

FOR THE TEACHER

School World Song Contest¹

Type of task: Local Eurovision project

Proficiency level: B1

Educational level: Primary and/or secondary education - ISCED 1/2²

Short description and aim of the activity:

This activity is about incorporating learners' home languages and the (inter-/pluri) cultural component. The students will watch a video news item about the Eurovision Song Contest and/or read an accompanying online text - both in Language A (the language of schooling). They will condense and summarise three key points in Language B (French) about Eurovision from the two source texts for the school newspaper or the school whiteboard. They will then collaborate to produce a poster in Language B based on the information in the texts - the aim of the poster is to advertise a multilingual school song contest. They will prepare for an oral presentation about music in their home countries in Language B (with help from their families). They will use their mediation skills to record a voice message in their home language (Language C) to explain the information in the poster to their families.

Background information (if applicable): Teacher might have to explain what the Eurovision song contest is, when it was founded and occurred for the first time, which countries participated and are participating now.

- Basic information available at: <https://eurovision.tv/history/in-a-nutshell> (accessed 19 October 2022)
- First Eurovision song contest: 1956
- Countries participating in 1956: 7 (Pays-Bas, Suisse, Belgique, Allemagne, France, Luxembourg et l'Italie, each one with two songs in one of the "national" languages of the country);
- Facts: "With 7 victories, Ireland is the most successful country at the contest. Sweden won the contest 6 times, while Luxembourg, France, the Netherlands and the United Kingdom won 5 times"; In 2015, the Eurovision Song Contest was recognised by the *Guinness Book of World Records* as the Longest Running Annual TV Music Competition; Australia participated regularly from 2015 on.

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² [International Standard Classification of Education \(ISCED\) - Statistics Explained \(europa.eu\)](https://ecml.at/mediation)

CEFR CV mediation scale and descriptor:

RELAYING INFORMATION IN SPEECH AND WRITING

- *Can relay (in Language B) specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) (written in Language A).*

PROCESSING TEXT IN WRITING

- *Can summarise in writing (in Language B) the main points made in straightforward, informational texts (in Language A) on subjects that are of personal or current interest, provided oral texts are clearly articulated.*

CEFR CV mediation strategies involved:

ADAPTING LANGUAGE

- *Can paraphrase short passages in a simple fashion, using the original text wording and ordering*

STREAMLINING A TEXT

- *Can identify and mark (e.g., underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else.*

Languages involved:

- Language A: Language of schooling
- Language B: French
- Language C: students' home languages

Linguistic objectives. Students will be able to:

- express like and dislike about a television program and different music styles (ex. j'aime, je préfère, ...);
- make suggestions on how to improve a television format (ex. je crois que...; à mon avis...; il faut...; etc.);
- express agreement and/or disagreement with colleagues' opinions (ex. je suis / je ne suis pas d'accord avec...);
- talk about music / song in their home countries and their preferred stars;
- convey basic information related to event planning (ex. la date, le mois, la durée, l'heure, l'endroit, nombre de participants, origine des participants, etc.)

Other competences involved:

- **Global citizenship:** presenting information about song in your own country / listening to information about other students' home cultures / finding cross-cultural similarities and differences through the presentations on the music / songs
- **Intra-personal:** collaborating to create a poster
- **Media and information literacy:** understanding a news item about a topical cultural event / possibly using software such as Canva to create the poster

- **Inter-personal:** organisational skills identifying and ranking relevant information / presentation skills

Time/lessons needed for the activity: 2-3 (one-hour) lessons

- Review source text + discuss: 50 - 60 min
- Design and construct poster: 50 - 60 min
- Voice messages: 20-30 min.
- Additional activity (extension): depending on the group
- Oral presentations of music: depending on the group

Resources required:

- News item / webpage text: different according to the country where the task will be implemented.
- Short video
- A copy of the activity worksheet for each student.

