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The Hampshire Young Interpreter Scheme: A coming of age

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Introduction

The Young Interpreter Scheme consists of training for pupils aged 5-16 to help new arrivals with English as an Additional Language (EAL) feel welcome and settled in their new school environment (Hampshire EMTAS, 2014). It was initially developed in response to the needs of the rising number of children who joined Hampshire schools with little or no English following the accession of eight Eastern European countries to the EU in 2004. At the time, when in Hampshire 2% of Primary children and 1.6% of Secondary pupils had English as an Additional Language (DfE, January 2005 data) four schools were involved in the Young Interpreter Scheme pilot. Ten years on, as numbers of pupils with EAL have continued to rise – up to 5.9% in Primary schools and 4.5% in Secondary schools (DfE, January 2015 data) – the scheme is run in an ever-increasing number of schools in Hampshire and beyond. The present article, which is informed by research I conducted with a group of Young Interpreters (Gouwy, 2014), reviews and reflects on the Young Interpreter Scheme ten years after its inception. It is significant because it explores its potential to provide a successful, low-cost, self-sufficient framework supporting learners of EAL within a more inclusive and accessible environment at a time when funding cuts and lack of policy-related guidance militate against the success of these pupils. This article will first briefly review the relevant literature in order to clarify the context around children and young people acting as interpreters. A separate section will then detail what the Young Interpreter Scheme consists of before this article focuses on my research project - from its methodology to its findings. Finally, implications for the scheme and practitioners involved will be reviewed before a concluding section explores the wider implications for the EAL community.

Literature Review

Providing a supportive learning environment through peer support

The provision of a safe environment for children and their families is a key element of government advice to British schools (DfES, 2005; DCSF, 2007). One way of providing a welcoming environment is peer support, which can alleviate initial anxieties that children and young people may have. Indeed, coping in an unknown language for long periods of time every day is very stressful and arranging for someone sharing the same language to spend some time with new arrivals can alleviate the trauma of the first few weeks (Grugeon & Woods, 1990: p.54). Gibbons (1991) encourages schools to establish buddy systems and comments that strong English role-models as well as bilingual children should be chosen. Buddies should be briefed before being introduced to newly-arrived pupils so that they are best equipped to support new arrivals with coping with potentially stressful situations such as finding their way around the school (DfES, 2005: p.2).

Harman (1994) describes an initiative whereby secondary students were trained – rather than simply briefed – to become interpreters for their local primary school's parents' evening. This was put into place to support the needs of families but the effects on the buddies (the student interpreters) themselves were reportedly very positive. These students, who according to Harman were otherwise developing 'subtractive bilingualism'[1] (p.150), realised their talent through the purposeful use of their home language (p.151). However the students were specifically trained for a parents' evening only, where they interpreted for teachers and families. This may certainly have been a great help to aid communication between all parties but it could be asked whether or not using young people to interpret during such meetings is appropriate. This issue will be discussed in the following section and the rest of this article will detail the Young Interpreter Scheme's clear stance on this crucial aspect.

Children and young people as interpreters

The use of children as interpreters is very common among immigrant communities (Orellana, 2009: p.119). Most research around this phenomenon was conducted in the United States where around 90% of children from language minority families serve as interpreters (Pimentel and Sevin, 2009: p.16). In the UK, child 'language brokering' (a term which encompasses the idea that children mediate as well as interpret) is also an established practice in multilingual areas (Cline *et al*, 2010: p.107 – citing Cohen *et al*, 1999) yet research in this field has been limited (p.118).

Language brokering is underestimated among the families of language brokers. In fact, families are perplexed to be approached for a piece of research about what 'kids just do' (Katz, 2011: p.20) and while children's contributions may be crucial to the functioning of families – whether at work, school or doctor's surgery – their work is mostly invisible or viewed as unremarkable (Katz, 2011: p.104; Orellana, 2009: p.11). It is so embedded in families' daily routines that parents only become aware of how crucial it is to their lives when it fails (Katz, 2011: p.104). In addition to this, not all adults appreciate children and young people taking on grown-up roles or discussing subjects they consider inappropriate for them, hence it is harder for some adults to treat them as fully fledged interpreters (Katz, 2011: p.36).

Many language brokers feel their role is a burden because they do not like it or are embarrassed by it. Nevertheless, the majority of students are positive about their responsibility and explain that interpreting helped them learn both English and more of their first language, and that they are prouder, more independent and more mature as a result (Tse, 1996: p.491; Orellana, 2009: p.118). In fact, language brokers often academically outperform their non-brokering peers and display more sophisticated social interactions with others (Pimentel and Sevin, 2009: p.16; Buriel et al, 1998: p.283). Because many bilingual children broker at surgeries, schools and other institutions and are sometimes required to help pay bills (Katz, 2011: p.19; Tse, 1996: p.490) or interpret legal documents (Orellana, 2003: p.5), brokering has an impact on children's language and literacy development through exposure to a

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[1] The second language is added at the expense of the first language which diminishes as a result. Opposite to additive bilingualism.

wide range of genres and registers (Orellana, 2009: p.119). This advantage is in addition to bilingual children's improved metalinguistic awareness – that is their greater linguistic awareness and ability which results from living in more than one language (García, 2009: p.95, citing Bialystok, 2004).

Children broker the most at home, at the shops or in the street (Orellana, 2003: p.3) but it is at school that language brokers feel more comfortable interpreting because they are able to build on their experience of the educational system (Katz, 2011: p.85). Nevertheless, when observed in the context of particular subjects such as Science, research has shown that whilst child interpreters can confidently broker for routine classroom instructions because they involve everyday language, they also struggle to translate for new academic content which is unfamiliar to them and which involves more complex concepts and subject-specific vocabulary (Bayley et al, 2005: p.230). There are several implications for this. First, child interpreters may indeed be able to help pupils in the early stages of learning English follow instructions and 'do things' but they may struggle to help them access more complex concepts in English (Bayley et al, 2005: p.231). A second implication is that adults need to know more about how they can make language brokers' experiences easier and more rewarding by helping them to use their language skills effectively.

Nonetheless, there is virtually no formal support for child interpreters and very little guidance or policies for schools on the appropriate use of children and young people as interpreters aside from Hampshire's Young Interpreter Scheme (Crafter, 2016). In addition, there is a lack of specialised staff working with children with EAL and most of those who do work with these children have little if any training (Wallace & Mallows, 2009: p.7). This mismatch in the system between demand and the available specialist workforce (Andrews, 2009: p.5) is exacerbated by the decreasing support from Local Authorities in the wake of recent funding cuts. The rest of this article will illustrate how the Young Interpreter Scheme filled this gap by organically growing into an efficient approach providing learners with EAL with a positive learning environment whilst giving schools the tools and guidance to help pupils use their skills effectively through a high profile role. The term 'Young Interpreter' will be used in this article to describe pupils operating in schools as part of this Hampshire EMTAS scheme to differentiate them from 'child interpreters' or 'child language brokers' who do not work as part of any formal framework.

