

IN OTHER WORDS: En otras palabras:



LEARNING FROM BILINGUAL KIDS' TRANSLATING AND
INTERPRETING EXPERIENCES

**Aprendiendo de las Experiencias de Traducción
e Interpretación de los Niños Bilingües**

MARJORIE FAULSTICH ORELLANA

*Translating is
“probably the most complex
type of event yet produced in
the evolution of the cosmos.”*

*El traducir es “probablemente
el tipo más complejo de acontecimiento
que se haya producido en la evolución del cosmos.”*

(Richards, 1953, in Brislin, 1976)



Note: In this brochure we use the terms “translating” and “interpreting” to refer to the many ways in which bilingual children use their knowledge of two languages to read, write, listen, and speak for other people. Some researchers refer to this as “language brokering” or “natural translation.” In some of our work, we use the term “para-phrasing” because we want to show how the skills that children use to move between two different languages can be used to support school literacy activities (for example, when teachers ask students to take something they have read and summarize it or “put it in their own words”).

Nota: En este folleto utilizamos los términos “traducir” e “interpretar” para referirnos a las muchas maneras en las cuales los niños bilingües emplean su conocimiento de dos idiomas para leer, escribir, escuchar y hablar para otra gente. Algunos investigadores se refieren a esto como “mediadores del lenguaje” o “traducción natural.” También usamos el término “para-frases” porque queremos mostrar cómo se pueden cultivar las habilidades que emplean los niños para moverse entre dos idiomas diferentes para apoyar sus actividades de aprendizaje en la escuela (por ejemplo, cuando los maestros les piden a los estudiantes que tomen algo que ellos hayan leído que lo resuman o que “lo expresen en sus propias palabras”).

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CHILD TRANSLATORS

Niños traductores

We have been learning about children's experiences as translators for their immigrant families through several research studies conducted in California and the Chicago area. Our data include:

- A survey of 280 fifth and sixth graders at a Chicago public school about their language usage and translating experiences.
- Interviews with 66 children about their translating experiences.
- Observations in the homes and classrooms of 18 children who are translators for their families.
- Audiotapes of children translating in a range of situations.
- Journal entries in which children record their translation experiences.
- Interviews with parents and educators.
- Children's school records and work samples.
- Reading assessments we administered to children.



Through this work we have found that children use their knowledge of English in many different ways to listen, speak, read, write, and do things for their families. We have explored how children feel about translating, how they deal with problems that arise, and how adults can support their work. We have also looked at what children learn from translating, and we've thought about how schools can further develop these skills.

When we talk with people about our work, we find that some think that translating puts an unnecessary burden on children. Others think that what children do is easy. They assume that if someone speaks two languages s/he should naturally be able to translate between them. When we listen to children, we learn that translating is a part of their everyday lives; it's "just normal." Some have told us they appreciate learning about other kids' experiences because it has helped them to see that what they do is something special.

We hope that this brochure will help you to see that immigrant children's work as translators is special *and* important. We also hope to show you that it's not as easy as some people think. And we'll offer advice from kids to other kids, as well as suggestions for teachers and parents who want to support children's translating work.

Hemos aprendido sobre las experiencias de niños que sirven de traductores para sus familias inmigrantes por medio de varios estudios académicos conducidos en California y el área de Chicago. Nuestros datos incluyen:

- Una encuesta con 280 alumnos en el quinto y sexto grado en una escuela pública de Chicago sobre sus usos del lenguaje y experiencias de traducción.
- Entrevistas con 66 niños sobre sus experiencias de traducción.
- Observaciones en las casas y las aulas de 18 niños quienes son traductores activos para sus familias.
- Audiograbaciones de niños traduciendo en varias situaciones.
- Diarios en los cuales escriben los niños sobre sus experiencias de traducción.
- Entrevistas con padres y maestros.
- Reportes de la escuela y ejemplos de tareas.
- Evaluaciones de lectura que administramos a los niños.

Por medio de este trabajo hemos descubierto que los niños usan su conocimiento del inglés de muchos modos diferentes para escuchar, hablar, leer, escribir, y ayudarles a sus familias. Hemos explorado qué piensan los niños sobre la traducción, cómo resuelven los problemas que surgen, y cómo pueden los adultos apoyar su trabajo. También hemos observado lo que aprenden los niños sobre la traducción, y considerado cómo puede la escuela fortalecer estas habilidades.

Cuando hablamos con personas acerca de nuestro trabajo, encontramos que algunos creen que la traducción le pone una carga innecesaria a los niños. Otros creen que lo que hacen los niños es fácil. Ellos presuponen que si alguien habla dos idiomas, naturalmente debería poder traducir entre los dos. Cuando escuchamos a los niños, aprendemos que la traducción es parte de su vida diaria; es "normal." Unos nos han dicho que aprecian la oportunidad de aprender sobre las experiencias de otros niños porque esto los ha ayudado a ver que lo que ellos hacen es algo especial.

Esperamos que este folleto le ayude a comprender que el trabajo de niños traductores es algo especial e importante. También esperamos mostrarle que no es tan fácil como alguna gente cree. Y le ofrecemos consejos de niños a otros niños, así como sugerencias para maestros y padres que quieran apoyar el trabajo de traducción de los niños.

“IT HAPPENS EVERYWHERE”

“Esto ocurre por todas partes”

When we first began this research, we didn't realize all of the different places, situations, and ways in which children translate and interpret for others. We soon came to see that translating happens everywhere, everyday, and in every way.



