Multilingualism Curriculum
Perceiving and Managing Linguistic Diversity in Education
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The curriculum was developed in cooperation with the Austrian Centre for Language Competence (Österreichisches Sprachenkompetenz-Zentrum, Gunther Abuja and Michaela Haller) and supported by the Austrian Ministry of Education, the Arts and Culture[1]

English Translation
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Multilingualism Curriculum[2]

Introduction

Aims and Objectives

The Multilingualism Curriculum seeks to realize an inclusive approach to language education. Its aim is to help students navigate their way through a world of linguistic diversity, to enable them to become autonomous and goal-focused learners who can acquire new language qualifications and develop the skills necessary to cope with multilingual situations and settings. The curriculum also supports the development of individual language profiles by encouraging learners to draw on existing linguistic resources, to identify links and connections between their various languages and embed this knowledge into more general linguistic insights.

To achieve this objective, the curriculum supports the development of the following competencies, in so far this is possible within an educational setting: language awareness, the ability to reflect their own linguistic situation and also analyse other situations, knowledge about languages and their significance for people and groups, linguistic knowledge necessary for a comparative description of languages, a varied range of learning strategies and self-confidence as far as their languages are concerned.

The curriculum relates to all the students' language resources, including the language skills they acquired during primary socialisation, individual language learning experiences as well as language learning in formal settings and through the use of the new media. The goal is to go beyond the provisions of individual language curricula and arrive at
- a more comprehensive and differentiated view of the linguistic reality of contemporary society,
- the integration of language learning in personal development,
- a more general validity of acquired knowledge and skills,
- and more cooperation between the different subject areas.

The Curriculum Multilingualism looks beyond the traditional duality of 'mother tongue' and 'foreign language' and seeks to include the multilingual reality which is characteristic of many schools and many societies throughout the world. This ensures that even those languages that are not normally taught in Austrian schools yet have a crucial place in students' biographies are seen as important resources for personality development and content acquisition. Language learning processes are viewed as individual paths to multilingualism which can provide a bridge between formal and informal learning as well as adult learning. By promoting interaction and exchange as well as analyses and comparisons the Curriculum helps to identify the commonalities between different languages and language learning processes and accentuate differences. The cross-linguistic character of aims and content creates common points of reference and so facilitates cooperation across disciplines and subjects.

Educational Policy Framework

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[2] For a publication of the background materials see: Hans H. Reich und Hans-Jürgen Krumm: Sprachbildung und Mehrsprachigkeit. Ein Curriculum zur Wahrnehmung und Bewältigung sprachlicher Vielfalt im Unterricht. Waxmann: Münster 2013.

Language competence is key to personal development and career success. It is needed in all educational activities to ensure that students can take advantage of arising opportunities and achieve success. With demands on the educational system increasing, it is becoming all the more apparent that all teaching, be it in languages, art, social education or science, both relies on and can enhance students' language skills and competences. Educational policy therefore must ensure that language is given a central place and treated as a vital resource.

Language within an educational context does of course not imply homogeneity; national communities have never been homogenous and are certainly not homogenous today. The influx of migrants from many different countries and linguistic regions, the increasingly international nature of people's working and private lives, the new self-confidence of linguistic minorities, mass tourism, and the global success of English have fundamentally changed the linguistic landscape and created a new educational reality, also in Austria. Today's classrooms are increasingly multilingual, with students who have a first language other than German, who have acquired an additional language during extended periods living abroad, whose parents communicate in more than one language with them, who were brought up bilingually, who have learnt a new language during holidays abroad, and who use the omnipresence of English to improve their language skills. All educational processes that involve language are today multilingual. Multilingualism is not only the aim of educational policies in a globalised world but also the requisite framework for learning. For educators this new educational context presents both a major challenge, as they need to find strategies for dealing with this new heterogeneity, and new educational opportunities which a pro-active educational policy must strive to realise.

For Austrian schools, the promotion of multilingualism and linguistic diversity is a primary educational objective. Austria's multilingualism policy has long supported early and continued language learning, the teaching of German as a First and Second Language, the teaching of minority and migrant languages, of a varied range of modern languages as well as of the classical languages, content learning in a language other than German and opportunities for professional qualification for teachers to improve teacher quality.

Austria's efforts to strengthen multilingual education is also supported by the *Language Education Policy Profiling* (LEPP), a strategy for language education developed by the Austrian Ministry of Education, the Arts and Culture, the Austrian Ministry of Science and Research and the Austrian Centre of Language Competence in response to a suggestion by, and with the active support of, the Council of Europe. "The focus is on valorising and developing the ability of all individuals to learn and use several languages, to enhance their language skills through appropriate teaching methods and strengthen their competences through plurilingual education, with the aim of fostering linguistic awareness and cross-cultural understanding in an effort to strengthen democratic civil society." (Country profile Austria, p. 12; our translation) This Multilingualism Curriculum was developed to assist the implementation of the LEPP process. It gives substance to the general aims of Austrian language policy and incorporates language learning at school within life-long learning.

The Multilingualism Curriculum brings together in a single document the various learning and teaching goals that have been formulated for plurilingual and multilingual language education[3]. These are presented in a systematic order and complemented to encompass the results of recent research.

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[3] In recent debates on language policies we differentiate between multilingualism (of a society) and plurilingualism (the individual mastery of more than two languages). In the curriculum we

The aims and learning outcomes are based on
(1) the curricula developed by the Austrian Ministry of Education, the Arts and Culture for German as first and second language, for modern and migrant languages;
(2) an analysis of the language requirements set out in the curricula for mathematics, social environmental and scientific education physics, economics, geography and history at general education schools, and for human sciences, natural sciences and economics, political education and law in the curricula for vocational and technical schools;
(3) a critical analysis of approaches to multilingualism proposed in recent linguistic and methodological research.

Who are the Addressees of the Curriculum?
The Curriculum has been developed for everyone involved in educational planning and management: For the developers of curricula it provides a basis for better coordination of language learning activities and the integration of language learning with other curricular subjects; for producers of language teaching materials the Curriculum suggests suitable content and themes; institutions of initial and further teacher education can include the entire curriculum or selected sections in their programmes; teachers and school management can use the curriculum as a meaningful basis for the development of an integrated language policy for their school. In a more narrow sense, the curriculum has been developed for everyone involved in teaching. The Curriculum helps teachers remember the importance of language in all teaching and learning and to develop appropriate methodologies to enhance students' linguistic skills; it encourages cooperation between language and non-language subjects and facilitates the fine-tuning of content and methodological approaches.

The primary target group are those teachers that address issues of multi- and plurilingualism in school. For them, the Curriculum provides the foundation for their teaching. It describes a progressive sequence of learning and teaching activities for students from first year of primary school to the last year of upper secondary school and the school-leaving examination, yet leaves leeway for individual alteration and adaptation. For general education schools, aims, teaching content and methodologies are outlined for two years at a time. For vocational and training schools, the descriptions do not specify specific years but instead relate the aims and outcomes to the school curriculum in general. References to existing curricula highlight the shared responsibility for language development of different subjects and indicate possible links to existing learning and teaching experiences. Since the curriculum includes new themes, it not only provides detailed descriptions of the content but also suggests a range of activities and resources that teachers could use in the classroom.

Structure of the Curriculum
Like all other fields of education, an integrated approach to multilingual education means addressing individual, social, cognitive and affective aspects. There are various ways of presenting these aspects in a curriculum. In this Curriculum they are viewed primarily as learning activities and subsumed under broader headings.
At the core of the Curriculum is the area *Perceiving and Managing Multilingual Situations*. In this area languages and language varieties are perceived as phenomena of the external world and as a context for human action. It supports the development of language awareness and

use the general term "multilingualism" because the linguistic diversity of our society is the framework for this curriculum, and specify individual plurilingualism only in cases where this helps to understand the focus on individual learners.

self-confidence also in linguistically complex situations, and so encompasses all the aspects of integrated multilingual education named above.

The cognitive aspects concern above all students' acquisition of *Knowledge about Languages*, the second area. The aim is to develop students' ability to describe and compare linguistic phenomena, structures and rules in several languages and recognise the interconnectedness between language use and forms of social life. This area is further refined at secondary level in two sub-areas, *Comparing Languages* and *Analysis of Social and cultural Aspects of Languages*.

The third area *Acquiring Learning Strategies* focuses on equipping students with the tools needed not only to acquire (new) languages but also to further develop the language skills that can support content learning, and ultimately, to become autonomous learners.

Levels

The Curriculum was developed with reference to the classification of education levels applied in the Austrian education system, taking into account research findings on the development of children's and adolescents' learning skills in general, and their development of language awareness in particular.

Children in the first years of primary school are already familiar with different linguistic registers (language-internal multilingualism); some are likely to have encountered or been in regular contact with speakers of different dialects and different languages. When they enter school they become part of a linguistic environment that is qualitatively different from their home surroundings: they meet new communication partners, become familiar with the written language and with differences in register. Standard German takes on greater importance and students have the opportunity to attend foreign language, minority or migrant language classes. Multilingual education helps the students to come to terms with all these novel experiences. Engaging in creative activities, the children explore the language diversity of their school community, acquire age-adequate learning strategies and develop concepts and a language for the discussion and description of these experiences.

In third and fourth year at primary school, the children typically already possess a degree of language awareness that is sufficiently developed to be directly addressed in the learning-teaching process. The children learn to use linguistic resources in a purposeful way, while at the same time extending their network of social and linguistic interactions. They deal with sections of the area "Social and Cultural Aspects of Languages", for which they have the requisite cognitive and social capacities.

