**Title of Activity: Chasse aux mots**

|  |
| --- |
| **Summary**: *Objective:*The objective of this activity is to better understand others who might speak the same language as us, but perhaps a different dialect, or speak with regional variations. *Goal:*The goal of this activity is to take the French language as a case-study and identify how it is used in different parts of the world. For example, we know that French as it is spoken and written in France is different from how it is so in Quebec. This activity allows students to explore these variations.  |
| **Key words**: * Language conflict
* Communication
* Comprehension
* Learning
* Interculturality
* Dialect
 |
| **Directions**: * The instructor will begin by creating an online platform such as a discussion blog to allow people from all over the world to participate in interactive discussions with one another.
* The platform itself will be divided into two sections. The first section will be dedicated to plurilingualism. It is meant for people who speak several languages ​​can participate. A word or expression will be posted in the morning on the discussion blog. Each person who participates will have to explain the definition and the meaning of the word or expression according to their language. The goal for participants is to learn the different interpretations of a word in order to better understand a language. Students will propose other words or expressions to use in their languages ​​that have the same meaning than the ones presented. This will allow everyone to learn words and expressions in foreign languages they can learn in the future or learn on the blog itself.
* A common language will have to be established in order to complete this activity.
* The blog will offer tools for translations and dictionaries. Students may wish to use the blog to help them to better understand a word or an expression.
* In addition, at the beginning of the discussion, a video might be posted by the instructor to provide the context or concepts students need to grasp to understand or follow the discussion. For example the word “excited” in English has a different interpretation in French. In French, the word “excited” does not have the same meaning as in English, there is a sexual connotation to it. In fact, ‘excited’ is roughly and more aptly translated to ‘look forward to it’ when thought of in French.
* The second section will include participants who speak the same language but who come from different regions of the world. The goal here is The goal is to understand the link between plurilingualism and interculturality.
* The process will be the same as the first section. A word or a sentence will be proposed, and each participant will have to write a paragraph explaining the meaning. For example, the sentence "barrer la porte". On the one hand, for those who speak Quebecois French, it means “means to close the door”. On the other hand, for non-Quebecois speakers, the same phrase means “to put something in front of the door, to prevent accessibility”.
* Once the participants have shared their paragraphs, a discussion forum will be opened to discuss why and how a word or sentence in the same language might have multiple interpretations. This discussion forum will be led by a series of questions. Examples of questions might include, but are not limited to: Does cultural background influence the interpretations of a word or a sentence said in the same language?

  |
| **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:**<https://www.youtube.com/watch?v=_ZlBiAoMTBo&app=desktop> |