

# Overcoming the myth of the native speaker. Challenges and successes.

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The monolingual disposition (Gogolin, 1994) of our societies and school systems is a big obstacle on the way to innovation in language education. In particular, it constitutes a filter that prevents appreciation of linguistic and cultural diversity and fails to acknowledge learners' resources and funds of knowledge. However, a movement away from a linear vision of language education into a more dynamic and flexible one capable of dealing with multilingual classes and plurilingual individuals is in place.

This talk will focus on the new CEFR Companion Volume (CEFR/CV) (Council of Europe, 2018; available at: <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>)), which produced new descriptors for mediation and plurilingual/pluricultural competence. In particular, we will discuss the shift away from the linear monolingual vision that the CEFR initiated and that the CEFR/CV brought to its completion as well as the implications of such shift for language education at a broader level.