**Title of Activity: Thinking like a native**

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| **Summary**: *Objective:*The objective of this activity is to get students to use their plurilingual capabilities to translate popular idioms used in a language that is not their mother tongue. *Goal:*This activity is aimed at enticing students to use all of their linguistic abilities and experiences in order to understand and create a definition for popular idioms used in languages that are not their mother tongue.  |
| **Key words**: * Diversity
* Informal communication
* Plurilingualism
* Idioms
* Second language
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| **Directions**: * The instructor will begin by identifying native English and native French speakers in the class. They will proceed by dividing the class into smaller groups, with close to even numbers of both English and French speaking students in each group.
* Each group will receive two bowls, one filled with popular English idioms, and the other with popular French idioms. Examples of popular idioms:
* Coûter les yeux de la tête
* Mettre son grain de sel
* Quand le vin est tiré il faut le boire
* Let the cat out of the bag
* Under the weather
* Members of the group will alternate picking idioms from the bowl of their non-native language. Students with the same native language will work together to come up with a definition for the idiom, and present it to the other students in the group. These students will provide hints and tips to the group if they are unable to create the correct definition.
* Once all the idioms have been explained, each group will tell the class which idioms they found the most challenging and how the group worked together in order to create the correct definition.
* The activity may also be conducted through a learning app, such as Kahoot, where students vote for the correct definition, and compare answers with their classmates.
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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:**<http://www.engl.polyu.edu.hk/metaphor/lit/boers_imageableidioms.pdf>  |