

Cluster 2H - Christmas Songs and Practices

Translating Songs- *Traduire des chansons*

Lesson 2

Class 1

FSL Grades 7-9	Duration: 45 minutes	
Specific Learning Outcomes:	Learning Objectives:	Assessments:
Grade 7,8,9: <i>Experience</i> - origins of the four holidays and celebrations traditions associated with the four holidays and celebrations <i>Language Strategies</i> – use visual clues (e.g., pictures, gestures, illustrations) and auditory clues (e.g., street noises, intonation, sighs) – associate a gesture, a symbol or an illustration with a message	<ul style="list-style-type: none">• Students will be able to use actions to represent words in a song• Students will be able to translate verses from French to English using supports	Formative: <ul style="list-style-type: none">• Observe students performing the actions and associating them with words

Preparation Required:

- Load Resource H-2.9
- Load Resource H-2.6
- Pre-watch resource H-2.6-1 to demonstrate actions (Teacher resource only).
- Print off Resource H-2.6-2 (1 for every student) *Second page is actual translation

Introduction (10 minutes):

Use Resource H-2.9 to show students a lyric or two in English from different Christmas carols. Students will then use the few lyrics that they are shown to guess the title of the song.

Pre-task (35 minutes):

Teacher will demonstrate the actions for the verse of “Deck the Halls” (Resource H-2.6 is the recorded version of this song. Resource H-2.6-1 is the teacher copy with actions). Then students will perform the actions while listening to “Deck the Halls” but only for the first verse. Then continue by learning the actions for the second verse. Continue with the same pattern for the remaining verse (learn actions then perform it with the music). At the end, play the song all the way through and perform the actions with it.

* Note: To learn the actions to this song, one may need to take more time than what appears in the plan.

Hand out resource H-2.6-2 to every student. As a class go through translating the first verse from French into English. Read out the first line in French, take turns asking students in the class to translate the words that they know. Use the second page of the document as the correction key for the translation of the song. Allow students to use resources(e.g., dictionaries) if needed for some of the vocabulary.

Class 2

FSL Grades 7-9	Duration: 45 minutes	
Specific Learning Outcomes:	Learning Objectives:	Assessments:
Grade 7,8,9: <i>Experience</i> - origins of the four holidays and celebrations traditions associated with the four holidays and celebrations	<ul style="list-style-type: none">• Students will be able to translate verses from French to English with support• Students will be able to identify challenges associated with translation (e.g., cultural, applications, etc.)	Formative: <ul style="list-style-type: none">• Observe students’ translation of verses from French to English

Preparation Required:

- Print off Resource H-2.6-2 (1 for every student) *Second page is actual translation
- Print off Resource H-2.5 (1 for every student)

Introduction (5 minutes):

Hand out resource H-2.5. Students will try to match the French title of a Christmas Carol to the English title of that same Christmas Carol. Use this game to introduce the topic of differences between Christmas Carols in French and English. Ask the class how they think these songs would differ in French from English?

Task (30 minutes):

Students will continue to work on Resource H-2.6-2. Divide the class into two, one half will start by translating verse two of the song using a translation app, they will then translate verse three on their own, not using a translation app, only dictionaries. The other half of the class will do the reverse, they will translate verse two on their own and verse three with a translation app. Students will then pair up with a student from the opposite group. They will compare the translation app translation with their own translation and look for any differences between the two options.

As a teacher, you can choose to provide the actual translation to each student to compare to their own translations and the translation by the app or you can display a copy on the projector for the entire class to see and have students point out any differences they note to the entire class.

* Note that when assessing translations it is not about having the exact same translation as the answer key. It is about capturing the basic thoughts and ideas that are being presented in one language and translating it to another. This means there is room for slight variations in word choice as long as it still makes sense and brings across the idea and thought that was trying to be stated.

Post-Task (10 minutes):

Use this time to discuss with students the challenges and differences in the translations when they completed the task. Discussion topics could be that in many cases translations are dependent on cultural aspects, which can include vocabulary choices or even variation in the tone of voice, such as passive or formal. This is why we have the saying "Lost in translation." Some languages have more words to describe something than in the language being translated to. For example, Greek has four words for love depending on who loves whom or what type of love, whereas other languages may only have one word for the concept. This lack of diverse terms can change the meaning of the sentence that is being translated unintentionally. One can also bring up that translation apps (like Google translate) are not always reliable. These applications

usually work best when they are translating short, simple sentences. Large bodies of text can cause mistranslations.

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.