



# The Plurilingual Curriculum for **South Tyrol**

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## Competence Area 1

# Knowing about Plurilingualism (savoir)

### By the end of upper secondary school learners ...

- ... can identify and use similarities and differences of language systems.
- ... can perceive world models underlying different languages.
- ... can apply societal and cultural knowledge about different linguistic communities.

## Learners ...

### Primary

- » know that there are many languages in the world.
- » know that often several languages are spoken within one country or that one language is spoken in several countries.
- » know the role of different languages of their social environment (the common languages, the language of schooling, the family languages).
- » know that foreign words (taxi, computer, hotel ...) and linguistic "loans" (Fenster, Büro, Allee ...) have spread across a number of languages.
- » are familiar with some social practices/ customs from neighbouring cultures.
- » are familiar with their schoolmates' cultures in their social environment.
- » know that cultures can influence each other.

### Lower Secondary

- » know that there are many different sound systems used in languages.
- » know that there are many different writing systems.
- » know about some families of languages and of some languages which make up these families.
- » know that grammatical categories used to describe language may vary from language to language.
- » know that similar words can have differing meanings in different languages.
- » are aware of the existence of situations of plurilingualism in their own environment and in other places.
- » know that there is a variety of contact situations between languages and cultures.
- » know some stereotypes of cultural origin which may affect intercultural relations and communication.
- » know some stereotypes other cultures have about their culture.
- » know that one can try to draw on linguistic similarities to facilitate communication.
- » know that one can rely on the (structural/discursive/pragmatic) similarities between languages in order to learn languages.

### Upper Secondary – Years 1 + 2

- » know that plurilingual situations may vary according to countries/regions (number and status of languages, attitudes towards languages).
- » know that sociolinguistic situations can be complex.
- » know that being in touch with other cultures can lead to misunderstandings and experience this as part of their learning process.
- » know that the diversity of cultures does not imply superiority/inferiority of any culture in relation to others.
- » know that spoken and written language show functional disparities.
- » know that each language has its own phonetic/phonological system.
- » know that the grammatical categories of their previously acquired languages/ language of schooling may not necessarily exist in other languages.
- » know that one can rely on the (structural/discursive/pragmatic) similarities between languages in order to learn languages.

### Upper Secondary – Years 3–5

- » know that each language frames reality in its specific way.
- » know that the members of each culture define specific rules/norms/values about social behaviours.
- » know that cultures, at least partly, determine people's perception/view of the world/way of thinking.
- » know that every culture is complex and made up of different and conflicting/ convergent subcultures.
- » know that cultures and identities influence communicative interactions.
- » know that identity is constructed on different levels (social, national, supranational etc.).
- » know that their own identity is also defined/constructed by learning languages.

## Handling Plurilingualism (savoir faire)

### By the end of upper secondary school learners ...

- ... can act consciously in a plurilingual situation/in a plurilingual context.
- ... can relate different cultures to each other and communicate successfully in plurilingual contexts according to the situation.
- ... can mediate linguistically and culturally among different cultures.
- ... can switch from one language to another (Codeswitching).

### Learners ...

#### Primary

- » can apply reading, listening and listening & viewing strategies acquired in their first language in other languages.
- » can recognise similarities (sounds, syntax, spelling, lexis etc.) among different languages.
- » can deduce the meaning of words in an unfamiliar or less familiar language by comparing languages.
- » can cope with simple bilingual communicative situations.

#### Lower Secondary

- » can draw on a familiar language/culture to work out procedures for discovering and structuring another language/culture.
- » can recognise words of different origins on the basis of distinct linguistic evidence.
- » can establish relationships between similarities and differences among languages through observation/analysis/identification.
- » can perceive direct linguistic (phonetic/lexical/grammatical/syntactical etc.) proximity.
- » can transfer consciously perceived formal regularities and deviations to other languages.
- » can identify reading, listening and listening & viewing strategies in their first language and apply them to other languages.
- » can adapt to interlocutors when communicating in bilingual/plurilingual groups.
- » can start bilingual or plurilingual communication in relevant situations.

#### Upper Secondary - Years 1 + 2

- » can make hypotheses about the structures/functioning of a language/culture based on the observation of other languages/cultures.
- » can compare languages with regard to their phonetics, spelling, grammar, sentence structure and grammar functions.
- » can take sociolinguistic/sociocultural differences into account while communicating.
- » can switch between languages/linguistic codes/modes of communication.
- » can adapt to interlocutors when communicating in bilingual/plurilingual groups.
- » can identify reading, listening and listening & viewing strategies in their first language and apply them to other languages.
- » can present a commentary/an exposé in one language based on a plurilingual set of documents.
- » can act as a mediator between languages and cultures.