The next section will present the Young Interpreter Scheme in detail and explain the parameters within which Young Interpreters work.

The Young Interpreter Scheme in Hampshire

Context

The accession of eight Eastern European countries to the EU in 2004 led to a significant influx of European citizens to the UK (The Migration Observatory, 2012). Since then, between 800 and 1000 new learners with EAL have been referred by schools to Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) every year (Hampshire EMTAS data, 2005 to 2015). From its inception in 2005, the

Young Interpreter Scheme has been a means of providing peer support to these new arrivals, who are mostly in the early stages of acquiring English.

First steps

Initially, the Young Interpreter Scheme was piloted in four Hampshire schools (both primary and secondary) where lead teachers developed sets of materials for their key stage (KS1, KS2 and KS3/4) in collaboration with Hampshire EMTAS specialist teacher advisors. The materials consisted of a total of four training sessions which varied in length depending on the ages of the pupils. For instance, whilst secondary students trained for about an hour in each of their training sessions, Key Stage 2 pupils trained for thirty minutes and Key Stage 1 pupils did so for twenty. The aim of the training was not to teach children how to use their language skills to 'interpret' like an adult linguist might nor to replace bilingual assistants or professional adult interpreters. The concept of being a Young Interpreter involved being an empathetic friend hence the quality of empathy was a prominent theme throughout the training materials developed for each key stage.

Training as a Young Interpreter

One example of how empathy is reinforced in the Young Interpreter training sessions is an exercise where the pupils are spoken to in an 'unknown' language which none of them can understand. A feedback session follows this exercise and the pupils are able to reflect on how it feels to have to cope in a situation where the language is unknown. This also enables them to identify the strategies which help them engage despite the language barrier. The exercise helps trainee Young Interpreters understand how the very pupils they would be asked to support may feel in their first days or weeks at school. Another aim of this exercise is for trainees to start thinking about strategies to help communicate with new arrivals whether they have a shared language or not.

At secondary level, where the training is slightly more sophisticated and covers some aspects of how actual professional interpreters work; other qualities such as preparation, accuracy, objectivity, confidentiality and cultural awareness are discussed after watching video clips of good and bad interpreting situations. Across all key stages, pupils are given the opportunity to practise performing their role using these qualities through participating in role-play scenarios where their help may be needed. These range from knowing what to do if they ever saw a new arrival on their own at break time or knowing what to do when giving a tour of the school to a pupil with a different home language, to explaining the safety rules in a technology workshop. In other words, Young Interpreters are trained to support during informal and routine situations where the contexts are not expected to be sensitive and where the language is not likely to be demanding. Once their training is complete, the Young Interpreters are awarded badges and certificates during assemblies which parents are invited to attend.

Pupil selection

From the scheme's inception, Young Interpreters were chosen from amongst bilingual pupils as well as pupils who spoke only English. Most importantly, pupils had to demonstrate particular qualities such as the ability to be caring, patient and to be a good communicator. Selected pupils learnt to use different strategies to clarify, explain and interpret a whole range of school activities to new arrivals; for example through the medium of pupil-friendly English and the use of body language and pictures where first language is not shared by other pupils (Hampshire EMTAS, 2014: p.11). This aspect was crucial in a large shire county where around 168 languages are spoken in schools by pupils (school census data, Spring 2015) and where demographics may include large groups of learners speaking the same language as well as more isolated learners of EAL. The aim of the scheme was to enable Young Interpreters to support all new arrivals' wellbeing, regardless of whether they shared a language or not. Hence the term 'interpreter' was redefined for the purpose of the initiative.

From local to national attention

Young Interpreter coordinators at the four pilot schools were key, as they implemented and developed the scheme in their setting. They buddied up the Young Interpreters with new arrivals and continued to work with the Young Interpreters to support them in their role. As the scheme was rolled out and became more established within the four pilot schools with new Young Interpreters being trained every year, word spread of its success to other schools in the area. A demand emerged quickly for the training materials to be shared with other schools as numbers of new arrivals were continuing to rise.

This coincided with my arrival at Hampshire EMTAS as a specialist teacher adviser. Part of my new role was to develop the materials the four pilot schools had been using to produce a self-explanatory guidance pack to support other schools in setting up the scheme. The first edition of the guidance pack was published in 2008 and aimed to provide the tools needed for Young Interpreter coordinators to replicate the scheme – from notes explaining how to select the pupils to training materials with detailed lesson plans. Through my role I was also able to support schools through regular contact as well as network meetings, joint training of the pupils, sharing of news and advice (through social media, Moodle and a half-termly newsletter) and yearly conferences.

By January 2016 in Basingstoke alone, where two out of the four pilot schools are situated, twenty schools were running the Young Interpreter Scheme with an estimated 200 children and young people wearing the badge. In addition, thanks to links with other Ethnic Minority Achievement teams in England, word spread beyond Hampshire's borders resulting in several Local Authorities and London Boroughs ordering large numbers of guidance packs to issue to interested schools. In authorities where EMA teams have disappeared over the years, individual schools have contacted Hampshire EMTAS to purchase their own copy of the guidance pack. This includes international schools in the UK and abroad. For instance, for the last few years Young Interpreters have been trained in Amman's International Community School in Jordan. To date, 632 guidance packs have been issued across 40 counties with numbers increasing every week due to regular orders.

Reflecting this success, the Young Interpreter Scheme was the overall as well as grassroots excellence category winner at the 2013 Guardian Public Services Awards.

Links with the literature and research

Since its infancy, the Young Interpreter Scheme has aimed to provide schools with a framework intended to enable them to support children by giving them the tools to use their qualities and language skills effectively to help other pupils whilst simultaneously trying to raise the profile of these pupils by valuing their role. Modelling how pupils can use their language skills to help others in routine situations and having a key person carefully coordinating the scheme has been a way of preventing Young Interpreters from being used in inappropriate scenarios and therefore from feeling stressed or anxious. Furthermore, giving pupils a special and valued role is in contrast with the idea shared by some families that the role of child interpreter is unremarkable. Finally, training as Young Interpreters has been an opportunity for older pupils to learn about the qualities of professional interpreters and issues such as objectivity, accuracy and boundaries.

Building on this, a piece of research explored the effects and experiences of the Young Interpreter Scheme on the Young Interpreters themselves and uncovered implications which will be discussed in the next part of this article.

