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Subject field: Foreign languages

1. General Principles

1.1 Foreign languages competence

The objective of teaching foreign languages in basic school is to develop students' age-appropriate foreign language competence, i.e., the ability to understand and interpret the content presented in a foreign language, both orally and in writing, by following relevant cultural practices; to understand and value different cultures and the similarities and differences between native and other cultures; to understand that knowledge of several foreign languages is necessary in life.

In developing these competencies basic school graduates will be expected to possess the capability to be able to:

- 1) have acquired language proficiency at a level which enables them to act independently in authentic foreign language environments;
- 2) are able to take part in different projects in foreign languages, continue their studies in a non-native language and are competitive in their future work life;
- 3) have acquired knowledge about nations speaking different languages and about their cultures;
- 4) understand own culture and value the similarities and differences between their own and other cultures; and
- 5) have mastered the necessary skills for further studies which enhance their self-confidence in learning foreign languages and communicating in them.

1.2. Subjects and Volume of the Subject Field

The subject field comprises foreign languages A and B as well as Estonian as a second language in schools where the language of instruction is not Estonian. Foreign language A is English, French, German or Russian. Foreign language B is English, French, German, Russian or some other foreign language. There is no mandatory foreign language B in schools where the language of instruction is not Estonian. Foreign languages A and B are chosen by the school after considering its resources and students' preferences.

If the school's curriculum in the basic school provides the possibility to study foreign language C, it is advisable to teach French, German, Russian or some other foreign language, which corresponds to the students' preferences and the school's resources.

Students start to learn foreign language A at the 1st stage of study and foreign language B at the 2nd stage of study. Estonian as a second language is learned from Form 1.

The division of foreign language lessons per week by the stages of study.

1st stage of study

- 1) Estonian as a second language – 6 lessons per week
- 2) Foreign language A – 3 lessons per week

2nd stage of study

- 1) Estonian as a second language – 12 lessons per week
- 2) Foreign language A – 9 lessons per week
- 3) Foreign language B – 3 lessons per week (0 lessons per week in schools where the language of instruction is not Estonian)

3rd stage of study

- 1) Estonian as a second language – 12 lessons per week
- 2) Foreign language A – 9 lessons per week
- 3) Foreign language B – 9 lessons per week (0 lessons per week in schools where the language of instruction is not Estonian)

1.3. Description of the Subject Field and Integration within the Subject Field

Foreign languages broaden people's cognition and their ability to understand and value the multicultural world. They develop systematic thinking and self-expression opportunities with the help of varied linguistic and non-linguistic means. By giving knowledge on different countries and people who speak different languages, foreign languages develop students' ability to communicate in a culturally informed way.

The study of foreign languages in the subject field is based on the Common European Framework of Reference for Languages and the language proficiency levels set out therein. The learning outcomes of all foreign languages (including Estonian as a second language) have been described on a uniform basis as set out in the Framework. Learning outcomes in different constituent skills have been presented at the end of the subject field syllabus in Clause 2.4, in the table explaining the levels of language proficiency.

The implementation of the principles of the Framework and the European Language Portfolio in the study process motivates students to learn foreign languages by taking into account learners' age-specific and individual characteristics and guides students of differing abilities to set achievable personal learning goals, and gives them objective feedback on their performance. All this facilitates enduring learning motivation and the formation of independent learners.

Present-day language instruction is directed towards communication needs and focuses on learners and their communication objectives. The most essential thing in language studies is the skill of using the language and not merely being familiar with the structure of the language. Learners will develop correct use of the language through long term practice.

Communication competence is formed through developing the four constituent skills of language proficiency – listening, reading, speaking and writing –, and therefore the learning outcomes have also been presented according to constituent skills. These constituent skills are taught integrally.

Language studies enhance thinking, develop clear self-expression skills, create texts and understand them. In these areas, teaching a foreign language is supported by teaching the native language and vice versa.

Basic school students develop the skill to compare the similarities and differences between their own and other cultures, to understand and value the uniqueness of other cultures and languages, to be tolerant and refrain from developing biased attitudes towards everything that is foreign. Being familiar with other cultures helps students to perceive the specifics of native culture and language more knowledgeably.

Foreign language instruction calls for open and flexible teaching methods, which enable the instruction to be adjusted according to learners' needs.

