



## Plurilingual repertoires

[Council of Europe Recommendation CM/Rec 2022\)1 on the importance of plurilingual and intercultural education for democratic culture](#)

Measures

b. xii. support the creation of teaching and learning resources designed to help the development of plurilingual repertoires and intercultural awareness and competences.

### What is it about?

Everyone has the potential to develop a plurilingual repertoire. This repertoire consists of the full range of interrelated language skills a person can draw on to communicate effectively in multilingual situations.

A plurilingual repertoire encompasses all the languages an individual is able to use. These languages may have been learned in different settings, such as at home, through social interaction, or in school, and they may serve different purposes, including communication with family, interaction with neighbours, or study in educational contexts. In some situations, two or more languages may be used simultaneously. Plurilingual repertoires are dynamic because the languages within them influence and interact with one another, and they are fluid in that they evolve throughout a person's life. It is also normal for individuals to have varying levels of competence across the different languages in their repertoire.

### Why is this important and what can be done?

The concept of plurilingual repertoire values learners' linguistic identities by treating all their language resources as assets rather than obstacles. It reflects real-world communication, where people switch between languages in multilingual and multicultural spaces. It also encourages the development of language awareness through language comparison, enhancing language learning, literacy and critical thinking. Furthermore, it challenges language hierarchies by valuing all languages and varieties, promoting intercultural awareness, respect and empathy. Therefore, those responsible for national, regional and institutional policy in all educational sectors should

offer guidelines on encouraging students to reflect on, use and develop their plurilingual repertoire. (Rec. 2022, b xii)

See also Toolbox Entry on [Intercultural competence/cultural awareness](#).

## Council of Europe resources for policy/decision makers

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### Resource 1: [Guide for the development and implementation of curricula for plurilingual and intercultural education](#)

The Guide serves as a resource for shaping plurilingual and intercultural language education policies and for embedding such approaches across curricula. It presents key issues and principles of curriculum design from a plurilingual and intercultural perspective and explains how to identify, integrate, and sequence relevant content and goals throughout the different stages of education.

See especially [Chapter 1.3.2 The repertoire of linguistic and cultural resources](#) (p. 21-23). Plurilingual repertoires are included in the design of curricula for plurilingual and intercultural education and in curriculum scenarios for plurilingual and intercultural education.

### Resource 2: [Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume](#) (CEFR-CV)

The CEFR Companion Volume (CEFR-CV) updates and extends the 2001 CEFR, which provided a common basis for developing language syllabuses, curriculum guidelines, examinations, and textbooks, supporting the alignment of curriculum, teaching, and assessment. It includes the complete set of updated and extended CEFR descriptors, replacing those from 2001. These now also cover areas such as mediation, online interaction, plurilingual and pluricultural competence, and sign language competences. The CEFR-CV offers a vision of language learning and use in which learners are viewed as active, responsible participants in society, using language to achieve real-life goals and engage meaningfully with others.

See especially the understanding of plurilingualism, which is developed in [Section 2.3](#), and the descriptor scales for plurilingual and pluricultural competence in Chapter 4, in particular the section ["Building on plurilingual repertoire"](#) (p. 127-128), but also the section ["Plurilingual comprehension"](#) (p. 126-127). The descriptors scales can be used to develop and review the design of language curricula.

### Resource 1: [Developing teacher competences for pluralistic approaches. Tools for teacher education](#)

Building on the ECML projects [Framework of Reference for Pluralistic Approaches to languages and cultures \(FREPA/CARAP\)](#) and [A guide to teacher competences for languages in education](#), this ECML resource website offers two types of tools to aid the development of teacher education programmes and courses: a [Reference framework of teacher competences for pluralistic approaches \(FTC-PA\)](#) and [sequences of tasks for the development of these competences](#). The tools proposed on the resource website aim to complement the FREPA by focusing on helping teacher educators to develop teacher competences that facilitate integration of pluralistic approaches in language education, as well as in addressing the linguistic aspects of other subjects in the curriculum.

The following teacher education materials may be especially relevant to the topic of language repertoires: [Awareness of and reflection on the plurilingual and multicultural profiles of learners](#) in 'Commitment to values and principles', [Reflecting on the links between learners' language repertoires and their productions in the target language](#) in 'Didactic and pedagogical competences', and [Developing an awareness of my plurilingual identity](#) in 'Competences for professional development'.

### Resource 2: [Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume](#) (CEFR-CV)

See above

[Chapter 2](#) is very suitable for introducing CEFR key concepts such as plurilingualism (see [Section 2.3](#)) and the use of CEFR descriptors. The illustrative descriptors for plurilingual and pluricultural competence contained in Chapters 4 provide rich raw material to inspire (student) teachers to design teaching materials, see in particular the section "[Building on plurilingual repertoire](#)" (p. 127-128), but also the section "[Plurilingual comprehension](#)" (p. 126-127).

### Resource 3: [European Language Portfolio \(ELP\)](#)

The European Language Portfolio (ELP) enables learners to document their language skills, learning experiences, and cultural knowledge. It supports learner autonomy, plurilingualism, and intercultural competence. The ELP includes a Language Passport (a summary of language proficiency), a Language Biography (tools for reflection, goal-setting, and self-assessment), and a Dossier that encourages learners to document achievements gained both in and outside formal education.

Student teachers should be introduced to the ELP and the use of the ELP (see [European Language Portfolio. Using the ELP](#)): The individual's plurilingual repertoire can be described, planned, reflecting upon and assessed in the [Language Passport](#) and the [Language Biography](#). It can be documented and illustrated in the [Dossier](#).

## Further resources

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[Teaching the language of schooling in the context of diversity](#) (MALEDIVE)

This ECML resource focuses on ideas and information about plurilingual approaches. See especially [Visualising language repertoires: Examples](#).

[Collaborative community approach to migrant education - A virtual open course for educators](#) (EDUCOMIGRANT)

This ECML resource offers innovative ways to enhance young migrants' education by developing links between schools, the home and local partners in education

[European portfolio for pre-primary educators - The plurilingual and intercultural dimension](#) (PEPELINO)

This ECML resource is designed for educators and teachers in the pre-primary sector, either in initial or in-service training.

[CEFR Companion volume implementation toolbox](#), subpage on [Plurilingual aspects](#).

This ECML resource offers insights into the innovative aspects of the CEFR Companion Volume in language learning, teaching and assessment, including an introductory video and Power Point presentation on 'Building a plurilingual repertoire'.