EDUCATIONAL FRAMEWORK AND PROGAMME CURRICULUM DEVELOPING FOREIGN LANGUAGE COMPETENCE FOR LEARNERS AGED 12–19

❧

Written by dr Katalin Boócz Barna,
Zsuzsa Kuti and Nóra Tartsayné Németh
on the basis of the work of

Judit Fehér, Márta Hunya, Ilona K. Szabó,
Helen Sherwin and Nóra Tartsayné Németh

Fejlesztési programvezető
Kuti Zsuzsa

Szakmai bizottság
Enyedi Ágnes
Dr. Morvai Edit
Dr. Majorosi Anna

Alkotószerkesztő
Sákovics Lídia

Idegen nyelvi lektor
Peter Doherty

Felelős szerkesztő
Burom Márton

©
Szerzők
Boócz Barna Katalin
Kuti Zsuzsa
Tartsayné Német Nóra

Educatio 2008

CONTENTS

1 INTRODUCTION

In line with the Hungarian National Core Curriculum (NCC, 2003/2005) and the Common European Framework for Reference (CEFR, 2002), public education, and foreign language learning in particular, is based on the principles of democratic and humanistic values, on the respect for the individual, on cooperation, equal opportunities, solidarity and tolerance. The NCC supports the continuation of national traditions but, at the same time, focuses on European and humanistic values and on contents which link Hungary to the whole of Europe. The NCC stresses the importance of openness towards other cultures, so it offers a large scope for learning about other peoples' traditions, ways of life, cultures and languages. The NCC regards the development of learners' abilities, competences and their personal development as the central issue in pedagogy and thus supports holistic, activity-based education which involves and develops the whole personality.

The NCC sets the main objectives of foreign language education at secondary level (grades 7-12): to lay the foundations of and to continuously develop the learners' communicative foreign language competence. In the first 6 grades this development is based on first language and foreign language skills development with the main aim to get the learners to reach the independent user (B1) level. It is also an aim to establish and develop learning strategies necessary for autonomous language learning beyond the school system to support life-long learning, to maintain motivation and gradually turn this into intrinsic motivation. Within a holistic, personality development-centred educational framework, these objectives also support learners developing themselves into a creative mature personality, capable of self-expression.

To assist foreign language competence development and to realize the aims of the focus development areas as described above, three types of teaching materials have been developed: Creative communication, Projects in the language lessons and Internet in the language lessons: the central aim is to provide a balanced development for the learners' whole personality within the framework of foreign language education. The teaching materials include classroom activities which develop the learners' communicative language competences, creativity, self-awareness, self-respect, their willingness to cooperate and their intercultural competence, and which help them to become autonomous personalities. The Creative communication strand provides process descriptions and teaching aids for various educational and teaching/learning processes, though which learners are given the opportunity for real communication and self expression in the foreign language, within the framework of the language lesson. The materials in the Projects in the language lessons strand allow activity-based learning in the classroom and contribute to the transfer of the knowledge and skills thus acquired. The Internet in the language lessons strand makes use of Information Technology and the Internet to achieve the aims described above. Such materials aim to make computers an everyday tool in the work of a language teacher; they also demand that the teacher studies the potentials of this teaching aid and lay a greater responsibility on the learners themselves.

The programme curriculum describes in detail the general and language development aims of foreign language competence for learners aged 12-19 and the methodology and assessment principles for teaching this age group. It presents and summarizes teaching materials which have been created in English, German and French for learners aged 12-19.

2 DEVELOPMENT AIMS

2.1 General development aims

General development aims are understood as aims which are not directly targeted to develop language competences; general development aims concern a wider spectrum of skills, not specific to language learning, such as life skills, learning skills or those linked to self-awareness. By highlighting these general aims, we wish to emphasize that language learning is an integral part of a larger, comprehensive educational programme, in the course of which learners are helped to become adults who are aware of themselves and of their environment, who act in a useful way for themselves and for others and who are capable of autonomous development, success, and happiness. Language lessons offer a number of opportunities for an integrated development of general and communicative language competences.

The most important general development aims of the foreign language programme curriculum are the following:

Learner's creativity should increase

Learners should
– be able to obtain the necessary information, tools and materials for performing a task
– be able to use their existing knowledge, materials and resources in a novel and creative way, or in an unusual function
– be able to combine their existing knowledge, materials and resources with newly acquired knowledge, materials and resources
– be able to choose from various ideas or suggestions the best or most feasible
– be able to carry out the plan they consider best with the help of the obtained information, tools and materials
– imaginatively enrich their experiences
– be able to make their communication more colourful, personal and expressive through the use of a range of linguistic tools

Example:
Learners work in groups. After receiving small everyday objects (e.g. a box of paper clips), they make a list of what these objects could be used for and another list of what they could not be used for. Then they choose an item from the second list and show (draw, make a model) how the object could still be used in the given function. They show the class their results.

Learners should increase their self-awareness and self esteem

Learners should
– be clear about their own strengths and be able to build on them
– be clear about their weaknesses, be able to accept them and try to eliminate them
– accept themselves as they are and have a positive attitude towards themselves
– be able to stand up for themselves, for their interests and be assertive
– be able to compare their self image with the image they create in others and, if necessary, modify their behaviour accordingly

Example:
Learners create a photo-montage of themselves and attach a text (poem, etc) which they exhibit or present orally

Learners should become autonomous learners and autonomous personalities

Learners should
- be able to assess their own knowledge
- be able to articulate their learning goals
- be able to plan their learning process
- be able to choose the most appropriate methods and tools for reaching their goals
- be able to use their existing knowledge and resources in a novel and creative way
- be able to choose from various ideas or suggestions the best or most feasible
- be able to carry out the plan they consider best with the help of the information, tools and materials obtained
- be able to imaginatively widen their experiences
- be able to use various linguistic tools to make their communication more expressive, colourful and individual
- be able to use a tool in a different, non-conventional way
- be aware of and able to use several learning and problem-solving strategies
- be able to appreciate the results achieved
- be able to identify clearly what they already know and the areas they need to develop in

Example:
Following a dialogue, the learners make a list of what they managed to express well and what they did not manage to phrase clearly, then they find help, ask for ideas and perform a similar dialogue again.

Learners should be able to cooperate with others

Learners should
- be able to come to a consensus or reach a decision as a group
- be able to divide a task into sub tasks and share them with peers when doing the task in a group then integrate the results
- be able to express their opinions, arguing for and against an issue and make an optimal group decision
- be able to create a group product with peers
- be able to share responsibilities in doing a task, and undertaking individual responsibility in group work
- be able to feel responsible for their own work and the work of their peers and to respect the opinion of others
- be able to notice and correct language errors made my themselves or their peers
- be able to assess their own and their peers' work

Example:
Learners discuss and reach a decision on the most important items on a list which they would take on an expedition to the Arctic. They give a group presentation for the other members of the expedition, giving reasons for their decision. They support their presentation with illustrations they have created.

Learners should develop an increasing intercultural openness

Learners should
- get to know aspects of their home culture, including minority cultures in Hungary
- come to know the most important achievements of the target-language culture (famous people, buildings, cities, museums, etc.)

- come to know the most important festivals, customs and politeness forms of the target language community
- be able to turn towards representatives of other cultures openly, with interest and empathy
- be aware of the multitude of situations in human life and the basic human similarities
- demonstrate an increasing interest towards the origin of the traditions in the target language culture
- be able to compare the target-language culture with their own and reflect on their own culture
- be able to communicate in the foreign language with no prejudice
- be able to make personal contact with native speakers

Example:
Learners participate in an international project via e-mail in which they compare one specific aspect of the cultures the learners belong to (e.g. folk stories, festivals, etc.).

Learners should come to know and use the learning and communication opportunities the Internet can offer

Learners should
- come to know how the Internet works at the user's level, be able to browse it and use email for their own purposes
- be able to check the reliability of information found on the Internet
- know about the sites which serve as a reliable starting point for their own purposes
- come to know the features of virtual communities and be aware of the rules of security
- be able to find and publish information effectively on the Internet and be aware of the legal and moral norms of its use
- be able to save, copy and modify pictures, sounds and video on the computer for their own purposes
- be able to systemize and store data for their own purposes
- come to know the sites which assist language learning (e.g. interactive language tests, on-line magazines for language learners, news sites for language learners, etc.)
- be able to use the opportunities the Internet offers them for learning

2.2 Language development aims

A working knowledge of foreign languages based on communicative foreign language competence is an important pre-requisite in today's job-market and is important in everyday life. There is a large observable gap between the foreign language demands of society and people's actual language knowledge. Until the recent present, there has been a traditional approach to language teaching in public education, with more focus on knowing the language systems than on communicative language use. The activities most frequently used in classrooms are still vocabulary and grammar tasks, reading aloud and drills; of themselves these do not allow for communicative activities and do not develop   language using competences. Relatively rarely used are activities which result in communication in the classroom, such as role play, simulations, dialogues and various language games.

The main aim of the Creative communication strand is to develop learners' general skills and communicative language competences in order to enable them to communicate creatively in the target language and thereby contribute to the acquisition of a working knowledge in a foreign language during language studies in public education. By a working knowledge is meant the type of knowledge which makes it possible for the language user to perform actions in the real world with the help of the language. This type of knowledge is thus manifested in actions, can be developed and can be assessed through language activities. A language programme which sets as an aim to provide the learners with a

working knowledge of a language necessarily concentrates not on language systems (vocabulary, grammar, pronunciation). Its main content is provided by language activities for developing of communicative language competences.

Language use is always creative in the course of communication: speakers choose and use elements from a huge linguistic resource according to their own aims, the meaning they wish to put across, the situation and their own personalities. The term 'creative communication' emphasizes that the real experienced content is mediated creatively in an individual way. It is important that not only the functional aspects of language use should be present in the programme but also the aspects that contribute to self-expression, playfulness and artistic features; these play a major role in making the foreign language a component of learners' personalities, thus making them highly motivated to maintain and develop their foreign language competences after leaving school and passing exams.

The tables give a detailed description of the language development aims at each language level. (The materials are marked with a pictogram: ✋ for the Creative Communication, ☺ for Projects and 🖱 for the Internet strand). The aims are given in terms of competences which can be developed through the recommended activities at the given level. The list of language activities follows the principle of gradualness. At each level only those competences and activities are listed which are new or which are defined for higher levels: the user can have an overview of the entry points of the competences and activities. Each level thus comprises the competences and possible activities listed at the levels below.