The essential principles in learner-centred teaching of foreign languages are:

- 1) learners' active participation in the study process, their knowledgeable and creative use of foreign languages and formation of learning strategies;
- 2) accord between the content of the study materials used in language teaching and learners' interests;
- 3) implementation of different forms of active learning (including pair work and group work);
- 4) the changed role of teachers from intermediaries of knowledge to partners who guide students in the process of acquiring knowledge; and
- 5) versatile study materials adjusted and revised based on the goals and needs of learners.

As a foreign language is first and foremost a means for obtaining and sharing information in the communication process, language studies primarily focus on the thematic areas, which support the formation of communication competence and its scope. These are common to all foreign languages; variations in working with the thematic areas result from the duration of studies and number of lessons.

1.4. Formation of general competences

The following interrelated components are distinguished in the competences – knowledge, skills, value judgements and conduct. In teaching these four components, teachers play a central role, as their value judgements and assertive abilities create an appropriate learning environment and influence the value judgments and conduct of their students.

The learning objectives and learning outcomes of the foreign languages instructions comprise language competence, cross-cultural competence (value judgements, conduct) and learning skills.

By teaching foreign languages, all general competences (value competence, social competence, self-management competence, learning to learn competence, communication competence, mathematics competence and entrepreneurship competence) are developed by following the set aims and themes to be examined and by implementing different teaching methods and study activities.

Cultural and value competence is supported by becoming familiar with the cultures of countries where different languages are spoken. Students learn to understand and accept different value systems based on cultural specifics.

Social and citizenship competence. In order to cope in different every-day communication situations, it is essential to know and use appropriate linguistic forms; it is also vital to know the cultural background, rules of conduct and social practices of the countries where the foreign language, being studied, is spoken. Thus, social and citizenship competence is closely related to value competence. The formation of social and citizenship competence is facilitated by using different forms of study (e.g. group work, project-based teaching) and active participation in cultural programmes related to the language learned.

Self-awareness competence is developed through the themes studied in foreign language. Issues related to human relations and oneself can be approached in foreign language lessons through discussions, role plays and other activities that help students better understand themselves. Assessing personal strengths and weaknesses is closely related to the development of learning to learn competence.

Learning to learn competence is consistently formed by implementing different learning strategies (e.g. seeking information from sources in foreign languages, using dictionaries). Self-reflection and analysing acquired knowledge and skills (e.g. according to the European Language Portfolio) are also important.

Communication competence is the central competence in teaching foreign languages. The objectives of foreign language teaching proceed directly from the components of communication competence and their content. Good self-expression skills and ability to understand and create texts are prerequisites of successful communication in foreign languages. Together with communication competences, students develop the skill to compare the similarities and differences between their own and foreign cultures and to

value the specific features of other cultures and languages, to be tolerant and avoid a prejudiced attitude towards the unfamiliar. The skills of good self-expression, text understanding and text creation are prerequisites for successful communication in foreign languages.

Mathematics and natural sciences and technology competence is associated with foreign language through communication competence. First, students learn how to calculate in a foreign language, for instance, and then, as their language proficiency increases, to understand texts from different walks of life and activities, incl. information graphics or other types of visual information. Students learn to use technological tools for creating, correcting and presenting different types of text.

Entrepreneurial competence is primarily supported by confidence and courage that people who can speak a foreign language possess. Coping in a foreign-language environment broadens learners' chances in implementing their ideas and goals and creates preconditions for cooperation with their contemporaries and likeminded individuals speaking the same foreign language.

1.5. Options for Integrating Foreign Languages Subject Field with Other Subject Fields

1.5.1. Integration with other subject field competences and subject fields

Subject syllabuses of foreign languages take into account the knowledge which students acquire about the culture and country of the language they learn through other subject fields. The teaching materials used in foreign language studies complement students' knowledge acquired in other subjects by giving them linguistic means for approaching themes in different areas. The acquisition of foreign languages, incl. Estonian as a second language, should be combined with the use of integrated language learning materials in cooperation with other subject fields, i.e., integrated subject and language learning (CLIL, language immersion). Among other things, the command of foreign languages gives learners access to additional information sources (reference books, literature in foreign languages and the Internet) and thus supports the researching of materials for other subjects.

Language and literature. Foreign languages are most closely connected with language and literature, as foreign language instruction makes use of the knowledge acquired in native language: development of written and oral self-expression skills, creation of text and ability to comprehend them. This knowledge and all this skills are transferred to a new cultural context when learning a new language.

