The CEFR Companion Volume (CEFR/CV) with Old and New Descriptors

Plurilingual and Pluricultural Competence in the CEFR

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Plan of the presentation

- Updating and developing the CEFR: plurilingual and pluricultural competence
- From mediation to plurilingualism: scales and descriptors
- Conclusions: potential for language education and inclusivity

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Innovative Aspects of the CEFR 2001

- Levels and descriptor scales > **curriculum alignment**
- From four skills to **four modes** of communication: reception, production, interaction, mediation (not developed in the CEFR 2001)
- Co-construction of meaning in **interaction**
- Learner as **social agent**
- **Action-oriented approach** (tasks)
- **Plurilingual and pluricultural competences**

The CEFR Companion Volume (CEFR/CV) 2017

COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT

COMPANION VOLUME WITH NEW DESCRIPTORS

- **Updates** the CEFR
- **Completes** the CEFR
- **Broadens** CEFR concepts > mediation, **refines** pedagogical vision > AoA, and **develops** constructs (phonology and pluri)

Plurilingualism vs multilingualism

Multilingualism

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

Attained by:

***diversifying** the languages on offer*

*learning **more than one** foreign language,*

reducing the dominant position of English".

CECR Section 1.3

Plurilingualism vs multilingualism

Plurilingualism

Plurilingual competence involves the ability to:

- ***switch** from one language or dialect to another*
- ***express** oneself in one language and **understand** the other*
- *call upon the **knowledge of a number of languages** to make sense of a text,*
- *recognise words from a **common international store** in a new guise*
- ***mediate** between individuals with no common language*
- *by **bringing the whole of their linguistic equipment** into play*
- ***experiment with alternative forms of expression** in different languages or dialects,*
- *exploiting **paralinguistics** (mime, gesture, facial expression, etc.)*
- *radically **simplifying** their use of language.*

CECR Section 1.3

In the perspective of curriculum design

- "**Plurilingual and pluricultural competence** is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw." (CEFR, p.168)

- Also:
  - Competence in a language (included L1) is always partial
  - Partial competences are **less partial** than they may seem
  - Having learnt a language means having **some awareness** in several other languages

*"the aim is to develop **a linguistic repertory**, in which all linguistic abilities have a place". (CEFR, 2001: 5).*

How to: general principles

Three main principles (*CEFR*, 2001: 169):

1. **Non-compartmentalization** of language learning

1. **Cognitive economy**

2. **"a general language education"**

An uneven plurilingual competence

greater proficiency in one language than in the others
profile of competences in one language is **different** from that in others
the **pluricultural profile differs from** the **plurilingual profile**

an individual builds up a **communicative competence to which all knowledge and experience of language contributes** and in which **languages interrelate and interact**

A changing competence

plurilingual and pluricultural competence does **not** consist of the **simple addition of monolingual competences**

A differentiated competence allowing code switching

Non-compartmentalized competences

develop **a linguistic repertoire**, in which all linguistic abilities have a place

A partial competence

Abandoning 'perfect bilingualism'

this '**partial**' competence, is a **functional competence with respect to a specific limited objective**