CEFR level: A1

Area of development	High priority competences	Recommended language activities
SPEAKING SKILLS — **Spoken interaction**	**The learner can make simple statements, commands and take part in interaction in areas of immediate need.** – Can give short and simple directions. – Can ask people for things. – Can give simple instructions. – Can handle numbers, quantities, cost and time. – Can introduce himself / herself and can introduce people to each other. – Can greet, say goodbye and use basic politeness conventions and react to them. – Can ask for and give information about basic personal data. – Can take part in interaction in order to exchange information. – Can take part in interaction with the introduction of an unexpected element after preparation. **The learner can use simple compensation strategies to make himself / herself understood and to understand his/her speaking partner.** – Can use gesture and mime purposefully. – Can ask to explain meaning. – Can ask something to be repeated slowly and clearly.	✋ – Acting out a memorized role with no or with very little changes – Taking part in interaction in pairs or in a group after preparation. – Taking part in interaction in order to exchange information. – Engaging in very simple transactions (e.g. buying a ticket). – Taking part in a very simple interview. ☺ – Guided task: simple memorized questions and answers after presenting a project. 🖥 – Presenting a website after preparing in pairs or in a group. – Wording a simple Email message with questions and sending it to an unknown peer. – Greeting participants in a virtual world for language learners.

		CEFR level: A1	
Area of development		**High priority competences**	**Recommended language activities**
SPEAKING SKILLS	**Spoken production**	**The learner can say a few sentences in familiar topics of personal relevance.** – Can make simple statements about familiar persons, objects and places. – Can describe himself/herself and his/her job. – Can read out / can tell from memory a very short simple announcement	👋 – Giving information in familiar topic of personal relevance after preparation. – Reading out a short simple text after preparation. – Singing a song with simple lyrics after practice. – Acting out a rehearsed role. – Presenting own work with a few sentences. – Taking part in a group presentation, contributing with a few sentences. ☺ – Presenting own project mostly with a memorized text (and with help e.g. form the board) 👈 – Making and reading out an electronic weather report.

Area of development	CEFR level: A1	
	High priority competences	Recommended language activities
Listening comprehension	**The learner can recognize familiar words and basic expressions concerning his / her person and immediate concrete surroundings.** – Can respond to simple statements and in areas of immediate need. – Can follow simple instructions. – Can follow direction given in a simple way.	✋ – Skimming the essence of very simple statements. – Extracting the personally relevant factual information from very simple statements. ☺ – Understanding the main message and most important information of a text used as a source for a project, relying on visual support. – Understanding a listening text used containing repetitions as a source for a project. – Following the steps of a project. – Understanding the instructions for organizing various work forms. 👆 – Finding out if specific information can be found on website. – Performing a simple task on the computer after oral instructions.

RECEPTIVE SKILLS

		CEFR level: A1	
Area of development		**High priority competences**	**Recommended language activities**
RECEPTIVE SKILLS	**Reading comprehension**	– Can understand familiar words and very simple sentences in short simple texts. – Can understand familiar words and phrases in simple notices or posters. – Can get basic factual information from informative texts (e.g. brochure, timetable). – Can follow short simple directions in a written form.	✋ – Reading a very simple text for getting general information. – Extracting the main message of very simple texts. – Getting factual information of personal relevance from a very simple text. ☺ – Understanding the main message and most important information of a text used as a source for a project, relying on visual support. – Following the steps of a project 🖐 – Taking part in a virtual sightseeing tour and watching the written notices.

CEFR level: A1

Area of development	High priority competences	Recommended language activities
Written production	**The learner can write a written statement using words or very short sentences.** – Can write a list. – Can write a simple postcard. – Can fill in a form with own or others' personal data. – Can write simple phrases and simple sentences about self, others and imagined people. – Can leave a short, single-sentence message.	✍ – Filling in a form. – Writing a list. – Writing a simple postcard. – Making a poster. – Write a short message or a text message. – Writing a free poem (or vertical poem) about self, other people, places, things or situations. ☺ – Presenting a project product in writing with simple language, (joining sentences with *and*, *but* and *because*). ⌨ – Sending an electronic postcard to peers. – Filling in a form electronically.

WRITING SKILLS

		CEFR level: A2	
Area of development		**High priority competences**	**Recommended language activities**
Spoken interaction		The learner can communicate in situations requiring a simple and direct exchange of information and in very short social exchange on familiar and routine matters.	✍
		– Can make and respond to invitations and suggestions, make arrangements or plans.	– Taking part in interaction after preparation.
			– Communicating spontaneously in a structured predictable situation.
		– Can ask for and provide everyday services e.g. can make simple transactions in shops, order or serve a meal, buy or sell a ticket, use medical services.	– Communicating during a practical, goal oriented activity.
			– Making simple transactions.
		– Can get and pass on simple factual information.	– Communicating in simple, familiar and specific topics to exchange opinions.
		– Can take part in discussions on everyday practical matters.	– Taking part in an interview.
		– Can express and ask about opinions and attitudes in a simple way.	☺
		The learner can use a growing variety of compensation strategies.	– Giving a short justification for the opinions, plans and actions in connection with his / her project, and coping with a limited number of straightforward follow up questions.
		– Can consciously prepare for predictable communication situations and rehearse basic routines.	⌨
		– Can simplify, revise or modify what he/she wants to say in order to maintain communication.	– Chatting on the Internet with his / her peers or with an invited native speaker.
		– Can ask for repetition, explanation, clarification.	
SPEAKING SKILLS			

		CEFR level: A2	
	Area of development	**High priority competences**	**Recommended language activities**
SPEAKING SKILLS	**Spoken production**	**The learner can produce longer stretches of speech in simple language concerning his / her person and immediate concrete surroundings.** – Can sound his / her opinion on practical issues. – Can describe his / her experiences. – Can describe and compare places, characters, animals and events. – Can connect and describe simple events. – Can present plans, preparations in simple terms. – Can give a short justification for his / her opinions, plans and actions and explain why he / she likes or does not like something. – Can deliver very short, rehearsed announcements.	✋ – Playing a rehearsed role. – Improvising a role play in a familiar topic. – Giving an account of an experience. – Taking part in a debate in matters of a concrete type, relevant to him / her; opening up a topic, giving his / her opinion. – Speaking from notes. – Taking part in a group presentation. – Giving a short account or presentation in a familiar topic of a concrete type of personal relevance. – Singing. ☺ – Planning a project presentation (with the teacher's help) and delivering it in an understandable way. – Presenting a family holiday through a PowerPoint presentation illustrated with digital photos.

CEFR level: A2

Area of development	High priority competences	Recommended language activities
Listening comprehension	**The learner can understand sentences and frequently used expressions related to areas of most immediate relevance. Can catch the main point in short, clear, simple messages and announcements.** – In a sort social short social exchange he / she can understand or infer the topic and the main message of the conversation. – Can identify the main ideas in a television news programme. – Can use the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	– Catching the main point in short messages and announcements. – Scanning for personally relevant, factual information in simple messages and announcements. – Following (listening to or watching) and interpreting a simple news programme, report, interview or story. – Extracting information necessary for his / her project from clear everyday speech. – Following and understanding the main line of peers' project presentation. – Trying to guess the topic of an on-line radio station.

RECEPTIVE SKILLS

	Area of development	CEFR level: A2	
		High priority competences	Recommended language activities
RECEPTIVE SKILLS	Reading compre-hension	**The learner can read short, simple texts in familiar topics.** – Can find personally relevant information in simple everyday material (e.g. advertisements, timetables, brochures, menus). – Can understand short, simple letters. – Can follow and understand simple instructions (e.g. safety notices), instruction manuals, regulations. – Can understand everyday signs, notices and hazard warnings (e.g. in streets, public places). – Can use the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	Reading the following text types: – personal letters – standard letters / faxes / Emails (e.g. requesting information, order, booking, confirmation) – simple, everyday texts (e.g. menus, timetables brochures advertisements, public signs and notices, recipes, instruction manuals, safety instructions, telephone register, Yellow pages) – simple written materials (brochures, narrative newspaper articles) – short, simple tales, stories, poems ☝ – Reading for getting general information. – Reading for getting specific information. – Reading for skimming. – Reading for entertainment. ☺ – Understanding the main message and the necessary information in the source used for a project. – Following short, simple written instructions in connection with a project. ⌨ – Searching information in an online advertising site. – Planning a virtual trip on the basis of an on-line time-table. – Filling in a simple task sheet with information.

		CEFR level: A2	
Area of development		High priority competences	Recommended language activities
WRITING SKILLS	Written production	**The learner can write simple texts related to areas of most immediate relevance. Can summarize simple events in writing Can write a description.** – Can write short, simple, formulaic notes and messages. – Can write very simple personal letters expressing thanks and apology. – Can write a simple CV about himself / herself or about other famous or fictitious people. – Can write coherent sentences about the everyday aspects of his / her environment (e.g. people, places, learning). – Can give a very short description about real or imaginary events, about past activities and personal experiences.	✋ – Writing notes and messages. – Making an outline. – Writing a personal letter. – Writing a simple CV. – Writing a description of a person or a place. – Writing about an adventure. – Summarizing a story in a simple way. – Writing after dictation. – Writing a monologue or a dialogue for a role. – Writing a simple poem in a personally relevant topic. ☺ – Writing a short, basic description about things, events, about past activities and personal experiences as part of a project. – Writing notes for a project. – Writing a short evaluation after phases of the project. – Writing a short feedback for peers. 🖐 – Writing an Email to a pen pal. – Writing a story in an international story project. – Writing a CV in the word processor.

