**Title of Activity: Slang activity**

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| **Summary**: *Objective:*The objective of this activity is to show the students the sociolinguistic element in the formation of slang and region-specific words. For example, some regions of Canada may speak the same language (e.g. English), but certain words are more commonly used or only used in different regions. Ontario English may use different words from Newfoundland English, which draws influences from Scottish. In the case of French, Quebecois slang (joual) differs from slang used in France (verlan). Joual is associated with the working class of Montreal and is influenced by English. Words such as “chum”, which is slang for “boyfriend”, exist in Quebecois slang but is not used in France. Verlan (French slang) is used in France and is created by inverting the word (e.g. “merci” means “thank you” in French and is inverted to “cimer” in verlan). As a result, language is formed from cultural differences that exist in different regions.*Goal:*The goal of this activity is to analyze how languages have different structures, are malleable and develop in specific contexts, and to recognize that the role that culture plays in language formation.  |
| **Key words**: * Interculturality
* Culture
* Diversity
* Language
* Dialect
* Slang
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| **Directions**: * The instructor will begin the activity by splitting students into groups of 3 (number of students per group can be changed depending on the instructor’s preference).
* The instructor will select an online module for the activity. The module will provide a brief explanation of how certain words can exist in a language depending on the region and cultural differences found within those regions.
* The module will then provide background on how slang is created in their respective regions: Quebecois slang (joual) in comparison to French slang (verlan), and Atlantic English in comparison to Ontario English.
* 3.    The next stage of the module will provide the actual activity itself, which consists of a list of informal/slang words found in English (Ontario English/slang and Newfoundland English) and another list of definitions. Students may click on the word and a pop-up will appear showing how the word is used in a sentence. Students may then click and drag/match the word to the appropriate definition in the other list. The module will indicate whether the students were correct in their selection or not. The module will also let the students retry as many times as they would like until they get the correct answers.
* The next stage of the module will repeat the activity, but this time, it will use French words (Quebecois joual and French verlan) instead and their respective French definitions.
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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:**Background information:* List of general Canadian slang:<http://wikipedia.qwika.com/wiki/Canadian_slang>
* Quebecois joual:<https://en.wikipedia.org/wiki/Joual>
* French verlan:<https://en.wikipedia.org/wiki/Verlan>
* Ontario English/slang:<https://en.wikipedia.org/wiki/Canadian_English#Ontario>
* Newfoundland:<https://en.wikipedia.org/wiki/Newfoundland_English>

List of Quebecois slang/words:* chum → boyfriend
* tsé → tu sais (French) → you know
* char → car, short for chariot
* à soère → ce soir (French) → tonight

List of Verlan (French) slang/words:* ouf → fou (French) → crazy
* meuf → femme (French) → woman
* cimer → merci (French) → thank you
* céfran → français → French
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