Math. Development of mathematics competence is supported, in addition to knowledge of numbers and calculation skills, by development of the ability to understand and interpret symbols, charts, tables and diagrams in various source texts.

Natural science and Social subjects. Integration is achieved through different content areas, the source texts and education used therein. Foreign language education guides students, among other things, to value natural diversity and a responsible and sustainable lifestyle; to recognise distinctive cultural features and follow generally accepted rules of behaviour; to develop personal opinions and act as active and responsible citizens.

Art subjects. A connection with art competence is created through development of cultural awareness by learning about cultural achievements of different countries through particular topics (e.g., "Countries and their culture", "Spare time") as well as through direct experiences of art (cinema, theatre, concerts, music,

exhibitions, museums, etc.). Students are guided to notice and value different cultural traditions and the diversity of world culture.

Technology. Different content fields and the source texts and learning therein are used to create awareness of technological development trends, including, for instance, discussion of opportunities and risks associated with the use of technology or a review of research achievements in different fields.

Physical education. Physical education competence is associated with foreign languages through appreciation of a healthy lifestyle and physical activity. Foreign language education (like physical education) requires a tolerant attitude towards one's peers, compliance with fair play rules and ability to cooperate.

1.6. Options for Implementing Cross Curricular Topics

The subjects within the foreign languages field represent learning objectives and themes at different stages of study. These support students' initiative and active thinking and the acquisition of cross-curricular topics through the use of appropriate source (authentic) texts in foreign languages and by applying working methods that develop different competences.

Cross-curricular topics are first and foremost related to the following thematic areas:

- 1) Lifelong learning and career planning: 'Learning and Working'. Education develops independent learning skills as a crucial foundation of lifelong learning habits and attitudes. Different forms of study are used to develop students' communication and cooperation skills, which are also important for future employment. Foreign language education provides students with the necessary vocabulary for self-analysis and self-presentation to be able to introduce themselves in a foreign language and to communicate their thoughts in a comprehensible manner. Education offers opportunities for direct contacts with the world of employment, e.g., through visits to undertakings, presentations of occupations, professions and further education opportunities related to the subject field. This contributes to the students' skill to prepare necessary documents for continuing their studies and applying for work.
- 2) Environment and sustainable development: 'Estonia – My Home'. The aim is students' development into socially active, responsible and environmentally conscious individuals who preserve and protect the environment and, valuing sustainability, are prepared to seek answers to issues related to environmental and human development.
- 3) Citizens' initiative and entrepreneurship: 'Me and others', 'Daily Life. Learning and Working', 'Estonia – My Home', 'Spare Time'. The aim is students' development into active and responsible members of community and society who understand the functioning principles and mechanisms of society and the importance of civic initiative, feel that they are members of society and rely in their activities on the country's cultural traditions and development directions.
- 4) Cultural identity: 'Estonia – My Home', 'Countries and Their Culture'. The aim is students' development into culturally conscious individuals who understand the importance of culture in shaping human thinking and behaviour and the change of cultures throughout history, who have an understanding of the diversity of cultures and the specific features of practical life determined by culture, and who value their own culture and cultural diversity, are tolerant and willing to cooperate.
- 5) Information environment: 'Daily Life. Learning and Working', 'Countries and Their Cultures', 'Spare Time'. The aim is students' development into information-conscious individuals who can sense and acknowledge the information environment, are capable of critical analysis of this environment and of action that corresponds to their objectives and socially accepted communication ethics.

- 6) Technology and innovation: 'Daily Life. Learning and Working', 'Spare Time' The aim is students' development into individuals who can accept innovations and use modern technology for its intended purpose, who are able to navigate rapidly changing technological living, learning and work environments.
- 7) Health and safety: 'Me and others ', 'My Home and Surroundings', 'Daily Life. Learning and Working'. The aim is students' development into mentally, emotionally, socially and physically healthy members of society who observe a healthy lifestyle, behave in a safe manner and contribute to the development of a health-promoting and safe environment.
- 8) Values and morality: Me and others , 'My Home and Surroundings', 'Estonia – My Home', 'Daily Life. Learning and Working', 'Countries and Their Cultures', 'Spare Time'. The aim is students' development into morally mature individuals who are familiar with generally accepted social values and moral principles, who follow them inside and outside of school, who are not indifferent if those principles are being disregarded, and intervene within the limits of their powers whenever necessary.