CEFR level: B1

Area of development	High priority competences	Recommended language activities
Spoken interaction *(SPEAKING SKILLS)*	**The learner can deal with most situations in everyday life with relative ease.** – Can manage routine everyday transactions linguistically (e.g. placing a complaint). – Can dive detailed instructions. – Can take part in an exchange of information about details. **The learner can exchange ideas in abstract topics.** – Can communicate in cultural topics (e.g. music, films, literature, arts). – Can summarize and give his / her opinion about a short story, article, talk, discussion, interview, news item, documentary and answer further questions of detail. – Can explain and support his / her opinion and thoughts. – Can compare and contrast various alternatives. – Can keep various politeness conventions in a debate. – Can express and respond to emotions (e.g. surprise, happiness, sadness, interest, indifference). **The learner can actively direct the flow of communication in a familiar topic using his / her communication and compensation strategies.** – Can initiate, maintain re-start and close a conversation. – Can repeat or re-phrase what has been said and can check whether he /she has understood what the speaker intended to say. – Can use paraphrasing and synonyms. – Can ask for repetition, summarizing, for paraphrasing and explanation. – Can monitor himself / herself and ask for correction or confirmation. – Can correct unclear wording after speaking partner's request.	✋ – Improvising communication in a role play or simulation. – Interacting for getting information. – Communicating for exchanging opinions in abstract topics. – Taking part in a debate. – Giving detailed instructions. – Taking part in the active planning and management of practical, goal-oriented tasks. – Taking part in formal interactions. ☺ – Collecting and discussing in groups issues relating to a project. – Summarizing what has been said so far in a discussion and focusing peers' attention to the main points. – Involving others in to the discussion. – Commenting on what others' points of view. – Giving instructions. – Explaining why something is a problem. ⌨ – Finding information on the Internet about what films are on in a certain cinema. Agreeing with peers in small groups which film to choose to see together. – Chatting with a native speaker invited through the Windows Messenger system. – Searching information on the Internet in groups, discussing and evaluation the retrieved information.

	CEFR level: B1	
Area of development	**High priority competences**	**Recommended language activities**
SPEAKING SKILLS — **Spoken production**	The learner can describe with simple coherent phrases events and experiences of a concrete type. – Can describe experiences, events, plans; can relate the plot of a book or a film. – Can describe details in an event or story. **The learner can talk about abstract topics with simple coherent phrases.** – Can relate his/ her dreams, hopes and goals. – Can articulate his /her opinion. – Can present his /her ideas joining thoughts linearly. – Can give reasons and support arguments. – Can explain what effect an event, a film or a book had on him /her.	✋ – Improvising in a role play. – Opening up a topic in a debate of a concrete or abstract type, giving an opinion. – Coordinating group presentations. – Talks with the help of prepared notes. – Gives a short presentation in an abstract topic familiar. to him /her – Summarizing what has been heard or read. – Telling a story. ☺ – Presenting own project. – Putting across the most important ideas concerning his / her project – Rehearsing and trying out new phrases. 🖰 – Reading the same news item on various news sites then summarizing and discussing the differences. – Giving a PowerPoint presentation on a sports event, illustrating it with pictures. – Presenting peers' research results in group work.

		CEFR level: B1
Area of development	High priority competences	Recommended language activities
Listening comprehension	**The learner can follow the main points in everyday speech about a personally relevant familiar topic. Can extract the most important information from live and recorded speech about topical events and topics of his /her interests, including abstract topics.** – Can identify the main message. – Can understand certain details. – Can follow a longer and more detailed directions and instructions. – Can recognize the speaker's emotions expressed linguistically (e.g: surprise, happiness, sadness, interest, indifference). – Can use the overall meaning of and utterances to derive the probable meaning of unknown words from the context.	✋ – Listening to a lecture, speech, monologue or interview. – Watching television. – Watching / listening to a television news programme. – Watching / listening to a radio play or part of a drama. – Watching an excerpt from a film. – Following a longer and more detailed directions or instructions. ☺ – Understanding the main information in a spoken text recorded or mediated by the teacher used as a source for his / her project, provided the speech is relatively slow and clear. – Following and understanding the main points and some details in peers' projects. ✍ – Collecting information from an on-line radio programme. – Taking notes about the main topics in an on-line video or television programme.

RECEPTIVE SKILLS

		CEFR level: B1	
Area of development		High priority competences	Recommended language activities
RECEPTIVE SKILLS	Reading comprehension	The learner can understand texts on primarily frequently used everyday subjects. Can extract, understand and sort factual information. Can understand emotions and requests implied in the text. – Can scan a longer text to find specific information. – Can get the necessary information from various parts of the text and from more than one text. – Can follow the line of argumentation in a clearly structured texts and able to understand the main conclusions.	Reading the following text types: – letters – newspaper articles – stories, tales – poems – excerpts from dramas – excerpts from novels ✍ – Reading for detailed understanding. – Reading for finding arguments ☺ – Understanding and selecting information necessary for a project from longer texts. – Collecting information from various texts. – Understanding the main conclusion in a clearly organized argument. – Recognizing the line of an argumentation. ⌨ – Finding on-line pen pals and exchanging Emails. – Finding information in a cohesive text on the Internet (e.g. book review). – Signing up to various mailing lists according to own interest.

		CEFR level: B1
Area of development	High priority competences	Recommended language activities
WRITING SKILLS Written production	**The learner can write a simple coherent text in familiar or personally relevant topics of concrete or abstract subjects.** – Can write a focused and detailed description. – Can give an account of an event or story. – Can summaries factual information. – Can take notes. – Can re-formulate texts. – Can write down his / her feelings or reactions. – Can express his / her opinion, justify it and argue for it.	✍ – Writing letters. – Writing stories. – Writing a report. – Writing a newspaper article. – Taking notes after reading a text. – Taking notes after listening to a text. – Making notes for own ideas. – Rewriting a text. – Writing a summary, abstract or notes. – Writing an informative essay. – Writing a poem in a more abstract topic. ☺ – Summarizing the information collected for a project and expressing own opinion on the topic. – Employing aspects of process writing. 👎 – Giving an account of experiences during a virtual sight seeing tour. – Writing a short story. Illustrating it with the help of Word. – Commenting on a topic in an Internet forum and giving his / her opinion.

CEFR level: B2

Area of development	High priority competences	Recommended language activities
SPEAKING SKILLS Spoken interaction	**The learner can use the language fluently, accurately and effectively without much sign of having to restrict what he / she wants to say.** – Can sustain his /her opinion by providing relevant explanation. – Can clearly indicate links between thoughts. – Can produce complex and convincing argumentation and can respond to arguments. – Can make hypotheses and respond to them. – Can adjust style appropriate to situations. – Can express the personal relevance of events and experiences and various degrees of emotions. – Can linguistically manage to settle a conflict or to make compromises. – Can summarize information and arguments obtained from various sources. **The learner can circumscribe or re-phrase to compensate for deficiencies in vocabulary and grammar. Can actively influence and direct the flow of interaction.** – Is aware of his / her typical mistakes. – Can monitor his / her speech. – Can use stock phrases to gain time and keep the floor whilst formulating what to say. – Can react spontaneously and ask enquires about what his / her speaking partner says. – Can use turn taking rules effectively. – Can direct the flow of communication in a familiar topic, can contribute to the development of exchanging ideas (e.g. interrupt, give feedback, comment, involving others). – Can clarify unclear points.	✋ – Taking part in or leading free conversations. – Taking part in or leading discussions or debates. – Directing the planning or the work on practical goal-oriented tasks. – Taking part in or leading formal interactions or meetings. – Taking part in a business meeting. – Communicating in order to contrast and perceptual differences. – Communicating in order to express emotions or clarify emotions or attitudes. ☺ – Expressing ideas and opinions precisely. – Giving and responding to complex argumentation convincingly. – Evaluating alternative suggestions, setting up hypotheses or responding to them. – Summarizing and reporting on phases or problems in carrying out a task. – Finding contrasting opinions on the Internet, extracting the arguments from them and organizing a debate with them. – Putting questions to an expert in one of their fields of interest with the help of an Internet-based telephone programme. – Discussing and coming to an agreement about various alternatives in group work.

Area of development	CEFR level: B2	
	High priority competences	**Recommended language activities**
Spoken production	**The learner can give clear and detailed descriptions on a wide range of subjects related to his / her fields of interest. Can present his / her point of view.** – Can give clear, systematically developed descriptions and presentations. – Can give systematic arguments highlighting significant points and relevant supporting detail. – Can highlight important ideas. – Can clarify advantages and disadvantages of various options. – Can depart spontaneously from a prepared text purposefully, depending on the specific situation.	✋ – Improvising an announcement. – Giving a lecture or a presentation. – Improvising in a presentation or in a debate. ☺ – Giving a clear, systematically developed presentation about his / her project. – Highlighting important ideas in his / her project and giving appropriate supporting arguments. – Giving an explanation about the advantages and disadvantages of options in a project. – Responding to comments raised by the audience. ⌨ – Presenting the results of a mini research project. – Improvising an account of a virtual visit. – Improvising a presentation on Internet sites. – Presenting a typical object (e.g. building, bridge, painting) from the target language culture) with the help of a projector.
SPEAKING SKILLS		

		CEFR level: B2	
Area of development		**High priority competences**	**Recommended language activities**
	Listening compre-hension	**The learner can understand live or recorded standard speech which is complex in terms of both content and language on concrete and abstract, familiar or unfamiliar topics.** – Can follow longer presentations and more complex reasoning in reasonably familiar topics. – Can understand news programmes and the majority of feature films if standard everyday language is used – Can understand the speaker's views and attitudes, can identify the speaker's mood and tone.	✋ – Listening to lectures, presentations, speeches, which are complex in terms of both content and language. – Watching feature films. – Watching documentaries. – Watching talk shows, interviews. – Watching a play. – Interpreting references made in a spoken text. ☺ – Listening to texts, recordings, on TV or CD, used as sources for a project. – Following peer's presentations. – Making notes autonomously. – Following a debate after the presentation. 🖉 – Making notes from a digital news programme after listening to it several times. – Comparing dialects. – Making electronic notes on the basis of a presentation. – Analyzing the lyrics a song from a computer.
RECEPTIVE SKILLS			

Area of development	CEFR level: B2	
	High priority competences	Recommended language activities
Reading compre-hension	**Learner can read and interpret newspaper articles and on current affairs and texts from contemporary prose.** – Can read with a high level of independence. – Can adjust his / her reading style and speed according to the various texts and the aims of reading. – Can decide after quick scanning whether the text is worth reading in more depth. – Can interpret the writer's point of view and identify his / her perspective.	✋ – Giving an opinion on a longer text after a brief study. – Reading argumentative prose, technical literature. – Reading a contemporary novel or short story. – Reading a contemporary drama. – Interpreting the implications in the text. ☺ – Adjusting reading style and speed according to the purpose of a project. – Using sources of reference selectively. – Deciding quickly whether the text is worth reading in more depth. ☟ – Finding information on several Internet sites in a given topic. – Taking part in an international project and reading its aims and content. – Reading an Internet-based student magazine. – Reading longer texts about the festivals and holidays of the target language country.