At lower secondary level multilingual education is taught in a more systematic fashion. Students are introduced to comparative linguistic analysis, explore language diversity outside their community and develop advanced language learning techniques and strategies. In the first years of secondary school the focus is on identifying language structures, including grammatical, semantic and pragmatic aspects, and language learning processes. In third and fourth year, greater attention is paid to the biographical, cultural and geographic aspects of multilingualism. The themes that are addressed revolve around inclusion and exclusion, cooperation and conflict, legal and societal norms. The focus is on developing skills for individual action; however, the acquired competences are also of relevance to citizenship and political education. As part of their vocational orientation the students gain an insight into the language requirements of the labour market.

At the upper secondary level, multilingual education supports the general educational objectives of promoting autonomous learning and critical thinking. As increasingly independent

learners the students compare complex language structures, research the sociology and history of multilingualism and discuss language policies. In vocational/technical schools, they also address the importance of language(s) and language skills in various occupational fields.

Multilingualism and the Teaching of Languages
The teaching and learning processes which this curriculum refers to are also set out, or at least implied, in the curricula for the various languages taught in Austrian schools. However, their inclusion in a single document ensures that any aims and outcomes that might have general relevance for language learning and linguistic knowledge are addressed at the same time and with reference to several languages, which gives their discussion greater depth and more general validity. Language education thus becomes an overarching task which is associated with learning within and outside school.

Multilingual education builds on the development of individual language skills, yet focuses on what the various languages have in common, what is relevant across languages and universally valid. Although the language curricula also include provisions for the development of general skills and abilities, these are not normally described in a coordinated fashion or with reference to instances of societal multilingualism and individual plurilingualism. The Austrian curricula for German as a first Language, German as a second language, modern and classical languages, minority and migrant languages, for instance, are informed by widely divergent perspectives. The development of a separate Curriculum for Multilingual Education highlights the importance of these objectives as overarching goals and ensures that they are not sidelined or lost in the plethora of aims set out in individual subject curricula.

 In the context of individual language teaching,.the Multilingualism Curriculum can fulfil three main functions:
Firstly, it can provide support in the pursuance of similar objectives: Bringing together the aims that are shared across different curricula in a single document, the Multilingualism Curriculum can avoid the unnecessary reduplication of learning steps. It also promotes the use of standard terminology, ensures a systematic approach in the acquisition of basic language learning skills, and creates a common cognitive base for language learning processes in school, which, in turn, can help create a school environment that is language-friendly and so encourages individual language learning.

Secondly, multilingual education has a coordinating function: Its aims are implemented, further developed and differentiated in the curricula for the individual languages. At the same time, it also draws on the learning outcomes specified in these individual language curricula. This makes multilingual education the ideal base for educational projects that involve several languages or language and non-language subjects.

Thirdly, multilingual education can provide deeper insights into languages and language learning through changes in perspective and explicit comparison, in particular with reference to multilingual situations and the interconnectedness of language use and social and cultural phenomena.

Multilingualism and Content Learning
The Multilingualism Curriculum repeatedly addresses the importance of language as a medium for instruction in non-language subjects, in particular when referring to language learning strategies. In doing so, it recognises that the acquisition of the language of schooling must be one of the learning outcomes. Multilingual education can provide valuable support by de-

veloping students' learning skills, ideally in collaboration with a non-language subject, which can then become a model of good practice for a period of time and exemplify how language awareness can be enhanced in content learning. Particularly suitable are non-language subjects that use a language other than German as the medium of instruction. Multilingual education can here undoubtedly provide valuable input and support without, however, appropriating any of the crucial areas of responsibility attributed to Content and Language Integrated Learning.

Multilingualism and Intercultural Education

The Multilingualism Curriculum deals with communication issues which go beyond language specific differences; it addresses the connection between language and cultural phenomena, exchanges and conflicts between language communities and thereby also the issue of individual and social identities. Multilingual education thus makes a contribution to the wider field of intercultural education, without purporting to be able to cover the area in its entire breadth. Its focus is on linguistic phenomena. Other areas of intercultural education, including social aspects, history, art, and folklore, are themes in their own right and, although there are many overlaps, multilingual education must not overstep its remit and try to subsume these other areas. Its focus is the linguistic dimension. However, areas of overlap can and should be used as starting points for improved cooperation and coordination across subjects.

Organisation of Multilingual Education

Schools should provide one to two lessons of multilingual education per week. For many schools, this is likely to prove a major administrative challenge. At present, there is no one solution that will fit all. Instead, pragmatic solutions will have to be found that are adapted to local circumstances. At the same time, schools will need to ensure that multilingual education forms part of their general education provision and is not offered as a free elective or specialisation. Multilingual education must be taken by all students. The curriculum requires that all teachers are familiar with its aims and content and that there is coordination between the teachers, with school management assuming overall responsibility.

Multilingual education can be organised in various ways: Either two or three languages share responsibility for ensuring the delivery of the learning outcomes set out in the curriculum. In this case, the languages teachers can meet at the start of the academic year to agree on who covers which content and on the extent of cross-language cooperation. This approach is for example applied in South Tyrol's integrative language curriculum. Another possible approach is that all language teachers include activities that develop general language skills that are not specific to a given language and agree on a division of labour. This approach is for instance used in Thuringia in Germany.

Schools can also implement a more permanent schedule for the delivery of multilingual education and define which subjects cover which content at which level.

Another approach is that of alternating responsibility. In this approach, different languages are responsible for delivering the Multilingualism Curriculum at different levels. Suitable subjects for the delivery of the curriculum are above all German and the first foreign language, which is typically English.

Lastly, multilingual education can also be offered as a separate subject. Schools opting for this approach will need to make arrangements for the inclusion of multilingual education as a compulsory subject and decide on reductions in the number of hours offered in other subjects.

Common Objectives

The students are interested in the languages and dialects they come into contact with every day and can perceive differences between them.

Methodological Principles

The teachers encourage the students to explore other languages in order to foster the children's language awareness: the children learn to perceive themselves as language learners. The teachers ensure that students see their own language skills and communicative competences as valuable competences , and that any form of (positive or negative) discrimination of individual language profiles is avoided. Students are asked which languages they come into direct contact with. Furthermore encounters with languages are initiated by the teachers and concentrate on practical and creative exercises which include collecting, classifying and presenting. At this stage the focus is not on concept formation and cognitive aims are achieved primarily through active learning.

If classroom settings permit, multilingual education can encourage and coordinate the parallel exploration of certain topics in various languages. In settings where bilingual children are taught to read and write in both their first and their second language, multilingual education should integrate these special teaching and learning processes.

Syllabus for the Various Subareas

Perceiving and Managing Multilingual Situations	Aims: The students hear and see that there are various languages and dialects used in their immediate surroundings, and can name their own languages and dialects. They accept the use of several languages in the classroom and they understand and accept the specific function of that language which is the language of instruction. The students are willing and able to understand and use elements of these languages and dialects. They are also willing and able to assist others in this. They know that Latin script, with which German is written, is not the only alphabet and are willing and able to experiment with characters taken from other alphabets.

	Content: Names of languages which are spoken in the classroom; Names of classmates (pronunciation, meaning); Greetings, songs and rhymes as well as numbers in various languages; Reading at least one multilingual children's book; Presentation of examples of special characters in Latin script for a non-German language which the children are familiar with, or characters of a non-Latin script alphabet, or characters of a non-alphabet script; Agreement regarding the use of languages and dialects in class (as part of the classroom rules); Rules for linguistic cooperation: helping each other in classroom activities and in understanding audio texts and videos, multilingual labels, multilingual texts, varying working languages for group and class discussions; If necessary: discussion on derogatory terms the children have been confronted with and which refer to languages or the use of languages.
	Examples, resources[4]: Multilingual children's books: e.g. de Beer: Der kleine Eisbär; Nord-Süd Verlag; Pfister: Der Regenbogenfisch, Nord-Süd Verlag; Hüsler, Wer hilft dem Osterhasen? Lehrmittelverlag des Kantons Zürichs A list of selected bilingual and multilingual children's books and CDs can be found in the appendix of Ulich / Oberhuemer: Der Fuchs geht um . . ., Cornelsen Verlag Further bilingual reading material can be found at www.edition-lingua-mundi.com
	Correspondences in Current Curricula: The curriculum for pre-school education explicitly names students' previous linguistic experiences as the starting point for language learning and sees students' confidence in their own linguistic abilities as the foundation of their language learning. The primary school curriculum for German stipulates "acceptance and encouragement of remarks made in the students' first language". The curriculum also allows for a "gradual transition from dialect to standard language". Language exercises should be based on the language skills students have acquired "through interaction with family and their linguistic environment". According to the curriculum for modern languages, foreign language learning at the primary level should "motivate students to explore and learn other languages". Although no detailed proposals are included, there are many general

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[4] Original German titles are used unless an English version of the same material has been published.