A case study of The Young Interpreter Scheme in one secondary school

The research for this article was carried out as part of my Masters' dissertation which focused on the effects of the Young Interpreter Scheme on the Young Interpreters themselves. This focus was chosen because of my personal involvement with the development of the scheme which I outlined previously. This section will give details of the focus school and the sample group of pupils I worked with. It will then present the methods used as part of the case study before discussing the findings and exploring their implications.

Sample school and selection of the Young Interpreters

The case study was conducted with a group of Young Interpreters in one Hampshire secondary school. At the time, the school had 699 pupils on roll, 54 (7.7%) of whom did not have English as their first language (DfE School Statistics, February 2013: online). The highest percentages of EAL pupils in the town's secondary schools could be found in three other schools (8.8%, 10.5% and 14.2%) hence the school chosen for this case study was amongst the town's top four schools in terms of numbers of pupils with EAL. The findings section will later show the impact of these demographics on the project.

The case study was conducted with the support of the school's Head of Languages. Together, we held an information meeting where pupils were invited to find out about the Young Interpreter Scheme and my research project, including the research methods which I will detail later on in this section. Thirty pupils attended the meeting and each was given a letter for the attention of their parents or guardians. This letter gave details of the Young Interpreter Scheme and my research project. It also included a consent form for parents or guardians and pupils to sign and return.

Twenty-two pupils from Years 9 and 10 responded positively and took part in the study. When I asked the pupils to identify their first and other language(s) before the start of the Young Interpreter training through a questionnaire, it emerged that out of the group of 22 pupils, 13 considered their first language to be English whilst 9 considered that their first language was other than English. Figure 1 shows the languages spoken by each subgroup. These data are significant and the findings section will demonstrate this later.

Figure 1: Languages spoken by sample group as identified before the Young Interpreter training

First language identified as English	First language identified as other than English	Total
13 pupils (all girls) Other languages identified are Tagalog (2), Polish (1) and Spanish/Portuguese (1)	9 pupils (7 girls, 2 boys) Languages identified are Tagalog (4), Polish (3), Portuguese (1), Malayalam (1) All pupils also fluent in English	22 pupils (20 girls, 2 boys) speaking English (22), Tagalog (6), Polish (4), Portuguese (2), Spanish (1), Malayalam (1)

Method

The Young Interpreter Scheme, with its training and follow up activities, was itself the central research instrument in this project which focussed on the effect of the Young Interpreter Scheme on the Young Interpreters themselves. The pupils were trained using the first edition of the Young Interpreter Scheme's guidance materials (Hampshire EMTAS, 2008) where pupils are normally trained in four hours over a week or two. However, to minimise the impact of the project on the routine of the school and on the pupils' learning (BERA, 2011: p.7), it was decided that the training and follow up meetings would take place during tutor time for 30 minutes once a week. This seemed to be the best solution at the time as pupils would not have to miss lessons. Therefore, the sessions were adapted so that key activities fitted in the allocated 30 minutes. This was not without drawbacks for the project which in consequence lasted longer than anticipated. The findings section will later demonstrate the effects of this on the pupils involved. Nevertheless, the group met regularly for their training and to help develop their role within their school. Figure 2

describes the nature of the activities undertaken during the weekly thirty minute slots, specifying which related to the actual Young Interpreter training and which related to the follow up activities aimed at helping the pupils grow into their role. Figure 2 also shows when and how data were collected to find out more about the pupils' experiences.

The research methods used to assess the pupils' responses to the Young Interpreter Scheme were questionnaires, interviews and journal writing. Pre and post-project questionnaires (Appendix 1 and 2) helped gain an insight into any changes in students' attitudes towards the Young Interpreter Scheme, their languages, their interpreting skills, the role of a Young Interpreter as well as their confidence in all of these areas. A group interview with five students as well as a separate interview with the school's Head of Languages who supported the research was conducted at the very end of the project. These helped confirm any trends and gave participants an opportunity to voice their opinions in more detail. Finally, I kept a research journal throughout the project to record my observations and provide me with opportunities for reflection. Pupils were also encouraged to write their own journals to document their learning journey, although this was not always possible because of the time constraints already mentioned. Indeed, Figure 2 shows pupils only had two opportunities for reflective writing over the course of the project.

The use of questionnaires, interviews and journal writing allowed me to cross-check my research findings and look at my research topic from several vantage points. This section will now give an overview of the main findings in this research which aimed to discover the effects of the Young Interpreter Scheme on the Young Interpreters themselves. Implications of these findings will be discussed in the following section.

Figure 2 Project timescale

Set-up	Jan 14th	Information meeting. Learning about what the role of YI entails and how to qualify. Letters and consent forms distributed.
	Feb 11th	Meeting with sample group. Aims of the training programme and **completion of pre-project questionnaires**.
Half-term		
Young Interpreter training	Feb 25th	Pupils discuss their experiences of languages
	March 4th	Map activity allows pupils to learn about where in the world classmates' languages are spoken.
	March 18th	Empathy exercise - pupils are spoken to in an unknown language to help them consider how it feels to be new to English.
	March 25th	Feedback on empathy exercise. Pupils reflect on how it feels to be a new arrival and start unpicking what helped them sustain interest during the exercise e.g. body-language, visuals etc. **Opportunity for YI to write a journal entry**.
Easter Holiday		
	April 15th	What makes a good YI? Pupils watch a *bad* interpreting situation and discuss the interpreter's efficiency in terms of preparation, introductions, accuracy etc.
	April 22nd	What makes a good YI? Pupils watch a *good* interpreting situation and discuss the interpreter's efficiency in terms of preparation, introductions, accuracy etc.
	April 29th	Young Interpreter ground rules. Pupils discuss the qualities and behaviours they will need to bear in mind as part of their role.
	May 13th	Pupils consider scenarios where a YI might be needed and discuss how they might deal with the situations in a way which follows their ground rules.
	May 20th	Role-play performance with whole-group feedback. End of training. **Opportunity for YI to write a journal entry**. Pupils receive their badges.
Half-term		
Follow up activities	June 3rd	Action planning. Pupils discuss what tasks they would like to achieve e.g. display, presentation to teachers etc.
	June 10th	Action planning finalised
	June 17th	Role-play performed and badge awarded to pupils who were absent on May 20th
	June 24th	Pupils plan their Young Interpreter display
	July 1st	Pupils create items for their display
	July 5th	Young Interpreter day. Pupils finish their display, produce a leaflet and plan a talk for their teachers. **Post-project questionnaires**
End of project	July 10th	**Group interview with 5 Young Interpreters**
	July 23rd	**Interview with Head of Languages**

