starting point for researchers and practitioners to integrate translation and interpreting more systematically into HL courses and programs.

### **Learning objectives**

1. Identify the language brokering experience of HL learners.
2. Integrate activities that recognize and validate HL students' language brokering experiences in the HL classroom.
3. Integrate activities that promote the development of mediation skills in the HL classroom.
4. Develop translation-oriented community-engaged learning opportunities.

### **Presentation format**

30 minutes individual paper

## References

- Antonini, R. (2015). Unseen Forms of Interpreting: Child Language Brokering in Italy. *CULTUS: the Journal of Intercultural Mediation and Communication*, 8, 96-112.
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- Kam, J. A. (2011). The Effects of Language Brokering Frequency and Feelings on Mexican-Heritage Youth's Mental Health and Risky Behaviors. *Journal of Communication*, 61(3), 455-475.
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- Orellana, M. F., Dorner, L., & Pulido, L. (2003). Accessing Assets: Immigrant Youth's Work as Family Translators or 'Para-Phrasers'. *Social problems*, 50(4), 505-524.