	formulations in other curricula which can be applied to multilingual education. The curriculum for German, for example, encourages the playful and creative use of language and includes references to the symbolic nature of script. The curricula for first language education and for the minority languages focus on growing up bilingually. The supplement for German as a second or foreign language aims at helping non-German speaking students to integrate into and become active members of their new linguistic and cultural community, while still maintaining their original cultural and linguistic identity.
Knowledge about Languages	Aims: Students understand the terms 'letter' and 'sound' and know how to differentiate them. They know that there are sounds that exist in some languages and dialects but not in others. They know elementary grammar terms which are to be used across languages. They can name examples of linguistic equivalents for different culture-specific terms in social settings they are familiar with.
	Content: Definition of the term *Anlaut (initial sound)*, applied to various languages; Definition of the terms *sentence, word, noun* and *article;* Collection of nouns (e.g. taken from a specific semantic field or with a specific initial sound) from languages which are spoken by members of the class, and with or without articles, depending on the language; Imitating animal noises (onomatopoeia) in different languages; Discussion on typeface, particularly of capital and lower-case lettering, in text excerpts from various languages; Motivation and rites for naming children in different cultures, provided students have experienced these situations themselves; if appropriate, inclusion of parents; Feast days and family celebrations.
	Correspondences in Current Curricula: The curriculum for German at the primary level states classes need to provide "basic insights into the function and structure of the German language" and teach sound-letter correspondences and terms such as 'word', 'noun', and 'sentence' as well as compare dialect with standard language. The supplement for German as a second or foreign language states that, "where possible, a connection to students' first language and culture should be created (for example by comparing languages and cultures)". It recommends "contact, cooperation and coordination, particularly

	with teachers responsible for first language courses and also with parents". The curriculum also proposes that "occasionally the same topic be explored in both languages" and states that "the comparison of German-language texts with texts in the students' first language allows them to comprehend linguistic phenomena, for example the fact that texts consist of sentences, sentences of words and words of sounds and letters. The curricula for first language education and for the minority language education also include language comparison exercises. The curricula's aims and content can be incorporated into multilingual education and taught systematically.
Acquisition of Language Learning Strategies	Aims: The students develop the willingness to explore unfamiliar language and language settings. They are, to a limited degree, capable of articulating their language learning interests and to indicate comprehension problems. They can formulate queries and ask for assistance or explanations.
	Content: Pronunciation of names, words, and sentences with unfamiliar sounds; asking classmates for help with pronunciation or consulting internet resources; Sound games (tongue twisters); Showing they have understood or not understood, including the use of non-verbal signals; Methods of formulating requests for linguistic support (demonstrating, pointing, translating, repeating, speaking more slowly) and for correction or confirmation of correct use; Use of simple language learning resources, such as flash cards (e.g. picture-word cards, bilingual cards or cards with clues to word forms and vocabulary use). Working with initial sound tables in different languages if meaningful in the classroom situation; Speech acts in German and the first language in non-language subjects.
	Correspondences in Current Curricula: The German curriculum for primary school includes the teaching of "simple working and learning techniques, which will support autonomous learning" and which, as is stated in the supplement for German as a Second or Foreign Language, "support the acquisition of the second language". The curriculum for first language education emphasises basic techniques for exploring texts and the use of learning resources. The curriculum for non-language classes emphasises the connection

	and synergies between understanding the subject matter and language learning; for primary level, years 1 and 2, the curriculum lists speech acts for naming and describing.

Common Objectives

The students are aware of the languages and dialects they come into contact with in their social surroundings and are able to register similarities and differences. They begin to become more conscious of the opportunities for acquiring languages and can successfully navigate multilingual situations in school.

Methodological Principles

In years 3 and 4, cognitive learning exercises are introduced in addition to learning through language use and creative activities. Students learn to see language also as an object of intellectual exploration.

The teachers create opportunities in which the students can learn how to use non-school settings for language encounters and present these in class for discussion in groups or in the plenary. Students compare linguistic phenomena, discussing their similarities and differences, and explore texts which are interesting but may not be immediately comprehensible.

By developing text comprehension together, they are also encouraged to explore texts in languages that are new for them and are motivated to engage in a dialogue with others to pursue their language learning goals.

Whenever possible, multilingual education should take part in interdisciplinary projects and contribute to the project themes. If collaboration between the German courses and courses in the students' first languages is feasible, multilingual education should have a coordinating role in this special teaching and learning process.

Syllabus for the Various Subareas

Perceiving and Managing Multilingual Situations	Aims:
	The students learn to communicate in and reflect on their multilingual classroom environment.
	They actively search for linguistic diversity outside the classroom and in their family environments, and are able to discuss what they find.
	They are able and have the courage to explore semantic systems and texts they do not understand.
	Content:
	Making linguistic diversity in school audible and visible using materi-

	als and exercises that go beyond the learning content of Primary Level Years 1 and 2; Encouraging respect for other languages to avoid exclusion; Learning to express requests and needs in various languages. Presentation of short texts in languages other than German by students using their family languages; Collection, classification and presentation of examples of linguistic diversity from the students' extended social environment; use of recording technologies; Language Portfolio for Primary School, purple level: "Friends from other countries", red level: "Language Rally" and "Discovering other Languages", blue level: talking about the content of the *Linguistic treasure chest*; Access to children's books in different languages, e.g. in school or public libraries; Reading a children's book with non-Central European themes which are made easier to understand through the use of visual aids or a German-language parallel text. The book should, if possible, represent a culture from which none of the children in the class originate.
	Examples, resources: Examples of linguistic diversity: photo scavenger hunt in the neighbourhood of the school; looking for multilingualism in radio programmes; on television; and at the newsagent; collecting multilingual texts, including information leaflets that come with products, coins, postage stamps, and postcards in different languages; Children's texts set in unknown cultural settings, e.g. excerpts from *Das Sprachbastelbuch* and *Das neue Sprachbastelbuch* published by G&G-Verlag, Vienna (Japanese, Malayam, Iranian); *Wann kommt Mama?* written by Lee Tae-Jun and Kim Dong-Seong and published by Nord-Süd Verlag (Korean); *Frauen in Indien* written by Urvashi Butalia and published by dtv and *Trio*.
	Correspondences in Current Curricula: The educational standards for Primary Level Year 4 stipulate that "German classes in primary school should teach the basics of German language and literature, as well as incorporate other languages, texts and cultures into the lesson plan, especially those of the children in the class." Conversation practice, poetry recitals, and oral and written text production are main topics in German and first language education in primary school, as well as in minority language education and – with a more diverse methodological approach – in German as a second language. The activities offer numerous opportunities to bridge the gap between monolingual and multilingual learning. The use of several languages, either in multilingual education classes or in interdisciplinary collaboration across several subjects, can support the development of the stu-

	dents' skills. The curriculum for German in primary school outlines "awareness of script and characters in their social environment" as a central aim, a requirement that almost automatically leads to awareness of multilingualism. The supplement for German as a second or foreign language states that" learning opportunities outside of the classroom provide particularly effective impulses for language acquisition. " The curriculum for non-language subjects says that lessons "centre around the very different life and learning experience the children have had. The lessons bring these experiences to the fore, offer explanations and clarifications, classify them and broaden them by adding new insights and encounters. Here the focus needs to be on language development, basic insights and attitudes."
Knowledge about Languages	Aims: The students expand their knowledge of languages and dialects. They can identify relationships between languages (individual word similarities, structure of lexical/semantic fields) and can make simple comparisons of grammatical structures.
	Content: Discussions on the use of languages and dialects in the students' immediate social surroundings and in the media; Language Portfolio for Primary School, blue level: "Images and words from other countries"; Internationalisms (e.g. terms used in telecommunication) and word similarities in cognate languages (e.g. numbers/numerals, days of the week); Kinship terms in various languages and/or dialects; Mealtime language and customs and drinking toasts in various languages and cultures; Comparison of short texts to identify parts of speech (noun, verb, adjective); Comparison of short texts to identify parts of speech (subject, predicate, object).
	Correspondences in Current Curricula: The primary school curriculum for German and the minority languages curricula state that "language analysis is carried out mostly in lessons which encourage discussions on language and offer students insights into language structures through discovery, classification and comparison." The L1 curriculum similarly emphasises that students need to be made aware of "structural differences between German and their first language. (For illustrating these, the use of German-L1 parallel texts is particularly appropriate.)" Since cultural aspects are not directly ad-

	dressed, multilingual education has an important complementary function. For correspondences with the supplement for German as a second or foreign language see Years 1 and 2 above.
Acquisition of Language Learning Strategies	Aims: The students are able to set and actively pursue simple, reasonable language learning goals in collaboration and with the support of others.
	Content: Language Portfolio for Primary School, working with checklists: students assess their own skills, set their own language learning goals; Methods for exploring and producing texts with partners and in small groups; Self-study websites for children; German and first language speech acts in non-language classes; Systematic use of picture dictionaries and bilingual picture books; Addition of a third language to the collection of flash cards used in the first two years of primary level and production of trilingual flash cards (if meaningful in the classroom situation);
	Examples: Exploring and producing texts with partners and as group work. Exercises here include inferring meaning from context, making inquiries, trying out different formulations, applying rules, developing texts step-by-step and revising and editing with the group to create a final version.
	Correspondences in Current Curricula: The language subjects in Primary Level Years 3 and 4, just as in years 1 and 2, are expected to teach working and learning techniques. The supplement for German as a Second or Foreign Language, offers detailed information on exploring the meaning of words and texts, the structure of lexical items, and collaborative text production. The curricula for non-language classes include speech acts for reporting, assessing and justifying. The mathematics curriculum, for example, comprises numerous exercises for "translating" every day language formulations into mathematical symbols.

Lower Secondary Level **(Hauptschule = Secondary Modern School /** **AHS-Unterstufe = Grammar School)** **Years 5 and 6**	

Common Objectives

The students possess the skills, terminology and insights necessary to consciously use their language resources and to inquire into questions of (social) multilingualism and (personal) plurilingualism.

The students develop an understanding of Austria's linguistic diversity.

Students improve their language learning skills and learn to compare selected aspects of languages.

Students can reconstruct their personal language biography and link it to their family history and, to some degree, to geographic and social influences.

Methodological Principles

Multilingual education in the Lower Secondary Level starts to become more systematic. Students are introduced to language learning strategies, terminology and comparative language analysis as well as language diversity beyond their immediate environment. Working collaboratively in small, multilingual groups, they explore linguistic regularities as well as language-related norms and attitudes. An essential focus of learning at this level is the targeted use of learning resources and reference materials.

Creative activities and the exploration of literature continue to be part of the curriculum, while cognitive learning through language and text analysis becomes more prominent. Where appropriate, varied methodologies are to be used.

