



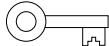





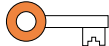








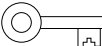





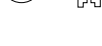









## 3.3 Skills

 Resorting to pluralistic approaches is <b>NECESSARY</b> to develop the resource.	 Resorting to pluralistic approaches is <b>IMPORTANT</b> to develop the resource.	 Resorting to pluralistic approaches is <b>USEFUL</b> to develop the resource.
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### Section I. Can observe / can analyse

<b>S 1</b>	<b>Can °observe / analyse° °linguistic elements / cultural phenomena° in °languages / cultures° which are more or less familiar</b>	
<b>S 1.1</b>	<b>Can °make use of / master° processes of °observation / analysis ( / breaking down into elements / classifying / establishing relationships between them/ )°</b>	
S 1.1.1	Can use inductive approaches in the analysis of °linguistic / cultural° phenomena	
S 1.1.2	Can formulate hypotheses in view of an analysis of °linguistic / cultural° phenomena	
S 1.1.3	Can resort to a known °language / culture° with a view to developing an analysis of another °language / culture°	
S 1.1.4	Can resort to observing different °languages / cultures° simultaneously in order to formulate hypotheses for analysing phenomena in a particular °language / culture°	
<b>S 1.2</b>	<b>Can °observe / analyse° sounds (in languages little known or not at all)</b>	
S 1.2.1	Can listen °attentively / in a selective manner° to productions in different languages	
S 1.2.2	Can isolate sounds [phonemes]	
S 1.2.3	Can °isolate / segment° syllables	
S 1.2.4	Can analyse a phonological system (isolate / classify units / ...)	
<b>S 1.3</b>	<b>Can °observe / analyse° writing systems (in languages little known or not known at all)</b>	
S 1.3.1	Can isolate units of script (sentences / words / minimal units /)	
S 1.3.2	Where these exist, can establish correspondences between script and sound	

S 1.3.2.1	Can decipher a text written in an unfamiliar script once the units have been isolated and the grapho-phonetic correspondences have been established	
<b>S 1.4</b>	<b>Can °observe / analyse° syntactic and/or morphological structures</b>	
S 1.4.1	Can divide compound words into their constituent words	
S 1.4.2	Can analyse a syntactic structure in an unfamiliar language once it is repeated using different lexical units	
S 1.4.3	Can access, at least partially, the meaning of an utterance in a little known or unknown language by identifying words and by analysing the °syntactic / morphosyntactic° structure of that utterance	
<b>S 1.5</b>	<b>Can analyse pragmatic functions (in a language which is little °known / familiar° or not °known / familiar° at all)</b>	
S 1.5.1	Can analyse the links between pragmatic forms and functions [speech acts]	
S 1.5.2	Can analyse the relationship between form and °context / situation°	
S 1.5.3	Can analyse the relationship between form and interaction	
<b>S 1.6</b>	<b>Can analyse communicative repertoires which are °plurilingual / in a plurilingual situation°</b>	
<b>S 1.7</b>	<b>Can analyse the cultural origin of different aspects of communication</b>	
S 1.7.1	Can analyse misunderstandings due to cultural differences	
S 1.7.2	Can analyse schemata used for interpreting behaviour (/ stereotypes /)	
<b>S 1.8</b>	<b>Can analyse the cultural origins of certain behaviours</b>	
<b>S 1.9</b>	<b>Can analyse specific social phenomena as being the consequence of cultural differences</b>	
<b>S 1.10</b>	<b>Can develop a system of interpretation which enables one to perceive the particular characteristics of a culture {meanings, beliefs, cultural practices...}</b>	







