

RAISING AWARENESS IN DEVELOPING THE PLURILINGUAL REPERTOIRE

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Abstract:

This study examines building awareness of the plurilingual repertoire and the use of plurilingual competence among university students majoring in English who are preparing to become future English teachers or professionals in fields where English plays a central role, such as interpreting, translation, or cultural studies related to English-speaking countries. The paper investigates cognate recognition in an intercomprehension setting, where university students do not know the text's language directly but are familiar with a closely related language they study as a major.

The research addressed two main problematic areas: (a) the impact of interlingual correspondences on cognate recognition in English-French intercomprehension on mediating a text from French into English (an experimental group) and (b) the effect of guided instructions on students' cognate recognition (an experimental group) in comparison with the cognate recognition of those who were not specifically instructed (a control group).

The results show that meaningful context improves the likelihood of cognate recognition. In the first research, the main objective – comprehending a sufficient amount of information to mediate a written French text orally in English – was achieved; however, the results were dependent on the text. The text with fewer cognates prompted students in the experimental group to activate prior knowledge, draw on personal linguistic experience, and consciously mobilise their plurilingual resources to transfer meaning from one language to another. Students' performances were evaluated against the rating scale for transmitting the message and using the mediation descriptors in the CEFR CV. In the second research, data from two groups: experimental (with an intervention) and control groups are presented and analysed.

Keywords: *Plurilingualism; Mediation; Interlingual correspondences; Cognate recognition; Intercomprehension.*