To ensure that the overarching objectives of language and communication education are met, the teachers for the individual language and non-language courses should be kept up-to-date about the goals and content of multilingual education and incorporate these in their own classes whenever possible.

Syllabus for the Various Subareas

Perceiving and Managing Multilingual Situations	Aims: The students are conscious of the diversity of languages they encounter in the media, in public and private settings. They become able to describe and classify their own multilingual experiences.

	They are able to explain their own personal language profiles to others. They know how to make the most of their multilingual resources and are prepared to collaborate in using them.
	Content: Listening comprehension exercises featuring different dialects, minority and migrant languages in Austria; Students collaborate on the production of multilingual oral and written texts (e.g. quatrains, *Elfchen* poems, short stories) and exchange these texts via social networks. Language Portfolio for the Intermediate Level, A 1-4 and 7: "My Language Biography"; Working with language portraits (Krumm/Jenkins); Discussions on comprehension and expression problems, perceived attitudes towards language (incl. dialects, teenage language, etc.), and perceived linguistic inferiority/superiority.
	Correspondences in Current Curricula: According to the educational standards for German (edition 10/2006), important partial competencies for language learning include the ability to recognize and avoid discriminatory language use as well as to use language that is appropriate to the situation, one's discussion partner and the social setting. The curriculum for German courses refers to educational areas set forth in the national curriculum framework, stating that "the linguistic and cultural diversity within society should be seen as an enrichment." There are no details, however, on how this is to be put into practice. The curriculum for modern languages emphasises that "a positive attitude towards individual multilingualism and linguistic diversity must be fostered." It also states that "promoting a positive attitude towards bilingualism strengthens students' sense of identity and supports the integration process" and that "if the foreign language in question is that of an ethnic group, respecting it will contribute towards an equal and peaceful coexistence." The curriculum for first language education states that "multilingual education should help to bridge the gap between different cultures and generations through addressing the students' culture of origin and their current cultural surroundings, as well as through discussing their bicultural/bilingual experience."
Comparing Languages	Aims: The students know the fundamental difference between (conceptually) oral and (conceptually) written language. They know that this differ-

	ence is valid across languages and can adapt their language use accordingly. They are able to describe and compare grammatical categories and their manifestations in various languages. Selected examples help students to recognize that collocations differ across languages.
	Content: Writing texts based on typical spoken German, reflecting on the experience of reading these texts, putting these texts into written language, making notes of changes made during this process; similar phenomena in one or more of the other languages. Selection of grammatical categories: verb conjugation, tenses (in overview), comparative adjective forms, noun formation (using selected semantic fields, e. g affectionate nicknames, job titles), word order in various languages. Collocations: equivalent idioms in languages spoken by the class.
	Examples: Collocations: equivalents to "Auto fahren" in German, "to *blow* one's nose" in English, "fogat *mos*" in Hungarian and "sigara *ic mek*" in Turkish.
	Correspondences in Current Curricula: In the educational standards for secondary level German (edition 10/2006), language awareness features as one of the partial competences to be developed, stating that "opportunities for comparison between the first, second and foreign languages are to be exploited." The L1 language curriculum stresses that "the aim of language analyses is to help students identify language structures and compare languages (e.g. the expression of time, action sequences, case government, phraseology)". The foreign language curriculum states: "If there are students in the group who speak the foreign language as their L1 or as an L2 with their family, their special skills and knowledge are to be taken advantage of in the classroom. This will give students an opportunity to understand and use different standard languages and obtain first-hand information about different cultural practices and traditions."
Analysis of Social and Cultural Aspects of Languages	Aims: The students know that standard German is the national language in Austria with its own Austrian characteristics. They are familiar with the different dialects in Austria and are aware of the difference in use and status between standard language and dialects.

	They can name the minority languages in Austria and various migrant languages, and are capable, to some extent, of drawing connections between these languages and historical occurrences. They are able to define the meaning of "language minority" and begin to reflect on the linguistic rights of minorities. They are curious about the cultural background behind specific language phenomena.
	Content: Basic information regarding the number of speakers, geographic distribution and social status of languages and dialects in Austria; Article 8 of the Austrian Constitution; Reading of an age-appropriate summary of the UN Convention on the Rights of the Child; Reading of a text excerpt in which the cultural value of languages is discussed; Educational system and school terminology (kinds of schools, class levels, subjects, grades, kinds of exams, etc.) in different languages; Comparison of proverbs from different languages and cultures.
	Examples and Resources: Texts which discuss the cultural value of languages, e.g. Elias Canetti's memoires of his childhood in *The Tongue Set Free, published by Fischer Verlag*; Eugene Ionesco's language learning stories as recorded in *Bekenntnisse, published by Verlag Die Arche*; Pascale Bougeault's *Wer regt sich hier so auf? Eine kleine Völkerkunde für Kinder*, published by Moritz Verlag; Annalies Schwarz and Marlies Rieper-Bastian's *Meine Oma lebt in Afrika*, published by Beltz & Gelberg Verlag.
	Correspondences in Current Curricula: The educational standards for German at lower level secondary (edition 10/2006) stipulate that the "dynamic potential" has to be unlocked, given the "increasingly multicultural and multilingual composition of schools in Austria". The curricula for geography and economics as well as history and social studies/civic and political education do not make explicit reference to linguistic diversity, yet provide a suitable framework for the discussion of themes relating to language geography, language history and language policies.
Acquisition of Language Learning Strategies	Aims: The students reflect on their own language learning. They are able to assess their language skills and use this knowledge for their further

	learning. They have the necessary learning tools for individual and collaborative learning as well as for the use of teaching and learning materials.
	Content: Language Portfolio for Intermediate Learners: "Improving my language skills" (Part C) and continuation of work with the checklists (Part D); Further structured pair and group work; Systematic use of bilingual dictionaries (cf. years 3 and 4) and other reference resources; Online dictionaries and grammar and spelling checkers; Self-revision and self-assessment (e.g. lists of frequent mistakes, error analysis); Parts of textbooks and their functions, e. g media resources (CDs, internet platforms, etc.).
	Correspondences in Current Curricula: The educational standards for secondary level German stipulate as one of the partial competences that students need to be able to independently use "appropriate learning aids (e.g. dictionaries, flash cards for spelling rules, learning software)." The syllabus for German as a second language stipulates that students have to learn to use "Austrian and bilingual dictionaries." The curriculum for first language education states that students need to be equipped with the basic philological tools, including the use of dictionaries, morphological tables and reference resources." The curricula for modern languages and for Slovene cite "learning strategies and techniques to support independent language learning." Multilingual education brings together these learning outcomes. The curriculum for Latin stresses the importance of self-assessment (recognising, analysing and avoiding mistakes), which is said to be easy to achieve because of the grammar of the Latin language. This comment applies to reading comprehension and could also be applied to Turkish.

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Lower Secondary Level
(Hauptschule = Secondary Modern School /
AHS-Unterstufe)
Years 7 and 8

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Common Objectives

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The students can identify and coherently describe interrelated themes in the areas of societal multilingualism and individual plurlilingualism.

They understand the concept of European and global multilingualism and know which processes lead to a disruption of the direct link between language and territory. They can give examples of the richness of European languages and understand the interconnections between culture and languages.

They perceive languages as tools that support learning and information-focused communication, in particular in the context of classroom-based learning activities.

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Methodological Principles

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The students further develop their strategies for dealing with multilingualism in lessons or projects in which they address themes that are of relevance to interculturality and their own biographies.

The teachers support the students' learning by making available authentic diagrams, maps, pictures and texts in different languages which provide information and can be used as a starting point for further activities, as well as through a varied range of tasks and constructive feedback. The students gradually become used to deciding themselves which information to include, how to divide up the work, which resources to consult, which research methods to apply, and how to present the results. To promote students' self-reflection skills, the teachers encourage the students to comment on their progressive development of strategies for text comprehension and reconstruction.

Questions could also be included which relate to the application of the newly gained insights to other subjects. These could then be discussed in more detail in multilingual education classes or in cooperation with other subjects and concern, for example, speech acts which are relevant to the classroom (report, description, explication, argumentation), covering text type/organisational patterns, specialist terminology and more complex syntactical structures.

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Syllabus for the Various Subareas

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Perceiving and Managing

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Aims:

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Multilingual Situations	The students are aware of language switching, including code-switching, switching between the standard and a regional variety, between adult and teenage language, between language designed to be spoken and language designed to be written. They can attribute the switch to the constraints of the communicative setting. They are familiar with the idea of negotiating language choice decisions. They use multilingual resources to solve learning tasks also in the classroom.
	Content: The Language Portfolio for Intermediate Learners: My Language Biography, A5 and A8 (Language projects with foreign partners/schools abroad) Communicative functions of code switching (e.g. formation of language-specific member groups, organisation of turn-taking, language support) Analysis of specialist texts in different languages and media with regard to a given theme, multilingual groupwork, use of a working language/working languages. Reports of encounters with speakers of other languages in face-to-face interactions during, for instance, school trips, holidays abroad, student exchanges, and in social networks.
	Correspondences in Current Curricula: The curriculum for German does not explicitly mention multilingual settings, yet its definition of language as the basis for interpersonal relationships can be construed to include such settings. Correspondences in the curricula for Modern Languages and L1 Education are set out above under Years 5 and 6.
Comparing Languages	Aims: The students can describe similarities and differences in vocabulary and syntax between languages and give examples. They are aware of differences between different genres within and across languages.
	Content: Comparative analyses: Genre-specific features of private letters, business letters, reports etc. in different languages; Characteristics of German texts: Lexical choices, syntactical structures (e.g. comparison between German syntactical structures and structural patterns in other languages); Cohesive devices in specialised texts; Semantic analysis of specialist terminology.

