

CERCLL 2016 Summer Professional Development Workshop Series

Texts Across Contexts: Teaching Foreign Languages and Cultures

June 6-7, 2016

1) Please write down 1-2 sentences about the picture I handed you – whatever you feel inclined to write about!

2a) Please respond to the questions about the picture in the slide.

- Where do you think this picture was taken and why? What clues are there?
- What other information about the establishment where this was taken might be gleaned from the signs in the picture?
- What about this may have been for a German instructor particularly interesting?

2b) Now please examine just the **Mauerkrankheit** sticker more thoroughly and make notes below:

Observe	<ul style="list-style-type: none">- What do you notice first?- Describe what you see – what shapes, colors, words?- What about size and placement of words, objects, symbols etc.?- What other details do you see?- What is the atmosphere? How is that created?	
Speculate	<ul style="list-style-type: none">- What could the elements from the concrete description symbolize or mean?- What do you think was the intent of the text/image? Why?	
Reflect	<ul style="list-style-type: none">- What personal associations do you have with the image?- What feelings and thoughts does it evoke?	
Question	<ul style="list-style-type: none">- What do you still wonder about the image....who, what, when, where, why, how, etc.?	

*Adapted from *Teacher's Guide for Analyzing Photographs and Prints* provided by Library of Congress at <http://www.loc.gov/teachers/usingprimarysources/guides.html>

Linguistic Landscapes as a Tool in the Foreign Language Classroom

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3a) Textbook Traffic Signs: Please try the task first and then with a partner, make some notes in the first column

	Textbook Traffic Signs	Picture of Traffic Sign in Leipzig
Objectives		
Difficulties (for learners or for integration into your classroom/context)		
ACTFL standards: - <u>5 Cs</u> : Cultures, Connections, Comparisons, Communities, Communication - <u>3 Ps of Culture</u> : Products, Practices, Perspectives - <u>3 Modes of Communication</u> : Interpretive, Interpersonal, Presentational		
MLA's (2007) call for FL learners to display "the ability to comprehend and analyze the cultural narratives that appear in every kind of expressive"		

3b) Traffic Sign from Leipzig: Now please consider how the picture of the sign from Leipzig is different and make some notes in the second column about that and what related topics of discussion might be / what extension tasks you could do.

4) Categorization of Entire Collection of LL Images

What categories or themes would you assign to these pictures?	
What might these categories or themes tell us about the representation / status of [language being learned] in [neighborhood/city/state/region]?	
To what extent can linguistic representations in our surroundings influence us (in general) or do they influence you (individually/personally)?	

5) Issues of Language Policy and Planning: Focus on One LL Image

<u>Official</u> (top down) or <u>unofficial</u> (bottom up) – government, business, group, individual, etc.?	
<u>Time</u> : Does this seem to be permanent or temporary?	
<u>Design</u> : What languages do you see? What font / font sizes? What images? Colors? Placement/size of language and objects in the sign? Placement of the sign in context?	
<u>Authorship</u> : Who do you think created this sign/structure/building/etc. or had it placed there?	
<u>Communicative Function</u> : Is this informational (what about)? Regulatory/cautionary (what about)? Advertisement (for what)? Political (what about)? etc.	
<u>Symbolic Function</u> : What state / personal ideologies may be indicated? What aspects of power, (language) status, cultural and sociocultural identities?	