

DIATHEMATIKON PROGRAMMA
CROSS-THEMATIC CURRICULUM FRAMEWORK
FOR MODERN FOREIGN LANGUAGES

1. Teaching/learning aim

The aim of teaching Modern Foreign Languages is to facilitate the development of language skills that will enable pupils to communicate effectively in different linguistic and cultural contexts.

The acquisition of foreign language literacy can assist in the promotion of multilingualism and multiculturalism as basic guiding principles for the development of cognitive and social skills.

Modern Foreign Languages contribute to the development of pupils' ability to use language in real-life communication situations, in predictable or non-predictable settings, using linguistic, paralinguistic and extralinguistic means of communication.

Pupils will also be given the opportunity to realize that language can not only be used for communication purposes, but also as a tool for acquiring and managing knowledge and information from different subject areas.

2. Content Guiding Principles, General goals, Indicative Fundamental Cross-thematic Concepts

I. Primary school (1st, 2nd, 3rd grades)

II. Junior High school (1st, 2nd, 3rd grades)

Content Guiding Principles	General Goals (Knowledge, skills, attitudes and values)	Indicative Fundamental Cross-thematic Concepts
Foreign Language Literacy Acquiring knowledge of foreign lan-	Pupils should: develop and practice speaking and listening reading and writing skills in order to be able to understand and use all kinds of information and knowledge as well as understand and express	Communication System Culture

<p>guage form, structure and function</p> <p>Acquiring foreign language skills. In this way pupils will be able to develop effective communication and information management skills, and thus function as informed and responsible citizens in social and professional settings</p>	<p>opinions and ideas;</p> <p>develop the ability to structure, organize and substantiate their speech in order to express thoughts, feelings and personal opinions in relation to a specific communication situation;</p> <p>develop the ability to use communication strategies handle discourse processing successfully;</p> <p>be exposed to texts (written discourse) that will provide them with the opportunity to appreciate the aesthetic value of language;</p> <p>develop cognitive and social skills that will assist them in finding, collecting,, classifying, processing, verifying and transmitting information;</p> <p>acquire skills and abilities necessary for lifelong learning and development, like the ability to ‘learn how to learn’, to cooperate, negotiate, be flexible and make predictions. Also acquire decision making and self-presentation skills;</p>	
<p>Multilingualism</p> <p>Developing an awareness and understanding of the differences between language and speech (<i>‘langue’</i> and <i>‘parole’</i>)</p>	<p>become familiar with languages other than their own and develop the ability to understand and use the structural, morphosyntactic and functional elements of many languages. These elements can assist pupils to develop the ability to receive and utilize information, express ideas and opinions and adjust their speech and whole attitude to a specific communication situation;</p> <p>develop an awareness of linguistic diversity and</p>	<p>Information</p> <p>Communication</p> <p>Similarity-</p> <p>Difference</p> <p>Interaction</p> <p>Space-Time</p> <p>Organization</p> <p>System</p> <p>Culture</p>

<p>Developing awareness of the differences between languages</p> <p>Developing lifelong language learning skills</p>	<p>how it functions in different social contexts;</p> <p>develop an understanding of a foreign language as a communication code through the development of metalinguistic, and metacognitive and metacommunicative awareness;</p> <p>develop the ability to recognize and produce the sounds of a foreign language and use this ability in foreign language learning</p> <p>develop the ability to employ communication strategies in order to get round target language rules or forms of phonological, morphological, syntactic and semantic nature, which are not yet an established part of the learners' repertoire.</p> <p>develop the ability to use a range of resources for communicating and finding information, eg dictionaries, electronic mail, fax, telephone, letters;</p> <p>develop the ability to use paralinguistic and extralinguistic means of communication in the framework of socio-cultural practices for effective communication.</p>	
<p>Multiculturalism</p>	<p>develop an awareness of cultural and linguistic diversity/pluralism;</p> <p>develop an understanding and appreciation of people of different linguistic and cultural backgrounds through an awareness of the linguistic and cultural diversity;</p>	<p>Similarity- Difference Equality Development Immigration Space-Time Interaction</p>

	<p>develop multicultural awareness in order to be able to communicate effectively in multicultural and multilingual settings;</p> <p>develop the ability to recognize cultural attitudes as expressed in language (spoken or written) and learn the use of social conventions, eg forms of address.</p>	<p>Collaboration</p> <p>Conflict</p> <p>Civilization</p> <p>(Tradition, Art, Science, Culture)</p>
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