#### Upper Secondary - Years 3–5

- » can present a commentary/an exposé in one language based on plurilingual input.
- » can produce a text by mixing registers/varieties/languages.
- » can cope with misunderstandings and conflicting situations which may arise among interlocutors with different languages and different cultural backgrounds.
- » can vary/switch between languages, linguistic codes or modes of communication.
- » can act as a mediator between languages and cultures.
- » can make interlingual transfers from a known language to an unfamiliar one.

## Language Learning and Transfer Strategies (savoir apprendre)

**By the end of upper secondary school learners ...**

... can consciously use their language skills and knowledge in order to learn further languages.

Learners ...

### Primary

- » can use their prior knowledge about languages and cultures for the learning process.
- » can consciously use cross-linguistic learning strategies.

### Lower Secondary

- » can benefit from previous experiential knowledge and skills in learning a new language.
- » can profit from prior linguistic and cultural knowledge when learning a new language.
- » can consciously use cross-linguistic learning strategies.
- » can make use of linguistic tools of reference (monolingual and bilingual dictionaries, grammar handbooks ...).

### Upper Secondary – Years 1 + 2

- » can systematically identify and benefit from similarities and differences of more or less familiar languages.
- » can use their own experiences, skills and prior linguistic/cultural knowledge to learn a new language.
- » can identify/master and consciously apply cross-linguistic learning strategies.
- » can identify (phonetic, graphemic, prosodic etc.) regularities in an unfamiliar language and transfer them to other languages.

### Upper Secondary – Years 3–5

- » can use their own experiences, skills and prior linguistic/cultural knowledge to learn a new language.
- » can consciously use cross-linguistic learning strategies.
- » can profit from transfers made from an unfamiliar language to other languages.

## Competence Area 4

# Perceiving and Managing Linguistic Diversity (savoir être)

### By the end of upper secondary school learners ...

- ... can consciously perceive and take advantage of the opportunities arising from their being plurilingual.
- ... can encounter other languages and cultures with openness and interest.
- ... can take advantage of their intercultural, critically queried awareness.

## Learners ...

### Primary

- » are generally attentive to other languages/cultures/people.
- » are aware of signs and typographies which differ from those of their own language (inverted commas, accents, characters etc.).
- » are open to languages/cultures.
- » value all languages and cultures present in a class and school.
- » perceive a plurilingual identity as an advantage.

### Lower Secondary

- » are sensitive to the differences and similarities between different languages/cultures.
- » are attentive to formal aspects of other languages.
- » are curious about other languages and cultures.
- » are willing to communicate with people from other cultures.
- » rely on their capacities of observation and analysis when dealing with little known or unknown languages.
- » are ready to overcome prejudices or attitudes that hinder learning.
- » are willing to overcome prejudices to their own and other cultures.
- » value all languages and cultures present in a class and school.
- » perceive a plurilingual identity as an advantage.

### Upper Secondary - Years 1 + 2

- » accept the complexity of linguistic/cultural differences (and, consequently, the fact that one cannot know everything).
- » are sensitive to the plurilingualism and pluriculturalism in their immediate environment and in a broader context.
- » accept the existence of different ways of interpreting reality/value systems (linguistic stereotypes and implications, meaning of behaviours etc.).
- » rely on their capacities of observation and analysis when dealing with unfamiliar or less familiar languages.
- » are willing to overcome prejudices to their own and other cultures.
- » accept switching between two or more languages, especially with speakers sharing the same or a similar plurilingual repertoire.
- » are attentive to the possibilities of cultural openness/enrichment that contact with other languages/cultures may bring about.
- » value all languages and cultures present in their class, school and wider environment.
- » acknowledge the value of their being plurilingual independently from the school context.

### Upper Secondary - Years 3-5

- » are disposed to distance themselves from their own language/culture and to look at them from the outside.
- » accept the existence of different ways of interpreting reality/value systems (linguistic stereotypes and implications, meaning of behaviours etc.).
- » are ready to switch between two (or more) languages, especially with speakers sharing the same or a similar plurilingual repertoire.
- » are ready to engage in plural (verbal/non-verbal) communication while following the conventions and rituals appropriate to the context.
- » accept the challenge of linguistic/cultural diversity (aware of moving beyond mere tolerance and thus achieving deeper understanding, respect and acceptance).
- » are attentive to the possibilities of cultural openness/enrichment that contact with other languages/cultures may bring about.
- » value all languages and cultures.
- » acknowledge the value of their being plurilingual independently from the school context.
- » have a critical attitude to their own view on plurilingualism and on different systems of value.