Findings

A shifting sense of identity

As seen previously in the discussion around the sample group, data provided by pupils by responding to a questionnaire before the start of the project suggested that 9 students spoke languages other than English such as Polish, Tagalog and Malayalam (Figure 1). Data collected at the end of the project through the use of a second questionnaire suggested 10 students did not consider English to be their first language. Indeed, by the end of the project one student identified English as one of their languages rather than their first. Moreover, responses provided at the end of the project showed that more pupils identified Tagalog as one of their languages and new languages such as Ilocano, Gaelic and Patois also emerged. Figure 3 shows a comparison of the data gathered through the questionnaires at the start and the end of the project. It indicates the answers of the group overall as well as the answers of those who identified English as their first language and those who identified languages other than English as their first language. This helps in noticing the shift in pupils' responses from before and after the project and from one group to another. This shift may suggest that pupils' conception of their linguistic identity developed as the project unfolded. It may also show that pupils learnt to appreciate that even varying levels of fluency in any language (or dynamic bilingualism) were significant enough to be acknowledged. These data also correlate with Harman's (1994) findings relating to the impact of the purposeful use of home language on pupils' notions of their own talents.

In addition, data collected through the same questionnaires before and after the project suggest Young Interpreters with EAL became more confident in speaking their home languages, whatever their competency or fluency in those languages (Figure 4).

For one pupil in particular, taking part in the experience involved the realisation of the equal status of all their languages. Indeed, whilst before the project the pupil considered English to be their first language and Spanish and Portuguese their second and third, they finished the project considering English, Spanish and Portuguese to be their first languages – that is all three languages were seen to be on a par with each other. This is apparent in Figure 3 where 'English/Spanish/Portuguese' appears as one entity in the post-project data.

For another pupil, taking part in the project resulted in stepping away from their feeling of embarrassment towards their minority language to becoming proud of it. This came to light in the group interview where the pupil said:

> Before you know about other people you kind of felt you were on our own in that language and it's a bit… you don't know how people are going to react to that. And you get here and you realise that everyone's got other languages and it's something you want to celebrate, not kind of… hide.

Figure 3: Students' responses before and after the project regarding their first and other languages

	First language identified as English	**First language identified as other than English**	**Total**
Data gathered at the start of the project	13 pupils Other languages identified are Tagalog (2), Patois - Mauritius (1) Polish (1) and Spanish/ Portuguese (1)	9 pupils Languages identified are Tagalog (4), Polish (2), English/ Polish (1), Portuguese (1), Malayalam (1) All pupils also fluent in English	22 pupils speaking English (22), Tagalog (6), Polish (4), Portuguese (2), Spanish (1), Malayalam (1), Patois - Mauritius (1)
Data gathered at the end of the project	12 pupils (-1) Other languages identified are Tagalog (3, +1), Polish (1), Patois - Mauritius (1), Gaelic (1, +1), Jamaican (1, +1)	10 pupils (+1) Languages identified are Tagalog (4), Polish (2), English/ Polish (1),Portuguese (1), Malayalam (1), English/Spanish/ Portuguese (1, +1), Ilocano (1,+1) All pupils also fluent in English	22 pupils speaking English (22), Tagalog (7, +1), Polish (4), Portuguese (2), Spanish (1), Malayalam (1), Ilocano (1, +1), Patois - Mauritius (1), Gaelic (1, +1), Jamaican (1, +1)

Figure 4: Young Interpreters for whom English is not the home language reflect on their confidence in their first languages before and after the project

Pre-project		**Post-project**	
Very confident	3	Very confident	7(+4)
Fairly confident	4	Fairly confident	2(-2)
Not so confident	4	Not so confident	1(-3)
Not confident at all	0	Not confident at all	0

2 pupils chose 2 answers instead of 1

This comment demonstrates how the pupil's attitude towards school and towards themselves underwent a shift. Notably, this pupil who historically preferred to assimilate themselves within the English-speaking majority and was becoming increasingly disengaged at school not only developed a sense of enjoyment at being a competent speaker of Polish but also saw their relationships with teachers improve. This emerged in the interview with the Head of Languages who supported the project and who commented:

> Thinking of the students individually, one of the students in particular jumps to mind, Pupil A, who I targeted specifically because I felt in school she was becoming disaffected, disengaged, she was making some of the wrong choices, started

> hanging out with pupils who I didn't think were good for her. […] That [the project] has completely changed her attitude to school I believe and when I teach her in lessons I can see we've got a much better relationship. She just seems happier. […] and I think that before the project a lot of the teachers didn't know that she was Polish. It just didn't come across and now she's actually fed back that she feels free to speak her language and that's great because she's showing more of herself.

The effect of the project on this particular pupil demonstrated how the Young Interpreter Scheme can value pupils' skills, languages and identities. It is significant because it resonates with Gravelle's research showing that the latter can positively affect pupils' sense of belonging and motivation at school (1996: p.19).

A developing sense of responsibility

A sense of responsibility, thrill and excitement about the role of Young Interpreter transpired through pupils' training and opportunities to act as Young Interpreters. For example, pupils who experienced the identity shift discussed in the previous paragraph shared a real desire to work with pupils who are yet to realise that speaking another language is in fact an asset. This is illustrated by the following exchange from the group interview conducted at the end of the project with five Young Interpreters:

> Are you excited about your new role? Do you think it's something that...
>
> All interrupt: Yeah!
>
> A: Some people might feel like us. Some people might feel like they have other languages and like boxing it... Some people they might know English but they might be fluent in other languages and they might be like us and think I might just try and hide that. We can kind of tell them that that's okay. We love other languages!

Alongside this sense of responsibility developed a feeling of accomplishment and pride to be recognised through their Young Interpreter badge. In fact, pupils felt happy to be recognised for their skills and to become as 'special' as prefects or even head students. The subject of the badge emerged during the group interview where one of the Young Interpreters discussed what they had enjoyed the most about the training:

> Definitely getting the badge. It made me feel proud and I had done something really good, yeah special. Now I don't feel like just an ordinary person in the school. I have a role in the school. […] I think it will be nice to be recognised because we are recognised but like obviously head boy and head girl they are recognised quite a lot.

Pupils' feelings of pride and accomplishment are in contrast with the literature which highlights the invisible nature of the role of child interpreters (Katz, 2011; Orellana, 2009). Indeed, the scheme provided the recognition they lacked and deserved. Receiving a badge which recognises their role ensured pupils were visible and remarkable within their school community.