## Section II. Can recognise / identify


















<b>S 2</b>	<b>Can °identify [recognise]° °linguistic elements / cultural phenomena° in °languages / cultures° which are more or less familiar</b>		
<b>S 2.1</b>	<b>°°Can °identify [recognise]° sound forms [has aural recognition skills]°°</b>		
S 2.1.1	Can °identify [recognise]° °simple phonetic elements [sounds]°		
S 2.1.2	Can °identify [recognise]° prosodic units		
S 2.1.3	Can °identify [recognise]° a morpheme or a word while listening		
<b>S 2.2</b>	<b>Can °identify [recognise]° written forms</b>		
S 2.2.1	Can °identify [recognise]° elementary graphic forms {letters, ideograms, punctuation marks ...}		
S 2.2.2	Can °identify [recognise]° °a morpheme / a word° in the written form of familiar or unfamiliar languages		
<b>S 2.3</b>	<b>Can make use of linguistic evidence to °identify [recognise]° words of different origin</b>		
S 2.3.1	Can °identify [recognise]° °loans / words of international origin / regionalisms°		
<b>S 2.4</b>	<b>Can °identify [recognise]° grammatical °categories / functions / markers° {article, possessive, gender, time, plural...}</b>		
<b>S 2.5</b>	<b>Can identify languages on the basis of identification of linguistic forms</b>		
S 2.5.1	Can identify languages on the basis of phonological evidence		
S 2.5.2	Can identify languages on the basis of graphic evidence		
S 2.5.3	Can identify languages on the basis of known °words / expressions°		
S 2.5.4	Can identify languages on the basis of known grammatical markers		














39 For "recognise", cf. 4.1.2.1.

<b>S 2.6</b>	<b>Can identify pragmatic functions</b>	
<b>S 2.7</b>	<b>Can identify discourse types</b>	
<b>S 2.8</b>	<b>Can °identify [recognise]° cultural °specificities / references / affiliations°</b>	
S 2.8.1	Can °identify [recognise]° cultural °specificities / references / affiliations° of °other pupils in the class / other members of a group°	
S 2.8.2	Can °identify [recognise]° one's own cultural °specificities / references / affiliations°	
<b>S 2.9</b>	<b>Can °identify [recognise]° communicative variations engendered by cultural differences</b>	
S 2.9.1	Can identify the risks of misunderstanding due to differences between communicative cultures	
<b>S 2.10</b>	<b>Can °identify [recognise]° specific forms of behaviour linked to cultural differences</b>	
<b>S 2.11</b>	<b>Can °identify [recognise]° cultural prejudice</b>	

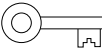

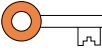
### Section III. Can compare



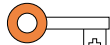
<b>S 3</b>	<b>Can compare °linguistic / cultural° features of different °languages / cultures° [Can °perceive / establish° °linguistic / cultural° proximity and distance</b>	
<b>S 3.1</b>	<b>Can apply procedures for making comparisons</b>	
S 3.1.1	Can establish similarity and difference between °languages / cultures° from °observation / analysis / identification / recognition° of some of their components	
S 3.1.2	Can formulate hypotheses about linguistic or cultural °proximity / distance°	
S 3.1.3	Can use a range of different criteria to establish linguistic or cultural °proximity / distance°	
<b>S 3.2</b>	<b>°Can perceive proximity and distance between sounds [can discriminate aurally]°</b>	

S 3.2.1	Can perceive proximity and distance between °simple phonetic features [sounds]°	
S 3.2.2	Can perceive proximity and distance between prosodic features	
S 3.2.3	Can perceive proximity and distance between sounds at °morpheme / word° level	
S 3.2.4	Can compare languages aurally	
<b>S 3.3</b>	<b>Can perceive proximity or distance between graphic forms</b>	
S 3.3.1	Can perceive similarities and differences between graphic forms	
S 3.3.2	Can perceive proximity and distance between graphic features at °morpheme / word° level	
S 3.3.3	Can compare scripts used by °two / several° languages	
<b>S 3.4</b>	<b>Can perceive lexical proximity</b>	
S 3.4.1	Can perceive direct lexical proximity	
S 3.4.2	Can perceive °indirect lexical proximity [using proximity between terms of the same family of words in one of the languages involved]°	
S 3.4.3	Can compare the form of loan words with their form in their original language	
<b>S 3.5</b>	<b>Can perceive global similarities between °two / several° languages</b>	
S 3.5.1	Can formulate hypotheses about whether languages are related on the basis of similarities between them	
<b>S 3.6</b>	<b>Can compare the relationships between sounds and script in different languages</b>	
<b>S 3.7</b>	<b>Can compare the grammatical functioning of different languages</b>	
S 3.7.1	Can compare sentence structures in different languages	