1.7. Planning and Organizing Study Activities

In planning and organising the studies:

- 1) the basic values, general competences, subject objectives, learning content and expected learning outcomes are taken into consideration, and integration with other subjects and cross-curricular topics is supported;
- 2) it is observed that students' study load (including the volume of homework) is reasonable and distributed evenly throughout the school year and leaves sufficient time for rest and recreational activities;
- 3) it is ensured that students have the opportunity to study independently as well as with others (individual work, group work and pair work) in order to support them in becoming active and independent learners;
- 4) different tasks are used so their content and level of difficulty facilitate an individualised approach and increase learning motivation;
- 5) modern learning environments, study materials and tools based on information and communication technology are used;
- 6) the learning environment is expanded by exposure to: museums, exhibitions, theatre performances, films, concerts, computer/multimedia classes, student exchange, meetings with native speakers of the foreign language, etc.; and
- 7) different teaching methods, including active learning, are used: role plays, discussions, project-based learning, etc.

The subject teacher selects the learning content with the aim to ensure achievement of learning outcomes specified for particular study stages as well as general, subject field and subject competences.

1.8. Basis for Assessment

The aims of assessment of learning outcomes include support for students' development, motivation for purposeful learning, development of students' self-esteem, arouse interest in learning foreign languages to lay a foundation for a lifelong study of foreign languages. Learning outcomes are assessed in accordance

with the principles of the general part of the National Curriculum for Basic Schools. Students' knowledge and skills are assessed based on their oral answers (presentations), written and/or practical work and practical activities by considering the concordance of their knowledge and skills with the learning outcomes of the subject syllabus. Teachers point out any weaknesses with a sense of tact, highlighting opportunities for overcoming them.

Learning outcomes are assessed in the form of oral assessments and numeric grades. The forms of checking learning outcomes should be versatile and in line with learning outcomes. Students should know what is being assessed and when and what assessment tools and criteria are being used.

Feedback is provided on learning outcomes that entail values, attitudes and learning skills (e.g., showing interest, valuing, following rules, use of reference sources). In providing feedback (incl. on language learning outcomes), teacher's assessments are used alongside with self-assessment by students and peer assessment using, for instance, the European language portfolio if necessary.

Detailed assessment procedures are specified in the school curriculum.

1.9. Physical learning environment

The school organises:

- 1) teaching in groups.
- 2) teaching in classrooms designed so that they support achieving the goals set for language learning and are supplied with necessary study materials, furniture and technical devices.

2. Syllabuses

2.1. Foreign language A

2.1.1. Learning and educational objectives

Teaching foreign language A develops subject competence, which includes language competence, values, attitudes and learning skills. By the end of basic school, students:

- 1) reach the level of independent language users allowing them to communicate in the respective language in everyday situations and understand original texts appropriate to their age in the foreign language;
- 2) are interested in learning foreign languages and broaden their horizons through them;
- 3) acquire the skills to notice and value the uniqueness of different cultures;
- 4) acquire the skills to learn other foreign languages and to continuously refine their command of languages;
- 5) are interested in the countries where the language learned is spoken and their culture; and
- 6) know how to use information sources appropriate to their age in foreign languages (e.g. reference books, dictionaries, the Internet) in order to find necessary information in other areas and subjects.

2.1.2. Description of the subject

For most students, foreign language A is their first contact with another language and culture. A key objective in teaching foreign language A is to provoke students' interest in other languages and cultures, and to build their motivation to learn foreign languages. Acquiring a foreign language as a means of

communication is a process requiring continuous effort and active involvement of learners. Learning skills acquired in studying foreign language A are cornerstones for acquiring other foreign languages. The development of learners' command of the language is also supported by CLIL (Content and Language Integrated Learning). The instruction is based on the principles of communicative teaching. The emphasis is on interactive learning and practicing the language studied.

Communicative language proficiency (communication competence) includes three components: linguistic, sociolinguistic and pragmatic. Knowledge of the language is not an aim in its own right, but a means for achieving better command of the language. The structure of the language is studied in context; grammar rules are knowledgeably learned stage-by-stage. Through sociolinguistic competence learners develop their ability to use the language appropriately in different situations (rules of politeness, language registers, etc.). Through pragmatic competence learners improve their ability to understand and create texts. Communication competence is developed through linguistic activities (listening, reading, speaking and writing).