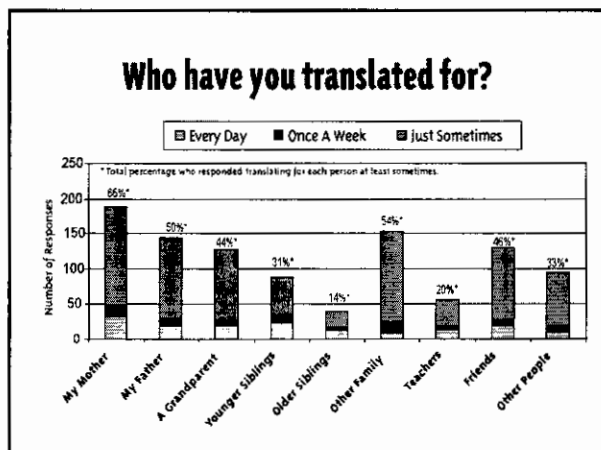
Interviewer: What would you tell someone who doesn't know about kids who translate?

Sammy: I'd probably tell them, "You've got to get out more." Because, I mean, it happens. And it just doesn't happen in Hispanic communities, or doesn't happen just at a small taco stand here. It happens in downtown office buildings. It happens everywhere. I've been places where I had to translate, where I never thought I would. Downtown, train stations, the train, the bus...

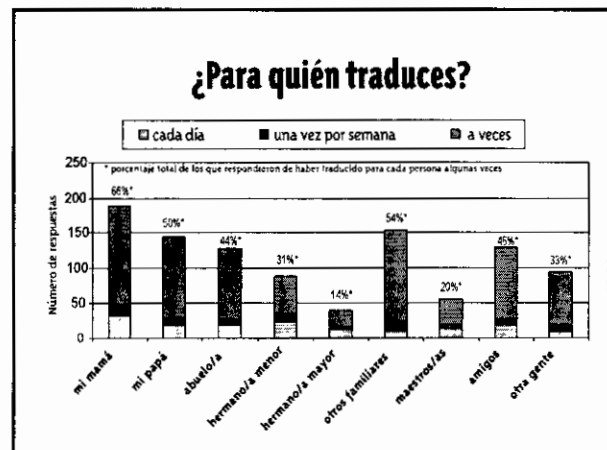
Cuando comenzamos estas investigaciones no sabíamos que eran tan variados todos los sitios diferentes, situaciones, y maneras en que los niños traducen y sirven de intérpretes para otros. Pronto nos dimos cuenta que la traducción ocurre por todas partes, todos los días, y en todas formas.

Entrevistador: ¿Qué le diría Ud. a alguien que no sabe nada sobre los niños que traducen?

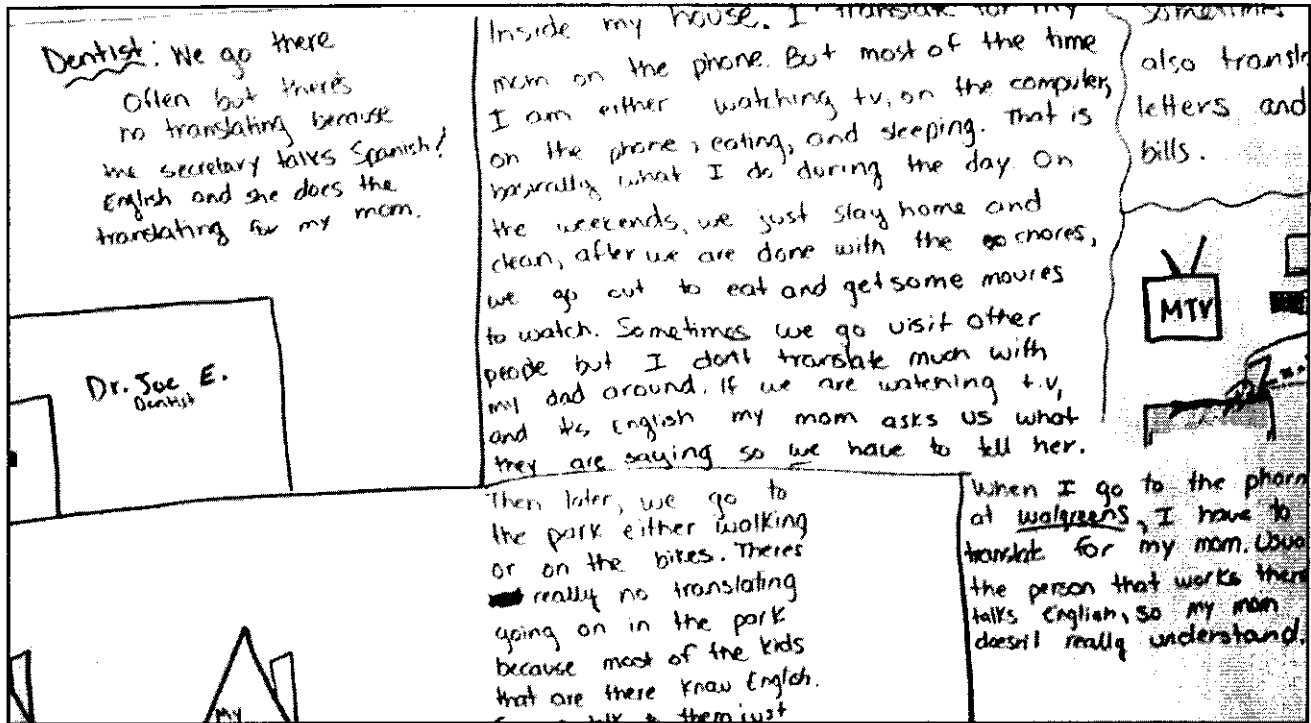
Sammy: Yo probablemente les diría "Ud. tiene que salir más." Porque, de verdad, ocurre. Y esto no ocurre solamente en comunidades hispanas, o no ocurre solamente en un pequeño puesto de tacos. Esto ocurre en edificios de oficinas del centro. Esto ocurre por todas partes. He traducido en sitios donde nunca pensé que tendría que traducir. El centro, las estaciones de tren, el tren, el bus ...