<b>S 3.8</b>	<b>Can compare grammatical functions of different languages</b>	
<b>S 3.9</b>	<b>Can compare communicative cultures</b>	
S 3.9.1	Can compare discourse types in different languages	
S 3.9.1.1	Can compare discourse types in one's own language with discourse types in another language	
S 3.9.2	Can compare the communicative repertoires used in different languages and cultures	
S 3.9.2.1	Can compare one's own language °repertoires / behaviours° with those of speakers of other languages	
S 3.9.2.2	Can compare one's own non-verbal communication practices with those of others	
<b>S 3.10</b>	<b>Can °compare cultural phenomena [perceive the cultural proximity / distance]°</b>	
S 3.10.1	Can use a range of criteria to recognise cultural °proximity / distance°	
S 3.10.2	Can perceive differences or similarities in different aspects of social life {living conditions, working life, participation in activities of charities, respect for the environment ...}	
S 3.10.3	Can compare °meanings / connotations° corresponding to cultural features {a comparison of the concept of time ...}	
S 3.10.4	Can compare different cultural practices	
S 3.10.5	Can relate °documents / events° from another culture to °documents / events° in one's own culture	


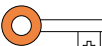

## Section IV. Can talk about languages and cultures

<b>S 4</b>	<b>Can °talk about / explain° certain aspects of °one's own language / one's culture / other languages / other cultures°</b>	
<b>S 4.1</b>	<b>Can construct explanations °meant for a foreign interlocutor about a feature of one's own culture / meant for an interlocutor from one's own culture about a feature of another culture°</b>	
S 4.1.1	Can talk about cultural prejudices	

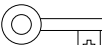



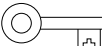

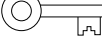
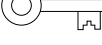





<b>S 4.2</b>	<b>Can explain misunderstandings</b>	
<b>S 4.3</b>	<b>Can explain one's own knowledge of languages</b>	
<b>S 4.4</b>	<b>Can argue about cultural diversity {advantages, disadvantages, difficulties ...} and construct one's own opinion about this</b>	

## Section V. Can use what one knows of a language in order to understand another language or to produce in another language







<b>S 5</b>	<b>Can use knowledge and skills already mastered in one language in activities of °comprehension / production° in another language</b>	
<b>S 5.1</b>	<b>Can construct °a set of hypotheses / a “hypothetical grammar”° about affinities or differences between languages</b>	
<b>S 5.2</b>	<b>Can identify *transfer bases* &lt; element of a language which allows a transfer of knowledge ° between languages [interlingual] / within a language [intralingual] °&gt;</b>	
S 5.2.1	Can compare transfer bases in the target language with those in languages which are mentally *activated* <whose elements come to mind faced with a task>	
<b>S 5.3</b>	<b>Can make interlingual transfers (/transfers of recognition &lt;which establish a link between an identified feature of a known language and a feature one seeks to identify in an unfamiliar language&gt; / transfers of production &lt;an activity of language production in an unfamiliar language&gt; /) from a known language to an unfamiliar one</b>	
S 5.3.1	Can make interlingual transfers (/transfers of recognition <which establish a link between an identified feature of a known language and a feature one seeks to identify in an unfamiliar language> / transfers of production <an activity of language production in an unfamiliar language> /) from a known language to an unfamiliar one	
S 5.3.2	Can °carry out transfers of form [set in motion transfer processes]° based on interphonological and intergraphemic °characteristics / regularities and irregularities°	
S 5.3.3	Can carry out *transfers of (semantic) content* <can recognise core meanings within correspondences of meaning>	
S 5.3.4	°Can establish grammatical regularities in an unfamiliar language on the basis of grammatical regularities in a familiar language / can carry out transfers at grammatical level (/transfers of function /)°	

<b>S 5.4</b>	<b>Can carry out intralingual transfers (preceding / following° interlingual transfers)</b>	
<b>S 5.5</b>	<b>Can check the validity of transfers which have been made</b>	
<b>S 5.6</b>	<b>Can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2)</b>	


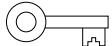

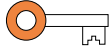
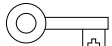