The backbone of language learning consists of thematic areas, which support the formation and scope of communication competence. In basic schools, the starting point in studying the themes is 'Me and My Surroundings'. At every stage of study and in every form, themes from all thematic areas are covered, but to varied extent and by focusing on different things. In addressing the themes, the experiences, interests and needs of the students at a respective stage of study are taken into account. The language of instruction in language lessons is mainly the foreign language which the students are studying. If necessary, native language can be used for giving explanations.

The development of learning skills, including the skill of setting learning goals and analysing personal results by using the European Language Portfolio or learning portfolio is equally important. Learning skills acquired through learning foreign language A support acquisition of subsequent foreign languages.

Activities that require purposeful use of the language and integrate different aspects of language proficiency play a central role in learning foreign languages. In planning study activities, basic didactic principles are followed (from near to far, from familiar to unfamiliar, from simple to complex, from concrete to abstract) and needs of language use are taken into account (starting from more common words and forms). Pair and group work are essential at all stages of study. Students are guided to work more independently by performing tasks appropriate to their age (read, find information, participate in projects, etc.).

Students are encouraged to use the language they learn outside of language lessons in order to establish closer contacts with the language studied and develop their communication competence and cultural awareness. This can be achieved by different tasks: independent reading, seeking information from different sources or projects where students work together under the teacher's supervision and use all constituent skills. To motivate students, it is advisable to help them find pen-friends, organise field trips and student exchanges, and to invite native speakers of the language they study to language lessons.

It is essential to motivate learners at every stage of study and develop their positive attitudes towards language learning. In order to experience a sense of achievement, a positive atmosphere is created in the classroom and all accomplishments of learners are recognised. Efforts made to achieve the results are acknowledged as well. Mistakes are considered normal elements in language learning; their analysis facilitates understanding and enables the students to correct their language use.

2.1.3. Learning Outcomes, Learning Content, Study Activities and Assessment of Foreign Language A in the 1st Stage of Study

2.1.3.1. Learning outcome

After completing the 3rd grade of study, students:

- 1) can understand simple everyday expressions and short sentences;
- 2) use the expressions and simple sentences learned for communicating their needs and describing their surroundings (family, home, school);
- 3) respond adequately to very simple questions and orders;
- 4) have acquired primary knowledge of the country and culture of the language they learn;
- 5) have a positive attitude towards learning foreign languages;
- 6) use primary learning skills (repetition, linkage) to learn foreign languages; and
- 7) are able to work in pairs and groups under a teacher's supervision.

Required level of language proficiency by the end of Form 3:

	Listening	Reading	Speaking	Writing
English	A1.2	A1.1	A1.2	A1.1
Other languages	A1.1 – A1.2	A1.1	A1.1 – A1.2	A1.1

The learning results in constituent skills have been given in Clause 2.4.

2.1.3.2. Learning content

Thematic areas:

Me and others. Introducing oneself and other people.

Home and surroundings. Family members, home address and surroundings.

Estonia – my home. Country, capital, nationalities; seasons, description of home place.

Everyday life. Learning and working. Simple activities at home and school and tools and devices related to them.

Spare time. Favourite hobbies and preferences.

2.1.3.3. Study activities

Playfulness is very essential at the 1st stage of study; songs and verses are extensively used. The main emphasis is on listening and speaking. Primary vocabulary is acquired. Teachers encourage students to use the expressions and short sentences they have learned in the context. Students learn to distinguish sounds in a foreign language and acquire the correct basis of pronunciation. Reading and writing is primarily based on the content learned orally. Basic learning strategies are repetition and linking the content learned. Students are guided to work both in pairs and in groups.

The selection of teaching methods is based on students' age. The activities, which can be used for developing constituent skills include, e.g.:

- 1) responding to a certain word or phrase (raising one's hand, standing up, pointing to an object or picture);
- 2) finding words which do not fit in the list;
- 3) complementing the picture based on what was heard;
- 4) playing games which require careful listening (e.g. bingo);
- 5) listening to songs and poems and performing tasks based on them (e.g. putting lines in order, finding rhyming words);
- 6) presenting dialogues, songs and poems;

- 7) reading aloud;
- 8) retelling based on pictures; and
- 9) copying text and writing according to a model.

2.1.3.4. Assessment

Assessment at the 1st stage of study focuses primarily on how well students understand the texts they have listened to and on how well they can express themselves orally. Verbal assessments are used in order to point out students' strengths and achievements. The emphasis is on material feedback that highlights students' strengths and achievements.

