MUSIC FESTIVALS

Teacher Notes

Can-do: *Can translate a text containing information of personal interest from written Lithuanian into spoken English*

Goal: Informing others about Lithuanian music festivals

Input: Online texts in LT

Output: Oral summaries / stories in EN

Focus: Translating from LT into EN

Introduction

Translating a written text in speech is a largely informal activity that is by no means uncommon in everyday personal and professional life. It is the process of spontaneously giving a spoken translation of a written text, often a notice, letter, email or other communication.

Key concepts for translating a written text in speech include the following:

- providing a rough, approximate translation
- capturing the essential information
- capturing nuances (higher levels)

Translating a written text in writing is by its very nature a more formal process than providing a spoken translation. However, this CEFR descriptor scale is not intended to relate to the activities of professional translators or to their training. Indeed, translating competences are not addressed in the scale. Furthermore, professional translators, like professional interpreters, are usually operating at a level well above C2.

Key concepts for translating a written text in writing include the following:

- comprehensibility of the translation
- the extent to which the original formulations and structure (over)influence the translation, as opposed to the text following relevant conventions in the target language
- capturing nuances in the original

Can-do statements
The lessons are designed for students at B2 level, but can be adapted to B1 level:

- Can translate from an online article in Lithuanian into spoken English, of a text containing information of personal interest
- Can translate and summarise an article in Lithuanian into English (CEFR CV, 2020)

This lesson asks the question why the given four music festivals are in the news, and students have to do an internet search and share the information. As we aim to practice mediating a text by translating and summarising, this lesson is designed so that students don't access the English version of the news articles, nor incidentally use ChatGPT to translate or produce a perfect summary.

So,

- students are given the texts, rather than search for them;
- the mediation is created by cross-team collaboration to create information gaps;
- students work in teams, grouping and regrouping to translate the news articles, explain why they are in the news and give an oral account.

Activities*:*

- Reading and mediating by translating

- Cross grouping aka cross-team collaboration

Summary of procedure

1.	Lead in Music festivals; translating written Lithuanian to oral English: *Can you …?*	5
2.	Task 1: Reading & note-taking > comparing notes and refining understanding	15
3.	Task 2: Students re-form to share stories / summaries	15
4.	Task 3: Questionnaire & discussion on translating (& summarising)	10
5.	Homework	

Materials
1. Student worksheets (3 pages)
2. Teacher notes (4 pages)
3. Slides for classroom work (11 slides)
4. Appendices

Appendix 1a: Music Festival cards
Appendix 2: Granatos Live
Appendix 3: Mėnuo Juodaragis
Appendix 4: Devil Stone
Appendix 5: Yaga

Lesson Procedure

Lead in by eliciting student knowledge of music festivals: a quick Q & A about what festivals exist in Lithuania (are they called by band names or place names, e.g. in UK: the Isle of White Festival, Glastonbury Festival etc.)

Do they know the 4 events pictured and why they might have made the news?

Lead on to translating**.** Elicit whether students translate in their everyday life and if so why. Elicit whether they think they will need to in their future careers.

Then focus on can-do statement & have them evaluate their ability. This is a kind of pre-test. Remember to come back to this at the end of the lesson.

Setting up cross-team collaboration
Cross-team collaboration aka cross-grouping, enables us to create the gaps necessary for mediation, and it requires students to interact perhaps much more than is usual.

Introduce the scenario and have students form teams of 4. You need multiples of 4 students: one for each text. Have the teams assign each student a letter A, B, C, D, and to give their team a name. If there are extra students, have additional As, or Bs etc. but don't make smaller groups by e.g. dropping D.

Next reorganise the groups and group all the A's together, all the B's together etc. If you have a large class and there are e.g. more than 4 A's, sub-divide these groups to work in pairs or threes. The websites give the option of translating the article into English. (As the lesson is mediating a text by translating, we would rather the students didn't know this. So, don't use the websites. Afterwards, show them the websites (which include lots of photos), if you wish.

Task 1: Preparing for mediation - reading & note-taking

- Students follow the instructions on the student worksheets (Use Appendices 2-5, mind that they need only pages 1-3).
- Emphasize that they cannot refer to the original article when giving their account of the news article.
- Monitor the groups, provide guidance, and address any questions that arise.

Task 2: Mediating a text by translating and summarising it

- Using their notes, but not the original text, students take it in turn to tell their stories / give their account of the news article.
- Highlight the interactive nature of the activity *(& if you haven't used it before, use the diagram on the PowerPoint Slide 10)*.
- The lesson is about translating, not summarising per se. You could add "*students to record their stories on their devices*", and later analyse and check against the original text that all the relevant info was included.

Task 3: Analysis & reflections and next steps

- Still within their teams have them discuss the questions.
- You could have them score many of their answers, e.g. How interesting 4 = very, 1 = not at all interesting. Appoint a team leader or reporter to keep score and in whole class mode note their general responses.
- Alternatively use the form on page 4 and ask them to complete the questionnaires for you.
- *Q6: Would you like to try this kind of activity again?* Is it a good way of segueing into their next steps, simply by eliciting things they might do to improve either their translating or summarising.
- Hopefully you will have more lessons focussing on translating, especially because of the value of spaced repetition in developing students' communicative competence, i.e. a "one-of" only introduces them to mediating by translating. As with anything else, practice makes perfect.

Homework: Summary writing

- The students have done all the work translating and making notes, so asking them to produce a summary is a neat closing activity.
- You could ask them to do it for homework and have them do the peer assessment next lesson.
- Regarding the content, the word count for Lithuanian article they are summarising is significantly less than the automatic translation. Arbitrarily, their summary could be:

	Lithuanian word count	English word count	Summary target
Granatos Live	497	736	250
Mėnuo Juodaragis	619	900	300
Devel Stone	633	836	300
Yaga	359	476	180

- Regarding the peer assessment, if this is new-ish to them, they are likely to be over-complimentary – and thus not terribly helpful. As with everything else, they get better at it, the more they do it, and experience shows that they are insightful and can help each other quite a lot.
- You may feel that giving them a copy of the exemplar summary is enough, and they may feel that their teacher should mark their individual summaries. Your call 😊.

Class Survey on using translation

1.	How useful was this activity?	Useful	6	5	4	3	2	1	Not useful

Why?

2.	How interesting was this activity?	Interesting	6	5	4	3	2	1	Boring

Why?

3.	How difficult was this activity?	Easy	6	5	4	3	2	1	Difficult

Why?

4.	Did you have enough time to translate?	Yes	6	5	4	3	2	1	No

Why (not)?

5.	What did you learn by doing this?

6.	Would you like to try this kind of activity again?	Yes	6	5	4	3	2	1	No

Why (not)?

7.	In your future professional career will you have to translate for people?	Yes	6	5	4	3	2	1	No

Why (not)?

8.	In your free time, do you or will you have to translate for people?	Yes	6	5	4	3	2	1	No

Why (not)?