Young Interpreters' fluctuating motivation towards the project

Findings and analyses also showed that Young Interpreters' motivation levels changed all the time throughout the project. As shown in Figure 5, pupils' responses to the questionnaires conducted at the end of the project suggested that their motivation remained constant from before the start of the project and throughout the training. They then peaked on completion of the training and receiving the badge. This peak related to the sense of pride and accomplishment mentioned in the previous paragraph. Following this peak, pupils' motivation decreased during the follow up stage when pupils met to help develop their new role.

Figure 5: A summary of pupils' responses regarding their frame of mind at the start of the project, during the training, on completion of the training and during the follow up meetings

Motivation at the start of the project		Motivation during the training		Motivation when completed the training		Motivation during follow up meetings	
Positive responses	13	Positive responses	13	Positive responses	22	Positive responses	14
Negative responses	9	Negative responses	5	Negative responses	0	Negative responses	3
		4 pupils did not answer the question				*5 pupils did not answer the question*	

The reported 'motivation' of participant student interpreters seemed to have fluctuated at different phases of the work on this Scheme. This, together with the length of the project was possibly the cause of the pupils reporting 'feeling bored' at times. In fact, during the interview one Young Interpreter commented:

> I thought it was good but sometimes I found it kind of dragged on a bit and it was hard to keep interest.

This issue also emerged in the post-project questionnaires where pupils were asked to reflect on how the project could have been improved. Seven students said they would have liked more time for the sessions and another two said they would have preferred longer and fewer sessions.

The flexibility of the design, however, allowed for the addition of a longer final session to round off the project at the very end and help renew Young Interpreters' enthusiasm. The following research journal entries illustrate my anxieties as the researcher on the project and how the partnership with the school was invaluable in moving forward.

> **April 15**: Fitting everything in within the half-hour […] is proving to be tricky. […] I am starting to worry about how this will affect my research.

June 17th 2013: […] I get an opportunity to catch up with my contact to discuss ways forward. I share my concerns over lack of time leading to pupils losing interest. We plan to meet the pupils for a whole afternoon […].

June 24: My contact greets me with great news. Not only do we have the go ahead from management to organise an extended session with the Young Interpreters but we are allowed to use a whole day for this! […] my anxieties over whether or not I would have enough time to achieve any tasks with the pupils following their training disappear. This is great news in terms of pupils' motivation.

Surveying pupils' motivation levels helped get a sense of how pupils experienced the Young Interpreter Scheme and showed how guidance to schools must relay that careful consideration regarding timings must be given by Young Interpreter coordinators to help pupils sustain motivation and enthusiasm throughout.

The complexities of capturing developments in pupils' interpreting skills

The number of new arrivals with EAL who entered the school whilst the study was ongoing was low. As a result, Young Interpreters were unable to practise interpreting skills modelled during their training. This lack of practice caused by the unpredictability of the school's demographics – not only in terms of numbers of new arrivals but also in terms of their languages and whether or not they were shared by any of the Young Interpreters – means it is difficult to know if pupils acquired any interpreting skills. In addition, as shown by Figure 6, the bilingual pupils in this case study did not have a lot of interpreting experience to begin with and did not interpret more as a result of their training. Figure 6 also shows that levels of confidence when interpreting remained the same throughout. In fact, these data indicate that the bilingual pupils from the sample were mostly fairly confident when interpreting both before and after the project. This suggests that although bilingual Young Interpreters did not think they often interpreted, they still felt confident in those occasional instances but this was not a result of taking part in the project.

Figure 6: Experience of interpreting before and after the Young Interpreter project for pupils with languages other than English as L1 (Results of Questionnaires conducted at the start and at the end of the project)

	Pre-project	**Post-project**
Frequency	Very often: 1 Sometimes: 4 Rarely: 4 Never: 0	Very often: 1 Sometimes: 5 (+1) Rarely: 4 Never: 0
Confidence	Very confident: 0 Fairly confident: 7 Not so confident: 2 Not confident at all: 0	Very confident: 1 (+1) Fairly confident: 8 (+1) Not so confident: 1 (-1) Not confident at all: 0

As explained previously in this article, the role of the Young Interpreter predominantly calls for an empathetic friend capable of welcoming pupils to their school community through a range of activities which may not always involve interpreting per se. Nevertheless, the assumption that some Young Interpreters will indeed engage in interpreting activities cannot be underestimated as across the UK the Young Interpreter Scheme is taken up by schools with varying demographics – from schools with large numbers of new arrivals with EAL who may enter at different times during the year to schools where learners of EAL are more isolated. Hence research on whether or not the Young Interpreter Scheme can support learners to refine any interpreting skills would be needed to explore the nature of these skills as well as the experiences of the pupils. This would be with a view to continuing to improve the guidance provided to schools when setting up the scheme. Another implication for the scheme relating to the place of the Young Interpreter in schools with fewer new arrivals will be discussed later in this article.

What the project did highlight was that Young Interpreters were more at ease operating in routine situations than in more formal scenarios such as conversations with parents. This emerged during the group interview as the following exchange demonstrates:

> Have you done any interpreting since the training?
>
> E: Well this lady she needed to be showed around the school. She wanted to know about different things and subjects and stuff.
>
> B: Sometimes they ask you questions you don't know the answer to and then it's hard to help them.
>
> A: (Laughs) What's the GCSE pass rate?
>
> C: Oh they always ask me that, and I'm like... I don't know!
>
> B: 100% - just say 100%!
>
> And so when you did your tour, is there anything that you learnt in this project or in your training that you were able to use for this tour?
>
> E: Yeah well she could speak a bit of English but not fully and I just had to be like patient like listen and then kind of show her everything that she wanted to see, not what I thought would be best.

It is interesting to notice how broadly the term of 'interpreting' was conceived by the pupils in this excerpt. This is evident in the last comment where the pupil is showing qualities such as patience and objectivity which do not relate to language use. In addition, in the tour they describe no actual interpreting occurred because the parent and the Young Interpreters did not have a language in common. In other words, the pupils' concept of interpreting here not only encapsulates interpreting in its most literal sense but also all other Young Interpreter tasks. These indeed include giving a tour of the school to someone with whom they do not share a language using strategies learnt in the training. Figure 7 illustrates how Young Interpreters discussed and practised a similar situation during the training. However, we can see the theory did not quite match the practice since whilst the training suggested Young Interpreters would tour the school with another pupil and their parent with the help of an adult, they eventually gave a tour to a parent with no supervision.

Figure 7: A Young Interpreter's notes regarding a role-play situation discussed during the training

This instance helped uncover a challenge faced by the pupils and highlighted the need to refine guidance to help schools gain a better understanding of ways in which Young Interpreters can operate and how their role can be facilitated so that they can comfortably perform in a range of situations.

