

DIATHEMATIKON PROGRAMMA
A CROSS-THEMATIC CURRICULUM FRAMEWORK
FOR GREEK LANGUAGE

I. Primary school

1. Teaching/learning aim

The aim of teaching Greek Language in Primary school is to develop pupils' abilities to communicate effectively in speech and writing, in order to participate confidently in school and public life.

Linguistic approach

To achieve this aim an eclectic approach to language is attempted, combining elements from different language theories on the basis of teaching and learning needs. Consequently, language is presented and analysed in its natural complexity, in a way that responds to the educational needs of pupils and the content of language education.

Language is primarily considered as a communication system that is rule-governed. Consequently, language is studied both as an abstract system of relations and as a communication system with many functions in real life circumstances. Furthermore, the way individuals use language proves the widely held view that language is a means of promoting thinking, and in particular creative and critical thinking. Also, language constitutes a vehicle and a means of achieving the aims of the other school subjects, as well as the aims of education in general. Therefore, language can function both as a tool (of learning inside and outside school and of carrying out the lesson) and as a value and a vehicle of culture.

On the other hand, language is considered as a means of action and interaction among people, as well as a means of understanding, expressing, describing and transforming or even forming reality. Moreover, literary language becomes a vehicle as well as a product of art and aesthetic cultivation. In addition, literary texts offer different perspectives and interpretations of the world; enhance pupils' awareness, knowledge and experience of the world, facilitating them (the pupils) to understand and accept the existing differences between people and develop tolerance towards others.

In the Cross-thematic Curriculum Framework for Greek Language both the synchronic (descriptive) and diachronic (historical) approach to language are taken into consideration, since language is considered as an element of national identity, a vehicle of a long cultural heritage and literary tradition, a means of communication between European and other communities around the world. In the framework goals the heterogeneous character of the Greek language, with its social, geographical and stylistic variations is taken into account.

Finally, given the multicultural character of modern Greek society, language is promoted as a means of assisting people of different cultural and linguistic backgrounds to assimilate into Greek society.

Scientific and institutional framework

The multidisciplinary approach to language, as it is implemented within the Framework, the grading and the breadth of aims as well as the variety of processes involved reflect, directly or indirectly, a wide spectrum of scientific fields with Linguistics at the central point. More specifically, in the theoretical framework reference is made to various sub-fields of Linguistics (including mainly Discourse Analysis, Pragmatics, Theory of speech acts, Systemic Functional Linguistics, and also Traditional and Structural-Functional Grammar, Generative-Transformational Grammar, Phonetics-Phonology, Morphology, Semantics, Dialectology), and also to other relevant scientific fields (including mainly Analytical Philosophy, Cybernetics, Communication Sciences, Linguistic Anthropology, Ethnography of Communication, Ethnolinguistics, Psycholinguistics, Sociolinguistics, Text analysis, Narration, Stylistics, Cognitive Psychology, Reception Theory). Finally, in the Framework the findings of scientific fields as well as different theories related to teaching methodology and, more generally, the management of school life (including mainly School Sociology, Educational Psychology, Error analysis, Special Needs Education, Theory of Learning difficulties) are taken into consideration and are linked together through the field of modern Language Teaching Methodology.

During the planning stage of the Cross-thematic Curriculum Framework elements of all the above fields were incorporated and the strategic aims of the state concerning education as well as present geo-political conditions were taken into consideration.

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

Grade	Content Guiding Principles	General Goals (Knowledge, skills, attitudes and values)	Indicative Fundamental Cross-thematic Concepts
1 st 2 nd 3 rd 4 th 5 th 6 th	<p>Oral Speech: Speaking and listening</p> <p>Announcements, narrations, descriptions</p> <p>Dialogue and monologue as discourse types</p> <p>The function of oral speech</p>	<p>Pupils should:</p> <p>listen, express opinions, clarify ideas, give explanations and present arguments with accuracy, fluency and confidence;</p> <p>make conscious and appropriate use of language in relation to the purpose of communication and the intended audience;</p> <p>use an increasingly extensive vocabulary when speaking;</p> <p>monitor the appropriateness of their speech;</p> <p>understand connotations;</p> <p>identify and avoid common language errors;</p> <p>narrate stories and describe events;</p> <p>report on their personal experiences, thoughts, wishes, plans, schedules, the meaning of a text, etc;</p>	<p>Interaction Communication</p>