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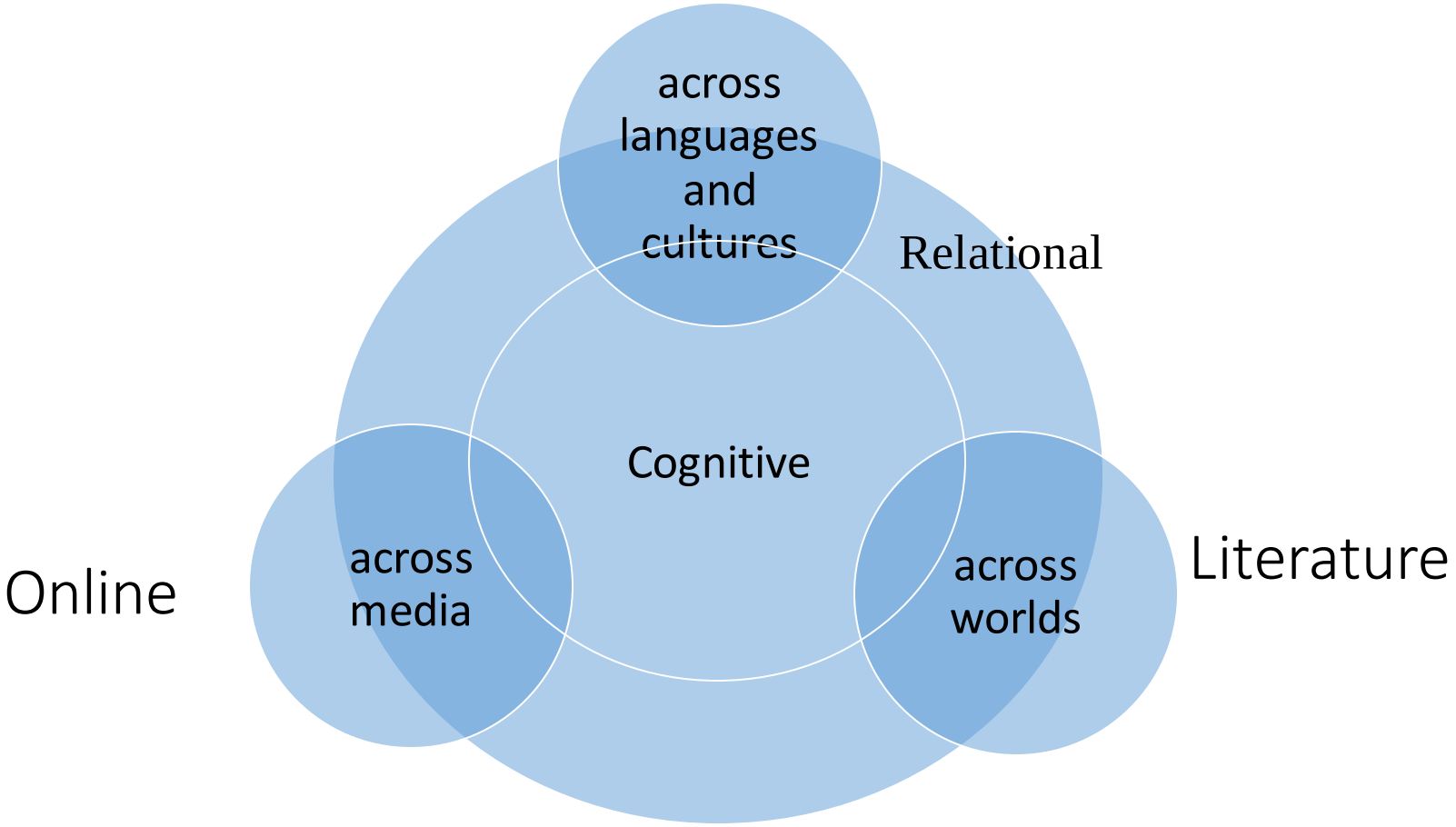
Through mediation language serves different purposes:

- creating pluricultural space for communication and learning;
- reducing affective blocks/tensions;
- building bridges towards the new, the other;
- (co-)constructing new meaning;
- passing on information (and simplifying, elaborating, illustrating or adapting);
- acting as intermediary.

Plurilingual & Pluricultural



New "pluri" scales in the CEFR/CV

- **Plurilingual & pluricultural competences**
  - Building on pluricultural repertoire
  - Plurilingual comprehension
  - Building on plurilingual repertoire

Examples of descriptors

Plurilingual comprehension A2

Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in different languages.