Growing into the role of Young Interpreter

Data show that pupils felt confidence was a quality Young Interpreters should have. Indeed, it was quoted as a quality needed to be a Young Interpreter in pre and post project questionnaires by 11 and 8 pupils respectively. Nonetheless, when thinking of the qualities they could bring to the role, confidence was only mentioned by 3 pupils in the pre-project questionnaires and 4 pupils in the post-training questionnaires. In contrast, friendliness was the top quality they thought they brought to the role of Young Interpreter with 10 pupils choosing this trait both before and after the project. Therefore it could be deduced that pupils did not feel they had the levels of confidence required by the role although data also show that their confidence did increase as the project progressed (Figure 8).

Figure 8: Pupils' confidence at the thought of being a Young Interpreter before and after the project (Results of Young Interpreters' Questionnaires)

Pre-project questionnaire		Post-project questionnaire	
Very confident	2	Very confident	7
Fairly confident	18	Fairly confident	14
Not so confident	3	Not so confident	1
Not confident at all	0	Not confident at all	0
Note one pupil chose 2 answers rather than 1.			

Likewise, despite a big focus on empathy throughout the training, evidence relating to pupils' empathy for new arrivals with EAL provided a mixed picture. On the one hand some data suggested Young Interpreters became more aware of how it might feel to be a new arrival. This was exemplified during the group interview:

> E: Err, quite lonely. You don't actually know what's going on or what's been said because you don't understand the language. You feel quite paranoid and it's good to know there is someone who isn't kind of patronising. They just treat you like normally and help you as well and help you understand and who is a good friend. […]
>
> A: I experienced it but I used to think that the best way to deal with it was to be quite patronising so I thought you had to be really slow and really obvious!
>
> And what do you think now?
>
> A: That's the wrong way! Laughs.

This also emerged in pupils' journals. For example, Figure 9 shows a pupil's reflections after experiencing the empathy exercise from the training.

Figure 9: A Young Interpreter's journal entry following the empathy exercise

Journal writing

Use this space to record your learning journey.

Here are some ideas to start you off:
- Today, I learnt that…
- I never realised that…
- I find it interesting that…
- Listening to an unknown language made me feel…
- I think that Young Interpreters should…

> Today I learnt that a very important quality, as a young interpreter, is empathy. I never realised that people who go to another school in a different country would feel so frustrated and alone as no one speaks their language.

However, empathy was not a quality that Young Interpreters thought they brought to the role according to data collected through the questionnaires. In fact, when asked to reflect on their own qualities as they embarked on the project, empathy was not mentioned at all. Then, when asked to reflect on their personal qualities again at the end of the project, empathy was cited by only one pupil. In addition, evidence from the group interview implies that students found empathising difficult. Students explained that what was difficult about their role was to act in an empathetic manner whereby the new arrival would not feel patronised or offended. This is illustrated by the following extract:

> Is there anything about being a Young Interpreter that's difficult?
>
> B: Trying to understand where they're coming from and try to put yourself in their shoes.
>
> A: I think it's hard not to be patronising. When you first meet someone your first instinct is to be really obvious, slow and in their face but you can't do that so it's quite challenging to not offend someone when you don't know how to communicate with them.

This would mean that while Young Interpreters clearly knew how to generally empathise in theory, empathising in practice was more of a challenge and evidently a worry for the students. It would appear that the project raised pupils' awareness of some of the difficulties faced by new arrivals but did not provide enough opportunities to rehearse being empathetic in practice. This was due to the low number of new arrivals with EAL mentioned in a previous section relating to interpreting. Again, a study of a Young Interpreter group over a longer period of time in a setting with higher numbers of new arrivals would be worth conducting to try and ascertain if having more opportunities to support new arrivals could help pupils feel more confident with their ability to empathise. Another implication is the need for practitioners in schools with fewer new arrivals to think creatively about how to involve Young Interpreters in activities that allow them to practise their skills so that

they are better able to act empathetically and with more confidence. This area of Young Interpreter development adds further weight to the crucial role of the Young Interpreter coordinator which will be discussed in more detail in the next section of this article.

Another aspect of growing into the role of Young Interpreter involved embracing the group's cultures and languages and this developed more clearly than their confidence in themselves and their ability to empathise. In Figure 10, which shows students' reflections over what they preferred about the project in the post-project questionnaire, the element of togetherness is very much apparent with responses such as 'teamwork', 'meeting new people' and 'interacting' being contributed.

In addition to teamwork was the enjoyment of 'being with pupils of the same nationality' and 'learning about other people's languages'. This is also emphasised by the students during the interview. This is exemplified by the following excerpt which shows that meeting new people and getting to know where they were from was indeed a significant element that developed from taking part in the project:

> A: The people in my year but I've got closer to some people and I've made friends as well like X and it's nice cos it brings people I wouldn't usually talk to and like now I know more about people I knew before. […] I think it makes you realise that not everyone is so simple. At first you think they're in England they must be just English and then you kind of realise that everyone has their own background. It's great.

Students' interest in each other's backgrounds is also evident in the research journal although some students felt puzzled when faced with languages they had never heard of before:

> The students are interested to learn about other pupils' backgrounds and sometimes mystified by the languages mentioned. For example, when I speak of the fact that one member of their team speaks Malayalam, one pupil's reaction is to shout 'what?!'

Figure 10: Young Interpreters' reflections over what they preferred about the project (Results of Young Interpreters' Questionnaires)

Helping others	7
Teamwork	3
Meeting new people	3
Badge	2
Interacting	2
Being with pupils of same nationality	1
Creating leaflet	1
Experience	1

Feeling more free to speak my own language	1
Fun activities	1
Gathering to help and learn	1
Hands on	1
I can speak my language confidently	1
It was good	1
Learning about other people's languages	1
Presentation	1
Qualities we had to have	1
The responsibility	1
The training was quite fun	1
Useful thing to have and do	1

It is to be noted that this pupil grew to become a responsible Young Interpreter who volunteered to deliver a presentation about her role at a teachers' INSET. However, this occurrence is interesting because it shows that initially Young Interpreters were unfamiliar with languages spoken by certain members of the group. Still, through their training pupils were encouraged to find out or ask where certain languages were spoken rather than be dismissive as this does not epitomise the inclusive nature of the role of Young Interpreter. This reaction can be expected as pupils embark on their journey to becoming Young Interpreters and in a sense can be useful in realising how diverse and unexpected any given school community can be. It shows again how a Young Interpreter coordinator is essential to guide the pupils – this time in their discovery of their school community and how to learn to be open and to embrace all languages. This specific occurrence is revealing of this pupil's developing attitude towards other languages at the start of the project, particularly when these languages were less well-known. Nevertheless, an extract of a Young Interpreter's golden rules clearly states they should have a positive attitude towards languages at all times and to always research languages they are unaware of (Figure 11). In addition, as one Young Interpreter exclaimed during the group interview, they 'love other languages'. Therefore, it would appear that whilst some students were initially perplexed by languages they had not previously heard of, they also did learn to accept and deal with their own lack of awareness and learn about different cultures from each other.

