



Prof. Dr. Enrica Piccardo
University of Toronto

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From language to languaging to plurilanguaging: a dynamic vision of linguistic diversity and education

In our increasingly complex societies, where growing linguistic and cultural diversity is often confronted with an imposed monolingualism and monoculturalism, we face a fundamental tension. On one side stands a linear, monolingual worldview that seeks to rigidly regulate languages — their use, their teaching and learning — and the language policies that govern them. On the other side stands a more complex perspective that questions the prevalent view of the nature of individuals and societies, and views language itself as a dynamic, ever-evolving system — one that is inherently characterized by difference and multiplicity and individuals as *Weltenmenschen* capable of flexibly navigating diverse languages and cultures.

Language education is called upon to play a crucial role in this landscape, prompting us to reflect on how every culture and language we encounter leaves an imprint on our linguistic and cultural identity. Applied linguistics and psychology increasingly emphasize the dynamic nature of language learning, drawing on the concept of "languaging" to capture the complex process that sees individuals engaged in various forms of mediation and co-construction of meaning.

After introducing, both historically and conceptually, the notion of plurilingualism as distinct from multilingualism (Council of Europe, 1996, 2001, 2020), this talk will discuss the implications of moving from language as an object to language as a process (languaging) (Raimondi, 2014; Swain, 2006). It will then discuss the plurilanguaging model (Piccardo 2017) to operationalize plurilingualism and to foster awareness of the complex and mediated nature of language learning and use, highlighting the role of agency and self-efficacy in the process.

Examples from autoethnographies of plurilingual individuals will complete the presentation and provide living voices of what it means to be – or to become – a *Weltenmensch*.