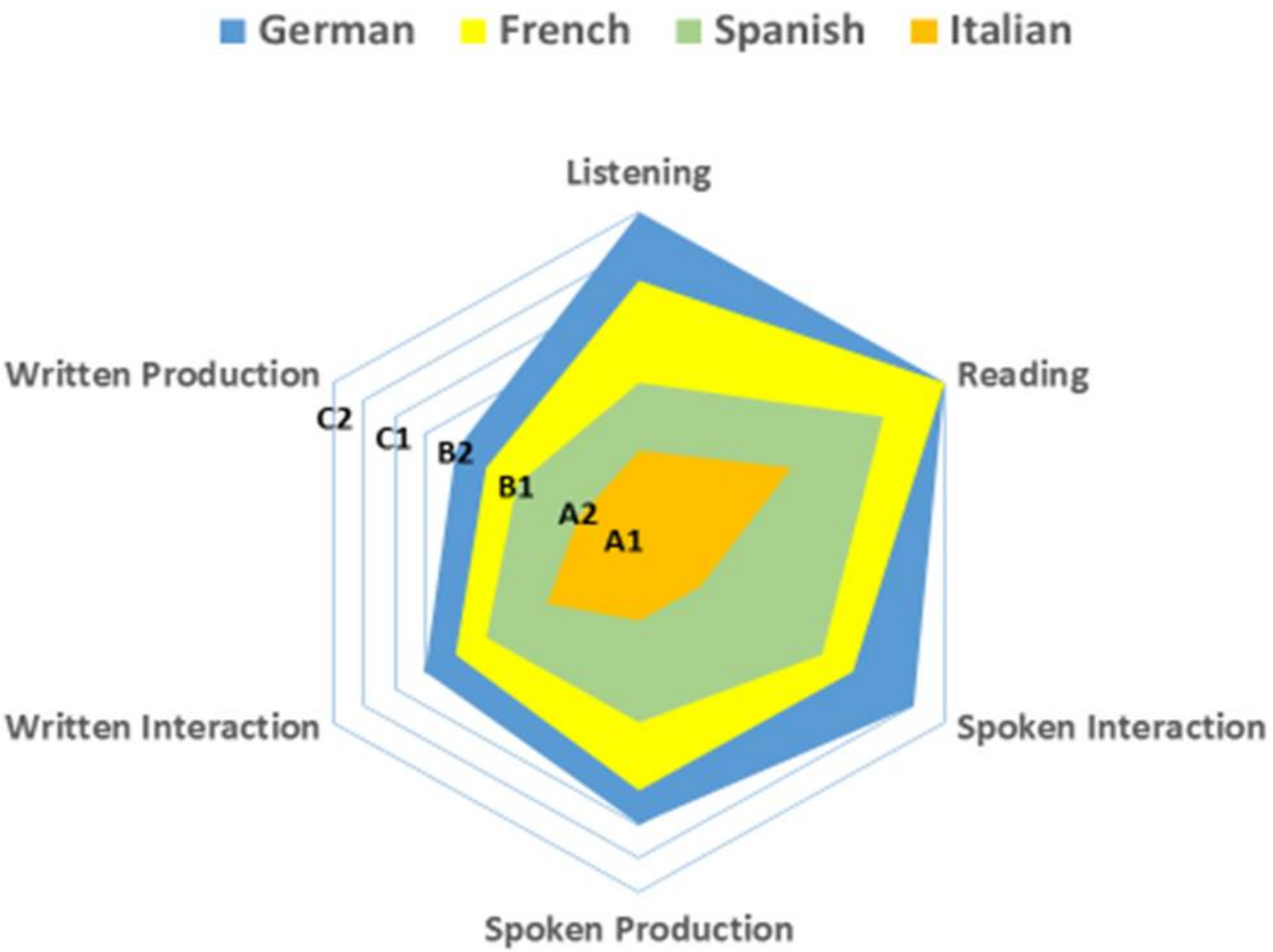
Building on plurilingual repertoire A2

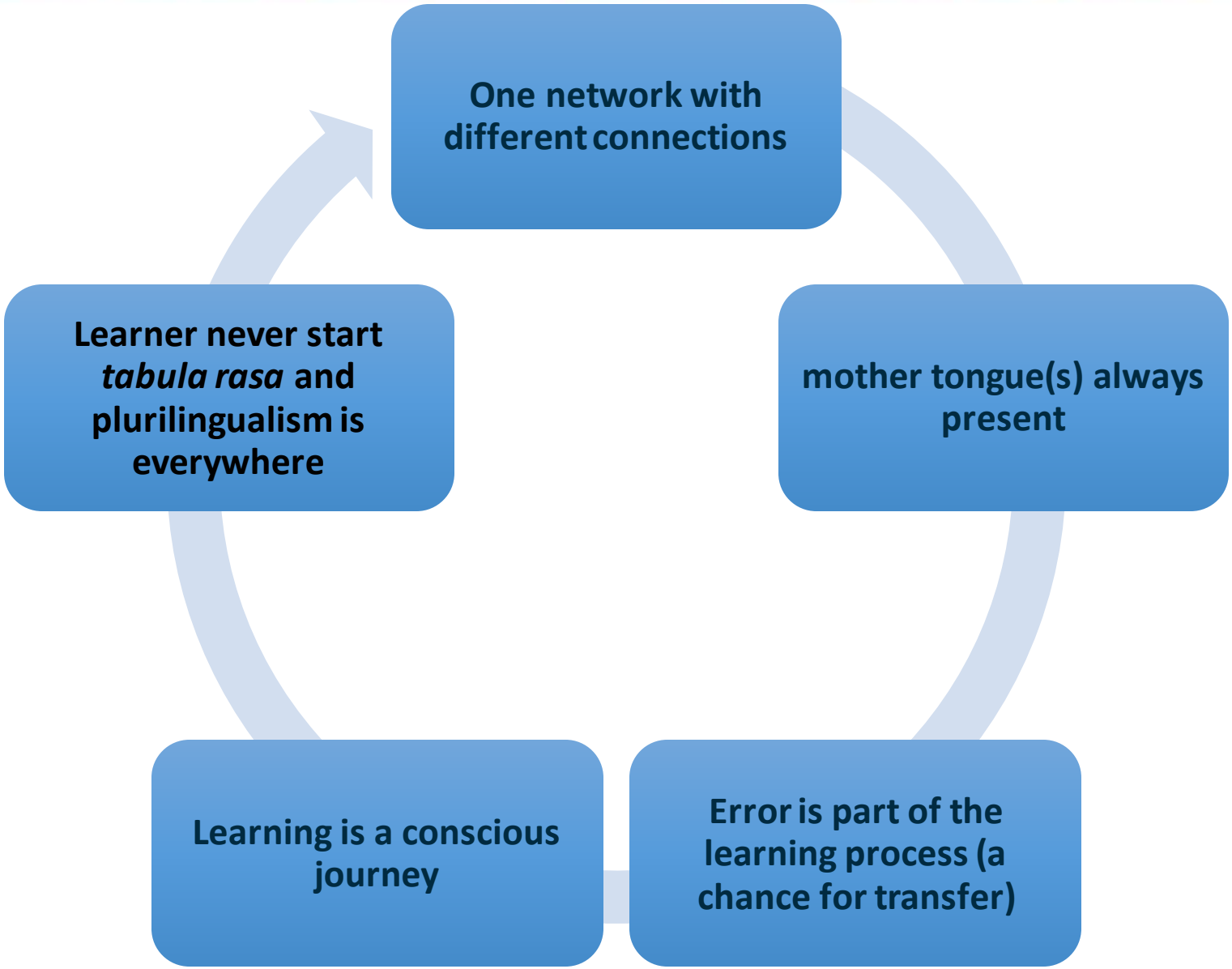
Can mobilise his/her limited repertoire in different languages in order to explain a problem or to ask for help or clarification.

Building on pluricultural repertoire A2

Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply.

A plurilingual profile in the CEFR/CV




One network with different connections
mother tongue(s) always present
Error is part of the learning process (a chance for transfer)
Learning is a conscious journey
Learner never start *tabula rasa* and plurilingualism is everywhere