Survey responses of 280 bilingual fifth and sixth graders at a Chicago Public School to the question: "Who have you translated for?"

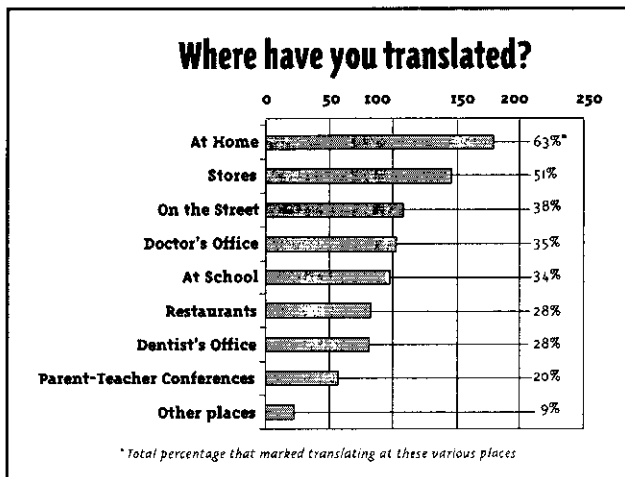


Las respuestas de una encuesta, a 280 niños bilingües del quinto y sexto grado en una escuela pública de Chicago, a la pregunta: "¿Para quién traduces?"

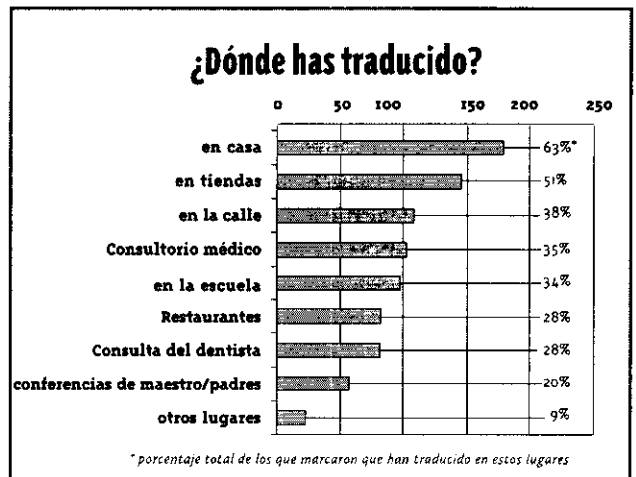


13-year-old Jessica, the daughter of immigrants from Mexico to Chicago, drew a "typical day" in her life, noting where and when she sometimes translates for her mother.

Jessica (13 años) hija de inmigrantes de México a Chicago, dibujó "un día típico" en su vida, notando donde y cuando ella a veces traduce para su madre.



Survey responses of 280 bilingual fifth and sixth graders at a Chicago Public School to the question: "Where have you translated?"



Las respuestas de una encuesta, a 280 niños bilingües del quinto y sexto grado en una escuela pública de Chicago, a la pregunta: "¿Dónde has traducido?"

“WE TRANSLATE ALL KINDS OF THINGS”

“Traducimos de todo”

“I have to translate insurance bills, like the time when my dad gets his credit card bills, I have to tell him each and everything he used his credit for and stuff like that. And with my mom, I have to write her checks and stuff, and then banking, it’s mostly like banking. And sometimes it’s just government mail, like water and stuff, regular tax stuff.” —Robby, age 12

The children of immigrants use their knowledge of English to listen, speak, read, and write for other people – mostly for their families – in many different ways. Translating can involve:

- Being in the middle between speakers of different languages at parent-teacher conferences, doctor appointments, in stores, restaurants, and on the street.
- One-way interpretations of television shows, movies, radio programs, and public assemblies.
- Reading and explaining English texts, such as insurance papers, mortgage information, computer manuals, coupons, receipts, report cards, and storybooks.
- Doing things for others such as writing checks, running errands, and making phone calls.
- Helping others with homework, applying for jobs, and filling out forms.

“Tengo que traducir cuentas de seguro, como cuando mi papá recibe sus cuentas de tarjeta de crédito, tengo que decirle cada una y todas las instancias en que usó crédito y cosas así. Y con mi mamá, tengo que escribir sus cheques y cosas del banco. Y a veces el correo del gobierno, como el agua y otras cosas, y correspondencia de pagos de impuestos.” —Robby, 12 años

Los niños de inmigrantes usan su conocimiento del inglés para escuchar, hablar, leer, y escribir para otros – sobre todo para sus familias – de muchos modos diferentes. La traducción puede implicar:

- Intervenir entre personas de varios idiomas en conferencias de maestro/padre, citas de doctor, en tiendas, restaurantes, y en la calle.
- Las interpretaciones de una vía de programas de televisión, películas, programas de radio, y asambleas públicas.
- Lectura y explicación de textos en inglés, como periódicos, documentos de aseguranza, información de hipoteca, manuales de computadora, cupones, ingresos, informes escolares, y libros de cuentos.
- Hacer cosas para otros como escritura de cheques, mandados, y llamadas telefónicas.
- Ayudar a otros con la tarea, solicitud de empleos, y llenar formularios.

| What kinds of things have you translated? | | | |
|---|-----------|--|-----------|
| Things translated | | Numero/Percentage of students who marked | |
| Words | 160 / 57% | Conversations | 105 / 38% |
| Letters | 132 / 47% | Signs | 92 / 33% |
| Phone calls | 128 / 46% | Report Cards | 75 / 27% |
| Movies | 123 / 44% | Bills | 73 / 26% |
| Homework | 122 / 44% | Radio Shows | 42 / 15% |
| Other School Information | 117 / 42% | Bank Statements | 47 / 17% |
| Television Shows | 111 / 40% | The Newspaper | 45 / 16% |
| The Mail | 103 / 37% | Legal Documents | 34 / 12% |

Survey responses: of 280 bilingual fifth and sixth graders at a Chicago public school to the question: “What kinds of things have you translated?”

| ¿Qué clases de cosas has traducido? | | | |
|-------------------------------------|-----------|--|-----------|
| cosas traducidas | | Numero/Porcentaje de alumnos que contestaron | |
| palabras | 160 / 57% | conversaciones | 105 / 38% |
| cartas | 132 / 47% | rótulos | 92 / 33% |
| llamadas de teléfono | 128 / 46% | Informes escolares | 75 / 27% |
| películas | 123 / 44% | cuentas | 73 / 26% |
| tarea | 122 / 44% | programas de radio | 42 / 15% |
| otra información escolar | 117 / 42% | cuentas bancarias | 47 / 17% |
| programas de televisión | 111 / 40% | el periódico | 45 / 16% |
| correo | 103 / 37% | documentos legales | 34 / 12% |

Las respuestas de 280 niños bilingües de quinto y sexto grado en una escuela pública de Chicago a la pregunta: “¿Qué clases de cosas has traducido?”

IT'S HARDER THAN IT SEEMS

Es más difícil de lo que parece

People don't always realize how hard translating can be. Many people think that anyone who knows two languages can easily translate between the two. They think of translating as simply "moving words" between languages. But translating is hard even for people who know both languages really well. It's not just words that have to be translated, but *ideas*.

These are some of the reasons translating is hard. Translators have to:

- Decipher and make sense of information about a wide range of subjects that are often expressed by speakers and writers in complex or unclear ways.
- Choose words that are appropriate for the genre, topic, and context.
- Choose appropriate ways of speaking that the audience can understand. (This includes dialect, word choices, tone of voice, and the degree of formal vs. informal speech, among other nuances.)
- Assume appropriate social roles – for example, as children speaking to and for adults in authority positions.
- Attend to the needs and expectations of multiple audiences – for example, a parent and a teacher.
- Convey information while juggling these competing social demands.

SUMMONS FOR STANDBY JURY SERVICE

BY ORDER OF THE CIRCUIT COURT OF COOK COUNTY, ILLINOIS, YOU ARE HEREBY DESIGNATED AS A STANDBY JUROR. PLEASE PHONE 312-603-6450 AFTER 4:30 P.M. ON THE DATE BEFORE SERVICE DATE. A RECORDED MESSAGE WILL INFORM YOU WHETHER YOU NEED TO REPORT ON THE DATE AND TIME AT THE COURT INDICATED BELOW.

E. J. DALEY CENTER 90 W. WASHINGTON STREET ROOM 1700 CHICAGO IL 60602

| JUROR NUMBER | SERVICE DATE | TIME |
|--------------|------------------------------|-----------|
| 100 | WEDNESDAY DECEMBER 13 2006 5 | 9:30 A.M. |

FAILURE TO OBEY THIS SUMMONS MAY BE PUNISHABLE BY A FINE. PLEASE FILL IN THE FORM ON THE REVERSE SIDE OF THIS SUMMONS AND BRING IT ALONG WITH YOU WHEN YOU REPORT.

PLEASE NOTE ALL OF THE COURTHOUSES TO WHICH JURORS ARE SUMMONED ARE ON THE ONE DAY/ONE YEAR JURY SYSTEM. IF YOU ARE NOT SELECTED TO BE A JUROR FOR A YEAR, YOU WILL SERVE ONLY ONE DAY AND BE DISCHARGED. HOWEVER, IF YOU ARE IN A COURTROOM FOR JURY SELECTION AT THE END OF THE DAY OR ARE SELECTED TO SIT ON A JURY, YOU MUST RETURN TO COURT EVERY DAY UNTIL DISCHARGED BY THE TRIAL JUDGE.

BE PREPARED TO STAY UNTIL AT LEAST 4:30 P.M. BRING SOMETHING WITH YOU TO READ. BRING CHANGE FOR VENDING MACHINES. PLEASE READ "IMPORTANT INFORMATION FOR JURORS". PLEASE DRESS APPROPRIATELY. SHORTS ARE NOT ACCEPTABLE.