		<p>appreciate and enjoy different types of texts of great aesthetic value, like poems, play scripts, speeches of gifted speakers;</p> <p>adjust their language, the paralinguistic means of communication and their whole performance in relation to other roles and the communication situation as a whole when involved in dramatization and role-play.</p>	
<p>1st 2nd 3rd 4th 5th 6th</p>	<p>Written speech- Reading</p> <p>Phonemic awareness</p> <p>First reading</p> <p>Structure of syllable, word, phrase, clause, sentence, paragraph</p> <p>Kinds of Reading</p> <p>Discourse types</p> <p>Intonation</p>	<p>realize the connection between speaking and writing;</p> <p>recognize the difference between an object, event or relationship and its linguistic representation;</p> <p>gradually develop phonemic awareness at word level;</p> <p>understand the connection between the four language skills: listening, speaking, reading and writing;</p> <p>develop phonemic awareness: Understand the basic mechanism of reading, which is based on spelling-to-sound correspondences (beginning readers should understand that words are composed of syllables that correspond to sounds);</p> <p>read words and simple phrases;</p>	<p>Structure System Communication Similarity- Difference Interaction</p>

		<p>read and understand a simple, small text</p> <p>read with meaning, silently or out loud</p> <p>adjust the style and pace of reading to the communication situation;</p> <p>use skimming and scanning techniques in relation to the purpose of reading;</p> <p>identify the main points of a text or the points that are of interest to them;</p> <p>give a summary of the content of a text</p> <p>recognize different types of texts (<i>genres</i>), e.g. conversations, speeches, letters, songs, novels, etc;</p> <p>become familiar with idiomatic language;</p> <p>realize the similarities and differences between speaking and writing;</p> <p>predict the content of a book from its cover, list of contents, pictures, etc;</p> <p>understand a long text, and be able to reproduce it with the help of notes;</p> <p>express their personal and well-founded opinion on what they read;</p> <p>read for their own interest and pleasure;</p>	
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		<p>look for a reference book, a newspaper, or an article on the internet, in a library or a bookshop, in order to use them for their work;</p> <p>use their reading skills to acquire knowledge of other subjects and satisfy their personal needs in terms of written communication;</p> <p>gradually realize that they can express their thoughts and communicate with other people orally and in writing.</p>	
<p>1st 2nd 3rd 4th 5th 6th</p>	<p>Written speech- Handwriting and producing written discourse</p> <p>First attempts in writing</p> <p>Handwriting: accentuation, punctuation, presentation</p> <p>Stages in writing</p> <p>Discourse structure</p> <p>Speech acts</p> <p>Language functions</p>	<p>write clearly, accurately and at an appropriate pace school texts as well as other kinds of texts;</p> <p>copy a short text fluently, accurately and within a given time;</p> <p>practically relate and apply rules of grammar to word spelling;</p> <p>consult conjugation tables and dictionaries in order to check and correct their spelling mistakes;</p> <p>evaluate their writing and revise it when necessary;</p> <p>structure their writing, using short words (<i>function words</i>) like <i>for, that, until, like, as</i></p>	<p>Structure Communication System Organization Similarity- Difference</p>

	<p>(emotive, referential, directive, etc) and discourse types (recipes, instructions, letters, etc)</p> <p>Summary writing</p> <p>Cohesion and Coherence</p> <p>Criteria of Assessment</p>	<p>appropriately, following the three stages of writing: planning, (pre-writing stage), drafting (writing stage) and finally, revising and proofreading (post-writing stage);</p> <p>convert texts (e.g. a story to dialogue form);</p> <p>produce abridged summaries of texts;</p> <p>write in a range of text (discourse) types, for varied purposes and for an extended range of readers;</p> <p>understand the connection between purpose of writing, text (discourse) type, linguistic forms and text structure;</p> <p>think carefully about their wording and make choices of vocabulary and syntax depending on the purpose of writing;</p> <p>appeal to their language feeling when producing and evaluating texts;</p> <p>use extended vocabulary to transmit sophisticated ideas effectively;</p> <p>organize and structure texts into information units and paragraphs;</p> <p>structure clear complex sentences, using subjunctive linking and cohesive markers;</p>	
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		<p>use text markers, e.g. <i>however, though, nevertheless, finally, when, therefore</i> to link phrases, information units and paragraphs;</p> <p>acquire confidence in their own writing and develop their own original style.</p>	
<p>1st 2nd 3rd 4th 5th 6th</p>	<p>Literature</p> <p>Emotive language</p> <p>Linguistic devices in literary texts</p>	<p>improve their reading ability through familiarization with emotive language;</p> <p>extend their personal experiences through developing understanding and ‘empathy’ for others;</p> <p>enjoy literary texts as works of art;</p> <p>realize the limits as well as the richness and diversity of language;</p> <p>become familiar with metalanguage and the function of literary metaphor;</p> <p>understand how writers use figures of speech to create the effect they want;</p> <p>develop sense of structure, subject matter and style of literary texts;</p> <p>reproduce texts of complex structure and extended vocabulary;</p> <p>become familiar with simple texts of modern literature;</p>	<p>Structure</p> <p>Interaction</p>