RECEPTIVE SKILLS

		CEFR level: B2
Area of development	**High priority competences**	**Recommended language activities**
Written production	**The learner can write a clear, well structured and detailed text in a wide range of topics of personal relevance.**	✍
	– Can present arguments for or against a particular view and can respond to the arguments of others.	– Writing an argumentative essay.
		– Writing a newspaper article.
		– Writing a report.
	– Can indicate relationships between ideas in a clear and coherent way.	– Reviewing a film, a book, a record or a play.
		– Reviewing a text in a different genre or attitude.
	– Can synthesize information and arguments from various sources.	☺
	– Can express the personal relevance of events and experiences.	– Highlighting important ideas and the supporting arguments in his / her project and giving appropriate supporting arguments.
	– Can indicate various degrees of emotions.	– Explaining the advantages and disadvantages of various options.
	– Can follow traditions of the given genre.	– Synthesizing information and arguments from various sources.
		⌨
		– Giving his / her opinion briefly in a given topic.
		– Reviewing a website.
		– Publishing a poem or a short piece of writing in an Internet-based student magazine.

WRITING SKILLS

Grade 7–12			
Age group	Age 12–15	Age 14–17	Age 16–19
Language level	A1 level – B2+ level		
A1			
A1+			
A2			
A2+			
B1			
B1+			
B2			
B2+			

The recommendation above corresponds with the language levels as described in CEFR and prescribed by the Hungarian NCC.

2.3 Technical development aims

Technical development aims are understood as ancillary aims that enable the learners to use the Internet as a tool for the development of their own competences. The following part of the Programme Curriculum enlists the focal technical developments aims which belong to the teaching materials and gives examples to how to integrate these into classroom activities.

3 METHODOLOGY PRINCIPLES

The methodology principles of the programme curriculum have been set to meet the following three basic criteria:

a. The programme should contribute effectively to bringing the results of language education closer to individual as well as social needs and demands.
b. The programme should facilitate effective language learning within the school system
c. The programme should be suitable for the needs of the 13-19 age group.

The programme curriculum understands (language) learning as a constructive process. It starts out from the belief that children bring their knowledge, experiences and expectations into any learning context and that they assimilate new knowledge in a unique and special way. Learners thus take an active role in the process of learning by re-shaping meanings and solving problems. Their whole personalities are formed and re-shaped and their general and language competences develop in constant interaction. New knowledge is easier to interpret and to store if it can be linked to previous knowledge. In this context user errors acquire a new value. Errors are considered a natural part of the learning process, as signs that indicate the level of the learners' knowledge and skills and that determine the steps to take subsequently.

The ultimate aim of language learning is to acquire plurilingual and pluricultural competences; these competences are in constant development in the process of language learning and during language use. This also reflects an imbalance which is treated as a focal issue in CEFR: learners are usually at a higher level language competence in one of their foreign languages, their sub-competences are also at different levels, their pluricultural competence differs form all the other competences they acquired (i.e. their cultural knowledge is better than their linguistic knowledge). This imbalance, however, is a natural feature of language use; it is related to the competences and sub-competences required in a given context. Developing strategic competence needs to be treated as a top priority and is thus the development aim of many modern mainstream teaching materials, which offer regular tasks to accomplish this. (In this connection, attention is to be drawn to the list of learning and examination competences and the collection of communicative strategies in Profile deutsch.)

Language learning is a process which influences the whole personality of the learner; in the prog-ramme developing language competences are integrated with general competences through tasks which take into consideration that affective aspects play a major role in learning and creativity. This is why it is important that learners should take part in the learning process both mentally and emotionally.

3.1 Activity based approach

Modern foreign language teaching is based on real language user needs, an active learner is envisaged as the centre of the teaching-learning process. In this process learners need to be prepared for roles that are part of their present or future lives. Language is based on task-orientedness; this, according to the CEFR definition, means that, as a result of some specific social context and the role of the learner within it, the language learner is always an active person who performs communicative tasks under certain circumstances. A communicative task is a goal-oriented activity which the learner considers necessary to achieve a certain aim, while purposefully operating the necessary strategies. The aim of language teaching is to enable the learners to perform such tasks.

To be effective, the programme should contain types and techniques of activities and tasks which develop language competences (e.g. individual, pair or group work versions of getting information, data or opinion, debate, role play, drama, simulation, language games, presentation, creative writing, creative tasks and problem solving), which are typically used in communicative, activity-based language teaching and learning. In the language teaching and learning process, real communication should be established between learners; care should also be taken that, as a result of language use, some kind of a 'product' should come about, such as reaching a consensus, summarizing a decision, knowledge or opinion, a presentation, a piece of writing, etc.

3.2 Using authentic materials

When identifying the content of the teaching-learning process, the starting point should be to identify the contexts, situations, roles and activities that are relevant for the learners in the present and in the future. This determines the texts and the types of texts to be used to reach the learning goals.

Texts have an important role in language learning. The four phases of reception are the perception of the spoken or written text, the identification of the text as relevant, as a linguistic entity, the semantic and cognitive understanding of the text as a linguistic entity and the interpretation of the message in context (CEFR). In this process, several skills are activated (perceptual skills, memory, decoding skills, inferencing, imagination, linking the new item with something already learnt, etc.) which need to be developed continuously. In text productio0 n, learners need to use these as a basis for the phases of planning, execution, monitoring and repair. This means that they need to tune in to doing a communicative task, carry it out by employing the necessary techniques effectively and successfully, evaluate the effect of the used tools and techniques and, finally, use repair strategies if necessary. To enable learners for all these, texts and text types are needed which are used in communicative situations relevant for the learners. In selecting the texts, apart from making sure that these provide a picture about the target language country (countries), care should be taken to raise learners' interest, make them think and to give rein to their creativity.

In project work and using the Internet, the learners may place themselves into authentic communicative situations, which have been difficult to generate in the traditional classroom context. Using the computer and the Internet is extremely motivating for many learners. In an exciting virtual environment they can become part of the target language culture, can make contact with native speakers while trying out their language knowledge in a relatively safe environment.

3.3 Cross-curricular approach

Development programmes which are based on a communicative, activity-centred and intercultural approach do not treat language learning in isolation. As stated before, this methodology concept sees the aim of language teaching and learning not in learners' acquisition of the system of the language but in learners' use of language as a communication tool. Consequently, the present programme incorporates the knowledge and experiences accumulated by learners through other school subjects and various areas of life. The teaching materials involve a variety of subject areas and topics from different school subjects, arts, sciences and other subject areas (e.g. literature, music, geography, physics, entertainment, fashion) which are of interest to the learners' age group. Interaction with other school subjects includes cross curricular contents as well as methods and procedures which can be adapted to language lessons and which contribute to the linguistic resources. When performing a task (especially in the case of projects and Internet-based tasks) learners should be encouraged to research the chosen topic area, a procedure which develops their language competences and their knowledge in the other subject alike. A prerequisite for all this is that while planning and implementing the teaching-learning process, language teachers should maintain contact with other subject teachers, discuss the progress, the necessary modifications and, naturally, the learners' achievements and success. Through this approach, language learning can interact with other school subjects and competence development in all the subject areas becomes more complex and, consequently, more effective.

3.4 Cooperative learning

Language acquisition requires active language use; competence can be developed while engaging in activity-based tasks that require activating competences. For learners to develop communicative competence, they perform the majority of their tasks in cooperation with others. Consequently, techniques applied in community learning and cooperative learning come to the fore. This is especially

true within the project process, where it is the learners who have the responsibility of selecting the project, the aims to be set and the product to be created; they then plan the project together and share the work. In this process they manage their activities autonomously, they evaluate their own work, the work of their peers and their group, along with the process and the product. Group work so structured helps learners to develop interpersonal relationships and to acquire problem solving and conflict management skills.

A further important consideration is that learners, whenever possible, should be able to choose from a range of tasks set at different levels of difficulty, requiring or allowing different work forms and that learners should be allowed to perform these in the form most suited to the task itself (individually, in pairs or groups) and at their own pace. This provides the opportunity to learn and develop skills and competences in a way most suitable to their level of knowledge, interest, needs, learning styles, type of intelligence, etc.

3.5 Developing learner autonomy

Developing learner autonomy is a time consuming process lasting for several years. At the beginning the learners need to be helped to become aware of their needs, to be able to set their own goals, to plan the stages and the time frame for learning. During their development they gradually become able to choose the best resources for reaching a goal, to identify the most effective methods, strategies and techniques, to use these purposefully while cooperating with others. They learn various ways of self-check and self-evaluation, the monitoring of their language learning process and the metacognitive strategies. After reflecting on a learning phase they can recognize their own needs and then plan the next phase.

The pre-requisite for acquiring learning strategies and techniques is that the learners should become aware of their learning styles and during the learning process they should be given the chance to experience, through evaluating attempts, what assist and what hinders them in their learning. It is immensely important that language teaching should incorporate the development of the learners' metacognitive competences and use the methods of conscious learning, that is, before closing a phase the learners should be encouraged to review the effectiveness of the methods and strategies they used, to determine where they are, whet level they have reached, where they need to develop to be able to reach the (sub)goals they set.. This can be achieved if the learners are shown how to use the learning tool they choose. The ultimate aim of developing learner autonomy is to make learners be responsible for their own learning.

3.6 Differentiation

The necessity for individualization and differentiation comes when learning is viewed as an individual constructive process. Differentiation concerns the planning, the organization and the implementation of the teaching-learning process to make it possible for learners with different individual characteristics to work simultaneously but in different ways on tasks that are specially tailored to their needs during the whole process or part of it.

A programme which considers the learner and their learning to be its central element needs to be aware that, apart from differences in their level of knowledge, learners can be different in many other ways and needs to guarantee individual ways for them. Learners may have different sensory preferences, which determine which sensory channel they can use most effectively for learning. The present programme aims to offer a great variety of alternative tasks involving different sensory channels, which can be freely chosen from. This means that the learners can involve several senses in the learning process, they can hear, see, touch, smell, act out, etc. what they need to learn.

Learners are also different in their intelligence types. Gardner (1993) differentiates between eight intelligences (spatial, bodily-kinesthetic, linguistic, musical, logical-mathematical, intrapersonal, interpersonal and naturalist). The programme aims to take into consideration the needs of all intelligence types.

Learners are different from yet another point of view, that is they can work most effectively in different phases and in different roles of creative processes (e.g. collecting information and materials, brainstorming, choosing the best way of doing things by considering all perspectives, realizing the idea). The learners need to get the chance to try out themselves in various roles, practice them and, if they can, consciously choose from them.