700

J. DALEY

IMPORTANT INFORMATION FOR JURORS

- If you are 70 years of age or older and wish to be excused from jury service or if you are assigned to a different courthouse, you may call 312-603-5819 (JURY) and the court will accommodate you.
- Read your summons carefully so that you know exactly when and where to report.
- It is essential that you notify your employer of your summons to jury service.
- You will be asked to go through a metal detector before entering the courthouse.
- Cellular phones and other wireless devices are not allowed. Wireless computers may be used in the jury deliberation room but must be turned off when you are sent to a courtroom. The trial judge will inform you if you will be allowed to use a laptop computer for taking notes during the trial.
- To contact interpreter services for the hearing, please call (708) 772-8022-8218.
- For more information regarding jury service, visit our website at <http://www.cookcountyil.gov/jury>.

HANDICAP AND MEDICAL EXCUSES

If you believe you qualify to be excused from jury service because of your handicap or medical reasons, you must submit a request in writing. Attach any documentation that supports your request, such as a doctor's letter, and mail to: Jury Administrator, Richard J. Daley Center, Room 1000, 90 W. Washington St., Chicago, Illinois, 60602. For more information on being excused from jury service because of your handicap or medical reason, call 312-603-5429 (JURY) or (708) 772-8218.

PUBLIC TRANSPORTATION FROM CHICAGO TO COURTHOUSE DAY AND EARLY EVENING

All Cook County Courthouse can be reached via public bus and car pool and taxis. For information or reservations call STA, STA METRA and PACE, call STA Travel Information Center 312-632-1888 312-632-1949

DALEY CENTER, 90 WEST WASHINGTON ST., CHICAGO, ILLINOIS. The Daley Center may be reached by all public transit bus and car pools which service the Chicago Loop. The Daley Center occupies the city blocks bounded by Randolph, Washington, Clark and Dearborn Streets.

IF YOU HAVE ANY QUESTIONS REGARDING YOUR JURY SERVICE, PLEASE VISIT OR CALL THE:

| | |
|---|--|
| Jury Administrator E. J. Daley Center 90 W. Washington St. Chicago, IL 60602 | VOICE: 312-603-6450 (A.M.) TDD/TTY: 312-603-6109 http://www.cookcountyil.gov/jury |
|---|--|

This is one of the many kinds of things that families receive in the mail that require translation. A 14-year-old girl in our study translated this jury summons for her mother.

Esta es una de muchas clases de cosas en inglés que las familias reciben en el correo. Una muchacha de 14 años en nuestro estudio tradujo esta cita de jurado para su madre.

La gente no siempre comprende lo difícil que es traducir. Muchas personas creen que todos los que saben dos idiomas pueden traducir fácilmente. Creen que traducir simplemente significa "mover palabras" entre los idiomas. Pero la traducción es difícil hasta para la gente que sabe bien ambos idiomas. No son solamente las palabras que tienen que ser traducidas, sino también las *ideas*.

Estas son unas de las razones que explican lo difícil que es el traducir. Los traductores tienen que:

- Descifrar y entender información sobre una amplia variedad de temas que a menudo son expresados, en forma escrita o hablada, en modos complejos o confusos.
- Escoger las palabras que son apropiadas para el género, el tema, y el contexto.
- Escoger maneras de hablar apropiadas a las que la audiencia puede entender. (Estas incluyen el dialecto, opciones de palabras, el tono de voz, y el grado de formalidad o informalidad en el discurso, entre otras cosas.)
- Asumir papeles sociales apropiados – por ejemplo, como niños que hablan con y para adultos en posiciones de autoridad.
- Atender a las necesidades y las expectativas de un público múltiple – por ejemplo, un padre y un maestro.
- Transmitir información mientras balancea diferentes exigencias sociales.



KIDS LEARN A LOT FROM TRANSLATING

Los niños aprenden mucho de la traducción

By observing children as they translate in different kinds of situations, studying transcripts of their translations, and talking with young people about the strategies they use to translate, we have identified a variety of skills that youth translators may develop. These include:

- Vocabulary
- Audience awareness
- Cross-cultural awareness
- “Real-world” literacy skills (experience with various genres, purposes, and domains)
- “Real-world” math skills (see Cindy’s quote, page 7)
- Metalinguistic awareness (ability to reflect on language)
- Teaching and tutoring skills
- Civic and familial responsibility
- Social maturity



Journal entry by Maria (age 10)

Por observar cómo otros niños traducen en diferentes situaciones, estudiar las transcripciones de sus traducciones, hablar con los jóvenes sobre las estrategias que ellos usan para traducir, es como hemos identificado una variedad de las habilidades que pueden ser desarrolladas al traducir. Estas incluyen:

- El vocabulario
- La conciencia sobre la audiencia
- La conciencia multicultural
- Habilidades literarias de la vida real (la experiencia con varios géneros, propósitos, y dominios)
- Habilidades de matemáticas de la vida real (ver cita de Cindy, página 7)
- La conciencia metalingüística (la capacidad de reflejar sobre el idioma)
- Habilidades sobre la enseñanza
- Responsabilidad cívica y familiar
- La madurez social

Our analyses of translators’ school records indicate that translating may help kids do better in school. The students that we identified (on the basis of their survey responses) as active translators did significantly better on standardized tests of reading and math in fifth and sixth grade than did their peers. This was true even when we controlled for early school achievement and other factors.

Nuestro análisis del logro escolar de los traductores indica que la traducción puede ayudar a los niños a salir adelante en la escuela. Los estudiantes que identificamos (basándonos en sus respuestas a la encuesta) como traductores activos, tuvieron mejores resultados en los exámenes de lectura y matemáticas en el quinto y sexto grado, que sus compañeros que no son traductores activos. Esto ocurre aún cuando tomamos en cuenta sus capacidades en los primeros grados y otros factores.