	Correspondences in Current Curricula: For references to the educational standards for German and the curricula for the language subjects at Lower Secondary Level see Years 5 and 6. One of the partial competences described in the educational standards for German for Lower Secondary Level (edition 10/2006) encourages the use of "opportunities for comparison between the first language, second language and foreign languages". The L1 language curriculum stresses that "the aim of language analyses is to help students identify language structures and compare languages (e.g. the expression of time, action sequences, case government, phraseology)." The foreign language curriculum states: "If there are students in the group who speak the foreign language as their L1 or as an L2 with their family, their special skills and knowledge are to be taken advantage of in the classroom. This will give students an opportunity to understand and use different standard languages and obtain first-hand information about different cultural practices and traditions."
Analysis of Social and Cultural Aspects of Languages	Aims: The students have basic knowledge about European multilingualism and European language policies. They can use simple sociolinguistic terminology (e.g. dialect, standard, variety, multilingualism) to describe multilingual situations. They know that even culture-specific language use is subject to change. They understand the effects of cultural differences on intercultural communication.
	Content: Language maps: National and minority languages in Europe, migrations and migrant languages; Information about languages on the web; Discussion of texts on European language policies; Project on the languages used in a European region; Texts analysing the connection between language and culture, and texts dealing with issues of intercultural communication; Political and religious holidays, their names and the origin of these names in different languages; Analysis of the language requirements of one or several occupational areas.
	Examples and Resources: Texts on European language policy: e.g. one or two contributions in *Die Union* Heft 1/2002: EU: Sprachenvielfalt und Mehrsprachigkeit (Linguistic Diversity and Multilingualism; edited by the Austrian Representation of the European Commission); Rudolf de Cillia: „Tendenzen und Prinzipien

	europäischer Sprachenpolitik" (in: H.-J. Krumm, Hrsg.: Sprachenvielfalt. Babylonische Sprachverwirrung oder Mehrsprachigkeit als Chance? Studi-enVerlag: Innsbruck 2003, 27 - 40); Deklaration der Gesellschaft für bedrohte Völker zu den Sprachenrechten (http://www.gfbv.it/3dossier/eu-min/eu-verfassung.html); Allgemeine Erklärung der Sprachenrechte (Bar-celona 1996, Declaration of Linguistic Rights (http://www.egt.ie/udhr/udlr-en.html) or extracts from Communication 2008/566 on *Multilingualism – an asset and a commitment* (the two introductory sentences and the section on *Multilingualism for intercultural dialogue and social cohesion* (http://europa.eu/legislation_summaries/education_training_youth/lifelong _learning/ef0003_en.htm; German version at http://europa.eu/legislation_summaries/education_training_youth/lifelong_ learning/ef0003_de.htm). Situation in a European multilingual region: e.g. South Tyrol, Slovenia, Luxembourg, Belgium, Schleswig Texts dealing with issues of intercultural communication: Suitable texts can also be found in literature for adolescents. For an overview see Eder: *Mehrsprachige Kinder- und Jugendliteratur für mehrsprachige Lernkontexte*, published by Praesens Verlag.
	Correspondences in Current Curricula: The curricula for geography and economics and history and social stud-ies/civic and political education do not make explicit reference to linguistic diversity, yet provide a suitable framework for the discussion of language geography, language history and language policies. The syllabus for careers education and guidance for the Lower Secondary Level includes a description of various occupational profiles, requirements and training programmes and refers to the "increasing importance of social skills (communication and cooperation skills, ability to assume responsi-bility, etc.) in professional and economic life." The curriculum for L1 education states that proficiency in the first lan-guage involves knowledge of the literature, culture and heritage of the stu-dents' country of origin; bilingual proficiency involves the ability to com-pare the different languages and cultures. The curriculum for Slovenian sets out that students have to be introduced to country-specific conventions of language and behavioural patterns and to the everyday cultural practices of the countries of the target language. The curriculum for Latin specifies that students need to develop an aware-ness of the importance of Latin as a basis for many European languages which has influenced their syntactic structure, idiomatic phrases and lexi-con.
Acquisition of Language Learning Strat-egies	Aims: The students know the difference between colloquial language, language of educational discourse and technical language. They perceive the language used in subject teaching as a challenging learn-ing task and have acquired strategies for coping with the challenge.

	They are prepared to step into unfamiliar language territory and use the new interactions as a resource for language learning.
	Content: Language Portfolio for Intermediate Learners, Part B: Top Tips for Language Learning; Language Passport (Sprachenportfolio Mittelstufe, Teil B); Reading strategies for specialist literature; Strategies for inferring meaning from the context, ensuring communicative clarity and repairing misunderstanding; Planning text organisation for independent text production; Texts written in 'mixed language'; Examples for language learning in informal settings.
	Examples and Resources: Texts written in 'mixed language', e.g. Rösler/O'Sullivan: Mensch, be careful! Published by Rowohlt Verlag; I like you – und du? Published by Rowohlt Verlag (also available as audio book)
	Correspondences in Current Curricula: The curriculum for modern languages specifies that students should be able to independently explore and understand the meaning of texts written in the foreign language using adequate reading strategies. The curriculum for mathematics defines its contribution to the development of language and communication skills as follows: "Description of objects and processes; use of precise language; use and meaning of definitions, classification; translation of texts into mathematical problems; conversion of information into mathematical formulae; reading and reformulation in language of mathematical formulae; use of a technical language and its specific syntax and grammar." The curriculum for physics includes as one of the learning outcomes "the acquisition of precise language for the observation, description and reporting on physical processes." The curriculum for geography and economics and the curriculum for history and social studies / civic and political education refer to the development of students' ability to comprehend and evaluate texts, images and diagrams.

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Upper Secondary Level
(AHS-Oberstufe)
Years 9 and 10

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Common Objectives

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The students can perceive the complexity and inconsistency of multilingual situations in Austria, Europe and world-wide, inquire into the origin and background of these situations and identify conflicting interests.
They can recognise forms of linguistic discrimination.
They can identify formulations in texts which are indicatory of specific cultural viewpoints, including stereotypes and prejudices.
They develop advanced textual skills in particular in the area of comprehending and writing specialist texts.

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Methodological Principles

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In accordance with the aims formulated for language learning and communication generally, multilingual education at the Upper Secondary Level will support the development of learner autonomy and critical thinking.

In Years 9 and 10, the syllabus includes the critical analysis of issues related to language policy and the functions of stereotypes. The most appropriate method for dealing with these issues is likely to be project work, in particular projects involving several school subjects. The students critically analyse informative texts, learn to distinguish between information and propaganda, between evaluative descriptions and stereotypes, can engage in adversarial discourse and summarise, present and defend their arguments. The teachers propose topics, suggest resources for research and ensure that students include opposing perspectives (often expressed in different languages); they also introduce texts dealing with the human rights aspects of language policy.

Students analyse and compare syntactical, lexical and textual characteristics of specialist texts in different school subjects and languages. They extract information and prepare and produce their own specialist texts. The teachers help the students to develop general strategies from the knowledge gained through the project. They can cooperate with the teachers of German and modern languages and in particular with the teachers of non-language subjects, with the choice of collaboration partner(s) determining the teaching and learning focus.

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Syllabus for the Various Subareas

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Perceiving and Managing Multilingual Situations	The students are aware of the advantages and possible limitations of their language skills. They can and are prepared to locate and use opportunities for linguistic interaction in institutions, through texts and the media. They can use their language skills to act as mediators in multilingual situations.
	Content: Accounts of gaps between communicative intent and linguistic resources: Examples illustrating both communication breakdown and successful solutions using additional linguistic resources (e.g. through language mediation/translation) or social networks; Journalistic texts (from newspapers, TV, the internet) in different languages which discuss an important current event (from different perspectives); Watching of non-German language films, visiting local institutions that use a language other than German, subsequent discussion of the visit in class; Literary texts about multilingual protagonists; (Auto)biographical texts in which the language situation is important; Language Portfolio for Young Adults (15+): Language mediation (a 6)
	Examples and Resources: Journalistic texts dealing with important events, e.g. royal marriages, international sports events, major accidents, natural disasters; Multilingual speakers in literary texts: e.g. Salvatore in Umberto Eco's *The Name of the Rose*, German version published by Hanser Verlag; Daniel in Henning Mankell's *The Red Antilope,* German version published by dtv; Autobiographical texts on multilingualism: e.g. D. Larcher: *Die Maske hinter der Maske. Dimensionen der Mehrsprachigkeit*, in: James, Allan (Hrsg.): *Vielerlei Zungen. Mehrsprachigkeit + Spracherwerb + Pädagogik + Psychologie + Literatur + Medien*, published by Drava Verlag Klagenfurt.
	Correspondences in Current Curricula: The curriculum for German at the Upper Secondary Level includes as one of its aims that students develop "an awareness of the diversity of languages" and explore "internal and external multilingualism." The curriculum for modern languages declares in its introduction that "intercultural topics are to be discussed in order to raise students' awareness of the linguistic diversity of Europe and the world, to support openness towards the languages spoken in neighbouring states and the lan-

