**Title of Activity: Glottophobia**

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| **Summary**: *Objective:*The objective of this activity is to raise awareness about glottophobia – prejudice against different accents.*Goal:*The goal of this activity is to understand what glottophobia is, how it impacts language learning as well as the negative impacts it has for individuals entering the job market. In doing so, the goal is for students to instead grasp the importance of accents in an intercultural world and to learn about openness and acceptance of the ‘other’ who might speak the same language differently. |
| **Key words**: * Glottophobia
* Prejudice
* Accents
* Plurilingualism
* Interculturality
* Acceptance
* Dialect
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| **Directions**: The instructor will begin by screening *Qu'est-ce que la "glottophobie"?* by Philippe Blanchet (<https://information.tv5monde.com/info/qu-est-ce-que-la-glottophobie-82678>) as well as *We stigmatize accents, but language belongs to everyone* by Hernan Diaz (<https://www.youtube.com/watch?v=xoOLBi8XL7I>). Through an online platform, the instructor will pose the following questions in preparation for a debate. What is glottophobia? Why is linguistic discrimination is seen as negative in an intercultural environment? What are the impacts of glottophobia on academic learning? Is there a single acceptable accent?* It is important to use an online platform so that students may use a tablet, a computer and a cell phone without being in the same place. It also enables students to respond with a text or voice memo, which will allow two forms of language to be used.
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| **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
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| **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
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| **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
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| **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
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| **Resources:**None provided. |