Even as children learn, they help their parents and other people to learn, too. María writes:

Aún, mientras los niños aprenden, también les ayudan a sus padres y a otros a aprender. María escribe:

On Tuesday I helped my mom write a story. The story that I helped my mom was about going to a market and buying food. She got the food from papers. I helped my mom write the book. Words that she didn't know how to spell I helped her spell. I felt happy because I like to help my mom and write stories. I had to help my mom because tomorrow she had to go to classes to learn English. When it was tomorrow and my mom went to English class at my school. My mom gave her teacher the book. She said it was a very good book. She liked it. Then it was over and we went home. —María, age 10

El martes le ayudé a mi mamá a escribir un cuento. El cuento al que le ayudé a mi mamá era sobre ir de compras a un mercado. Ella consiguió la comida con un formulario. Le ayudé a mi mamá a escribir el libro. Las palabras que ella no supo deletrear yo le ayudé a deletrear. Me sentí feliz porque me gusta ayudar a mi mamá y escribir cuentos. Tuve que ayudarle porque mañana ella tiene que ir a clases a aprender el inglés. Cuando era mañana y mi mamá fue a la clase de inglés en mi escuela. Mi mamá le dió el libro a su maestra. Ella le dijo que era un libro muy bueno. Y le gustó. Entonces se terminó la clase y nos fuimos a casa.

—María, 10 años

between years 94-98
his sister happened
Don't know the date but I think it was when I was 87
when I was about 89 years old
we went to the doctor because my
baby brother was 1 month or so he had
to go for a checkup and a doctor told
my mom if she was going to give my
baby brother milk from his breast but
I did not know what breast meant so I
told doctor if she could explain what
breast meant she was nice and kind
and said yes of course she touched
her breast and told my mom what the
doctor was saying as far as I can remember
this was the scariest translating
thing I ever done I did not translate
things that much this week but
I did write long time ago translating
stuff well I felt so nervous to
translate for the doctor because
I thought I would not be able to
understand the big words doctors
use so I remember about this

"No estoy criticando la gente de mi edad, pero algunos piden solamente cosas, como "puedo tener una bici, puedo tomar clases de natación, puedo ir al campamento de verano, puedo comprar unos Nikes" ...Sus padres les dicen, "Uds. saben cuánto trabajo nos cuesta conseguir el dinero para pagar las cuentas?" Ellos no saben exactamente cuánto dinero hay, depósitos bancarios, las cuentas y otras cosas. Pero yo sí sé personalmente, porque escribo las cuentas. Escribo los cheques."

—Cindy, 14 años

"I'm not just trodding down people of my own age, but some people they just ask for things, like 'can I have a bike, can I go swimming, can I go to summer camp, can I have a new pair of Nikes?'... Their parents keep saying, 'Do you know how hard I work for the money to pay the bills?' They don't know exactly how much is in their bank deposits, the bills and stuff. But I know personally because I write the bills. I write the checks."

—Cindy, age 14



YOU CAN MAKE IT EASIER

Ud. puede facilitar el proceso

When someone is translating for you, these are some things you can do to make it easier and more rewarding:

- Explain background information (anything you know about the topic, people, situation or text that will be translated, to orient the translator).
- Speak in short phrases.
- Use body language and gestures.
- Explain things in more than one way, especially complicated information.
- Ask the translator if s/he understands; if not, give more explanations.
- Give the translator time; translators sometimes need to pause to gather their thoughts.
- Realize that your body language and tone of voice will be read by others and will influence how your message will be understood.
- Be patient and remember that translating is hard.
- Use the translation situation as a learning experience for both of you.
- Thank the translator for his/her time and talent.

When Adalia translated the jury summons on page 5, her mother helped by explaining what juries are, using an example of a time when she had to go before a jury. She also supplied some of the Spanish words that Adalia didn't know (such as the Spanish word for "jury"). Adalia learned about juries, and her mother solved the problem of what to do with the form that she had received in the mail.

"I believe that it helps him because he learns from this. Because if he didn't...have to translate to anyone then I think that he would talk only in English...Words that he doesn't know how to tell me in Spanish I also try to help with what they mean. So he learns what they mean."

—Miguel's mother

Quando alguien traduce para Ud., estas son algunas cosas que puede hacer para hacerlo más fácil y más provechoso:

- Explicar la información a fondo (todo lo que Ud. sabe sobre el asunto, la gente, la situación o el texto que será traducido, para ayudar a orientar al traductor).
- Hablar en frases pequeñas.
- Usar el lenguaje corporal y gestos.
- Explicar las cosas en dos o más maneras, especialmente la información complicada.
- Preguntarle al traductor si él/ella entiende; si no, darle más explicaciones.
- Darle tiempo al traductor; los traductores a veces tienen que hacer una pausa para organizar sus ideas.
- Comprender que su lenguaje corporal y tono de voz serán "leídos" por otros e influirán como su mensaje será entendido.
- Ser paciente y recordar que la traducción es difícil.
- Usar la situación de traducción como una experiencia educativa para ambos.
- Agradecer al traductor por su tiempo y talento.

Quando Adalia tradujo la cita de jurado en la página 5, su madre le ayudó explicándole lo que es un jurado, usando un ejemplo de una ocasión cuando ella tuvo que ir ante un jurado. Ella también le explicó unas de las palabras en español que Adalia no sabía (como la palabra en español para "el jurado"). Adalia aprendió sobre jurados, y su madre solucionó el problema de qué hacer con el documento que ella había recibido en el correo.