Figure 11: Extract of a Young Interpreter's Golden Rules

- Have a positive attitude towards the job you are doing and languages
- If you have never heard of a language 'what is this language and where is it spoken?' as a base foundation

In the above section I have shown some of the effects of the Young Interpreter Scheme on the Young Interpreters themselves. Of particular importance were impacts relating to how pupils considered their own identity and how they conceptualised their home languages. Possible effects of setting up the Young Interpreter Scheme on pupils' realisation of their own linguistic talents and confidence and pride in their languages cannot be underestimated and neither can the knock-on effect on pupils' sense of belonging and attitude to school. However, some difficulties relating to capturing data in certain domains such as the development of interpreting skills and empathy not only showed the scope for more research to be conducted around those themes but also highlighted repercussions for the future of the scheme. These will now be reviewed in the next part of this article.

Implications for the Young Interpreter Scheme and next steps

In light of the findings uncovered by this piece of research, several actions were taken to ensure key outcomes were disseminated – especially those in relation to the safeguarding of Young Interpreters and to the key role of their coordinators. Notably, these findings informed a new edition of the guidance materials (Hampshire EMTAS, 2014).

The first edition of the guidance materials provided schools with training materials alongside guidance relating to the selection of Young Interpreters and examples of how they could be used around the school. However it did not explicitly provide a guide as to which situations are suitable for Young Interpreters to be involved in and which are not. The danger of this lack of detailed guidance is that practitioners with little or no knowledge of the literature relating to child interpreters and with little awareness of the ramifications of interpreting may make decisions which could unknowingly put Young Interpreters under pressure or into inappropriate situations. As a result, a key new feature of the scheme's second edition is the clarity provided by the notes relating to the role of the Young Interpreter. Indeed, schools are now provided with a clear list of dos and don'ts. For example, schools are encouraged to allow Young Interpreters to show new arrivals around the school and demonstrate school routines but are warned not to ask pupils to interpret for new concepts in the classroom or for meetings – whether or not confidentiality would be an issue. This is reinforced by an activity from the follow up programme where newly trained Young Interpreters are asked to plan and produce a leaflet outlining their role and how they should and should not be used. The guidance strongly recommends that this leaflet be distributed to school staff during a presentation by the Young Interpreters aimed at raising the awareness of the role within the school, as well as its profile. As most schools will have had to rely on a child to interpret for another child or parent – whether or not they are running the Young Interpreter Scheme – the dos and don'ts were also made public through the Hampshire EMTAS website's safeguarding section where any school thinking about using one child to interpret for another can read more about how to keep them safe (Hampshire EMTAS, 2015, online). This guidance was also circulated to all Hampshire schools.

In the first edition, the importance of having a designated member of staff – or Young Interpreter coordinator – to look after the scheme and the pupils was not made clearly enough. On reflection, readers might have assumed that the scheme merely involved choosing pupils and training them. In fact, my experience tells me that for the initiative to be successfully set up and for all pupils involved to be safeguarded and kept motivated, careful coordination is required. With this in mind, the importance of the role of the Young Interpreter coordinator was reiterated throughout the second edition. For instance, the guidance highlights the requirement of the scheme for a member of staff to lead and coordinate Young Interpreters' work after their training to ensure that pupils are guided and motivated in their role, used in appropriate situations and generally supervised in case they are worried about a pupil they are supporting. The latter became even more crucial since the Daniel Pelka case in 2013 when the parents of a young Polish boy were found guilty of starving their child to death. Bearing in mind Young Interpreters could unexpectedly come across harrowing situations is important because it helps ensure that practitioners keep safeguarding at the forefront of their mind. The safeguarding element is made clear in the new training materials where one of the situations where a Young Interpreter may be called upon is 'what would you do if someone told you something that worried you' (Hampshire EMTAS, 2014: p.31). The guidance notes clearly state that trainers should elicit the importance of Young Interpreters talking to an adult about their concerns as soon as possible. The key role of Young Interpreter Coordinator is reinforced throughout the pack in documents such as the step-by-step guide to implementing the scheme where practitioners are asked to meet with Young Interpreters on a regular basis to help them grow into their role and stay focussed and motivated. The requirement for a designated member of staff to coordinate the scheme is reiterated in a brand new self-evaluation form. In addition to this, Young Interpreter coordinators' regular meetings are supported by a follow up programme which provides ideas and resources for activities which aim to keep pupils motivated and inspired by their role, especially at times when there are few new arrivals to buddy up with. This follow up programme of activities which did not exist in the first edition of the scheme shows how there is more to the scheme than simply selecting and training pupils.

Conclusion

This article explores the evolution of the Young Interpreter Scheme, from birth to maturation. Having initially been piloted in four Hampshire schools to respond to the needs of the rising number of children who arrived in the area with little or no English, the initiative has developed into a self-supporting, research-informed scheme generating an effective learning environment for new arrivals whilst ensuring pupil interpreters are able to perform their role safely and confidently.

In a country where the role of child interpreters is largely under researched and recent budget cuts have led to the disappearance of a number of Ethnic Minority Achievement Services despite the continuous rise in pupils with EAL (NALDIC, 2011), the outcomes from this project demonstrate a need for literature, guidance and policies relating to the teaching of EAL learners to include more extensive information on using children and adolescents as interpreters or peer helpers to

support the needs of pupils in the early stages of acquiring English. Indeed, although EAL policy and guidance often advise practitioners to use children as buddies or interpreters, it rarely ever refers to research on child interpreters and does not consider the support and direction that these very helpers should receive or the situations in which it is most appropriate for them to perform their role. This lack of theoretical background to such a key feature of new arrival support is potentially dangerous because it makes the assumption that practitioners have knowledge and understanding of all the ramifications of child interpreting and of directing pupils in a way that ensures their safeguarding. This is especially true as research identifies that there is a gap in subject knowledge for teaching EAL in the teaching workforce. There is an urgent need to address this lack of understanding and the Young Interpreter Scheme has the potential to upskill teachers supporting the growing number of EAL learners in school at a time where the reduction of EAL services has made their role even more crucial.

