

## WORKSHEET A

<b>Title</b> Plurilingual profile and partial competences	
<b>Objective(s)</b> To understand how plurilingualism affects an individual's life To understand the notion of partial competences	
<b>Keywords</b> plurilingual competence - pluricultural competence - partial competences, changing configuration	
<b>Ref to the Guide</b> 0, I, V	<b>Ref to the CEFR</b> 2.2, 6.1.3.1, 6.1.3.2, 6.1.3.4, 6.1.4.2

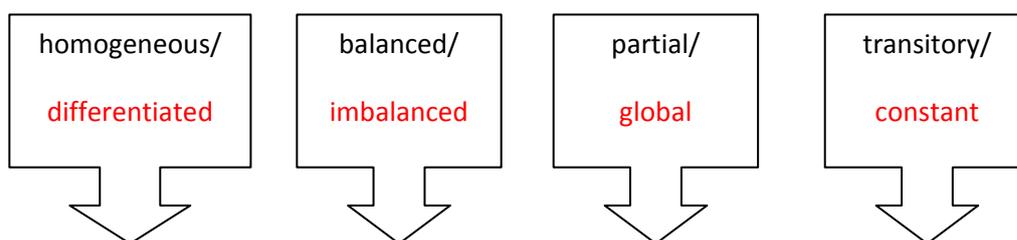
### Task A

#### Step 1 ( † † † )

Language learning as a lifelong task is based on a vertical dimension as well as on a horizontal dimension, where the abilities are expanded through another category.

This is even more frequent in the construction of a plurilingual and pluricultural competence that presents an evolving configuration.

Considering the following pairs, compare your opinions about the construction of a plurilingual and pluricultural profile within your group.



#### Step 2 ( † † )

Read the following quotation taken from CEFR and paragraph 6.1.3.1. and discuss it, based on your experiences as a learner/teacher. Answer the questions below:

“Plurilingual and pluricultural competence is generally uneven in one or more ways:

- Learners generally attain greater proficiency in one language than in the others;
- The profile of competences in one language is different from that in others (for example, excellent speaking competence in two languages, but good writing competence in only one of them);
- The pluricultural profile differs from the plurilingual profile (for example: good knowledge of the culture of a community but a poor knowledge of its language, or poor knowledge of a community whose dominant language is nevertheless well mastered).”

(CEFR, p.133)

- Recognising “uneven profiles in terms of competences” can lead to create learning itineraries oriented to either the linguistic or the (inter)cultural point of view. How can the definition of partial objectives be taken into account in the creation of those itineraries?
- What are the advantages in formulating partial learning objectives and in acquiring

differentiated competences? Take into consideration not only a group of learners, but also a unique individual and his/her profile.

- How would you define a 'transitory profile'? Provide detailed examples.
- How can plurilingual and pluricultural learning contribute to "improved awareness of identity"?

### **Step 3 ( † † † )**

Compare your ideas with your group.

### **Task B ( † † † )**

- 1) Identify a plurilingual person in your environment and imagine his/her social and professional career.
- 2) Establish an objective for one partial competence within a particular domain and focused on the demands of a given job, for example that of a waiter in a restaurant (see CEFR 6.1.4.2.). Indicate the language activities, the general competences and the language communicative competences necessary to attain it.

