**Title of Activity: Plurilingualism and Accents**

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| **Summary**: *Objective:*The objective of this activity is to analyse the importance of accents in an intercultural environment. This is important if we wish to leverage accents as an advantage rather than a disadvantage in our personal, social, and professional lives. *Goal:*The goal of the activity is for students to understand and explain how an accent might benefit individuals.  |
| **Key words**: * Plurilingualism
* Accent
* Interculturality
* Language
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| **Directions**: * The instructor will assign students the following reading to complete prior to beginning this activity: Jeanne Meyer « Accents et discriminations : entre variation linguistique et marqueursidentitaires », Cahiers internationaux de sociolinguistique, vol. 1, no. 1, 2011, pp. 33-51.
* Through an online platform, students will then be asked the following questions. Students may wish to consult other academic sources as well as their assigned reading.
* What is an accent?
* What is the link between an accent and a cultural identity?
* Why is it beneficial to have an accent?
* How can you link plurilingualism, accents and interculturality?
* Once these questions have been answered, the platform will direct students – either via podcast or a blog – to the following question:
* Explain how an accent can benefit you personally, academically, socially and professionally? To answer the question, students will be asked to use the concepts of plurilingualism, interculturality and general skills, as well as refer to any additional academic sources they have found.

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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 |