## Section VI. Can interact


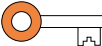


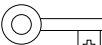










<b>S 6</b>	<b>Can interact in situations of contact between °languages / cultures°</b>		
<b>S 6.1</b>	<b>Can communicate in bi/plurilingual groups taking into account the repertoire of one's interlocutors</b>		
S 6.1.1	Can reformulate (/ by simplifying the structure of the utterance / by varying the vocabulary / by making an effort to pronounce more clearly/)		
S 6.1.2	Can discuss strategies for interaction		
<b>S 6.2</b>	<b>Can ask for help when communicating in bi/plurilingual groups</b>		
S 6.2.1	Can ask an interlocutor to reformulate what has been said		
S 6.2.2	Can ask an interlocutor to repeat what has been said in a simpler way		
S 6.2.3	Can ask an interlocutor to switch to another language		
<b>S 6.3</b>	<b>Can communicate while taking °sociolinguistic / sociocultural° differences into account</b>		
S 6.3.1	Can use formulae of politeness appropriately		
S 6.3.2	Can use forms of address appropriately		
S 6.3.3	Can resort to different speech registers according to the situation		
S 6.3.4	Can use °metaphoric / idiomatic° °expressions / formulae° in accordance with the cultural background of one's interlocutors		



<b>S 6.4</b>	<b>Can communicate “between language”</b>		
S 6.4.1	Can give an account in one language of information encountered in °another language / other languages°		
S 6.4.1.1	Can present a °commentary / exposé° in one language based on a plurilingual set of documents		
<b>S 6.5</b>	<b>Can activate bilingual or plurilingual communication in relevant situations</b>		
S 6.5.1	Can °vary / alternate° °languages / linguistic codes / modes of communication°		
S 6.5.2	Can produce a text in which °registers / varieties / languages° alternate functionally (when the situation allows it)		

## Section VII. Knows how to learn

<b>S 7</b>	<b>Can °assume ownership of [learn]° °linguistic features or usage / cultural references or behaviours° which belong to more or less familiar °languages and cultures°</b>		
<b>S 7.1</b>	<b>Can memorise unfamiliar features</b>		
S 7.1.1	Can memorise unfamiliar aural features {simple phonetic units, prosodic units, words ...}		
S 7.1.2	Can memorise features of unfamiliar graphic elements {letters, ideograms, words ...}		
<b>S 7.2</b>	<b>Can reproduce unfamiliar features of a language</b>		
S 7.2.1	Can reproduce unfamiliar aural features {simple phonetic units, prosodic features, words ...}		
S 7.2.2	Can reproduce features of unfamiliar graphic elements {letters, ideograms, words ...}		
<b>S 7.3</b>	<b>Can profit from previously acquired knowledge about languages and cultures during learning</b>		
S 7.3.1	Can profit from previous intercultural experiences to enrich °his / her° intercultural competence		

S 7.3.2	Can use knowledge and skills acquired in one language to learn another	
S 7.3.3	Can use knowledge and skills acquired in one language to develop °his / her° knowledge and skills in that same language (through intralingual comparison, induction, deduction ...)	
<b>S 7.4</b>	<b>Can profit from transfers made (/ successfully / unsuccessfully/) between a known language and another language in order to acquire features of that other language</b>	
<b>S 7.5</b>	<b>Can achieve ownership of a system for identifying correspondences and non-correspondences between languages known to varying degrees</b>	
<b>S 7.6</b>	<b>Can learn autonomously</b>	
S 7.6.1	Can make use of resources which facilitate learning in matters of languages and cultures	
S 7.6.1.1	Can make use of linguistic tools of reference {bilingual dictionaries, grammar manuals ...}	
S 7.6.1.2	Can resort to other persons in order to learn (/ can ask an interlocutor to correct mistakes / can ask for information or explanations /)	
<b>S 7.7</b>	<b>Can manage °his / her° learning in a reflective manner</b>	
S 7.7.1	Can identify °his / her° own learning °needs / objectives°	
S 7.7.2	Can deliberately apply learning strategies	
S 7.7.3	°Can benefit from previous learning experiences in new learning situations [Can transfer learning]°	
S 7.7.3.1	Can benefit from previous use of skills and knowledge in °his / her / another / other° language(s) in learning a new language	
S 7.7.4	Can °observe / check° °his / her° own learning process	
S 7.7.4.1	Can identify °progress / lack of progress° in °his / her° own learning	
S 7.7.4.2	Can compare different methods of learning taking their successes or failures into account	