During computer-based lessons the great variety of sources and possible tasks offers an avenue for taking individual learning preferences into consideration, for developing learners whose competences need improvement and for stretching the gifted. It is also possible to differentiate according to competences that need to be developed or according to topic areas. The computer skills gained in the language lessons have a washback effect on individual learning; they van use the Internet for their individual studies outside school.

3.7 Teacher and learner roles

Foreign language teaching, in contrast with other school subjects, is characterised by the double function of classroom language; on the one hand the foreign language is the teaching material, on the other hand it is the medium of classroom communication. This determines the characteristics of teacher and learner roles, which change with the aims of the teaching-learning porcess and on the applied methods. It must be remembered that the conscious or instinctive choice of the teacher's role, like in any other communication situation, is also influenced by the interpretation of the situation and of the role itself. Naturally, interpreting the role cannot be treated separately from the expectations coming from the context and the participants in the communication. Choosing and exercising the language-teacher roles, like in the case of all other subject teachers, is also influenced by the didactic and methodology procedure chosen for the aim of instruction.

In line with modern foreign language teaching and learning, it is the language teacher's responsibility to prepare the learners for their future roles in communication and assist them in acquiring the knowledge and competences to perform actions in the foreign language; it is the language teacher's responsibility to use strategies and techniques with which the learners can gradually take over for their own learning processes.

In order to achieve the above, it is necessary to go through a change of paradigms and to re-consider the roles of teacher and learner. Language learners can acquire the necessary competences only if they can try themselves out in a variety of roles during the learning process: they are not simply the recipients of the process but take an active role in it.

In outlining some important differences between the old and the new learning paradigm, this following section relies on Anna Majorosi's approach (2006), according to which in the new paradigm externally determined learning is exchanged for learning determined by the learner, instruction-centred learning for task- and project-centred learning, theoretical-verbal learning is exchanged for practice-centred situational learning and teacher-learner interaction is exchanged for interaction between the learner and problem fields. The new paradigm is also characterized by active construction and review of knowledge and by the view that learning can happen outside the classroom in a variety of contexts.

When planning the teaching-learning process, the question is not how the teacher mediates the teaching material to the learners but it is more and more how the teacher should create the opportunity for learners to autonomously work on the teaching material, so that they individually or with their peers can discover the new, while making use of their knowledge and trying out previously acquired strategies and techniques. In order to reach their goals, the learners gradually take over more and more roles from the teacher in the teaching-learning process; the teacher, withdrawing from a directive leading role, finds other roles starting to dominate: providing information, presenting, instructing, evaluating, grading, educating, giving a foreign language model and being a communication partner in a communicative and activity oriented language teaching scenario. Thus the teacher's counseling and moderator roles come to the fore. As a counselor, the teacher leads the learners to the recognition of a given language item, to the acquisition of learning- and communication strategies, directs them to organizing and assessing their own learning process. All this can be realised if the teacher interferes less

and less in the given learning process but monitors how the activity is developing, how the learners assess themselves, their role and achievements in the work they have done with their peers, and gives advice if necessary. This counseling role means that the teacher, conscious of the given process and the achievements, leads the learners towards the recognition and solution of a problem by giving reflections on his / her observations and asking helpful questions without giving specific suggestions.

The language teacher plays a moderator role in the following situations: presentation (and group evaluation) of the product of an individual or group task, discussion of a topic, problem-solving discussion in conflict management with the aim that the learners should be able to exchange their ideas with one another, should get to know opinions and points of view different from their own, should contrast these and reach a decision together. This is a neutral role in which the moderator ensures that the general rules of communication are kept and that all the participants have a chance to express their views without the moderator voicing an opinion, influencing the train of thoughts or evaluating the contributions. Naturally, the moderator's role can be delegated to a member of the group after due preparation.

Classroom activities bring along the changes in the teacher's and the learners' roles. The learners need to take part in the learning process in a more active, more autonomous and more cooperative way. This is why it is important that the learners' autonomy and cooperative skills should be developed within the programme and to make sure that they should acquire the appropriate learning- and cooperation strategies for this changing learner role.

Using computers further differentiates teacher and learner roles. The majority of secondary school learners probably know more about information technology than a language teacher. Learners thus have the kind of knowledge which can be used for their development in the language; the teacher gives them support by acquiring the necessary learning skills and language skills. This division of responsibilities makes education more democratic and thus more effective. The learners take responsibility for their development, and they are willing to help in solving minor technical problems. Naturally, the teacher cannot start exploiting the Internet in the classroom without having basic user's skills but they do no not need to achieve a professional level in IT.

A basic requirement of the teaching-learning process is that the language teacher should continuously reflect on his / her own teaching, the methods used, the experiences and the roles he / she assumes in the process.

3.8 Classroom language

In the communicative, activity based teaching and learning process the classroom language should be the target language. With elementary learners, however, the principle of gradualness should be observed so that the learners should not be demotivated. Using the mother tongues is also important later on in order to help the learners to take an active role in shaping the topics for the lessons and processing the contents. As their previous knowledge, experiences and opinions, which they can only express through their first language in certain phases of the programme, are important for the learning process, so the temporary use of the mother tongue has to be considered as natural and developmental. It is important, at the same time, that each task done in the first language should be linked with at least one other, but preferably more, which can be done only if the learners have certain knowledge in the target language. The learners' knowledge and competences they bring from the experience of learning another foreign language should also be built upon; where there is a chance, these should be involved in the lessons, especially, if the learners themselves initiate this.

The use of the mother tongue is acceptable not only with beginner learners; with certain activities (e.g. self-assessment, suggesting, spontaneous expression of an opinion) but for use later on as well, especially, when there is a communicative or emotional reason for its use. Communication then can be re-directed to the foreign language when possible. It is also an aim that there should be real communication going on in the lesson. To this end, the language teacher should make use of the situations that occur during class management or when disciplining learners because, although these tend not to happen through the target language, the situations themselves offer many useful language and communication strategies for the future.

4 PRINCIPLES AND METHODS OF ASSESSMENT

4.1 Principles

As seen above in the statement of development aims, the aim of the foreign language programme curriculum is at each language level to develop the learners' foreign language competence, with a special focus on productive skills. Thus it is of prime importance that assessment should consider the competences in focus and not on the language systems (vocabulary and grammar). It is important that assessment should be given during communicative language use, which presupposes the communicative situation, the communicative purpose and some kind of information-, attitude- or opinion gap which needs to be bridged by the participants in the communication. The most important criterion should be whether during communication the communicative purpose is fulfilled, information is exchanged or opinion expressed, the transaction in question is carried out and whether the way of communication is appropriate for the communicative situation. The assessment of such an activity is subjective. Subjective assessment is understood as forming an opinion according to a set of previously set criteria and formulating it in a qualitative and formative way in a situation when a task has no single solution usable as a point of reference when testing achievement, but when every solution is one of an infinite number of possible versions. In establishing the assessment criteria the *Qualitative aspects of spoken language use table* in CEFR (2002, pp. 36-37) is a useful source, which provides descriptors for the various language levels in the following criteria: range (the use of linguistic tools), accuracy, fluency, interaction and coherence.

Communication in a foreign language, especially verbal communication before an audience means a high risk for language learners because they feel exposed and vulnerable. It is thus important that the communicative language lesson should be conducted in an atmosphere where learners are willing to take this risk. A prime role in establishing this trustful atmosphere is played by the methods the teacher uses during assessment, which assessment is formative, it concentrates on what the learner has already acquired and already knows and it considers mistakes as a natural part of the learning process, indicating important information for teacher and learner alike.

A homogeneous learning group is rather rare in public education, which also means that assessment should take into consideration the different language levels the learners were at the start, their different abilities, pace of learning, etc. It is desirable to use differentiated communicative tasks and/or assessment criteria which for assessing the learners and to measure their achievement not (only) against the rest of the group but also against the previous results of the given learner.

The task of leaning a foreign language and maintaining foreign language knowledge does not finish in the classroom or with leaving school but it is a life-long process. An important element in this is self-assessment.

From the aspect of learner co-operation, it is of utmost importance that the achievements of group work should be assessed referring to the whole group and not to its individual members and that learners' opinions about each other should be part of assessment. The condition for self- and peer-evaluation is a democratic classroom atmosphere and the transparency of assessment: the criteria, time and methods of assessment are known to the learner or are negotiated with the group.

There is not one single programme that is targeted to one single learning group or a specific learner; they have a general audience in mind. It is the teacher who can adjust the programme to the needs and aims of the learner. Assessment can be a tool for fine-tuning this adjustment. The teacher can also use the information gathered about the language level and needs of the learners to tailor the process to the constantly changing needs and the actual language levels of the learners.

When planning the assessment criteria for the teaching materials, the results of pedagogical research and development have been taken into consideration. From the three basic types of assessment (summative, diagnostic and formative) formative assessment methods are elaborated in more detail. The opportunities for summative assessment (the ones testing the end-results of the learning process) have not been dealt with since these are what all teachers know and use. The conditions for summative

assessment are granted through each module involving the creation of a measurable product, real learning taking place and its success testable at the end of the learning phase. It should be noted, however, that, as with every assessment method, summative assessment measures the success of the teacher's work as well as learners' achievements. Low learner achievements should always be followed by adjusting pedagogical behaviour.

Diagnostic testing has also been left out from this section since assessing the learners' level and setting the necessary development focuses should happen at the level of the whole teaching programme (curriculum design) and not at the level of the modules. However, in the modules the teacher and the learners will meet standardized tests on which this planning can be based. Naturally, diagnostic testing can also be suitable for identifying the necessary steps to be taken at certain points of individual development.

The foreign language programme curriculum offers tools and solutions for the teacher to individualize the learning process, to notice development at the level of each learner and to plan the individual learning routes accordingly, preferably involving the learner in question. Although formative assessment may result in giving grades, it is not the most essential element in it. The individual attention and direction setting is much more important. The aim is to strengthen the positive features, and to determine what steps must be taken to reach the necessary development. Formative assessment supports the ability for life-long learning by contributing to the formation of learner responsibility and the awareness of the importance of learning strategies.

