**Title of Activity: Using Plurilingualism**

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| **Summary**:  *Objective:*  The objective of this activity is to employ plurilingualism at various stages of a research project.  *Goal:*  The goal of this activity is for students to collaborate and create a collection of multilingual sources that might benefit a particular research project. |
| **Key words**:   * + Plurilingualism   + Interculturality   + Multilingualism   + Second language |
| **Directions**:   * The instructor will begin the activity by grouping together students who have different linguistic backgrounds to form a study group. * The instructor will assign a topic and research questions. * Each student will be required to share with the rest of the group the key words related to the research topic and questions in their own languages. During the process of brainstorming, members of the group will learn and use (in both written and oral versions) the key words in a language different from that/those they speak. * Students will then be grouped in pairs (members with different linguistic competences). Here, each student will start collecting sources using the key words in the languages of the other members. During this phase, students collecting sources in pairs will rely on each other’s linguistic knowledge to evaluate the relevance of their ongoing work. Each student will also begint o recognize and learn new words. Students’ linguistic capabilities will be useful for learning process as well as their research process. * Once a collection of sources for the research project has been compiled, native speakers can verify the content of the sources collected by their non-native speaking peers. Native speakers will assist in sorting through the sources according to their relevance. * The result of this study session will be a collection of multilingual sources for a research project. Given the wide and multilingual sourcing of the research, students will be exposed to diverse perspectives and insights from different contexts and settings. |
| **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. |