Procedure:

		Class organisation	Ideas for differentiation
Step 1	<u>Warm-up/Activation:</u> <ul style="list-style-type: none"> ➤ Ask students what they know about Eurovision and which countries take part; ➤ briefly introduce the concept of mediation if it is the first mediation task they are faced with, have they ever used mediation strategies before, e.g. in real life, holiday, exchange...? This step depends on your students' prior knowledge. 	plenary	Provide conceptual overview for students inexperienced with linguistic mediation
Step 2	Students study the source text (news item about Eurovision, in Language A, the language of schooling)	individual	Use texts in different home languages. Instead of a written text, a video can also be used.
Step 3	In Language B (French), students condense and summarise three key points about Eurovision from the source text (in language A) and explain how this gave them the idea for organising a song contest. The written summary can then be reviewed by other groups to decide which one will be used in a (French) school newspaper or on the school whiteboard.	groups	Digital submission of summary (Ex. Socrates)

Step 4 <i>(optional)</i>	In Language B (French), the teacher provides a worksheet (possibly drawn from source text) to extract phrases, vocabulary, grammatical structures that relate to the task and also support poster design in next step (modelling linguistic mediation)	small groups	scaffold language production in target language B, e.g. by modelling, giving feedback, providing examples etc
Step 5	Students collaborate to design and produce a poster in Language B (French) for a multilingual school song contest using relevant extracted information from the source text (which is in language A)		ICT tools to design a poster. Ex. Canva graphic organiser for poster info
Step 6	Students create a short voice message (in home language) to invite family members/friends to the school contest	individual	If students in the class share a same home language, they can do the task in pairs / small groups
Step 7 <i>(optional)</i>	Students search for further information about song / music in their home countries (in collaboration with their families) in order to make a short oral presentation in Language B (French)	Individual	do you know any songs in the target language? What's your favourite song in a language that's not French, English or language of schooling?
Step 8 <i>(optional)</i>	Students deliver oral presentation (in class or via recording) + peer feedback on presentations		

Extra resources for the teacher (if applicable):

- The teacher can use this link after Step 4 in order to familiarise students with the leaflet creation principles: <https://www.wikihow.com/Make-a-Poster> (accessed 19 October 2022)
- The teacher can use the following website (Associations. net) <https://wordassociations.net/en/words-associated-with/Eurovision?start=200> (accessed 19 October 2022) in order to extract vocabulary relevant to Eurovision. Here are some examples:

Associations to the word «Eurovision»

Noun

[Contest](#)

[Entry](#)

[Song](#)

[Broadcaster](#)

[Slovenia](#)

[Spokesperson](#)

[Final](#)

[Participant](#)

Adjective

[Representative](#)

Verb

[Represent](#)

[Participate](#)

[Select](#)

[Qualify](#)

[Perform](#)

[Sing](#)

(accessed 19 October 2022)

Further tips and guidance:

This activity can further be implemented with B2 level students. The complexity of the source texts about Eurovision will determine the level of difficulty. Also, optional steps above are given in order to help the teacher differentiate the lesson depending on the level of his/her students.

Suggestions and ideas for adapting/differentiating: See procedure above

FOR THE STUDENT: ACTIVITY WORKSHEET

School World Song Contest

*You will watch a video news item about the Eurovision Song Contest and read a text - in Language A. You will then summarise source information (in Language B, French) about Eurovision. You will then collaborate to **produce a poster in French** based on the information found in the source texts.
The poster will advertise a multilingual school song contest.*

Step 1: Brainstorming

What do you know about Euro-vision song contest? Do you watch the Eurovision song contest? Give reasons and explain why.

Step 2: Reading in the language of schooling

Watch the video and carefully read the source text which is a news item about Eurovision (given by your teacher)

Step 3: Summarising

Summarise information from the source text (in Language A). The written summary can then be reviewed by other groups to decide which information will be used for the poster.

Step 4 (optional): Teacher's worksheet.

Step 5: Create a poster

Collaborate to design and produce a poster in French for a multilingual school song contest using relevant extracted information from the source text.

Step 6: Create a voice message

Create a short voice message (in home language) to invite family members/friends to the school contest.

Step 7 (optional): Search for further information about song / music in your home countries (in collaboration with your families) in order to make a short oral presentation in French.

Step 8 (optional): Make a presentation about Eurovision