

### **English only vs. multilingual repertoires**

Traditionally the goal of language teaching has been to develop communicative competence in the target language. There are different dimensions of communicative competence including linguistic, sociolinguistic, pragmatic, strategic and discourse competence (Canale & Swain, 1980; Celce-Murcia, Dörnyei, & Thurrell, 1995). Nowadays the term ‘repertoire,’ ‘plurilingual competence’ and ‘multilingual repertoire’ have also been proposed. These concepts do not only refer to the target language but also to what the learner already knows and the dynamic nature of their multilingual trajectories. Hall (2019, p. 86) uses the term repertoire ‘to refer to the totality of an individual’s language knowledge’ because it gives flexibility and does not imply the binary idea of being competent or not. The Council of Europe uses the term competence and considers that plurilingual competence ‘involves the ability to call flexibly upon an inter-related, uneven, plurilinguistic repertoire’ (Council of Europe, 2018, p. 18).

Cenoz and Gorter (2014) consider that the multilingual speaker’s whole linguistic repertoire has to be taken into account when learning and using languages (Gorter, 2015). Multilingual speakers can be more effective learners and users of a target language if they are allowed to use resources from their whole linguistic repertoire. Multilinguals have a rich repertoire that includes not only linguistic elements but also their whole trajectories as language learners and language users. When learning a new language multilinguals tend naturally to link prior knowledge to new knowledge (Cenoz & Gorter, 2011) but in many cases the monolingual focus on the target language can prevent students from using their own resources. For example, Kubota (2018) explains how in Japan and other countries in the Expanding Circle there is a monolingual teaching approach because teachers are expected to use exclusively English in the classroom. Similar trends towards monolingualism have been observed in other contexts (Byrd Clark, 2012).

The multilingual repertoire can be a rich resource for multilinguals because they can compare elements of their different languages at different levels (phonetic, lexical, morphosyntactic, pragmatic, discursive) and use their resources cross-linguistically. Activating the whole linguistic repertoire can be related to the development of metalinguistic awareness as it will be seen later. The multilingual repertoire is also a resource to face different situations in communicative interaction and to use learning and communicative strategies that are part of the multilingual speaker’s trajectory. Multilingual speakers can communicate by using a single language in some situations or using elements of different languages in others but their

trajectories and their whole multilingual repertoire is always part of their multilingual competence.

Reference: Cenoz J, Gorter D. (2020). Teaching English through pedagogical translanguaging. *World Englishes*, 39, 300–311. <https://doi.org/10.1111/weng.12462>

1. According to Hall (2019), the term "repertoire" in relation to language knowledge refers to:
  - a) Linguistic competence in the target language.
  - b) The dynamic nature of multilingual trajectories.
  - c) Competence in multiple languages.
  - d) The binary idea of being competent or not.
  
2. The Council of Europe defines plurilingual competence as the ability to:
  - a) Develop communicative competence in the target language.
  - b) Use resources from the learner's whole linguistic repertoire.
  - c) Call flexibly upon an inter-related, plurilinguistic repertoire.
  - d) Learn and use languages effectively as a multilingual speaker.
  
3. Cenoz and Gorter (2014) argue that multilingual speakers can be more effective learners and users of a target language if they:
  - a) Focus exclusively on the target language in the classroom.
  - b) Activate their metalinguistic awareness.
  - c) Compare elements of their different languages at different levels.
  - d) Prevent students from using their own linguistic resources.
  
4. The multilingual repertoire is described as a rich resource because multilingual speakers can:
  - a) Link prior knowledge to new knowledge in a monolingual context.
  - b) Use learning and communicative strategies exclusively in the target language.
  - c) Communicate using a single language in all situations.
  - d) Compare elements of their different languages and use cross-linguistic resources.
  
5. The activation of the multilingual repertoire is related to the development of:

- a) Sociolinguistic competence in the target language.
- b) Phonological awareness in multiple languages.
- c) Metalinguistic awareness and communicative strategies.
- d) Pragmatic and discursive competence in the target language.

Answers:

1. The dynamic nature of multilingual trajectories.
2. Call flexibly upon an inter-related, plurilinguistic repertoire.
3. Compare elements of their different languages at different levels.
4. Compare elements of their different languages and use cross-linguistic resources.
5. Metalinguistic awareness and communicative strategies.