

# Descriptors for dimension 4

## Metalinguistic, metadiscourse and metacultural competences specific to pluralistic approaches

Dimension 4 focuses on reflecting on the management of linguistic and cultural diversity and ways in which individuals respond to this diversity. This dimension therefore includes the competences that enable teachers to adopt and develop a reflective approach to situations of plurality.

These competences cover aspects that are primarily linguistic (descriptors 4-a, 4-b and 4-c), cultural (descriptors 4-d and 4-e), as well as communicative practices in different specialised domains (descriptor 4-f).

For further details, see the section on [dimension 4](#) in the general presentation.

### List of descriptors

- 4-a** Competence in analysing multilingual situations and the status and uses of languages within their own contexts.
- 4-b** Competence in analysing individuals' plurilingual communicative practices and their development.
  - 4-b-1** Competence in identifying the status and functions of languages and language varieties in individuals' lives.
  - 4-b-2** Competence in analysing learners' uses of a given target language in the light of the languages in their repertoires.
- 4-c** Competence in analysing and comparing languages and language varieties, even those that are unfamiliar.
- 4-d** Competence in analysing and comparing various cultural phenomena, including their composite and evolving aspects.
- 4-e** Competence in identifying what elements in communication can be influenced by the interlocutors' cultural background.
  - 4-e-1** Competence in analysing stereotypical cultural aspects of the ways in which individuals communicate.
- 4-f** Competence in analysing how communication works in various fields, particularly in education and in the construction of knowledge.