	guages spoken by indigenous minorities and migrants in their home country and develop their understanding of different cultures and ways of life". The curricula for geography and economics and history and social studies / civic and political education do not make explicit reference to linguistic diversity, yet provide a suitable framework for the discussion of language geography, language history and language policies.
Comparing Languages	Aims: Students are able to identify and compare specific pragmatic, semantic and syntactic patterns in informative and narrative texts within and across different languages.
	Content: Examples of culture-specific non-verbal communication; More complex syntax: The use of the passive (voice) in German and equivalences in other languages; Text pragmatics: Promotional texts, instructions, greetings in different languages; Comparative analysis of public language use, including gender-neutral formulations, political correctness, politically 'steered' language use.
	Correspondences in Current Curricula: The curricula for German, German as a second language and for modern languages emphasize opportunities for comparative analyses of syntax, semantic and pragmatic features. The curriculum for modern languages, for instance, states that "classroom tasks are to encourage students to reflect on language (including comparisons with the language of instruction or first language, with languages of ethnic minorities and the languages spoken in neighbouring countries and other languages). Activities are to include language comparisons to enhance students' language learning efficiency and develop their general language learning skills and understanding of language." The curriculum for German states that classroom activities also have to address the public discourse on language. The curriculum for modern languages explicitly recommends cooperation across subjects and states that "classroom activities are to explore the fundamental characteristics of language and communication, and as part of an overarching language policy, are to be organised in cooperation with other (classical and modern) languages and with German." The curriculum for German recommends the discussion of culture-specific forms of non-verbal communication. Mathematics has a special place among the non-language subjects, which multilingual education can utilise. The curriculum for Mathematics includes the following formulation: "Mathematics develops and en-

	hances the students' language above all through its symbols and signs; it uses precise and concise language; in this way, mathematics becomes for the students another kind of language which is added to their first and foreign languages."
Analysis of Social and Cultural Aspects of Languages	Aims: The students are able to understand that linguistic diversity is the result of individual, collective and political decisions. They can explain the meaning of 'linguistic rights'. They can identify clichéd attitudes to languages and cultures and understand that these are stereotypes.
	Content: European Charter for Regional or Minority Languages; Universal Declaration of Linguistic Rights or the UNESCO Atlas of the World's Languages in Danger; Discussion of recent language policy decisions in Europe; Project work on the language situation in regions outside Europe, perhaps in cooperation with a school in the region; Language Portfolio for Young Adults (15+): Intercultural experiences, 1+2; Description of students' own experience with linguistic-cultural stereotypes, encounters that reinforced or dispelled them; Stereotypes in intercultural communication (also in fictional texts).
	Examples and Resources: Situation in regions outside Europe: e.g. South Africa, India, South America; Intercultural Communication in fictional texts, e.g. Henning Mankell: *The Red Antilope* or *The Eye of the Leopard,* German version of both published by dtv.
	Correspondences in Current Curricula: The curricula for German and modern languages include learning outcomes which provide for the examination of stereotypes and stereotyping. The curriculum for German for instance sets out the following targets: Students can "reflect on the subjective nature of text comprehension; understand and empathise with other world-views and mental models and critically assess them". The curriculum for modern languages names amongst its aims "the unbiased analysis of cultural stereotypes and clichés, the identification of similarities and differences and critical evaluation of their own experiences and/or the situation in Austria".

Acquisition of Language Learning Strategies	Aims: The students can independently use information resources and reference materials in order to unlock the meaning of complex (specialist) texts, independently research topics and further develop their spoken and oral skills in their languages.
	Content: Language Portfolio for Young Adults (15+): Top Tips for Language Learning b1 – b4, Language Biography a 5, Language Portrays (on CD); Independent selection of appropriate information resources and reference materials to manage complex tasks; Efficient use of reference resources; International phonetic alphabet; Consultation of resources in different languages and collection of relevant information.
	Correspondences in Current Curricula: For Years 9 and 10 and also the subsequent years the curriculum for German states that students need to be taught strategies for text comprehension. The curriculum for modern languages stresses that "modern language teaching needs to provide opportunities for students to acquire a wide range of language learning strategies that can be used for life-long independent language learning."

**Upper Secondary Level
(AHS-Oberstufe = Grammar School Years 5-8)
Years 11 and 12**

Common Objectives

The students can make informed decisions and take charge of their language learning and plan the next steps in their learning.

They can formulate research questions examining the structural characteristics and sociocultural contexts of a language and independently find the answers.

They know that the opportunities for (language) learning in all school subjects enhance their pragmatic competence in all languages and can use these insights for their own learning.

Methodological Principles

The last two years of multilingual education concentrate on the application of what has been learnt to future learning and include the acquisition of learning strategies and development of learner autonomy.

Students maximise their opportunities for language learning and increasingly pursue their specific language interests, they use activities or tests to identify what type of language learner they are, obtain information about extra-curricular opportunities for language learning, share information about sources for informal learning and discuss the implications of their experience with reference to their own language biography. The use of the Language Portfolio can provide valuable support at this stage. Under the teachers' guidance, students try out different learning styles (e.g. "Learning through Teaching" in multilingual education classes or team-taught lessons in foreign language classes) to gain insights into the language learning process.

The students also develop autonomous learning skills in preparation for university study.

This can be supported through more advanced and complex project work and the completion of extended essays related to language history, language typology or sociolinguistics.

Syllabus for the Various Subareas

Perceiving and Managing Multi-lingual Situations	Aims: The students are aware of the opportunities open to them as multilingual speakers. They know how to consult and systematically use texts in different languages in the completion of tasks and develop creative ways of using several languages in spoken and written texts.

	Content: Obtain information on hobbies or areas of personal interest using resources in several languages; Participation in multilingual online learning communities; Completion of learning tasks employing reference resources in several languages; Comparison of texts in different languages and media discussing an international political event; Presentation and discussion of learning biographies; Literary texts which address language acquisition and linguistic identities; Production of multilingual texts in which multilingualism serves different purposes; sharing of such texts in social networks.
	Examples and Resources: Literary texts addressing language acquisition and language identities: e.g. the first chapters in P. Mercier's *Night train to Lisbon*, published by Hanser Verlag; the chapter 'Le masque' in N. Huston's *Nord perdu,* published by Actes Sud.
	Correspondences in Current Curricula: The curriculum for modern languages stresses that "particular attention is to be paid to the development of social skills in multicultural settings" and states: "Continuing on from the Lower Secondary Level, modern language teaching at the Upper Secondary Level has to offer opportunities for creative activities in the foreign language (e.g. through drama, games, simulations, creative writing). The students are to be included in reflections on how the use of varied creative practices can advance their development as learners." The curriculum further stresses that "texts have to be included which enable the critical discussion and appraisal of developments in the human and social sciences, in the natural sciences, technology and in business." The curriculum for L1 education stresses the advantages of bi- and plurilingualism for individuals' personal development and empowerment emphasising that L1 teaching needs to "build on students' existing sociolinguistic and pragmatic knowledge and skills and make them aware of their role as intermediaries in society." The curricula for the non-language subjects also provide opportunities for synergies and collaboration. The curriculum for history names the "use of language in different communicative settings, development of critical thinking through the use and interpretation of different resources (texts, images, diagrams, statistics, maps, etc.) including modern media and the promotion of democratic communication". Many activities such as "research using different reference resources" and "presentation of arguments in support of their own views" can easily be carried out in

	multilingual contexts.
Comparing Languages	**Aims:** The students can explore other language systems, drawing on comparisons with German and using the language resources available in their group. They are able to identify and explore influences of other languages on a particular language.
	Content: Complex morpho-semantic features: tense – aspect / *Aktionsart* (type of action*);* Comparative discourse analysis; Introduction to language typology; Transfer and interference, loan words.
	Correspondences in Current Curricula: The curriculum for German at the Upper Secondary Level fosters a reflective approach to language learning and stresses the importance of language comparison for a deeper understanding of language structures. The curriculum for modern languages similarly states that "classroom activities have to encourage a reflective approach to language (including comparisons with the language of instruction or first language, with ethnic languages, the languages of neighbouring countries and other foreign languages). Comparative analyses are to be carried out to improve the efficiency of students' learning and enable a deeper understanding of language. When the students start to learn a second, third or further foreign languages, they will be encouraged to draw on their existing language skills and develop an awareness of the beneficial effect of synergies for language learning." The curriculum for Latin stresses the need for "contrastive and comparative language analysis". The students are to "acquire knowledge about the development and survival of the Latin language and use this knowledge in comparative studies (Romance and Slavonic languages, German, English)."
Analysis of Social and Cultural Aspects of Languages.	**Aims:** The students gain a deeper insight into the history of languages, language communities and linguistic regions as well as their effect on the status and distribution of languages. They can cite examples showing that communication is also guided by implicit and explicit cultural and social constraints and that they must adapt their own linguistic behaviour to the social and cultural context.

	They know that language conflicts are often caused by non-linguistic (political, economic, religious) conflicts. They understand that the choice of language and linguistic register is steered by the communicative purpose and setting.
	Content: Language Portfolio for Young Adults (15+): Section d *Intercultural Encounters,* in particular *3. Exploring other languages and cultures.* Language-internal multilingualism: Register and varieties, the history of language standardisation and differentiation and current developments; Differentiation of languages; Sociolinguistic dimensions of language and register choice: Norms and 'error', deficit vs. skill-focused error analysis; Development of language hierarchies, e.g. in the context of colonialism, the World Wars and globalisation; Project work on the history of minority languages in Europe; Portrait of a multilingual town; Multilingual literary texts.
	Examples and Resources: Multilingual literary texts: e.g. Th. Mann: *The Magic Mountain*, published by Fischer Verlag, chapter *Walpurgis Night*; extracts from J Semprúns *L'Algarabía,* German version published by Suhrkamp Verlag; bilingual poems from *Carmina Burana*, bilingual poems by Gino Chiellino; 'ethnolectal' (German) texts; 'migrant literature'.
	Correspondences in Current Curricula: The curriculum for German includes the discussion of language as an important socio-political phenomenon and symbol of pluralistic society, above all with reference to literary texts. It states that "students' awareness of their own speech and as a result, their reflections on their own role and identity create a basis for respect for, and appreciation of the speech of others and strategies for dealing with language varieties and multilingualism." The curriculum for modern languages stresses: "Suitable topics in the foreign language are to be selected which can instil in students an openness to the world and foster an understanding of social relations. The development of conflict-resolution and problem-solving skills as well as education for peace are central teaching and learning objectives." The curriculum for Latin declares that "the teaching of Latin represents a gateway to Europe's linguistic landscape." A good starting point for the study of the history of multilingualism in Europe is the reference to *Austria Latina.* The curriculum for geography and economics proposes in its syllabus for Year 11 "a discussion of the situation of certain population groups in

