

Linguistic Landscapes:

Literal and Liberal Translations & Commands

Integrating regional/cultural information into language training

BY: FATEMEH TOWHIDI

CURRICULUM DEVELOPER SPECIALIST

JULY 2015

Project Based Task

A municipal office posts a call for bids to create an urban signage campaign that reflects cultural sensitivities for tourists. An ad agency submits a portfolio of real and hypothetical signs. All reflect authentic cultural issues and social dynamics. Students in the agency must create and pitch a competitive bid using ostensibly realistic signs. Additionally they include examples of possible imperative commands prompted by the signage in its context.

For this activity students will ...

- Create and present a power point presentation about cultural signs:
 - Be introduced to cultural specificities of conservative Middle Eastern societies and cultural awareness
 - Conduct research about public and touristic signs
 - Hypothesize about authentic or humorous signs
 - Explain major cultural and religious issues


Macro approach

- Watch short videos about religious culture
- Interview family (HLL) and community members (L2)
- Read signs online
- Compose formal signs and Write contextually appropriate commands
- Acquire vocabulary and grammar specific to tourism and religious concepts
- Make Oral presentation including cultural notions

Authentic tasks/materials

- Scaffolding:
 - Watch short documentaries
 - Complete activities derived from film: vocabulary, Y chart , T chart, or fill in the blanks.
- Search for signs that articulate cultural differences based on the vocabulary from the short documentary.
- Create and present new signs that accurately reflect the values discussed.

Socio Affective elements

- Strong social-cultural understanding for L2 and HLL
 - Self-esteem and sense of identity/cultural pride for HLL
 - Accomplishment in publishing their signs for HLL and L2
- 



**MEN AND WOMEN SEPARATE:
“Stay on your side!”**

Differentiation elements

- Teacher will provide learning centers and individual instructions to L2s and HLLs about Imperative forms.
- Students will do the following:
 - L2s will translate formal language of/for sign
 - HLL will compose possible imperatives
 - L2s will text-to-world connections
 - HLL will text-to-self connections
 - Both groups will share and compare

Sample differential learning center resources

<http://www.pbslearningmedia.org/resource/islam08.socst.world.glob.lphajj/the-hajj-journey-to-mecca/>

<http://www.npr.org/tags/125945700/ramadan>

<https://www.youtube.com/watch?v=aZMbTFNp4wI>

Learning objectives:

- Linguistic objectives: to give positive and negative commands; describe in major time-frames; discuss topic extensively; speak in formal register; to be understood by an average target language speaker; speak at paragraph level
- Compare and contrast cultural notions
- Modes of communication: to practice presentational mode



**NO MEN ALLOWED:
“Get out of here!”**

Steps/scaffolding

- New vocabulary scaffolding by instructor and peers
- Cultural biases and norms facilitation
- Coding differences mentoring

Assessment

- Research Religious touristic signs [in Target Language] and write one-page paper (10)
- Choose or create one sign: write one page on its cultural context (10)
- Compose hypothetical positive and/or negative imperative(s) in target language appropriate to milieu of chosen/created sign (15)
- Performance-Presentation: Present signs to mayor to win bid (15)

Example of public signs



هذه المنطقة مخصصة
للنساء و الأطفال فقط

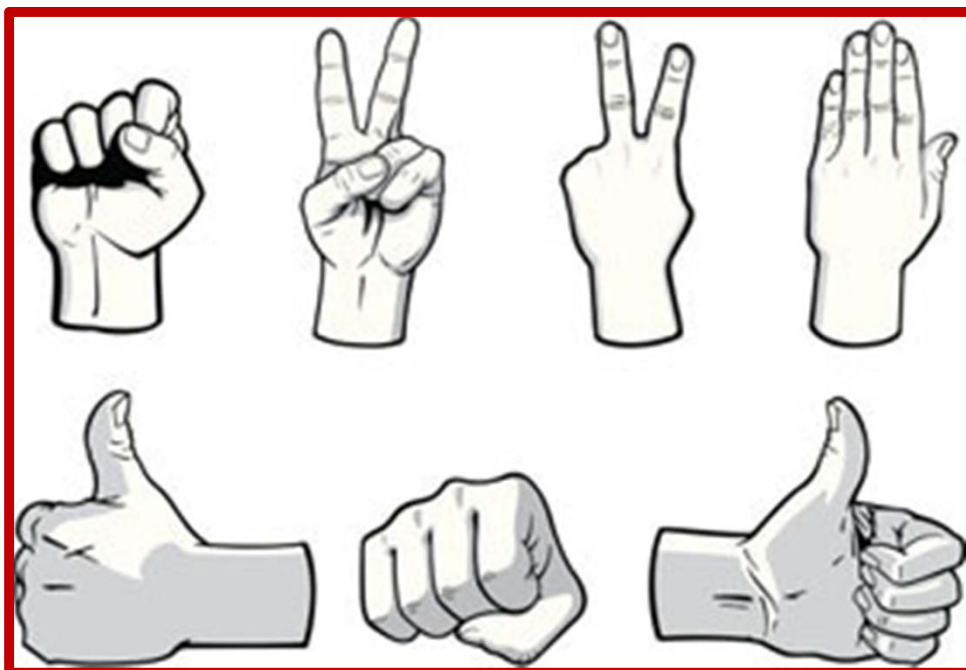
**THIS AREA IS RESERVED FOR WOMEN AND
CHILDREN ONLY.**

“Don’t come in here, you guys!”

کتابخانه
سکوت را رعایت فرمایید!

**LIBRARY:
PLEASE, REMAIN QUIET!**

“Stop making noise!”



**USE THE RIGHT GESTURE:
"Watch your fingers!"**



**PUT YOUR PRESIDENT'S PICTURE HERE:
"Take that one down!"**

Questions?

Fahtima@Hotmail.com

