

## WORKSHEET A

<b>Title</b> Plurilingualism and multilingualism	
<b>Objective(s)</b> To think about the notions of plurilingualism and multilingualism and to understand the viewpoint adopted by the CEFR	
<b>Keywords</b> Context – plurilingual competence – plurilingual approach – multilingualism	
<b>Ref to the Guide</b> Introduction II	<b>Ref to the CEFR</b> 1.3 6.1.3
<b>Task A</b> († †) or († † †)	
<b>Step 1</b>	
Discuss what you think can be the difference between multilingualism and plurilingualism.	
<b>Step 2</b>	
Read the following extract from the CEFR below and create two mind maps, one for multilingualism and the other for plurilingualism.	
<p><i>Multilingualism may be attained by simply diversifying the languages on offer in a particular school or educational system, or by encouraging pupils to learn more than one foreign language, or reducing the dominant position of English in international communication. Beyond this, the plurilingual approach emphasises the fact that as an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact. In different situations, a person can call flexibly upon different parts of this competence to achieve effective communication with a particular interlocutor. For instance, partners may switch from one language or dialect to another, exploiting the ability of each to express themselves in one language and to understand the other; or a person may call upon the knowledge of a number of languages to make sense of a text, written or even spoken, in a previously 'unknown' language, recognising words from a common international store in a new guise</i></p>	
(CEFR, 1.3, p. 4)	
<b>Step 3</b>	
Display the mind maps and compare yours with another pair's/group's. Then analyse and discuss them with the whole group, trying to create a unique collaborative mind map.	
<b>Task B</b>	
<b>Step 1</b> († †) or († † †)	
Consider now section 6.1.3 of the CEFR and Ch II of the guide and discuss the notions of "uneven and changing competence", "partial competence", "language switching",	



“development of linguistic and communication awareness”, “metacognitive strategies”, “pluricultural competence”.

**Step 2 ( ♪ ♪ ♪ ) or ( ♪ ♪ ♪ )**

Consider now both the individual and the social dimension of language usage and try and represent in a visual form the different implications for the language learner/social actor of this new vision of plurilingualism as one key concept of the CEFR.

**Step 3 ( ♪ ♪ ♪ )**

Discuss your visual representations in the plenary and try and anticipate possible advantages and disadvantages for language learning/teaching.