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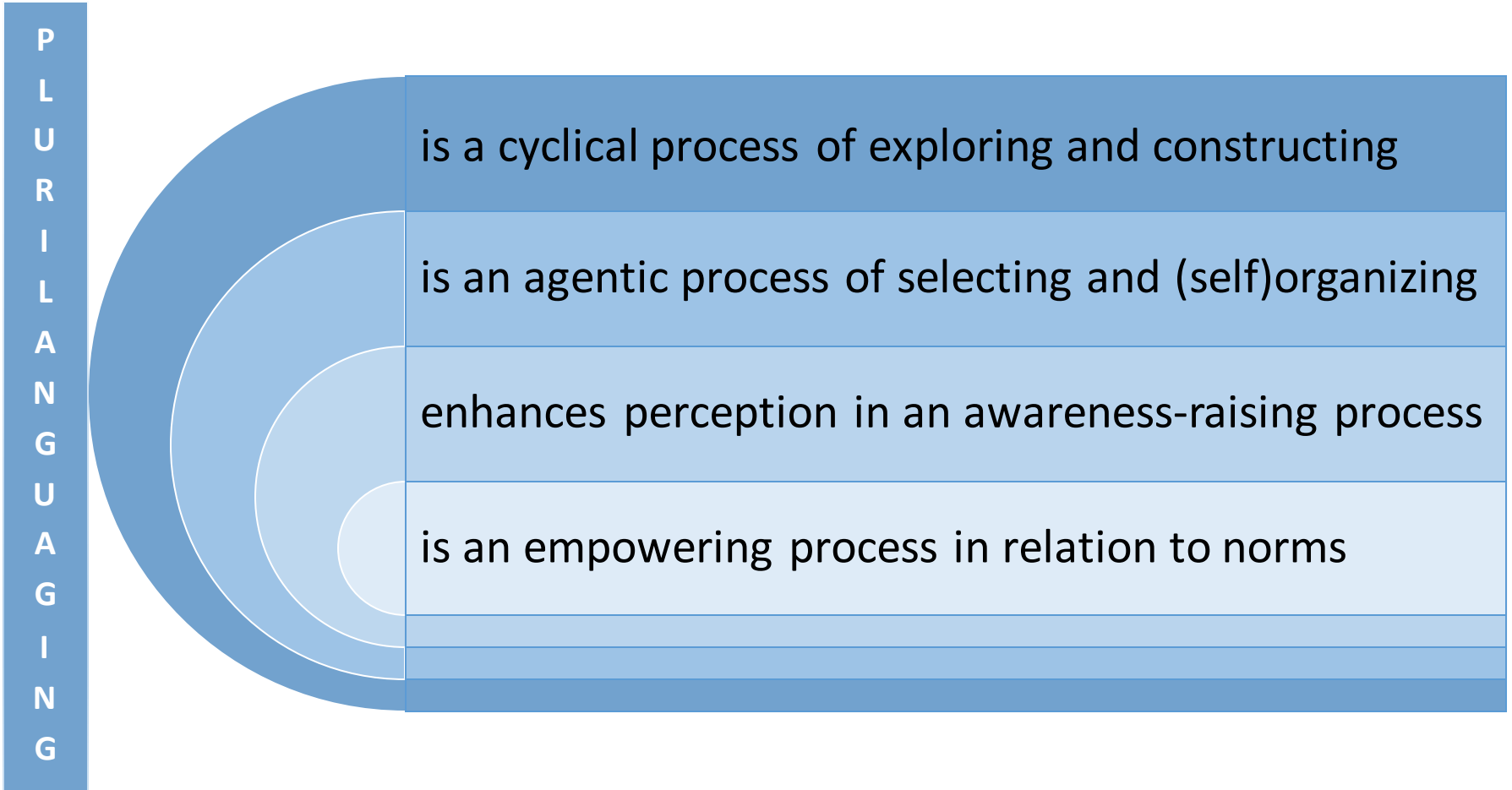
New 'pluri' scales: revealing the dynamic nature of plurilingualism and supporting *plurilanguaging*, "a dynamic, never-ending process to make meaning using different linguistic and semiotic resources"

(Piccardo, 2018: 216)



Comments from piloting

"Above all the activity served to make students and myself aware of the skills and strategies they were using. For students this represented a confidence boost and reinforced the benefits of being plurilingual. They all felt that it represented the kind of situation which they might encounter, in which they would need to use similar strategies and communication skills, and it reinforced the idea that different members of the group could contribute in different ways depending upon their linguistic background."

"The activities contributed in raising the learners and the teachers awareness regarding the importance of plurlingualism in the learning environment as well as the positive effects of allowing students to translanguage in the classroom."

"It greatly stimulates to focus practically on the applied aspects of pluricultural and plurilingual university education … reveals great methodological gaps in our understanding of what pluricultural and plurilingual education through co-learnt languages is…"

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merci grazie gracias tesçekkurler
danke faleminderit obrigada
thank you efcharisto