

## WORKSHEET A

<b>Title</b>	<b>Plurilingual (and pluricultural) competence</b>	
<b>Objective(s)</b>	To think about the notion of plurilingual competence for language learning	
<b>Keywords</b>	context – plurilingual competence and approach – pluricultural competence and approach – multilingualism	
<b>Ref to the guide</b>	II.1, III.1, III.2	<b>Ref to the CEFR</b> 6.1.3
<b>To complete this worksheet you need....</b>	ELP	
<b>Task A ( † † † )</b>	Find examples (your own experiences or other taken from reading) about people's plurilingual competence to illustrate and explain the following extract from CEFR (p. 133).  “ Plurilingual and pluricultural competence is generally uneven in one or more ways: - Learners generally attain greater proficiency in one language than in the others; - The profile of competences in one language is different from that in others (for example, excellent speaking competence in two languages, but good writing competence in only one of them); - The pluricultural profile differs from the plurilingual profile (for example: good knowledge of the culture of a community but a poor knowledge of its language, or poor knowledge of a community whose dominant language is nevertheless well mastered). Such imbalances are entirely normal. If the concept of plurilingualism and pluriculturalism is extended to take into account the situation of all those who in their native language and culture are exposed to different dialects and to the cultural variation inherent in any complex society, it is clear that here again imbalances (or, if preferred, different types of balance) are the norm. This imbalance is also linked to the changing nature of plurilingual and pluricultural competence.”	
<b>Step 1</b>	Outline a portrait of a person (real or imaginary) who you consider “plurilingual”. (you can use ELP as a framework for the description of the person) then answer the following questions: <ul style="list-style-type: none"><li>• How is plurilingual competence “imbalanced”?</li><li>• How is it “changing” along life?</li><li>• How exactly is imbalance related to change?</li></ul>	
<b>Step 2</b>	Taking the portraits of the people as a starting point, think about the cultural dimension. How is pluricultural competence imbalanced and changing along life? And how closely is it related to plurilingual competence?	
<b>Step 3</b>	From the previous discussion, prepare a list with the essential points to be taken into account when teaching languages (in relation to curricula, to teaching strategies, to assessment strategies, etc.) in order to integrate the plurilingual/pluricultural dimension.	

