

# Wikipedia - Strengths and Limitations

*Citizen e-lang team*

## Teacher Sheet

### Task

Your students will be given the following task.

Below are some links to articles in different languages on the same subject.

Read those written in your language or languages close to your own.

Share your reactions to the topic.

### Sites

DE: <https://www.derstandard.de/story/2000119671217/19-jaehriger-verfasste-27-000-wikipedia-eintraege-auf-einer-sprache>;

EN: <https://www.theguardian.com/uk-news/2020/aug/26/shock-an-aw-us-teenager-wrote-huge-slice-of-scots-wikipedia>;

ES: <https://www.europapress.es/portaltic/internet/noticia-adolescente-eeuu-escribio-casi-mitad-entradas-version-escocesa-wikipedia-conocer-idioma-20200828114938.html>;

FR: <https://www.actualitte.com/article/zone-51/un-adolescent-a-ecrit-des-milliers-d-articles-wikipedia-dans-une-langue-qu-il-ne-parle-pas/102444>.

Teachers of other languages can search for an article in their target language. The event was covered worldwide.

## CEFR level - For B1 level and above

## Objectives

### Digital citizenship and literacy

|  | Dimensions covered | Possible specific objectives |
|--|--------------------|------------------------------|
|--|--------------------|------------------------------|

|                     |                         |                                                                                                                                                                  |
|---------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Digital Citizenship | Ethical and responsible | Be aware of the responsibility you bear when you publish on a website, especially on Wikipedia.                                                                  |
|                     | Informed                | Be aware of the need for accurate and reliable information when publishing online, but also that expertise can be shared on a collaborative site like Wikipedia. |
|                     | Critical                | Understand how a participatory site such as Wikipedia works and understand its strengths and limitations.                                                        |
| Media literacy      |                         | Learn more about the creation and management of information on a participatory site such as Wikipedia.                                                           |

## Main language activities

- Written reception: read the articles.
- Oral interaction: Discuss the issue raised in the articles.

## Plurilingual/intercultural dimension

A plurilingual dimension is added if learners read texts in different languages to learn about the theme.

## Possible steps

- Ask learners to read one or more texts (if possible, in different languages).
- Ask them to identify the information that is common to all the texts they read, any divergent information and information that only appears in certain texts.
- Ask them to share their opinion on the topic: what opinion do they have in common? Does anyone see the mentioned publications as a cultural disaster? Does anyone see an opportunity to improve the publication? Why?
- Encourage them to reflect on:
  - the process of creating and managing information on a wiki like Wikipedia;
  - the qualities, skills and knowledge needed to contribute to a site such as Wikipedia;
  - their perception of Wikipedia as a participatory encyclopedia.

# Wikipedia - Strengths and Limitations

*e-lang citizen team*

## Student sheet

### Task

Below are some links to articles in different languages on the same subject.

Read those written in your language or languages close to your own.

Share your reactions to the topic.

### Sites

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EN: <https://www.theguardian.com/uk-news/2020/aug/26/shock-an-aw-us-teenager-wrote-huge-slice-of-scots-wikipedia>;

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FR: <https://www.actualitte.com/article/zone-51/un-adolescent-a-ecrit-des-milliers-d-articles-wikipedia-dans-une-langue-qu-il-ne-parle-pas/102444>.

### CEFR level- For B1 level and above

### Objectives

#### Digital citizenship and literacy

By completing this task, you could:

- become aware of the responsibility of publishing online, especially on a collaborative encyclopedia;
- become aware of the minimum skills needed to post on a participatory online encyclopedia like Wikipedia;

- learn more about how Wikipedia works, including how articles on this site are written and managed;
- have a critical look at the participatory encyclopedia Wikipedia;
- know the strengths and limitations of tools for summarising and translating texts.

## Plurilingual/intercultural dimension

If you read texts in different languages, you may discover the value of multiplying sources of information and become aware that some information spreads relatively closely in many languages.

## Hints

### For the implementation of the task

If you want to read articles faster, you can use a tool that automatically summarises them: Resoomer.

- DE: <https://resoomer.com/de/>;
- EN: <https://resoomer.com/en/>;
- ES: <https://resoomer.com/es/>;
- FR: <https://resoomer.com/fr/>;
- IT: <https://resoomer.com/it/>.

If you have trouble understanding some of the texts, you can use one or more automatic translators and compare, alone or in small groups, their translations with what you understand for yourself.

- DeepL: <https://www.deepl.com/fr/translator/>;
- Google Translate: <https://translate.google.com/>.

## For you to think about

While completing the task, you might consider the following:

- After reading some of the proposed texts, what opinion do you share with your peers? Who sees the mentioned publications as a cultural disaster? Does anyone see an opportunity for improvement? Why?
- Does reading these texts change your view of Wikipedia? If so, how?
- In your opinion, what are the qualities, skills and knowledge necessary to contribute to Wikipedia?

- If you used Resoomer and/or a machine translator, what did you think of their performance? Did they help you understand the texts? What limitations or weaknesses of these tools have you identified?
- Do you plan to use them in the future? Why? And if so, what precautions will you take?