Under teachers' guidance, students learn to assess their work themselves. During the course, they identify in cooperation with the teacher:

- 1) skills and knowledge they have acquired well in their own estimation;
- 2) skills or knowledge they need to improve .

Self-assessment can be presented in the native language at the 1st study level, but the teacher encourages students to use the foreign language. The teacher makes sure that all students have an opportunity to express their thoughts and opinions.

2.1.4. Learning Outcomes, Learning Content, Study Activities and Assessment of Foreign Language A in the 2nd Stage of Study

2.1.4.1. Learning outcome

After completing the 6th grade of study, students:

- 1) can understand sentences and commonly used expressions within the themes studied;
- 2) understand essential content within the themes studied;
- 3) write short texts within the themes studied;
- 4) are able to communicate with native speakers of the language they learn in everyday communication situations;
- 5) are aware of the similarities and differences between the culture of the country they study and the culture of their native country as appropriate to their age and can take them into account;
- 6) implement learning skills and strategies acquired earlier under teacher's guidance;
- 7) work independently, in pairs and in groups under teacher's supervision; and
- 8) set personal goals and assess their performance in cooperation with fellow students and teachers.

Required level of language proficiency by the end of Form 6:

	Listening	Reading	Speaking	Writing
English	A2.2	A2.2	A2.2	A2.2
Other languages	A2.1	A2.1	A2.1	A2.1

The learning results in constituent skills have been given in Clause 2.4.

2.1.4.2. Learning content

The sub-themes started at the 1st stage of study will continue based on the development of constituent skills. The following sub-themes are added:

Me and others. Character, appearance, how people feel and their health, relations with friends and family, joint activities, good conduct.

Home and surroundings. Home and its surroundings, relatives; family members' professions; housekeeping and daily chores.

Estonia – my home. Estonia's location, symbols and public holidays; towns and countryside, Estonian nature, weather, conduct in nature.

Countries and their culture. Symbols of the countries where the languages learned is spoken, holidays and customs, some well-known events, accomplishments and names of the persons related to them in history and culture; relevant social issues appropriate to students' age, Estonia's neighbouring states.

Everyday life. Learning and working. Housekeeping, meals, hygiene habits; traffic safety; asking and giving directions; shopping, visits to the doctor's office; school and class, school day, subjects; jobs.

Spare time. Hobbies, different ways of spending spare time.

2.1.4.3. Study activities

At the 2nd stage of study, teachers encourage students to communicate in the foreign language by gradually increasing the volume of written work alongside oral communication.

Along with listening and speaking skills, it is also important to develop reading and writing skills, including orthographic skills and creativity. The broadening of basic vocabulary continues; students are guided to read independently. It is very important to develop students' text understanding skills. Oral communication skills are developed through different types of group work, including games and role plays. In writing, it is important to pay attention to the development of text creation skills. In covering different themes, students are taught to understand other cultures and compare them to their own culture by means of different constituent skills. Students are trained to use dictionaries.

The activities, which can be used for developing constituent skills include:

- 1) listening to and reading different text types appropriate to the students' age;
- 2) independent reading of adapted texts appropriate to the students' age;
- 3) performing tasks based on what was heard and read (e.g. filling in a table, making additions to drawings);
- 4) different types of dictations;
- 5) model writing (e.g. messages, postcards, short letters);
- 6) sequencing tasks (e.g. making sentences from words or texts from sentences/passages);
- 7) project work appropriate to the students' age;
- 8) short presentations (e.g. project reports, introducing one's hobbies);
- 9) role plays; and
- 10) using study dictionaries.

2.1.4.4. Assessment

At the 2nd stage of study, all constituent skills are assessed either separately or integrally. At every half term, students get feedback on all constituent skills in the form of oral or numeric grades. Verbal assessment emphasises primarily the accomplishments of students. It is not advisable to run tests which check all constituent skills more than four times during the school year at the 2nd stage of study.

