

The purpose of this research was to find any link between multilingualism and activism, in order to encourage greater interest in participation in global social activism (GSA). This would work by reviewing how the skills and perspectives developed by learning a language contribute to an individual's motivation to participate in GSA, which could contribute to conversations in favour of adopting more language focused curriculums at any stage of education. This will not only increase the number of people impacted by the benefits of language learning but raise a new generation of global citizens who can tackle world issues that remain unsolved as a greater priority. It is also an opportunity to explore the opinions held by students and staff of the university on these topics, such as what contributed to their interest in languages, benefits they have experienced of either knowing more than one language or GSA, etc. This research has consisted of writing a literature review, then collecting and analysing primary research data in the form of one focus group, one interview and surveys.

Conducting research has enabled me to gain an insight into the work of researchers and leaders, such as the challenges and rewards they experience on a daily basis. This includes how practical skills which in other contexts are beneficial but not solely liable for the success of a project, such as organisation and time-keeping, make or break the existence of a research project. This is because it is the first opportunity I personally have experienced that has involved a large amount of responsibility beyond my own benefit; instead, it is the responsibility of completing a goal I have set out to achieve that implicates and can help others. This responsibility extends from the commitments agreed to other stakeholders, such as those who support you or who participate in the research, to ensure that no one's time is wasted. It has also shown how it is an essential skill to adapt to change to achieve the same outcome, or even to expect a different outcome or different results that potentially steer research into another direction. Overall, I have learned that leading a research project is of an unpredictable nature which can be controlled only by quick thinking when needed and perseverance.

Conducting research also gave me an insight into entrepreneurship because my research was conducted from home, which meant I experienced independent working for a sustained period. On one hand, it was enjoyable to work alone and a useful insight into the reality of working virtually that is very real for most who are employed full-time, however it also highlighted to me the importance of interacting with different people daily in order to still experience community. Furthermore, having to gain ethical approval and awaiting responses from participants meant that there were natural breaks in the project, however this was something to adjust to because it felt like I needed to be as productive as possible in these times. Patience was therefore a valuable lesson, so I imagine that establishing an organisation would have similar bouts of intense work and stagnancy.

It was also a unique situation in that I was completely in control of the structure of the project, and there were no external reasons to feel motivated other than to keep researching to contribute to a good cause. This therefore taught how the most effective way to maintain focus and a drive to complete set goals is to focus on the prospect of finding results which are actually helpful to other people (in contrast to other situations where the drive relies upon an outcome granted by others, such as achieving a grade). It was also simultaneously high pressure, as I established this for myself, and relaxed because besides the participants whose schedules would be interfered with, it was my own sense of achievement and the existence of the results that would be threatened by failure. Therefore, that this experience was stripped of external pressures, I was allowed a chance to practise sustained resilience and focus towards a goal with no other stresses.

Before conducting the research, the first essential task was to perfect the ethical review application. My supervisor, Dr Yolanda Cerda and I had to finalise the details meticulously and quickly as possible. This was the most intense part of the process in my opinion as it

challenged my time-management skills as well as the ability to pre-empt which details could possibly be challenged by an ethical committee. It required us to draft the focus group and survey questions, as well as consent forms and a participant information sheet, within a limited time frame whilst making sure they were both acceptable ethically and productive of useful data. This was a test of organisation and timely administration skills. In the meantime, I worked on the first part of my literature review of multilingualism and activism, from which I identified 3 themes: identity, media and communication. The readings I did informed the writing up of the analysis of the data collected, as this too could be structured more clearly following these themes. It also provided me with a deeper understanding of the topics I was researching and how they could blend together, which prepared me for the focus groups in case participants asked further questions. As well as for my own preparation, it was also interesting to observe similarities between views and theories already written and those collected through the research.