		<p>be gradually introduced to a wide range of representative texts by significant Greek authors, covering a wide range of periods and literary traditions;</p> <p>become familiar with representative texts of Balkan, Mediterranean and world literature.</p>	
<p>1st 2nd 3rd 4th 5th 6th</p>	<p>Vocabulary</p> <p>Thematic, semantic, etymological grouping of vocabulary (vocabulary lists)</p> <p>Word definition</p> <p>Polysemy</p>	<p>derive the meanings of words from their origin, their synonyms or antonyms, their metaphorical use, their context, etc;</p> <p>become familiar with the diachronic (historical) aspect of language, to the extent that this is reflected in its synchronic (descriptive) dimension;</p> <p>give functional definitions of words;</p> <p>become familiar with polysemy;</p> <p>use their knowledge of word origin (etymology) to classify words into semantic categories and guess their meaning with the help of context.</p>	<p>Structure</p> <p>System</p> <p>Similarity-</p> <p>Difference</p>
<p>1st 2nd 3rd 4th 5th 6th</p>	<p>Grammar</p> <p>Sentence structure</p> <p>Coordination and subordination</p> <p>Kernel, elliptical and compound sentences</p>	<p>develop a sense of language structure through tangible and playful ways;</p> <p>realize the meaning relations between text, unit, paragraph and clause;</p> <p>realize that the clause or sentence is produced and functions as a communication unit in context and in real communication</p>	<p>Structure</p> <p>System</p> <p>Similarity-</p> <p>Difference</p>

	Punctuation	situations;	
	Cohesive devices and coherence	recognize the parts of a sentence;	
	Parts of speech	analyze and reconstruct sentences that are linked paratactically by co-ordination and hypotactically by subordination;	
	Inflection Systems	discover in practice the possibilities of omitting or adding words in a sentence or changing the word order, as well as the possibilities of sentence transformation to fulfil the purposes of communication;	
	Phonology	identify words either in isolation or in context, focusing on their syntactic role within the sentence;	
	Accentuation and intonation	identify the parts of a paragraph; analyze and reconstruct these parts;	
	Characteristics of Greek language structure	realize the role of text markers in the linking of paragraphs and practice using them;	
	Figures of speech	internalize a conjugation scheme of a verb in the two voices and an inflective scheme of a noun, adjective, pronoun and their cases in the three genders;	
		realize the modifying role of a word ending;	
		recognize the functional role of modifiers and their possible agreement (gender, number, case) with the word they modify;	
		use archaic forms of nouns and adjectives correctly;	
		distinguish the phonemes of a word and the	

		segments of a phonetic set; recognize how intonation can mark differences between speech acts; stress the words correctly, in speech and writing; identify particular characteristics of Greek language; understand commonly used figures of speech; (The last point concerns mainly pupils, whose language structure is different from the structure of modern Greek language).	
1 st 2 nd 3 rd 4 th 5 th 6 th	Information management	ask for and give information; read simple maps, timetables, charts, reference material, information leaflets, brochures, etc; locate information and put it into some purposeful use; analyze and compose information; use computers for word processing.	Information, Communication

Note: The content guiding principles are the same for all grade levels.

The fundamental cross-curricular concepts are approached to the greatest possible extent, intuitively and in a playful way, in the first grades of Primary school, and in a more systematic way during the fifth and sixth grades.

II. Junior High School (Gymnasium)

Teaching/learning aim

The aim of teaching Greek language in Gymnasium is to provide pupils with opportunities to:

Acquire knowledge of the Greek language as a means of communication between the members of their community, in order to develop mentally and emotionally.

Realize the significance of language for their participation in social life, either as senders or receivers of information and also as free and democratic citizens with a critical and responsible attitude towards public affairs.

Be able to recognize the structural and grammatical elements of Modern Greek at clause and text level, in order to be able to identify and explain possible errors.

Appreciate the significance of language as the fundamental vehicle of expression and culture of every nation.

Appreciate their cultural heritage, a basic component and vehicle of which is language, showing also respect for the language and the cultural values of other peoples.

Realize that interaction among nations has an influence on their languages.

