**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 |
| **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. |
| **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 |
| **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 |
| **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 |
| **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 |
| **Resources:**  [www.fluentu.com](http://www.fluentu.com) |