4.2 Examples for possible assessment methods

Assessment principles	Examples for possible assessment methods
Assessment should focus on competences and should be given during communicative language use	*Portfolio:* a collection of the learner's work made according to principles negotiated with the whole group. It contains a previously set number of entries of a certain type (e.g. genre) from a specific phase of the learning process and the teacher and the learner have their own responsibilities in compiling the collection. It can be stored in either a real folder or electronically. A portfolio can be looked through any time and it gives a picture of the whole of the learning process, thus increasing learner responsibility. A portfolio may take many forms and may have many types of entries. For example, the learners collect in a box or in a folder all the materials that they have created (letters, stories, posters, notes and visuals for a presentation, recordings of role plays, presentations or drama, video recordings, photos) and assess their own work with the help of a questionnaire then they receive the same questionnaire filled in by the teacher. The grade is calculated on the basis of all this. During a communication task the teacher makes observation note on the basis of previously announced/negotiated criteria about the learner's linguistic behaviour. The observation report is added to the portfolio. *Learner's assessment of the group:* One (and always a different) learner gives an assessment of the group's work on the basis of pre-negotiated criteria. This technique is a good indicator of the success and effectiveness of a lesson. It is important to allow the rest of the group to give their ideas as well.

Assessment principles	Examples for possible assessment methods
Assessment should be subjective and qualitative	*Comments (teacher's opinion):* The learner gets oral and written formative feedback without a grade, points or a percentage. Learners receive oral and written feedback which focus on their strength and confront them with an amount of problems that they can realistically cope with in the near future. *Peer review:* Learners evaluate the learning process of a pair or of the group in pairs or groups on the basis of previously set criteria (usually negotiated with the group as a whole). This strengthens responsibility and makes learners aware of the role of specific elements in the learning process. It focuses on the process itself and not the product. Various phases can be reviewed this way: an activity, a lesson or a whole module. *Small group discussion:* This is done by a group smaller than the learning group as a whole. It is especially necessary when longer project-like activities are done to discuss the achievements made to that point and to identify the steps to take in the future.
Assessment should increase the learners' self-awareness and self-respect	*Learner's self-assessments:* This assessment technique has the pre-requisite that the learning goals need to be set for individual learners (or, in certain situations, goals for pairs or groups), that these goals need to be fitted to the individual development needs and that the development is measurable. E.g. the learner consolidated what he / she has learnt *Praise or award:* The learners get a "certificate" if they learnt something well or if they contributed positively, they are celebrated if they solve a problem successfully. The teacher collects the linguistically clever solutions that were used in the lesson, writes them on the board and praises the learners. *Commentary:* The teacher responds to the learner's written work in writing, while giving accurate examples for parts of the language the learner used incorrectly.
Self- and peer assessment should be part of the overall assessment policy	*Other ways of self-assessment:* Before assessment by the teacher, learners are asked to assess their own performance. Self- and teacher assessment should be done on the same set of criteria, which should be clear and previously negotiated with the group. The learner gets time after doing the tasks to reflect on their work and to record it. *Group assessment:* *Conference:* The learning group and the teacher review and assess the finished tasks, products or collections (portfolios) and vote for the best one. The teacher has one vote, like every other member of the group.

Assessment principles	Examples for possible assessment methods
	Learning diary or a list results with competences gained: The diary has to contain a form which is appropriate for recording the achieved results and for deciding on the following steps to take. A simple form of this is a detailed list of requirements compiled by the teacher at the beginning of the learning process (phase) and the learners can tick an item whenever they have managed to accomplish it. E.g. The learners keep a "book-keeping" record of the learning process with possible headings like "I can do this well", "I need to develop in this", I have succeeded in…", "I have problems with…".
Assessment should be positive, focusing on what the learner can do	*Good solutions on the board:* The teacher collects the linguistically adroit solutions that were used in the lesson, writes them on the board and praises the learners. *Good solutions in the feedback:* Learners are given written feedback after some oral production about what they could manage to do well.
Assessment should be transparent	*Criteria:* Learning goals and the criteria for success are established together with the group before a task. E.g. A learner gives a presentation at a pre-arranged time getting the evaluation criteria in advance. The content requirements of grades are given to/negotiated with the learners in writing (with descriptors like "A 5 is given if…").
Assessment should rely on group-assessment	*Assessment with the whole group:* When evaluating the work of a group all the members in the group should get the same assessment (formative feedback or grades). The members of the group get an assessment sheet to help them analyse what the members of the group contributed to the result. They write messages to one another about what they expect from their peers when they work as a group the next time.
Assessment should be sensitive to the different starting levels of learners	*Assessing differentiated tasks:* The teacher assesses learners in tasks with several solutions. The teacher assesses learners in tasks which can be performed at different language levels (e.g. role play where the two roles require different levels of interaction: one role is routine-like while the other needs more improvising).

5 TEACHING MATERIALS

5.1 Types of teaching materials

The foreign language programme curriculum is based on modular supplementary materials developing foreign language competence, which can be used selectively, or as a whole, in public education with learners aged 12-19. The programme curriculum contains all the components necessary for the teacher or the learners.

The supplementary materials make up a modular system. One module usually takes 5 contact lessons to cover (with the 16-19 age group usually 3 lessons). The teaching materials in the modules are based on the requirements specified in the Hungarian NCC but they do not follow any frame curriculum or published textbook. They serve the development of language competences and focus on general topics so they can be fitted in with any local curriculum or syllabus.

The main focus of the programme, because of its communicative and creative nature, is on productive skills: spoken interaction, spoken and written production. Within these oral skills enjoy priority. The development of productive skills naturally is not detached from receptive skills but priority is given to speaking and written production. Listening and reading have an ancillary function, e.g. presenting a topic or giving factual information, motivating or providing a model.

The choice, elaboration and arrangement of the teaching materials, the suggested steps and working modes from classroom use, etc. make it possible for the teacher to provide individualized teaching within the group, that is, he / she can differentiate between different language levels through choosing the appropriate tasks, but it is also possible to activate the whole personality of the learners and to make use of and developing their creativity.

The modular system makes it possible for the teacher to choose from the teaching materials and integrate the selected modules into the syllabus in a way most appropriate for the learning group.

5.2 Creative Communication

Society today is characterized by a variety of international economic, cultural and personal relationships. The flow of information, trading of goods and migration between countries is unprecedented. As a result, in some places of work in Hungary some staff, customers or clients do not speak Hungarian. A growing number of people work in international teams, study or work abroad. More and more people spend their holidays travelling and the destination is often a foreign country. Telecommunication, the media and information technology joined people in a global village accelerating the flow of information. In these circumstances the primary goal of foreign language teaching is public education is to prepare the learners for international communication in a variety of contexts.

To reach this goal, as previously stated, that teaching should be built on real language user needs, with the learners being in the centre of the teaching-learning process, who perform communicative actions to satisfy their needs with the help of the foreign language.

This type of teaching material considers language learning as a constructive process and represents a social-constructivist approach to learning. This approach combines the constructivism based on the cognitive psychological views of Piaget, Donaldson and Bruckner with the Rogers' humanistic approach to the learning process and also the view of Vygotsky and Feuerstein, who looked upon learning as an interaction based on social relationships. The central hypothesis of the constructivist approach is that the learners bring their existing knowledge, experiences and expectations into any learning context, and they assimilate new knowledge in a unique and special way. Learners thus take an active role in the process of learning by re-shaping meanings and solving problems. Their whole personalities are formed and re-shaped and their general and language competences develop in constant interaction. For this reason it is necessary to activate the existing knowledge of the learners before new knowledge is presented.

It comes from the individual constructive approach to learning that individualization and differentiation is necessary. It is important that, whenever possible, the learners should be able to choose from tasks which are at different levels of difficulty and/or which require or allow for different types of activity and should be allowed to develop their skills and competences in the way most appropriate to their level of knowledge, interests, learning styles, etc.

Language learning is a process that affects and shapes the whole personality. The development of language competences are integrated with general competences in the teaching materials and in the modules in the form of tasks which take it into consideration that affective factors have a strong influence on learning skills and creativity.

With the 12-19 age group, from the beginning of adolescence to becoming a young adult, the development of conscious language acquisition and intrinsic motivation is a major issue, which the creative communication strand takes up as an aim. Another important aim is to maintain and build on the learners' spontaneous language learning skills, which they have preserved, as they either started to learn their first foreign language in the lower grades of primary schools or they are constantly in contact with at least one foreign language through the media and IT. In this strand there are tasks which allow for both conscious, explicit and spontaneous, implicit language learning.

The typical adolescent questions "Who am I?" and "Where do I belong?" can also be successfully addressed by language teaching through language tasks where the focus is on the individual or the learning group, or the individual or the learning group provide the content of communication. In these tasks learners have the chance to share their feelings and thoughts and to map out similarities and differences between the members of the group. Role plays, simulations and drama provides a good opportunity for hiding behind a new identity and to try out various human roles.

Increasing consciousness, self- and group awareness also means that adolescents usually appreciate having the right to choose, to decide and to sound their opinions in issues that concerns them. This is why the principle of providing options was followed in the teaching materials. Their interest also needs to be observed, as this is what can be built on during the implementation of the materials.

The teaching material also aims to develop the learners' creativity. It is important that they should widen the range of their experiences through the use of their imagination. While working on a task, they have the chance to use various resources and techniques for getting the necessary information or materials. Here they can combine their previous knowledge, materials and tools effectively with the new ones, to further develop them and even to use them in unusual functions. During the tasks they can use linguistic tools of expression to make communication more colourful, more individual and more expressive. They can learn, try out and use a number of communication- and problem-solving strategies, which assist successful communication. They become able to voice their opinions, to support them with effective argumentation, to reach a consensus with their peers and to make a decision together.

The teaching materials develop the learners' intercultural competence, too. It is the aim of the programme, that the learners should come to know various aspects of the target language country / countries and culture / cultures, the holidays, customs and politeness traditions of the native speakers, they should be aware of the multitude of the human ways of life and be able to turn towards people from other cultures in an open, interested, empathic and helpful way and to be able to make personal contact with them.

5.3 Projects in the language lessons

A project is a complex sequence of activities which is carried out with an aim determined by the participants in the project through jointly planned activities which lead to the creation of a concrete product. The overall aim of a project is to provide real experience, to integrate the learners' language competences and to develop their general competences, such as planning, getting information, cooperative learning, etc. Project work is learner centred and participants use the elements of the foreign language for their own purpose.

A project can be an important motivating factor since the learners feel that they are personally addressed. In this process they can decide what project to work on and how to go about it, managing their activities autonomously.

The complexity of project work gives the learners the opportunity to learn about subject areas which are not covered by the syllabus (e.g. comparing the cultures of ethnic minorities in Hungary).

Working in a project group serves the development of interpersonal relationships, learning about each other in new roles and new situations, which traditional class work does not provide for.

In project work the chance for differentiation naturally occurs: the learners engage in multi-level, complex tasks in which they can make use of the fact that their previous life experience, their preferred sensory orientations (visual, kinesthetic, etc.), and their intelligence types (linguistic, musical, logical-mathematical, intrapersonal, interpersonal, naturalist, etc.) are different.

