



Lower Secondary School

# The Plurilingual Curriculum for **South Tyrol**

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## Competence Area 1

# Knowing about Plurilingualism (savoir)

### At lower secondary school learners ...

- » know that there are many different sound systems used in languages.
- » know that there are many different writing systems.
- » know some language families and some languages belonging to a language family.
- » 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 (structural/discursive/pragmatic) similarities between languages in order to learn languages.

### 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.*

## Competence Area 2

# Handling Plurilingualism (savoir faire)

### At lower secondary school learners ...

- » 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.

### 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).*

## Competence Area 3

# Language Learning and Transfer Strategies (savoir apprendre)

### At lower secondary school learners ...

- » 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 ...).

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

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

## Competence Area 4

# Perceiving and Managing Linguistic Diversity (savoir être)

### At lower secondary school learners ...

- » 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 unfamiliar or less familiar 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.

### 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.*