

Plurilingual education in university third language instruction: Implementing EOLE in a French course

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This paper reports on the practice of plurilingual education as a means of overcoming the risks of reinforcing linguistic hegemony in foreign language education at a university in Japan. It describes practices in an intermediate French class employing EOLE (Education et ouverture aux langues à l'école) during one semester. Data from teacher notes and learning records of students show students' deeper interests in languages, introspection on the relationship between language and identity, and on the formation of language awareness through previously experienced language curriculum.