	terms of 'otherness'". These analyses can also include a study of the linguistic situation.
Acquisition of Language Learning Strategies	Aims: The students develop insights into how language learning works. They are able to identify what type of language learner they are, assess which skill level they have attained in their different languages and use this knowledge for their further learning. They can define learning objectives for their personal and professional development and understand the usefulness of extracurricular learning opportunities. They know about opportunities for language learning open to adults.
	Content: Taster sessions in languages spoken by the group members which are taught by the students under teacher guidance ("Learning through teaching"); European Language Portfolio for Young Adults (15+): *My language learning history* 7 (Planning language learning); European Language Portfolio for Young Adults (15+): "Ten Top Tips" 3-4 and 5 (Learning contacts); Use of (online) language diagnostic tools; Language courses for adult learners, language courses abroad (web-based research to assess language courses and holidays), online self-study courses; Tandem learning (how it works and tips for learners).
	Reference Jean-Paul Marti n: Das Projekt „Lernen durch Lehren" – eine vorläufige Bilanz, in: *Fremdsprachen lehren und lernen* 25 (1996), S. 70-86.
	Correspondences in Current Curricula: The curriculum for modern languages states that students need to be given opportunities for "exploring a wide range of language learning strategies conducive to support independent learning" and "develop self-assessment skills". The curriculum also explicitly names learner counselling by the teachers and stresses the synergies of the acquisition of several languages.

Upper Secondary Level
Vocational/Technical Education: Secondary Commercial School (Handelsschule)

Common Objectives

The students examine the language requirements of their professional specialisation and relate these to their own skills and plans.

Methodological Principles

Multilingual education in secondary commercial schools is geared towards vocational learning. It reinforces the aims and objectives of multilingual education at the lower secondary level, adding relevant new aims and content. Particular focus is given to develop students' self-assessment skills. To increase their awareness of the need for and possibilities of adapting language use to situational constraints, students analyse their own spoken and written production for evidence of register variation.

Multilingual education links together the English and German language classes and further develops students' language awareness. It ensures that students from linguistic minorities and migrant families appreciate the benefits of having this first language in a vocational context and that all students in the classroom show respect for these languages.

Syllabus for the Various Subareas

Perceiving and Managing Multilingual Situations	Aims: The students are able to distinguish the different registers in vocational and non-vocational communicative settings and adapt their language use accordingly. They know when language mediation is needed and can act as language mediators.
	Content: Formal and informal communicative settings, especially vocational settings, conceptually written language, examples of register differences in German and, if possible, also in other languages; Language Portfolio for Young Adults a 6: Language mediation within the family as well as commercial settings in the immigration country; Exercises to explore information loss and changes in meaning in translations, including back translation and source and target text comparison,

	and summaries of short business texts.
	Correspondences in Current Curricula: The curriculum for English stipulates that students are able to "identify and assess the most significant aspects of a setting or problem situation" and "adequately convey meaning across different languages." The curriculum for German names "the use of English texts for summaries in German" as a major interdisciplinary task. The curriculum for German mentions the ability to "switch register" as one of the targets for oral communication.
Comparing Languages	Aims: The students are aware of differences and similarities between languages and can carry out more detailed comparative analyses.
	Content: Comparison of select features of grammar in German and English as well as in the first languages spoken by the students, e.g. hypotaxis (developing further the content taught in years 7 and 8), connectors, use of passive, tense systems; Comparison of business communication in different languages, e.g. telephone conversations, business letters, shipping documents, contracts.
	Correspondences in Current Curricula: The curriculum for English clearly states that students must "perceive the foreign language as a system which has parallels with the first language and is connected with the other subjects." The curriculum for German names the acquisition of the explicit knowledge of linguistic structures as a basis for the learning of English as one of its basic learning outcomes. Outcomes for cross-subject learning make reference to English language learning, in year 9 to comparative grammar analyses, in year 11 to the use of English texts for summaries in German.
Analysis of Social and Cultural Aspects of Languages.	Aims: The students understand the meaning of 'pluricentric language' and can give examples. They can recognize cultural perspectives in general and vocation-specific informational texts, identify stereotypes and prejudicial references and describe their features.

	Content: English as an international language and its varieties; Form, social function and the situation-specific use of different standard Englishes, listening and reading comprehension; Discussion of different regional standards of the German language and, if applicable, of other languages known to the students; Comparison of reports or similar texts in different languages dealing with students' leisure pursuits; Comparison of business texts in different languages.
	Correspondences in Current Curricula: Reflection about language is not a key area in the curriculum for Commercial Schools. The aim of multilingual education is to clearly define and delimit the meaning of 'standard language', which is a commonly used term. It thereby supports students in their "use of the Dictionary of Austrian German", which is one of the outcomes of German language teaching. It also clarifies the meaning of "being able to cope with most situations arising when travelling in regions where the language is spoken", which is one of the aims set out in the curriculum for English. The curriculum further states that "the students should perceive the learning of a foreign language as personally enriching and as an opportunity to understand other intellectual traditions, identify similarities and differences between cultures and develop openness and respect for other cultures." Brief references to interculturality are also included in the subject field 'modern history, political education and law' as well as in the curriculum for geography. Moreover, the project database of the BMUKK on "Intercultural school projects" contains examples from the area of business and commerce.
Acquisition of Language Learning Strategies	Aims: The students are able to consult and independently use textbooks and reference resources for the production of business communication. They know which type of language learner they are and can use this knowledge to select partial goals, appropriate activities and tasks, and forms of learning.
	Content: Continuation of work with the Language Portfolio for Intermediate Learners, Sections B and C, introduction of the Language Portfolio for Young Adults: a 4 (Language in the Media), b 1 to b 4 (Top Tips for Learners) and c (Language checklists: "Reading", "Interacting", "Writ-

	ing" for vocational purposes); Learning and teaching materials for business English, business German as well as for migrant languages; comparison and application to specific tasks and with a view to different learner types; (Online) resources that help students understand and write business texts and practise listening comprehension.
	Correspondences in Current Curricula: The curriculum for German states that students are to be "introduced to independent learning and the use of new technologies". The curriculum for English stresses that students need to "develop strategies that enable them to further enhance their foreign language skills after having completed school" and describes activities that can support this goal. Moreover, the curriculum for English mentions the various certificate courses for adults that can be used by the students to further their vocational development.

Upper Secondary Level **Vocational/Technical Education: Commercial College (Handelsakademie)**	

Common Objectives
The students are able to assess the language needs and requirements of the service industry and relate these to their own personal skills and plans.

Methodological Principles
Multilingual education at the Commercial College is closely related to the general aims set forth for the field of language and communication education for the upper secondary level . It places special emphasis on teaching students to become autonomous learners. Students are given the opportunity to share their own relevant experiences, do independent research, and reflect on their own learning experiences. By focusing on the working world in the context of internationalisation and globalisation, multilingual education combines the language dimension of students' professional future with their own personal intercultural and plurilingual training.

Syllabus for the Various Subareas	
Perceiving and Managing Multilingual Situations	Aims: Students are able to make appropriate language choices in both private and professional multilingual situations and act as language mediators when necessary.
	Content: Differentiating between register use in formal and informal communication situations, including when using electronic media, communicating in everyday and professional situations, terminology for conceptually written language; Discussions on multilingual situations, particularly in the professional world; Language Portfolio for Young Adults a6: Experiences as language mediators; Exercises highlighting loss of information or changes in information in translations (translation of texts, back translations, comparison of translations) and summaries using short commercial texts.

	Correspondences in Current Curricula: The curriculum for English and business language aims at teaching students to "reproduce the essential message of a foreign-language professional text in German as well as summarise a professional German-language text in the foreign language and comment on their summary." Multilingual education needs to draw attention to other multilingual situations that may arise in the professional world and give students the opportunity to practice ways of handling them. Although multilingualism does not play a key part in the German curriculum, general learning goals such as being able to cope in spoken and written communication situations which may arise professionally or privately, or collecting and analysing information from the internet, can be seen as justification for including multilingualism in the classroom.
Comparing Languages	**Aims:** The students are able to identify certain linguistic features in specialised texts taken from their occupational area, to compare these features in different languages and use what they learn in their own text production.
	Content: Specific language and cultural characteristics of presentations; Idiomatic business language in German and English, and, if appropriate, in other languages spoken by the class; Impersonal constructions in commercial texts.
	Correspondences in Current Curricula: In the German curriculum comparative language analysis is limited to the explanation of common loanwords and general insight into the structure and function of language. However, there are numerous references to different text types and genres, which can be interpreted as suggesting that generic features be compared across languages. The English curriculum places great importance on business communication and presentation techniques and both of these can be explored in terms of their linguistic and cultural aspects. The curriculum explicitly names "language structures: the consolidation and expansion of basic communication-relevant structures, stylistic subtleties, regional and social variations." The curriculum for the second foreign language also demands that "topics related to students' life in the community and their social environments, and their equivalents in the target language, be incorporated into lesson planning."