"Yo creo que sí le sirve porque él mismo va aprendiendo... Por que si no...tuviera que traducirle a nadie yo creo que se quedaría no más con el puro inglés... También trato de ayudarle con las palabras que él no sabe decirme en español. El también va aprendiendo, qué es lo que significan."

—la madre de Miguel



ADVICE FROM KIDS TO KIDS:

Consejos de niño a niño:

Strategies to deal with the challenges of translating

WHEN YOU'RE "IN THE MIDDLE" BETWEEN TWO PEOPLE:

- Try to find out ahead of time what you'll be translating and who you'll be translating for.
- Ask the speaker to talk slowly and clearly and in small phrases.
- Ask the speaker to tell you what s/he knows about the topic and the audience.
- Tell the speaker up front that you may ask him/her to repeat things if you don't understand.
- Take the time you need to gather your thoughts.
- Use body language and gestures.
- Watch the person you're translating for; if s/he seems confused, back up and try again.
- Try substituting words that sound similar in either language.
- Try saying things in different ways.

WHEN YOU'RE TRANSLATING WRITTEN TEXTS:

- Take time to look over the material first; try to understand the main ideas.
- Ask the person you're translating for what s/he knows about the papers.
- Use your past experience translating similar things to figure out what information is the most important to translate.
- Use illustrations or graphics to help you understand.
- Skip words or sections that are confusing – you can go back later.
- Try substituting words that look or sound similar in either language.
- But be careful not to make up information, as Sammy warns:

"My best advice would be, if it's a real important conversation don't try to make up a word for the word that you are translating because it might end up blowing the whole conversation out of proportion... Once I was translating and I could not understand a phrase and I just made up a phrase for it and it ended up going, the conversation ended up going in a whole different direction and the whole conversation just got out of proportion." —Sammy, age 14

Estrategias para resolver las dificultades de la traducción

CUANDO ESTÁS "ENTRE" DOS PERSONAS:

- Trata de averiguar de antemano qué vas a traducir y para quién.
- Pídeles que hablen despacio y claramente y en frases pequeñas.
- Pídeles que te expliquen lo que saben sobre el asunto y sobre la audiencia.
- Aconséjales que tendrán que repetir algo si no entiendes.
- Toma el tiempo que necesites para organizar tus ideas.
- Usa lenguaje corporal y gestos.
- Mira a la persona para quién traduces directamente; si parece estar confundida, inténtalo otra vez.
- Trata de sustituir palabras que suenan similares en ambos idiomas.
- Trata de decir las cosas de formas diferentes.

CUANDO TRADUCES LOS TEXTOS ESCRITOS:

- Toma tu tiempo para revisar el material primero y trata de entender las ideas principales.
- Pregúntale a la persona de qué se trata el texto a traducir.
- Usa tu experiencia previa en traducir ideas similares para entender cuál información es más importante a traducir.
- Usa dibujos para ayudarles a entender.
- Omite las palabras o secciones que son confusas – siempre puedes volver a estas después.
- Trata de sustituir palabras que se parecen o suenan iguales en ambas lenguas.
- Ten cuidado de no inventar la información, como advierte Sammy:

"Mi mejor consejo sería, si es una conversación muy importante no trates de inventar palabras sobre lo que estás traduciendo pues estas palabras podrían derrumbar la conversación... En una ocasión cuando yo traducía y no entendía una frase, inventé una frase y la conversación tomó un rumbo completamente diferente y se salió del tema."

—Sammy, 14 años



SUGGESTIONS FOR TEACHERS

Página en inglés para maestras/os

LEARN MORE ABOUT CHILDREN'S TRANSLATING EXPERIENCES AND VALIDATE THEM

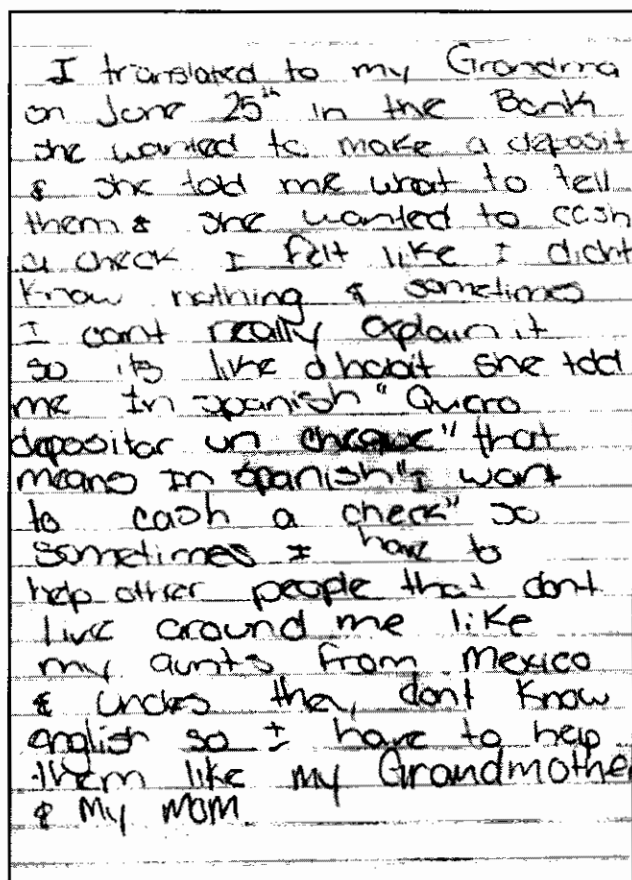
- Invite your students to keep journals that track their experiences.
- Invite them to bring texts they have translated to class.
- Consider giving extra credit, or homework credit, to kids who help their families by translating at home.
- Make time for students to talk about these experiences with each other. (Many children told us they never realized other children translated as they do. Your students can learn a lot from listening to each other's experiences.)

