**Translation as a Pedagogical Tool for Change**

**Lesson Plan Template**

**Your name/s: Brent Harlow**

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| **Name of the activity**  | *Locotubre* song translation activity  |
| **Central focus: Essential questions**  | *What are the core concepts or ideas that you want students to learn in this lesson/activity?* | First, translation as a creative (rather than mechanical) process involving choices that must be made; and second, that these choices will be deemed appropriate or not depending on a situated understanding of the performance (the performer, the audience, the broader context of the performance and what it is trying to accomplish) |
| **Assessment**  | *How will you assess that students learned what you wanted and had planned for?* | Students will produce multiple translations of a given stanza. They will write an essay in which they identify the strengths and weaknesses of the different translations in relation to the performer, the audience, the context, and the goals of the performance.  |
| **Learning objective** |  **Language Objectives** | **Culture Objectives** | **Skills Objectives** |
| Students will identify and correctly interpret core vocabulary in authentic texts. | Students will recognize artists and songs from the Spanish-speaking world and make comparisons to those in the English-speaking world.  | Students can use resources—target vocabulary from their notes, glossaries, and dictionaries—as well as extra-linguistic information to translate texts.  |
| **Prior knowledge** | *What do students need to know before doing this activity (either content or language)?* | Core vocabulary from the course, key vocabulary used in the song, which will vary, depending on the song they choose; the ability to recognize cognates.  |
| **Activity sequence**  | *Please, list the steps that you will follow in this activity.*  | **Prior to the lesson:** Students will build up to this lesson by participating in “Locotubre” or “Locura de marzo” ([Locotubre 2022 (senorashby.com)](https://www.senorashby.com/locotubre-2022.html). This involves a sequence of classes in which students will be exposed to a varietyof different songs from the Spanish-speaking world, and will vote on the ones they like the most. During these lessons, students will 1) learn high-frequency language used in the lesson; 2) use it to learn about the artists, the genres they compose in, and the songs they perform; 3) watch music videos; 4) interpret and make meaning by using extra-lingusitic clues, interpreting the lyrics or parts thereof (e.g. the refrain); and 5) voting on which of the two songs they listened to was their favorite. At the end of the series of classes, students will have viewed and listened to many different music videos and will be asked to choose a class favorite. **The lesson:** Once the class has selected its song, we will return to the lesson associated with that song (including the target vocabulary, the biographical information about the artist, the information about the genre and the song, etc.) The class will then be given the premise: They are responsible for taking this song, which has been successful in the Spanish-speaking world, and imagine that they are going to produce an English-language version of the same song. What do they need to consider if they are to make it a hit in the U.S. and/or in other English-speaking markets? Who is the target audience? Which English-language performer would do well with this song? Would the mood, message, beat, etc. of the song work with this performer and with this audience? What should the class consider when deciding how to translate this song? How to capture the meaning, but also the tone, the style, etc. of the original? Or does the class want to intentionally change the tone, the style, etc. in order to better suit the style, qualities, and target audience of the artist they’ve chosen to perform the song? It’s now time to translate the song. For this, we are going to begin by watching the video and using the non-linguistic semiotic elements in the video to guess at the meaning of the song. Classes will be asked to select their favorite song (as a class). The set up for the activity is: imagine now that we want to take this song and make an English translation of it and give it to an English-speaking artist to perform. Before we even look at the lyrics, I am going to ask the students to identify the performer, the audience, the feel of the music and try to identify an English-speaking performer we might want to get to sing the song. We would then watch the video and use the non-linguistic semiotic elements we notice to begin to make an interpretation. Next, I would pass out the lyric sheet with the key vocabulary and additional vocabulary in the song. I would jigsaw the lyrics so and break the class into groups so that at least two groups were given the same jigsaw piece. I would give them two minutes to look at their jigsaw piece and highlight the words they are familiar with and cognates and add them to their glossary. We would then share out what we were able to add to our glossaries, as a class, with each group adding other groups’ words as well. Finally, each group will be responsible for translating their piece of the text. When groups are done, they will work together with other group(s) working on the same jigsaw piece to produce two different translations of the text; commentary identifying the strengths and weaknesses of each translation; and finally a third translation that integrates what they learned from their discussions of the initial translations. Once they have a finalized version, they will submit it to the teacher to be integrated into our class translation of the song. Once the entire song is done, it will be read to the class as a whole and we will discuss its strengths and weaknesses and what we notice regarding differences in style, tone, meaning, etc. between the parts.  |
| **Standards**  | ACTFL (Interpretive): Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. |
| **Instructional resources**  | *List all the resources/technology you will need to teach this activity/lesson.* |  |