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In many countries, such as Canada, certain percentages of people come from countries whose main languages are not English. They experience the process of code-switching between languages when they conduct conversations with people who speak various languages. In English learning process, one portion refers to use proper English in both oral and written English. For intermediate level ELL students, they should have the ability to clarify formal and informal English and put them into suitable situations.

The conversations we create in our video demonstrate the comparison between formal and informal English by delivering the same meaning in both formal and informal way, which will facilitate audience's learning. They can realize the distinction between formal and informal English through "situated practice" in various aspects: word choice, sentence pattern, pronunciation and intonation, the identity of the speaker.

Our video contains several conversations settings from daily life, which are efficient for learners to comprehend and practice what they have learned in class. By transferring knowledge to visual acts, learners can comprehend the connection between theories and reality. Furthermore, learning from familiar situations can inspire students' enthusiasm and shorten the psychological distance between the study material and learners. Teachers can adapt this video into cultural diverse classes.

Code-switching, formal and informal English were presented in multiple forms by the help of multi-modal tool. Apart from writing the sentences in words, we acted them using role play strategy. Learners can experience these sentences vividly by visual and sound modals. Cartoons and other special effects we use can attract students' attention, especially for young age students.

Furthermore, we strongly believe that our video can lead towards more discussions and observation of different situations that formal, informal and code switching can be used by "evaluating outcomes and comparing ideas" (Blooms Taxonomy) of this video that formal, informal and code switching can be used. Also, their imagination and prediction can be intrigued by watching this video. We believe

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that in ELL classes the concentration on teaching formal and informal English by showing the differences between them in real life needs to be increased. This can be a pathway to empower ELL students in their new host country because according to “*The cultural iceberg*” the deep culture such as communication styles need to be taken more into account when teaching ELL students. The more they know about the accurate use of English like “correct conversational patterns in different social situations” (The Cultural Iceberg, Language, Culture, and Society Class) in the right circumstances, the more confident they will be in their real life practices.