HELP KIDS DEVELOP AWARENESS OF THE STRATEGIES THEY USE WHILE TRANSLATING

- Students can re-enact translation situations and talk about the challenges they encounter. You can help them to identify more (and less) effective strategies that they use for different audiences, contexts, situations and purposes.
- Students can work together to translate written materials, and talk with each other about the challenges they encounter. They can compare their translations and discuss what makes translations more or less effective for different audiences, contexts, situations, and purposes.

HELP KIDS SEE HOW TRANSLATING SKILLS AND STRATEGIES CAN BE APPLIED TO SCHOOL TASKS

- Instead of explaining worksheets or activity directions to students, invite your students to explain the instructions for you or for each other. This allows children to apply their translating skills – putting someone's words into other words – to English paraphrasing activities.
- Choose a variety of texts for your instruction, including those that have real-world purposes, like the kinds of texts your students may translate at home.
- Have students think about the main ideas in texts – and their purposes – before focusing on details. Encourage them to do this when they translate, too.
- Think with your students about choosing the right words, ideas, dialects, and genres for different audiences, contexts, situations, and purposes. Model this for them and relate to their translation experiences.
- Demonstrate that they can use their knowledge of cognates to make sense of English vocabulary. You don't have to speak their language to help them in this way. You can ask them, "Does this word look or sound like any word you know in your language?"
- Draw parallels between searching for cognates and seeking common word morphology – for example, by identifying Latin and Greek roots of words in both English and Spanish.
- Leverage students' experiences with real-world math activities (for example, paying bills, writing checks, and completing sales transactions) for math learning in school. Try writing your own word problems that build from this experiences.
- Build on their experiences with different domains (for example, legal and medical matters) for subject area learning.



I translated to my Grandma on June 25th in the Bank she wanted to make a deposit & she told me what to tell them & she wanted to cash a check I felt like I didn't know nothing & sometimes I can't really explain it so its like a habit she told me in Spanish "Quiero depositar un cheque" that means in Spanish "I want to cash a check" so sometimes I have to help other people that don't live around me like my aunts from Mexico & Uncles they don't know English so I have to help them like my Grandmother & My MOM.

RESOURCES/RECURSOS

WE ARE PREPARING NUMEROUS ACADEMIC PAPERS ABOUT OUR WORK. VISIT OUR WEBSITE AT:

Estamos preparando numerosos papeles académicos sobre nuestro trabajo. Visite nuestro website en:

[HTTP://WWW.SESP.NWU.EDU/PROJECTSITES/CLL/INDEX.HTML](http://www.sesp.nwu.edu/PROJECTSITES/CLL/INDEX.HTML)

[HTTP://WWW.GSEIS.UCLA.EDU/FACULTY/PAGES/ORELLANA.HTML](http://www.gseis.ucla.edu/faculty/pages/orellana.html)

This brochure is also available for downloading there.

THESE PAPERS ARE CURRENTLY AVAILABLE:

Papeles académicos actualmente disponibles:

Marjorie Faulstich Orellana, Lisa Dorner and Lucila Pulido. (Forthcoming: December 2003). Accessing Assets, Immigrant Youth as Family Interpreters. *Social Problems*.

Marjorie Faulstich Orellana. (Forthcoming: December 2003). Children's Responsibilities in Latino Immigrant Homes. *New Directions for Youth Development: Theory, Practice and Research*. (Special issue on Social Influences in the Positive Development of Immigrant Youth.)

Marjorie Faulstich Orellana and Philip Bowman. (In press). Cultural Diversity Research on Learning and Development. *Educational Researcher*.

Marjorie Faulstich Orellana (2001). The work kids do: Mexican and Central American immigrant children's contributions to households and schools in California. *Harvard Educational Review*, 71 (3): 366-389.

Marjorie Faulstich Orellana, Jennifer Reynolds, Lisa Dorner and María Meza. (2003). In other words: Translating or "para-phrasing" as a family literacy practice in immigrant households. *Reading Research Quarterly*, 38 (1), 12-34.

OTHER BOOKS THAT MAY BE OF INTEREST:

(For a more complete list of references, including journal articles, see the reference lists in the above articles)

M. Coulthard and P. Odber de Barbata (Eds.) The knowledge of the translator.. Lampeter, Dyfed, Wales U.K.: The Edwin Millen Press.

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"The neighbors, they talk to my parents. I translate to my parents what they're talking about. And usually, when my mom tells me something, I have to tell back the neighbor something. So it's sort of like a relationship thing, and I'm the main key in the conversation... If they were just out there talking and nodding their heads, they wouldn't know what they were talking about."

—Cindy, age 14

"Los vecinos, se dirigen a mis padres. Les traduzco a mis padres lo que ellos dicen. Y por lo general, cuando mi mamá me dice algo, tengo que traducirselo al vecino. Entonces esto es como una cosa de relación, y soy la clave en la conversación... Estando solos, ellos hablarían y cabecearían, pero no sabrían de lo que hablan."

—Cindy, 14 años

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