Once the ethical review was approved, it was time to recruit participants. Some challenges arose, such as the time of year meaning that many staff and students of the university (the target participants) were away or not checking the emails with information. However, over time this obstacle subsided as a total of 11 surveys were completed, and 3 people were willing to participate in focus groups, resulting in one focus group and one interview. Although initially I had been expecting greater numbers, I am extremely pleased with the turn-out when taking external factors into consideration, as well as the breadth and depth of information gathered. This emphasised how it is always important to cater for the worst case scenario, such as planning other ways to explore these topics and reach a conclusion. Luckily, this was not the case and the amount of data gathered was more than enough to produce some in depth feedback.

The focus groups and interview took place online, and this was a real challenge of leadership and self-confidence. I was far more nervous at the beginning than expected, but grew more confident as the interviews progressed as the vast amount of information that was offered became clear. Conducting the focus groups was the biggest challenge in regards to leadership skills because it was the first time I felt out of my depth, taking on a leading role for people who were more knowledgeable and experienced in this context than myself. This factor also made clear to me how taking on a leadership role does not always require expert knowledge; instead it is a separate entity and a role that simply facilitates ideas and guides a group of people productively. But this was something I was forced to adapt to and eventually grew comfortable with, so I'm glad that this process has provided insight into the experience of leading.

It was also great to see how passionate each participant became about the topics discussed, as it was an open space for them to voice their opinions. Taking on this project has therefore not only taught me research processes and the structure of an independently driven project, but also enabled me to broaden my own perspective on languages and activism from the experiences of others which are far more diverse. It conjured topics of privilege, gender, capitalism and many others, all of which worthy of researching into further and independent projects. It was interesting that so many topics could be spoken about in the context of languages and activism and remain relevant to the discussion.

The interviews were then transcribed and analysed. Some data matched up with the information gathered in the surveys, which were also analysed and compared quantitatively. This was useful when this section was added to the literature review, as the shorter answers collected through surveys could be backed up by more detailed interview responses and examples. There was also a split in particular responses between those who considered themselves "monolingual" and those "multilingual," which was useful to draw upon and provided structure during the analysis. Finally, the research poster was created, which clearly summarises the work produced over the summer.

Conducting research has been a useful and enlightening experience for me as it has provided an opportunity to experience academic and professional responsibility outside of education. It felt vastly different to lead in an environment where you truly are expected to be the leader in contrast to more incubated situations where mistakes are expected. It was the opportunity to forge a goal of my own and be given the space and resources to pursue it with a purpose. The leadership skills I have learned from this experience have therefore included learning how to embrace confidence even amongst more knowledgeable team members, and that this is essential to assert a certain level of professionalism; people want to have faith in who they are being led by. That the very success of the project has depended on meeting crucial deadlines has also reinforced the importance of organisation, as the project has been a high-stakes scenario involving stakeholders who expect few mistakes.

The research I have undertaken has influenced my study choices this year as a part of my degree - I plan to complete a discovery module in beginners French, having collated first hand research that supports how beneficial languages are. Completing the project has also expanded my career prospects from where they were initially. Whilst I am still interested in taking on a management role in diplomacy, I would be really interested in completing a year in industry in management consultancy to pass on the skills I have learnt from engaging in extra opportunities the project has offered me. This includes the Oxford Character Project, which perfectly represented how the teachings of the leadership programme, which have been reinforced in my experience doing the project, apply to the real world. After University I then plan to take a year out to volunteer on projects that combat the very issues discussed during my research. This route keeps both options - diplomacy and consultancy - available to me, and both options will allow me to exercise the leadership skills I have developed over the project. Conducting research has also given me a clear insight into what an entrepreneur might experience when establishing a start-up – this is also a subject that I may like to research further into.

Overall, conducting research has significantly impacted my perspective on a number of things: the experience of working independently on a project and the difference in what motivates its completion in comparison to other work, taking on a leadership role despite knowing less but learning that this is not mandatory, testing my ability to project confidence when practising this role, and the data gathered from the project itself which at times brought aspects of the project into question. It was overall a revelatory experience in every way possible, and one which I would happily do again. It will be exciting to see how lessons learned from this part of the programme will have prepared me for the challenges to be faced in the leadership in action period!