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| **Effective searching for information on current events online** |
| Language: English  CEFR Level: B1/B2/C1 |
| Author: VitBox team |

Descriptor:

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| Mode of communication / Activity, strategy or competence:  Speaking/reading/writing | Scale:  Building on plurilingual repertoire |
| Descriptor:  **B1**  Can exploit creatively his limited repertoire in different languages in his/her plurilingual repertoire for everyday contexts, in order to cope with an unexpected situation.  **B2**  Can recognise the extent to which it is appropriate to make flexible use of different languages in his/her plurilingual  repertoire in a specific situation, in order to increase the efficiency of communication.  **C1**  Can alternate between languages flexibly to facilitate communication in a multilingual context, summarising and glossing in different languages in his/her plurilingual repertoire contributions to the discussion and texts referred to. | |

Introduction to task

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| **Goals of the activity:**  Finding information online and using knowledge of several languages to obtain better information. Encouraging plurilingualism by showing its usefulness.  **Introducing the activity in the classroom:**   * ask participants to talk about how they keep up with the news. Which medium do they use? * ask participants to think about which languages they use to search for online information on current events. * ask participants to think about context. Is it possible that the information will have a different angle depending on the language used for the search?   **Description of the main activity:**  This activity can be carried out in blended learning courses as an online activity or in traditional courses as a classroom activity.  Have the students decide on a current events topic. Since the topic needs to be up-to-date, the topic chosen will depend on when the activity is carried out. Have the students choose a topic that is international enough to have been covered in the news in several languages. If the level targeted is B1, remember to make sure that the topic chosen is an everyday topic of a factual nature.  Divide the students into small groups to allow speaking time for everybody. Try to make sure that in each group there are individuals who have some knowledge of languages other than English and the main language being used in the context of the classroom.   * Ask each group to search for the topic online and choose information in English about this topic. Ask them to summarise the information in English. * Have them think about which other languages they are familiar with. Can they find information on this topic in these other languages? * Have students look for information on the topic in another language (or languages, depending on the number of languages the group is familiar with) and have them summarise this information together in English. Have them work together and interact, with students with more language skills helping students with less language skills. * Have the students reflect on the differences in the information. Are there any? Does the information differ in point of view or angle when it comes from different languages?   **Peer feedback – class discussion**  Ask each group to share both their summaries, their summary in English from the information found in English and their summary in English from the information found in another/other language/s.   * Which languages did each group use? * Was it easier to find information in some languages? * Did the information found in the different languages have a different angle? Could you share the findings of your group? * Do you think searching for the information in more than one language gave you a better perspective of what is going on? * Do you think that being able to search for information in more than one language might help you fact-check the information?   **Assessment**  Fill in the following table, or have their peers fill it in. The success in the completion of the task is determined by the number of questions answered affirmatively.   |  |  |  |  | | --- | --- | --- | --- | |  | |  |  | | --- | --- | | Yes | No | | | Did the students search for a topic in English and summarised the main concepts? | |  |  | | --- | --- | |  |  | | | Did the students search for the same information in a different language/in different languages? | |  |  | | --- | --- | |  |  | | | Were the students able to summarise in English the information found in another language by helping each other? | |  |  | | --- | --- | |  |  | | | Did the students compare the points of view of the information found? Did they analyse the similarities and differences? | |  |  | | --- | --- | |  |  | | | Was there a further discussion amongst the groups about how information can be fact checked by looking art different sources in different languages? | |  |  | | --- | --- | |  |  | | |