

WORKSHEET B

Title Plurilingualism and multilingualism	
Objective(s) To think about the pedagogical dimension of the notions of plurilingualism and multilingualism from the viewpoint adopted by the CEFR	
Keywords context – plurilingual competence – plurilingual approach	
Ref to the Guide Introduction, II	Ref to the CEFR 1.3, 4.2 , 6.1.3
Task A	
Step 1 († †)	
<p>Starting from the work you have done using the worksheet A, reflect on the difference between plurilingualism and multilingualism and on the implications that this difference may have in language learning.</p> <p>Discuss about opportunities (more or less formal) in which individuals may (or might) use some forms of plurilingualism and consequently somehow develop their plurilingual competence .Reflect about ways in which this could be taken into consideration in language teaching.</p>	
Step 2 († †)	
Read the following extract from the CEFR (pp. 51-52):	
<p>“Within the various domains we may distinguish themes, the topics which are the subjects of discourse, conversation, reflection or composition, as the focus of attention in particular communicative acts. Thematic categories can be classified in many different ways. One influential classification, into themes, sub-themes and ‘specific notions’ is that presented in Threshold Level 1990, Chapter 7:</p>	
<ol style="list-style-type: none">1. personal identification2. house and home, environment3. daily life4. free time, entertainment5. travel6. relations with other people7. health and body care8. education9. shopping10. food and drink11. services12. places13. language14. weather	
<p>In each of these thematic areas, subcategories are established. For example, area 4, ‘free time and entertainment’, is subcategorised in the following way:</p>	
<ol style="list-style-type: none">4.1 leisure4.2 hobbies and interests	



- 4.3 radio and TV
- 4.4 cinema, theatre, concert, etc.
- 4.5 exhibitions, museums, etc.
- 4.6 intellectual and artistic pursuits
- 4.7 sports
- 4.8 press

Make a list with plurilingual experiences in a day off school for a teenager in Europe:

- on the media (TV, radio, music, ...)
- on the Internet
- in the public sphere, with social written texts

Task B

Step 1 († †)

Create a task that the teacher might propose to his/her learners so that they can become aware of both notions. The following list can give you some ideas.

- In the norms of shops and shopping places
- In advertising and notices
- In official documents
- In transport places (airport, station, port, ...)
- On official Internet sites of countries and governments

Create tasks suitable for different levels of language competence. While preparing your tasks, consider the elements that the CEFR presents at section 6.1.3 (unbalanced and dynamic competence, strategies, general competences, code switching...)

Step 2 († † †)

Discuss your tasks in plenary and consider advantages and difficulties in case of implementation of such plurilingual perspective