Analysis of Social and Cultural Aspects of Languages	Aims: The students are able to distinguish between the economic value of languages and their political, legal and cultural value. They are able to assess the language needs and requirements of the service industry and relate these to their own personal skills and plans.
	Content: English as an international language and the economic importance of less widely spoken/taught languages, including German; Universal Declaration of Linguistic Rights; Analysis of the language needs of different service industry occupations, e.g. in foreign commerce from a business point of view.
	Correspondences in Current Curricula: Reflection about language is not a key area in the curriculum for Commercial Colleges. The aims of multilingual education here are to create a framework in which students can reflect on their productive skills and to illustrate the connection between their "communication skills in the language of instruction and in the foreign languages" and "intercultural education", which is named as a separate goal in the curriculum.
Acquisition of Language Learning Strategies	Aims: The students know which type of language learner they are, can identify linguistic demands of future professional settings, and can use this knowledge for their further learning. They are able to independently use reference resources to understand complex texts (also specialist texts), research topics and present their findings.
	Content: Language Portfolio for Young Adults: a 4 (Language in the Media), b 1 to b 4 (Top Tips for Learners) and c (Language checklists: "Reading", "Interacting", "Writing" for vocational purposes); Use of (on-line) resources including specialised dictionaries, dictionaries for advanced learners, and guidelines for writing commercial texts; Practising on-line searches to improve research efficiency and quality; Work with complex texts (e.g. summarising, paraphrasing, change of genre or stance) in the same or another language; presentation of research findings.

	Correspondences in Current Curricula: The critical and efficient use of dictionaries and reference resources is stressed as an important strategy in both the curriculum for German and the curriculum for English and business language to help students learn to explore new content. The curriculum for English includes language acquisition techniques in the course content for all years, and provides a detailed list at the beginning. The curriculum for Commercial Schools places great emphasis on ensuring that students understand the media as an institution as well as an economic force and helping them to use this understanding as a resource for access to linguistic diversity.

<table>
<tr><td colspan="2" align="center">**Upper Secondary Level**
Vocational/Technical Education: Upper Secondary College for Service Industry Occupations (Höhere Lehranstalt für wirtschaftliche Berufe/ HLWB)</td></tr>
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<table>
<tr><td align="center">**Common Objectives**</td></tr>
<tr><td>The students are able to navigate multilingual situations (including their immediate surroundings), to assess the language needs and requirements of the service industry and relate these to their own personal skills and plans.</td></tr>
<tr><td align="center">**Methodological Principles**</td></tr>
<tr><td>Multilingual education at the HLWB is closely related to the general methodological aims set out in the course curriculum. It supports cooperation across subjects, which is recommended in the curriculum, by promoting collaboration within language subjects and between them and non-language subjects. Project work, case studies and simulations create opportunities for the use of multilingual resources, with subsequent feedback and reflections on the experience. Another learning outcome set out in the curriculum is the discussion of region-specific characteristics, which is achieved through analyses of the different linguistic environments in which the students live. Current affairs are taught through the reading of press reports. Multilingual education is involved in all practice-oriented activities (projects, simulations, workshops) and in the planning of training and job placements, providing support during the preparation phase, implementation and subsequent reflection. The learning outcomes for the sub-area of "Learning strategies" are also drawn on in other sub-areas.</td></tr>
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<table>
<tr><td colspan="2" align="center">**Syllabus for the Various Subareas**</td></tr>
<tr><td>Perceiving and Managing Multilingual Situations</td><td>Aims:

The students take responsibility for linguistic interactions with other people. They realise that they need to collaborate to successfully interact in multilingual situations and that they can rely on their interlocutors for help with communicative or linguistic problems.
At the same time they are able to act as language mediators.</td></tr>
<tr><td></td><td>Content:

Introduction to multilingual situations typical of service industry occupations that can promote awareness of situation-specific language use, help students develop strategies for the successful management of multilin-</td></tr>
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<td>gual interactions and provide opportunities for language mediation;
Language Portfolio for Young Adults: Language mediation (a 6)
Exercises to explore information loss and changes in meaning in translations, including back translation and source and target text comparison, and summaries of short business texts.</td>
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<td>Examples:

Multilingual situations in the service industry, e.g. correspondence with authorities, personnel management in multilingual companies, communication of international companies, choice of language for information and promotional purposes.</td>
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<td>Correspondences in Current Curricula:

The curriculum for German stresses the importance of activities on media language, various business-related text genres, such as "notes, minutes, excerpts, summaries, promotional texts" and journalistic texts, including reports, comment, and letters to the editor.
The curriculum for modern languages encourages the exploitation of "interdisciplinary synergies" between the foreign languages, first language and non-language subjects, in particular in support of the acquisition of different language registers in various languages. It states that students need to be able "to adapt their language and register to situational requirements and adequately convey meaning across languages", which includes language mediation.
The learning outcomes for the specialist area of "International business communication" stress that students need to be "flexible and able to cooperate and interact in multilingual contexts" and "apply their business skills, knowledge and competences in interactions in which the foreign language is spoken."
The educational standards for English in vocational/technical education state that students will be able to "act as language mediators in interactions between business partners who are unable to understand each other. They can summarise information on familiar topics and explain texts pertaining to their specialist discipline in a clear and well-structured manner. They also take account of the needs and the cultural and social background of the audience."
The curricula for the non-language subjects make frequent reference to documentation and presentation skills with a clear focus on oral settings. Multilingual education can here highlight the beneficial effects of the use of multilingual reference resources and presentations in several languages. In particular, the recommendations for the teaching of "Communication and presentations" can be reinterpreted and used as a basis for activities that promote linguistic diversity.
The curriculum for business studies and economics mentions working with media reports, also in several languages.
The arts and creative design curriculum proposes the study of "writing as a communication and design feature", which is easy to combine with the</td>
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	aims of multilingual education. The music education curriculum suggests the inclusion of songs and music groups from different cultures.
Comparing Languages	Aims: The students are able to identify and compare specific linguistic features of genres used in vocational/technical communication, specialist and journalistic texts across different languages and draw on the results of their analyses in their own text production.
	Content: Comparison of news texts on the same topic in different languages; Comparison of typical linguistic features of specialist texts in German and English and, if appropriate, other languages spoken by the students in the class; Comparison of promotional texts in different languages.
	Correspondences in Current Curricula: The curriculum for German for business and the media stresses the importance of knowledge of generic conventions. This is an appropriate starting point for multilingual education and comparative analyses of language registers, journalistic genres and generic conventions. The educational standards for English in vocational/technical education state that students should be able to "perceive the foreign languages as systems and use this knowledge to develop general language learning strategies as well as systemic and abstract thinking."
Analysis of Social and Cultural Aspects of Languages.	Aims: The students can appraise the importance of language skills for individual service sector occupations and more general cultural and business spheres. They can distinguish between the economic value of languages and their political, legal and cultural value. They can recognise linguistic and cultural differences which might be relevant in their future job. They can describe the specific features of intercultural communication and can apply this cultural and linguistic knowledge to adequately adapt to intercultural situations.
	Content: Analyses of the language needs of different service industry occupations in a given location (e.g. through the analysis of job advertisements and expert interviews);

	English as an international language and the economic importance of less widely spoken/taught languages, including German; Universal Declaration of Linguistic Rights; Culture-specific discourse conventions (e.g. opening a conversation, agreements and negotiations); Politeness conventions, words and expressions to convey status hierarchies within institutions and in society at large, cultural and language taboos (e.g. in the public/private spheres, health/illness); Forms of address, different types of letters; Critical appraisal of popular "language and culture guides".
	Correspondences in Current Curricula: The curriculum for modern languages stresses the importance of a high degree of language awareness, in particular concerning the first and target languages. For the specialist area of "International business communication" the curriculum states that "students learn to appreciate languages as tools for the development of personal and business contacts" and "become familiar with multilingual business-internal and external communication (with focus on the tourism and other service sector industries)." The curricula for modern languages contain the following general statement which can be linked to the above syllabus: "The students should perceive the learning of a foreign language as personally enriching and as an opportunity to understand other intellectual traditions, identify similarities and differences between cultures and develop openness and respect for other cultures." The curriculum for political education and law emphasises that students need to learn to "show respect for other people and cultures and strive to resolve conflict". The syllabus for "International business communication" mentions that students "are familiar with international business practices and can respond verbally and non-verbally to business partners and intercultural encounters." The educational standards for International Business stipulate that students "respect the different values, traditions and practices of a pluricultural group and avoid potentially hurtful or offensive behaviour."
Acquisition of Language Learning Strategies	Aims: The students know which type of language learner they are and can use this knowledge for their further learning. They know that they can benefit from informal learning and interactions with people who have more advanced language proficiency. They are able to independently use reference resources to understand complex texts (also specialist texts), research topics and present the findings.
	Content:

	Language Portfolio for Young Adults: a 4 (Language in the Media), b 1 to b 4 (Top Tips for Learners) and c (Language checklists: "Reading", "Interacting", "Writing" for vocational purposes); Participation and reflection on encounters with speakers who are seen to provide linguistic or communicative support, including tandem learning; Use of (on-line) resources including specialised dictionaries, dictionaries for advanced learners, grammars and model texts; Practising on-line searches to improve research efficiency and quality; Work with complex texts (e.g. summarising, paraphrasing, change of genre or stance) in the same or another language; presentation of research results.
	Correspondences in Current Curricula: The aims set out in the curriculum for German include the efficient use of resources to check spelling, grammar and style and the critical use of reference resources and the new media. The curricula for modern languages specifically state that "the students should be able to perceive the foreign languages as systems and use this knowledge to develop general language learning strategies as well as systemic and abstract thinking." It also emphasises that students need to acquire strategies for lifelong language learning and learn to plan their educational development. The syllabus for "International business communication" stipulates that students need to be able to "use all available ICT to research information related to their occupational area and that they can summarise the results in written and spoken presentations." The educational standards for International business name the ability "to independently formulate and pursue learning goals", "to add new learning techniques and autonomously organise their learning processes" and "acquire internationally recognised qualifications."