Project work plays a major role in conscious learning, i.e. in learning to learn. Effective and successful learners are able to plan and manage their learning, that is, in a learning situation they are able to identify the best steps and actions that help in achieving their aims and to be able to evaluate their activities. They are also able to recognize what changes or modifications need to be made, can adapt flexibly to new situations and can formulate new, developmental goals.

Project work offers a chance to teach the strategies and thought processes which are used by successful learners. The learners need to acquire the following four thinking (metacongnitive) strategies to manage their learning.

a) Interpreting the situation at the beginning of the task (What am I going to learn? Why? How?)
b) Planning the task (What are my aims? How shall I organize and carry out my work?)
c) Carrying out the work (How far have I got in reaching my goals? What do I need to modify?)
d) Evaluation after finishing the task (How successful have I been? What would I do differently next time)

Raising awareness to and developing thinking strategies takes a long time and needs to be worked on regularly. There are three teaching techniques for this purpose:

1) Direct teaching, when the teacher identifies the strategy. The 9-step system can be used with every age group to identify the strategies (What do I need to do? How shall I start? Where can I get information from? What sources shall I use? How shall I use the sources? What shall I note down? Have I got all the necessary information? How shall I present my work? What have I achieved?)
2) Modelling, when the teacher shows what to do.
3) Experiencing and discussing, when the whole group discusses the learning process on completion of the task (e.g. How did you learn the words?)

All the three strategies aim to clarify the learning process for the learners. In developing thinking strategies, learners need constant support (helpful questions) until they acquire and can use them.

The steps of a project

The most frequently used model is the following:

LEAD-IN → PLANNING → REALISATION OF THE PROJECT

→ APROJECT PRESENTATION → EVALUATION

Lead-in
Learners can only perform tasks that are clearly presented to them. In the lead-in phase the teacher needs to clarify what they have to do and why, what the topic focuses on and what realistic goals they can set for themselves. The time-frame of the project needs to be discussed as well as the materials at hand and the significance of a project diary. (If necessary, the teacher can show the learners some previously created project products.)

Planning
The learners make a decision about the goal and the content of the project, discuss the possible sources and the necessary material and agree on who will do what with what deadlines. This is written down on the planning record sheet which is placed in the project diary to help them to check their work later. The teacher can help in the interpretation of the situation and the planning by discussing the project process with the whole group. As they discuss the planning phase, the teacher gives a model of the interpretation / planning and writes the questions which direct and help the learner's thoughts on the board, and asks them to note down their own goals for the lesson using the planning record sheet (Who? What? Where from? When? By when?).

Realization of the project
This is the most time consuming phase in the project. The learners do some of the work in class lesson and some at home. The teacher can help them by checking regularly against the planning record sheet where they are in the process and what modifications they need to make if necessary. Monitoring questions (How far have I got in reaching my goal? What do I need to change?) can help them in checking this and correction symbols can be used for giving feedback on written work, which indicate what type of mistake there is.

Project presentation
All project products must be presented. To make the learner's presentations successful, they need to learn the language necessary for it as well as presentation skills and techniques. It is useful if every group makes a task sheet, of the type that best suited to the project they are presenting (e.g. a quiz, a puzzle, questions) for the audience to do during the presentation.

Evaluation
It is necessary for the learners to receive and give feedback about their project. Different ways of evaluations are the following:
  – Evaluation sheet, focusing on the content, the structure and the language of the project and the presentation itself;
  – Evaluation list, focusing on the learning processes – e.g. could manage time (1-5), used the materials well (1-5), was responsible for his/her part of the work (1-5), accepted critical comments (1-5), etc.
  – Group discussion – e.g. What was useful and not so useful in the task? How did we do it? What would we do differently next time? What mistakes did we make?
  – Self-assessment – e.g. (I spoke English when… I had problems with… Next time I'll…)

The teacher can help the learners in two ways during the project. First, the teacher can boost learner activity by making certain that constant interaction can take place between the teacher, the learners and the materials. Second, in the role of a counselor the teacher helps in acquiring the new knowledge, competences and strategies, that is, gradually introduces individualized help which suits the changing level of the learner's competences and with which they can become autonomous learners. In these teaching materials the learners work in groups, they get the assigned knowledge through interactive and autonomous research by using problem-solving and discovery techniques in the course of task-based activities. The teacher acts like a counselor, helper or occasionally a monitor in the project process.

5.3 Internet in the language lessons

The Internet has been available for learners and teachers in every secondary school since 2003. Language teachers soon recognized the opportunities it offers and many of them illustrate their classroom materials with authentic pictures or texts. Yet very few make use of the Internet in the lessons, with their learners. The main reason for it can be that the teachers themselves are unclear about the learning opportunities on the Internet and they have little experience in the methodology of using computers in the classroom. First these opportunities must be discovered only then can they pass on the linguistic, the technical and learning methodology knowledge, which will later assist the learners' autonomous learning.

The greatest value of lessons based on the Internet lies in the unusual and creative ways of getting and processing information and in opening up the opportunities that digital information holds. The teaching materials include activities which are either only achievable through the use of computers or can only be done in a much less interesting way. The materials are meant to be used in the classroom with the teacher's directions. They are not designed to be a general solution for all the problems of language teaching and learning and are not intended to support individual language learning outside the classroom.

In foreign language learning, language levels naturally depend on the number of years the learners have spent in learning the language, the number of lessons they have received and the effectiveness of learning rather than the grade the learners are at school. In every module there are possibilities for differentiation which makes the use of the modules language-wise flexible, but the teacher should have an overall view of the whole material to be able to choose the most appropriate modules for the learners.

Most of the modules are designed for 5 contact lessons (3-6) but in the modules in the Internet strand only 1-3 lesson requires direct access to computers. There are variations offered for using the material in technologically different contexts but the starting point has been that the lessons are held with divided classes using the IT room at the school, where every learner can sit at their own monitor if the task requires. The lessons where computers are not required (the preparatory and the closing lessons) often include Internet sources but these are for the teacher to prepare from and to tailor the material to the learners needs. The sources that the material designers used are also indicated. With some experience teachers will be able to conduct the majority of the non-IT-laboratory based lessons involving computers as well if the conditions are given.

Every lesson starts with the teacher's lead-in and concludes with an oral task led by the teacher. Every module has a product which the teacher and the learner can take into their hands, examine and assess. It is recommended that throughout the modules (and not only at the end!) the success of the learning process should be evaluated by the teacher and the learners alike, that is, whether there has been any improvement in language use and in cooperation. It is by no means advisable to assess the result of a particular task impersonally, without considering the process and the learner's previous language level.

In Hungary the IT situation has greatly improved in recent years in schools and generally speaking it can be regarded as sufficient. The technological background, however, has not resulted in involving informatics in the lessons: computers are mostly used in IT lessons only.

In teaching modern languages the Internet is an excellent resource as most of the uploaded authentic material is in English, German or French and communication on the Interned also goes through these languages, as well (Email, forums, chatting). While using the Internet, the language learner may come into authentic communication situations, something very difficult to bring about in the traditional classroom setting.

Most learners are motivated by the use of the Internet. It is important to be aware of the fact that in this exciting virtual context, the learners may become part of the culture, they can establish relationships with native speakers and may try out their language knowledge in a relatively safe environment. The work forms in computer assisted language learning may be as varied as it is in other language teaching contexts today. The great variety of possible sources and tasks makes it possible to

take into consideration the individual learning styles of the learners and the needs of those lagging behind, to give assistance to the gifted learners and to differentiate on the basis of the competences to be developed and of subject areas. The computer skills acquired in the language lesson have an effect on individual study skills and learners can make use of these outside school as well.

Modern, communication-centred language teaching, complemented with the Internet, is based on activities with focus on language use. Language skills are developed in an integrated way. The technical explanations and support make it possible to engage in authentic, two-way classroom communication in the foreign language and to trigger the learners' creativity while activating their previous knowledge gained in other contexts.

As stated in the Methodology principles chapter, the traditional teacher and learner roles undergo a change in this context. The majority of secondary school learners know more about information technology than a language teacher. The learners have the kind of knowledge which can be used for their development in the language and the teacher gives them support in acquiring the necessary learning skills and language skills. This division of responsibilities makes the whole of education more democratic, thus more effective. The learners take responsibility for their development, and they are willing to help in solving minor technical problems. Naturally, the teacher cannot start using the Internet in the classroom without having basic user's skills but the teacher does not need to achieve a professional level in IT.

The essence of changing the paradigm lies in personalizing or individualizing learning and building knowledge in groups or individually through activities. Computers used in the language lesson offer a ground for this. Language teaching methodology infiltrates into other school subjects, allowing education to keep pace with the requirements of our times.

There is a large variety of assessment methods assisted by computers. The learners' work can be collected and stored electronically in a digital portfolio (in a simple folder) but more importantly, instead of isolating certain parts of the overall work for assessment, the effectiveness of learning can be examined through looking at the process as a whole where the learners' progress can be seen more clearly, their problems can be diagnosed more easily, an indispensable requirement for the foundation of individual learning modes.

6 USING THE TEACHING MATERIALS IN PRACTICE

Teachers can use the modules for learners aged 12-19 flexibly; it is the teachers' responsibility to select those that are the most appropriate for their groups. Given the age group and their language level, the foci of competence development can be used to decide which modules to integrate into the syllabus. Which topics are selected will depend on the learners' interests and the topics covered in their regular coursebook. Ultimately, the learners themselves may also have a say in the choice of topics or in the order of themes to be worked on.

A specific module may have various links with the local language programme. It may supplement or serve as an introduction to a topic in the coursebook, it may be used instead of a chapter or simply as a break from the language teaching routine. The clearly indicated aims help in the successful and effective implementation. The rich variety of the modules makes it possible to use materials for competence development in up to 50 per cent of all the language lessons available.

The charts below summarize all those English, German and French teaching materials which have been developed for 12-19-year-old learners.

