**Title of Activity: Code Switching Forum**

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| **Summary**:  *Objective:*  The objective of this activity is to learn about code-switching or language alternation. Code switching occurs a multilingual speaker switches between one or more languages within a single conversation, particularly with other multilingual speakers.  *Goal:*  The goal of the activity is to learn how to code-switch. |
| **Key words**:   * Language * Code-switching * Multilingual * Diversity * Plurilingualism |
| **Directions**:   * The instructor will screen the following video on Code-Switching “CODE-SWITCHING: Jumping between two languages ” for students:<https://www.youtube.com/watch?v=7Na4UvRIhu4> * After letting students watch the video, the instructor will provide a group of French and English words and get students to create sentences with them. Students will be required to form a sentence using the code-switching technique with the following words (would do this exercise 3 consecutive times using different words to forms different sentences): * My - because - hurts - je - study - examen - Tuesday - mes - suis -  en train - notes - pour - wrist - de mon - préparer - le – prochain. * ANSWER: My wrist hurts because je suis en train de préparer mes study notes pour mon examen le Tuesday prochain. * After completing three consecutive rounds of sentencing forming, the following message would appear in English/French: * Thank you for completing York University’s Code-Switching module! We hope you can use this unique skill in the future :). Please let us know your thoughts on this module below: \*insert comment box\* |
| **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:**  None provided. |