**Title of Activity: Give me the short version**

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| **Summary**: *Objective:*The objective of this activity is for students to learn about code-switching and paraphrasing.*Goal:*The goal of the activity is for students to practice code-switching and paraphrasing by reading an article, or watching a Ted Talk, in their native language and then summarizing and switching in their second language.  |
| **Key words**: * Code-switching
* Multilingual
* Diversity
* Second language
* Plurilingualism
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| **Directions**: * This activity is suited for students who are bilingual (French/English) to a certain degree.
* The instructor will begin the activity by selecting either an article or informational video in English. The topic should ideally be discussed in class or a world news issue. Students will be asked to read/watch the chosen material.
* Students who are dominantly Anglophone will prepare a 2 minute presentation summarising the key points in French. Students who are dominantly Francophone students will do the same by reading/watching the material in French, and creating a summary presentation in English.
* The instructor should ensure that both sets of students read/watch both the French and English material, in order to be familiar with the topics; however, they will be required to prepare a summary for one only.
* After the presentations, students will discuss the linguistic differences identified, focusing on the choice of specific words and any discrepancies between different interpretations etc.
* If the activity is conducted online instead of in-class, the instructor should begin by preparing a common drive to work in. Students would be required to record their reaction in a podcast format (in lieu of an in person presentation), sharing the recordings with the class online, and holding a video conference to discuss collectively.
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| **Stage of the problem-solving process**:*Highlight the appropriate stage(s) of the problem-solving process that this activity addresses.*1. Define and articulate the problem
2. Analyze the problem
3. Develop alternative ideas
4. Choose a resolution through negotiation
5. Implement and test the resolution
6. Evaluate progress of the resolution
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| **Global competencies**:*Highlight the global competencies addressed by this activity.** Collaboration
* Innovation, creativity and entrepreneurship
* Learning to learn/self-awareness and self-direction
* Communication
* Critical thinking and problem-solving
* Global citizenship and sustainability
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| **Plurilingual competencies**:*Highlight the intercultural competencies addressed by this activity (at least one per category).** Switch from one language to another
* Express oneself in one language and understand the other
* Call upon the knowledge of a number of languages to make sense of a text
* Recognise words from a common international store in a new guise
* Mediate between individuals with no common language
* Bring one’s whole linguistic equipment into play
* Experiment with alternative forms of expression in different languages and dialects
* Exploit paralinguistics (mime, gesture, facial expression, etc.)
* Simplify one’s use of language
* Exploit language as a tool for mediation to:
* Create pluricultural space for communication and learning
* Reducing affective blocks/tensions
* Building bridges toward the new, the other
* Co-constructing new meaning
* Passing on information (and simplifying, elaborating, illustrating or adapting)
* Acting as intermediary
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| **Technologies**:*Highlight the technologies used in the realisation of this activity.** Web and Search Engines
* Open Source
* Open Educational Resources (OER)
* Analyzing Tools
* Databases and data analysis tools
* Cloud computing
* Communication Tools/Software
* Blog/Website
* Learning Management Systems
* Web/Video Conferencing Software
* Messaging Systems (Whatsapp, Google Hangouts)
* Social Networking and Content Curation Tools
* Group Work/Text Document Creation
* Cloud Storage (generally asynchronous)
* Collaboration (synchronous)
* Wiki
* Collaborative Mixed-Media Production
* Podcast
* Presentation Software
* Screencasting/Capturing
* Video Sharing
* Eportfolio
* Peer Review Software
* Assessment/Polling (e.g. Kahoot, Socrative, Quizlet)
* Production Software
* Graphics/Images
* Mind Mapping
* Note Taking
* Video Editing
* Audio Editing
* Curation
* Timelines
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| **Resources:**[www.fluentu.com](http://www.fluentu.com)  |