Plurilingualism

From Chapter 1 of the CEFR Blue Book (2001)
Online Mini-Lecture 002
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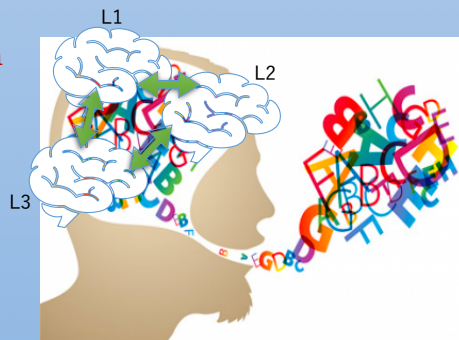

What is 'plurilingualism'? (1)

- Plurilingualism differs from multilingualism

- Multilingualism: the knowledge of a number of languages, or the co-existence of different languages in a given society.

- Multilingualism may be attained by
  - simply diversifying the languages on offer in a particular school or educational system
  - encouraging pupils to learn more than one foreign language
  - reducing the dominant position of English in international communication.

Plurilingualism (2)

- Plurilingualism:
- Emphasises the fact that an individual person builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact.

Plurilingualism (3)

- a person can call flexibly upon different parts of this competence to achieve effective communication with a particular interlocutor.
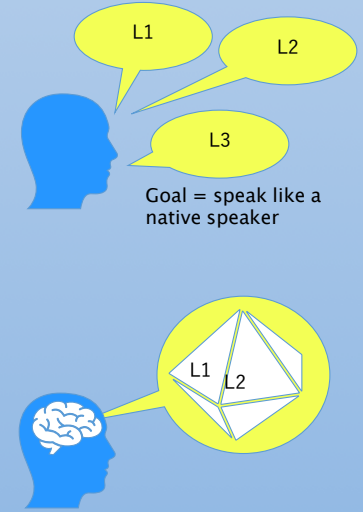
Plurilingual competence (CEFR-CV, p.28)

► switch from one language or dialect (or variety) to another;

► express oneself in one language (or dialect, or variety) and understand a person speaking another;

► call upon the knowledge of a number of languages (or dialects, or varieties) to make sense of a text;

► recognise words from a common international store in a new guise;

► mediate between individuals with no common language (or dialect, or variety), even with only a slight knowledge oneself;

► bring the whole of one's linguistic equipment into play, experimenting with alternative forms of expression;

► exploit paralinguistics (mime, gesture, facial expression, etc.).
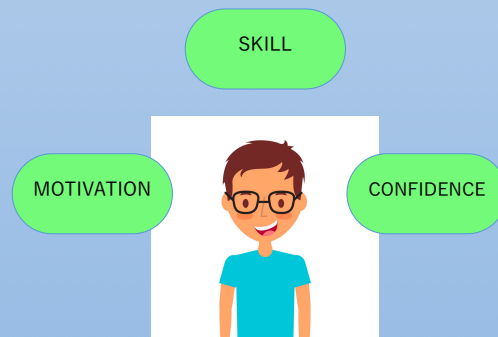

Plurilingualism (4)

- the aim of language education → profoundly modified

- ❌ 'mastery' of one or two, or even three languages, each taken in isolation, with the 'ideal native speaker' as the ultimate model.

- ✔ to develop a linguistic repertory, in which all linguistic abilities have a place.

  - The languages offered in educational institutions should be diversified

  - Students should be given the opportunity to develop a plurilingual competence.

L1 L2
L3
Goal = speak like a native speaker

L1 L2

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Plurilingualism (5)

- The development of a young person's motivation, skill and confidence in facing new language experience out of school comes to be of central importance.

SKILL

MOTIVATION   CONFIDENCE

Facing new language experience out of school

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References

- Council of Europe (2001). *The Common European Framework of Reference for Languages: learning, teaching, assessment.* Strasburg: Council of Europe.

  - Chapter 1: Section 1.3 What is 'plurilingualism'?

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- Coste, D., Moore, D., Zarate, J. (1996).*Plurilingual and Pluricultural Competence: With a Foreword and Complementary Bibliography.* Strasburg: Council of Europe.