Years			
Age	12–15	14 –17	16–19
CEFR level	from Level A1 to Level B2+		
A1	Modules: Creative communication Using the Internet in the language lesson Projects in the language lesson	Modules: Creative communication Using the Internet in the language lesson Projects in the language lesson	
A1+	Modules: Creative communication Using the Internet in the language lesson Projects in the language lesson	Modules: Creative communication Using the Internet in the language lesson Projects in the language lesson	
A2	Modules: Creative communication Using the Internet in the language lesson Projects in the language lesson	Modules: Creative communication Using the Internet in the language lesson Projects in the language lesson	Modules: Creative communication Using the Internet in the language lesson Projects in the language lesson
A2+		Modules: Creative communication Using the Internet in the language lesson Projects in the language lesson	Modules: Creative communication Using the Internet in the language lesson Projects in the language lesson
B1		Modules: Creative communication Using the Internet in the language lesson Projects in the language lesson	Modules: Creative communication Using the Internet in the language lesson Projects in the language lesson
B1+			Modules: Creative communication Using the Internet in the language lesson Projects in the language lesson
B2			Modules: Creative communication Using the Internet in the language lesson Projects in the language lesson
B2+			Modules: Creative communication Using the Internet in the language lesson Projects in the language lesson

Foreign language	Age	CEFR level	Típe of teaching materials	Title of teaching materials (modules)
ENGLISH	12-15	A1	**Creative communication**	Fine Day AniMate Questions, questions, questions!
			Using the Internet in the language lesson	World of kitchen Tiny world
		A1+	**Creative communication**	Money Smart Moves

			Projects in the language lesson	Our wonderful 20TH century – Our year
				A leap in time – Ten years from now
				Play with English –
				    (Rhythmic, rhyming and other poems)
				Our wonderful 20TH century –
				    A day in the life of
				Exhibition for the blind

			Using the Internet in the language lesson	Musical instruments Christmas Secret agents
		A2	**Creative communication**	Theme Park Detective Work Communication
			Projects in the language lesson	Our wonderful 20th century – Save what we have left Teen Magazine The Best Book of the Class Mysteries tv mystery programme
			Using the Internet in the language lesson	Journey into cyberspace – Get Your Web Licence!
		A2+	**Projects in the language lesson**	Our wonderful 20TH century – See the 20th century with us!

Foreign language	Age	CEFR level	Típe of teaching materials	Title of teaching materials (modules)
ENGLISH	14-17	**A1**	**Creative communication**	You Must Be Joking!
		A1+	**Creative communication**	Extreme
		A2	**Creative communication**	Broker Game
			Projects in the language lesson	Going places Five minutes fame What's in a picture? Leisure is pleasure
			Using the Internet in the language lesson	Easter in Europe Sports – Olympic Games This is us Life now and some time ago Holidays on the NET – Our Calendar City legends – Publishing a Local Legend Your ecological footprint – sustainable development
		B1	**Creative communication**	Nature Films Problem solving Wining and dining
			Projects in the language lesson	Interculturally yours Add your own ad An apple a day – alternative healing Meet the authors! – Story writing

Foreign language	Age	CEFR level	Típe of teaching materials	Title of teaching materials (modules)
ENGLISH	16-19	A2+	**Creative communication**	Junk food Stereotypes, prejudices Who am I and who are you?
			Projects in the language lesson	Inventions
			Using the Internet in the language lesson	Nobel prize
		B1	**Creative communication**	Act! Volunteering and charity Protest – Young people for change Youth Culture – Art, Music, Styles and Fashion created by Young People
			Projects in the language lesson	Young enterprise – Set up your own business
			Using the Internet in the language lesson	Young technology

		B2	**Creative communication**	A day in the life of … – The job interview game
				Here is the news, where is the news –
				    different worlds in the media
				Huff and puff – smoking is bad for you.
				    Or is it?

			Projects in the language lesson	Your story – How to write a mini saga
			Using the Internet in the language lesson	Children around the world – love, care and responsibility

Foreign language	Age	CEFR level	Típe of teaching materials	Title of teaching materials (modules)
GERMAN	12-15	A1	**Creative communication**	Konfliktfeld Schule – Schüler und Lehrer – Alltag in der Schule Menschen um uns – wie sind sie? Charaktereigenschaften Zusammen sind wir stark
			Projects in the language lesson	Geheimnisvolle Gegenstände: Ist das nicht der Hammer? RÄTSEL-SALAT – zum Spielen und Nachdenken Schule macht spaß
			Using the Internet in the language lesson	E-Spass
		A1+	**Creative communication**	Alles paletti, oder? – Über das Leben miteinander Fernsehen, Fernsehen, Fernsehen… Kennst du den Film? Ein Osterhase in der Krise
			Projects in the language lesson	ACTIVITY-SHOW – ... fast wie im Fernsehen Jeopardy – Ein Spiel der Fragen Spielemacher
			Using the Internet in the language lesson	Alles gute zum Geburtstag! – Geburtstagsgrüße und Geschenke Blinde Kuh Im Klub der Filmexperten
		A2	**Creative communication**	Lesespaß
			Projects in the language lesson	KOCHEN? – Kein Problem!
			Using the Internet in the language lesson	Blinde Kuh und kalter hund – Junges Gemüse in die Küche! Die goldene Schulglocke – kleine filme der grossen idole Veni, vidi ... viva! - Leben ist Musik

Foreign language	Age	CEFR level	Típe of teaching materials	Title of teaching materials (modules)
GERMAN	14-17	A1+	**Creative communication**	Bunte Jugendkultur Abenteuer Sprachen
			Projects in the language lesson	Wanderungen in der Welt der modernen Musik Auf den Spuren
			Using the Internet in the language lesson	Japan auf Deutsch
		A2	**Creative communication**	Wer bin ich? Gegenstände in meiner Mikrowelt Der Natur auf der Spur Hüfthose oder …? Hobby, Abenteuer, Herausforderung Gefährliche und harmlose Aktivitäten Gesund leben?! Farben der Welt – Welt der Farben
			Projects in the language lesson	Du bist was du isst Kennst du deine Stadt? – Stadtbesichtigung Wanderungen auf der Landkarte von Europa Zeitreisen in meiner nächsten Umgebung

			Using the Internet in the language lesson	Tierklassen – klasse Tiere:
				    Rekorde in der Tierwelt
				Nixalstrix – Die gallische Dorfiade
				Die bewegte Stadt –
				    Hallo, ich bin Ihr Personalberater!
				Rotkäppchen am Scheideweg –
				    Alternative Geschichten
				www.sagen.at
				In 3 Tagen um die Stadt –
				    Programme in Städten des deutschen
				    Sprachgebietes
				www.vorleser.net

		B1	**Using the Internet in the language lesson**	Journalisten am Werk – Unsere eigene Schulzeitung

Foreign language	Age	CEFR level	Típe of teaching materials	Title of teaching materials (modules)
GERMAN	16-19	A2	Creative communication	Liebe ist alles
		A2+	Projects in the language lesson	Die große Hygienemesse
		B1	Creative communication	Presselandschaft, Presseschau Unser Leben vor dem Computer Ich werbe, also bin ich? Vor-Urteile
			Projects in the language lesson	Klimawandel in der Diskussion
			Using the Internet in the language lesson	Die Sieben Weltwunder Mein Sommerjob bei www.schuelerjobs.de
		B1+	Creative communication	Folge 2357 – Seifenoper Sprachen der Welt – Unsere Sprachen
		B2	Creative communication	literatur.digital@daf.hu
			Projects in the language lesson	Kaum zu glauben
			Using the Internet in the language lesson	Greenpeace4kids
		B2+	Creative communication	Schau nicht weg! Ein Tabuthema sucht Öffentlichkeit

Foreign language	Age	CEFR level	Típe of teaching materials	Title of teaching materials (modules)
FRENCH	14-17	A1	**Creative communication**	Les Relations familiales Auberge de jeunesse Ville
			Projects in the language lesson	A nous les gateaux! Faites de la musique á la Fete de la musique! Viola la France Vive La Carnaval!
			Using the Internet in the language lesson	Voyage virtuel a Paris La bande dessinée
		A1+	**Internet a nyelvórán**	Mon festival culturel Parlez-moi d'amour Polar Quizz Tour de France
		A2	**Creative communication**	Sante de Fer Vision du futur

			Projects in the language lesson	Créer une radio scolaire
				Histoire paralleles
				Il etait une fois un conte… –
				    Atelier d'écriture créative
				Journal televise –
				    Creer son journal d'informations
				Notre île imaginaire

			Using the Internet in the language lesson	Francophonie Jeux T'aime Le medias français

Foreign language	Age	CEFR level	Típe of teaching materials	Title of teaching materials (modules)
FRENCH	16-19	A2	**Projects in the language lesson**	Régym
		A2+	**Creative communication**	Planning familial
			Using the Internet in the language lesson	Travailler a l'étranger
		B1	**Creative communication**	Arts Confliture Santé
			Projects in the language lesson	Tol-ere
			Using the Internet in the language lesson	Orientation express
		B1+	**Creative communication**	Dépendances Environ ne ment
		B2	**Creative communication**	Stratégie d' apprentissage
			Projects in the language lesson	Europass
			Using the Internet in the language lesson	Étudilemme
		B2+	**Creative communication**	Révolte en volts

7 BIBLIOGRAPHY

Brewster, J., G. Ellis and D. Girard (1992). *The Primary English Teacher's Guide.* Harmondsworth: Penguin.

Ellis, G. and J. Brewster (1991). *The Storytelling Handbook for Primary Teachers.* London: Penguin.

Halliwell, S. (1992). *Teaching English in the Primary Classroom.* London and New York: Longman.

Hegedűs G. (1998). *Projektmódszer I.* Kecskemét: Kecskeméti Tanítóképző Főiskola.

Hortobágyi K. (1991). *Projekt Kézikönyv.* Budapest: Iskolafejlesztési Alapítvány – OKI Iskolafejlesztési Központ.

Hutchinson, T. (1991) *Introduction to Porject Work.* Oxford: Oxford University Press.

Kovács J. and Trentinné Benkő É. (2003). *Angol Módszertani és Gyermekirodalmi Szöveg- és Feladatgyűjtemény.* Budapest: ELTE Tanító- és Óvóképző Főiskolai Kar.

Moon, J. and Nikolov M. (2000). *Research into Teaching English to Young Learners.* Pécs: Pécs University Press.

Phillips, D., S. Burwood and H. Dunford. (1999). *Projects with Young Learners.* Oxford: Oxford University Press.

Reilly, V. and S. M. Ward (1997). *Very Young Learners.* Oxford: Oxford University Press.

Williams, M. and R. Burden (1997). *Psychology for Language Teachers.* Cambridge: Cambridge University Press.

Wright, A. (1997). *Creating Stories with Children.* Oxford: Oxford University Press.

Wright, A. (2001). *Art and Crafts with Children.* Oxford: Oxford University Press.