The results of the case study presented in this article reveal some of the positive effects which implementing the Young Interpreter Scheme can have on the pupils involved, particularly in terms of valuing their identity and languages whilst demonstrating the huge scope there is for schools to develop their capacity to cater for learners in the early stages of acquiring English. More research on a much larger scale is needed to not only consolidate these early findings but also to discover whether the Young Interpreters' role could be extended to include the support of groups such as more advanced learners of EAL in the development of their academic language proficiency or of more linguistically and culturally isolated groups such as asylum seekers, refugees or Travellers. In a climate of reduced funding this relatively low cost support mechanism may be certain schools' only chance to fill the gap which the disappearance of Ethnic Minority Achievement Services has created in many parts of the United Kingdom.

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Appendix 1: Pre-project student questionnaire

Young Interpreters questionnaire
Before you start your training to become a Young Interpreter, think about the questions below and tick ✓ the most appropriate answers.

Everyone

1) What is your first language?

☐ English – **go to question 2**
☐ Other – specify ✎_____ and **go to question 7**

If your first language is English

2) Do you speak/study another language/other languages? Choose one answer.

☐ Yes - specify ✎_____
☐ No – **go to question 15**

3) How often do you use your other language(s)? Write in your language(s) and choose one answer for each.

	✎	✎	✎	✎
Very often				
Sometimes				
Rarely				
Never				

4) How confident do you feel at speaking your other language(s)? Write in your language(s) and choose one answer for each.

	✎	✎	✎	✎
Very confident				
Fairly confident				
Not so confident				
Not confident at all				

5) Where do you use your other language(s)? You can choose several answers.

	✎	✎	✎	✎
At school, during MFL Lessons				
At school, out of MFL Lessons				
At home				
On holiday				
Other - specify:				

6) Who do you use your other language(s) with? You can choose several answers.

	✍	✍	✍	✍
MFL teachers / MFL teaching assistants				
Other teachers and adults in the school				
Pupils at my school				
Friends				
Family				
Other - Specify:				

Now go to question 11

If your first language is not English

7) Where do you use all you languages? Write in all your languages and tick where appropriate.

	English	✍	✍	✍
In lessons				
At school but outside lessons				
At home				
On holiday				
Other – Specify:				

8) Who do you use all you languages with? Write in all your languages again and tick where appropriate.

	English	✍	✍	✍
With adults at school				
With pupils at school				
With friends at school				
With friends outside of school				
With my family				
With strangers				
Other – Specify:				

9) How confident are you at speaking your languages in front of others who can't understand it? Choose one answer for each language.

	English	✎	✎	✎
Very confident				
Fairly confident				
Not so confident				
Not confident at all				

10) What are your feelings towards your home language in comparison to English? Choose one answer.

☐ My language is more important than English
☐ My language is as important as English
☐ My language is less important than English

Now go to question 11.

Everyone

11) How often do you interpret for others? Choose one answer.

☐ Very often
☐ Sometimes
☐ Rarely
☐ Never – **answer questions 15 to 17**

12) Where do you interpret for others? You can choose several answers.

☐ At school
☐ At home
☐ At the doctor's surgery
☐ At my parents' place of work
☐ At the shops
☐ Other - specify ✎

13) Who do you interpret for? You can choose several answers.

☐ My parents
☐ My grand-parents
☐ My brothers/sisters
☐ Friends
☐ Teachers
☐ Strangers
☐ Other - specify ✎

14) How confident do you feel at the thought of interpreting in any environment? Choose one answer.

☐ Very confident
☐ Fairly confident
☐ Not so confident
☐ Not confident at all

---

15) How confident do you feel at the thought of being a Young Interpreter at your school? Choose one answer.

☐ Very confident
☐ Fairly confident
☐ Not so confident
☐ Not confident at all

---

16) What qualities do you think Young Interpreters need?

---

17) Explain which personal qualities will help you in your role of Young Interpreter.

Appendix 2: Post-project student questionnaire

Young Interpreters questionnaire
Name:
Now that you have finished your training and have officially become a Young Interpreter, think about the questions below and tick ✓ the most appropriate answers.
Your languages

1) What is your first language?
   _____

2) What are your other language(s):
   _____

3) What languages are you learning at school?
   _____

4) How often do you use all your language(s)? Write in your language(s) and choose one answer for each.

	✍	✍	✍	✍	✍
Very often					
Sometimes					
Rarely					
Never					

5) How confident do you feel at speaking all your language(s)? Write in your language(s) and choose one answer for each.

	✍	✍	✍	✍	✍
Very confident					
Fairly confident					
Not so confident					
Not confident at all					

6) Where do you use your language(s)? You can choose several answers.

	✍	✍	✍	✍	✍
At home					
In lessons					
At school, outside lessons					
At school, during MFL lessons					
On holiday					
On school trips					
Other - specify:					

7) Who do you use your language(s) with? You can choose several answers.

	✍	✍	✍	✍	✍
Family					
Pupils at my school					
Friends at school					
Friends outside school					
MFL teachers / MFL teaching assistants					
Other teachers and adults in the school					
Strangers					
Other - Specify:					

8) How confident are you at speaking your languages in front of others who can't understand? Choose one answer for each language.

	✍	✍	✍	✍	✍
Very confident					
Fairly confident					
Not so confident					
Not confident at all					

Interpreting

9) How often do you interpret for others? Choose one answer.

☐ Very often
☐ Sometimes
☐ Rarely
☐ Never – **answer questions 13 to 19**

10) Where do you interpret for others? You can choose several answers.

☐ At school
☐ At home
☐ At the doctor's surgery
☐ At my parents' place of work
☐ At the shops
☐ Other - specify ✍ _____

11) Who do you interpret for? You can choose several answers.

☐ My parents
☐ My grand-parents
☐ My brothers/sisters
☐ Friends
☐ Teachers
☐ Strangers
☐ Other - specify ✎

12) How confident do you feel at the thought of interpreting in any environment? Choose one answer.

☐ Very confident
☐ Fairly confident
☐ Not so confident
☐ Not confident at all

13) What has your training taught you about being an interpreter?

Young Interpreter's role

14) How confident do you feel at the thought of being a Young Interpreter at your school? Choose one answer.

☐ Very confident
☐ Fairly confident
☐ Not so confident
☐ Not confident at all

15) What qualities do you think Young Interpreters need?

16) Explain which personal qualities help you in your role of Young Interpreter.

17) What has your Young Interpreter training taught you about what it is like to be a new arrival with no English?

18) What is it like to be part of the Young Interpreter project?

- The best things are:

- The challenges are:

- Things that could be better are:

- I also think that:

19) How motivated were you throughout the project?

- At the start I was   because

- During the training I was   because

- When I finished my training and received my badge I was

  because

- During the follow up meetings I was

  because

NALDIC: EAL MATTERS

EAL Matters is an online only publication which is intended to stimulate professional discussion and to contribute to the theory, policy and practice of teaching pupils for whom English is an additional language.

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