It should be pointed out that the aims could generally apply to all grade levels, on condition that they are adapted to the requirements of each grade level and the age of the pupils.

2. Content guiding principles, General aims and Indicative Fundamental Cross-thematic concepts

The content guiding principles range in difficulty depending on grade level. The grammatical-syntactical phenomena and the communicative skills are diffused in all content guiding principles.

Grade	Content Guiding Principles	General Goals (Knowledge, skills, attitudes and values)	Indicative Fundamental Cross-thematic Concepts
1 st 2 nd 3 rd	<p>Listening and understanding</p> <p>Oral communication codes</p> <p>Evaluation of information and arguments</p>	<p>Pupils should:</p> <p>recognize the differences between the different kinds of oral speech and understand the intentions of their interlocutors;</p> <p>identify the key points in their interlocutors' speech;</p> <p>evaluate what they hear, assessing the linguistic, extra-linguistic and paralinguistic elements of their interlocutors' speech;</p> <p>evaluate their arguments;</p>	<p>Communication</p> <p>Culture</p> <p>System</p> <p>Space-Time</p> <p>Interaction</p> <p>Information</p> <p>Change</p>

	<p>Grammar</p> <p>Paragraph, linking words (conjunctions), summary, punctuation marks</p> <p>Article, noun, adjective, pronoun - inflection</p> <p>Structure of a sentence (noun phrase, verb phrase, subject, object, predicate, modifiers)</p> <p>Kinds of sentences (main sentence, subordinate sentence) and connection between sentences (coordinative, subjunctive)</p> <p>Tenses, Moods, Conjugations</p> <p>Semantics, Vocabulary Spelling</p> <p>Word formation (derivatives and compounds)</p> <p>Direct and indirect</p>	<p>recognize the morphosyntactical and lexical choices of their interlocutors, depending on communication circumstances;</p> <p>recognize the organization and the degree of clarity of other people's speech;</p> <p>develop the ability to perceive the value content of the speaker's message, depending on the pragmatic and semantic nuances of his speech (explicit and implied meaning, metaphor, humour, irony, etc)</p>	<p>System</p> <p>Change</p> <p>Space-Time</p> <p>Dependence</p> <p>Synchrony-</p> <p>Diachrony</p>
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	Pragmatics and figures of speech		Culture Information Space-time Similarity- Difference Change
1 st 2 nd 3 rd	Speaking Oral communication codes	communicate effectively for a variety of purposes, adapting their speech appropriately. Make use of the paralinguistic and extralinguistic elements of speech	Communication Culture System Space-Time Interaction
	Grammar (See ‘Listening and understanding’)	organize their speech carefully in order to make themselves clear develop their own distinctive and original styles when speaking and adapt their speech to the communication circumstances, taking into account the morpho-syntactic and lexical elements of language	System Change Space - Time Dependence Synchrony- Diachrony
	Pragmatics and figures of speech	enrich their speech with pragmatic and semantic nuances (explicit and implied meaning, metaphor, humour, irony, etc.)	Culture Space - time Similarity - Dif- ference Change
1 st 2 nd 3 rd	Reading and understanding Written communication codes and signs Variety of text types	understand the intentions of the writer when reading be introduced to a variety of text types representing a range of forms and purposes and different structural and organizational devices and be able to identify their differences, and evaluate their effectiveness	Communication Culture System Space-Time Interaction Information Similarity – Difference

			Change
	Grammar (See 'Listening and understanding')	identify and analyse the grammatical and lexical features that writers are using in their writing and evaluate their appropriateness, depending on the communication circumstances	System Change Space - Time Dependence Synchrony- Diachrony.
	Pragmatics and figures of speech	understand the value content of texts, depending on their pragmatic and semantic nuances (explicit and implied meaning, metaphor, humour, irony, etc)	Culture Space - time Similarity- Difference Change
1 st 2 nd 3 rd	Writing Written communication codes	extend their confidence in writing for a variety of purposes, audiences and communication circumstances	Communication Culture System Space-Time Interaction
	Grammar (See 'Listening and Understanding')	develop their ability to write essays in their own distinctive and original style write in an extensive range of forms (stories, personal or formal letters, reports, reviews, essays, advertisements, newspaper articles, etc), attending to the distinctive grammatical, lexical and syntactical features of these forms	System Change Space-Time Dependence Synchrony- Diachrony
	Pragmatics and Figures of speech	enrich their texts with pragmatic and semantic nuances (explicit and implied meaning, metaphor, humour, irony, etc)	Culture Space-Time Similarity- Difference Change