2.1.5. Learning Outcomes, Learning Content, Study Activities and Assessment of Foreign Language A in the 3rd Stage of Study

2.1.5.1. Learning outcome

After completing the 9th grade of study, students:

- 1) understand everything that is important for them on a familiar theme;
- 2) describe their experiences, events, dreams and goals, and explain and elaborate on their positions and plans in brief;
- 3) can compile simple texts on familiar themes;
- 4) can generally manage in everyday communication with native speakers of the language they are learning by following the cultural practices of the country,;
- 5) are interested in the cultural life of the countries, where the foreign languages are spoken ; read literature appropriate to their age in foreign languages; watch films and TV programs, and listen to the radio;
- 6) use reference sources in foreign languages (e.g. translation dictionaries, the Internet) to seek necessary information in other areas and subjects as well;
- 7) work independently, in pairs and in groups; and
- 8) assess their weaknesses and strengths according to the set goals with the teacher's help and adjust their learning strategies.

Required level of language proficiency by the end of basic school:

	Listening	Reading	Speaking	Writing
English	B1.2	B1.2	B1.2	B1.2
Other languages	B1.1	B1.1	B1.1	B1.1

The learning results in constituent skills have been given in Clause 2.4.

2.1.5.2. Learning content

The sub-themes started at the 1st and 2nd stage of study will continue based on the development of constituent skills. The following sub-themes are added:

Me and others. Abilities, strengths and weaknesses; relationships between people; rules of politeness, cooperation and consideration for others.

Home and surroundings. Family celebrations and anniversaries; local sights and introducing them.

Estonia – my home. Nature and nature protection; green and environmentally sustainable conduct; living in town and in the country; sightseeing in Estonia.

Countries and their culture. Countries belonging to the cultural space of the language learned and their short description, names, nations and languages of well-known countries.

Everyday life. Learning and working. Healthy way of life and diet, communication in service companies, safety; learning skills and habits, further studies and career choice; work places.

Spare time. Cultural diversity; literature and art, sports, different media means and advertising.

2.1.5.3. Study activities

All constituent skills are developed equally at the 3rd stage of study. Broadening students' vocabulary and practicing it and developing independent work habits are very important. During lessons, students and teachers communicate mainly in the studied foreign language. Students are guided to actively use the language they learn both in the classroom and outside of the school. In addition to working with traditional study materials, students learn to read shorter unadapted fiction, informative, consumer and media texts.

Different forms of creative work are used for developing students' writing skills. Attention is paid to developing students' creativity both in oral and written self-expression.

Students begin to approach language studies analytically; they learn to compare the similarities and differences between languages and notice mistakes that they or other people make in using the language. Students learn to understand cultural differences, recognise them and take them into account. They learn to value diverse ways of thinking, express their opinions, and understand and consider different views.

This can be achieved by:

- 1) listening to and independently reading, different texts appropriate to the students' age;
- 2) using media and authentic audiovisual materials (e.g. newspaper articles, news, films);
- 3) creative writing (e.g. poems, short compositions, personal letters, messages, notices, short reports);
- 4) short reviews and simpler research works;
- 5) project work;
- 6) oral presentations (e.g. project work and book reports);
- 7) role plays and communication games;
- 8) finding information in varied reference sources in foreign languages (e.g. dictionaries, the Internet), etc.

2.1.5.4. Assessment

At the 3rd stage of study, all constituent skills are assessed either separately or integrally. At every half term, students get feedback on all constituent skills in the form of oral or written assessments or numeric grades. It is advisable to use tasks, which involve different constituent skills (e.g. project work, independent reading, etc.). It is not advisable to run tests, which check all constituent skills more than four times during the school year at the 3rd stage of study.

Students set their learning objectives in cooperation with the teacher and assess their own level of knowledge and skills. Students assess, supervised by the teacher, the education in general and their performance in the foreign language studied.

2.2. Foreign language B

2.2.1. Learning and Educational Objectives

Teaching foreign language B develops subject competence, which includes language competence, values, attitudes and learning skills. By the end of basic school, students:

- 1) reach such a level of language proficiency which allows them to cope in everyday communication situations;
- 2) are interested in learning foreign languages and broadening their horizons through them;
- 3) acquire the skills to notice and value the uniqueness of different cultures;
- 4) are familiar with different strategies of learning foreign languages and are able to use them independently;
- 5) are interested in the countries where the language learned is spoken and their culture; and
- 6) know how to use information sources appropriate to their age in foreign languages (e.g. reference sources, dictionaries, the Internet) in order to find necessary information in other areas and subjects.

2.2.2. Description of the subject

Learning foreign language B as a second foreign language enables students to broaden their communication opportunities and cultural horizons, ensures access to knowledge sources and creates preconditions for direct communication, and supports their further studies and activities in society. It is important that different languages are taught constructively and that they support each other, especially in terms of seeing links with foreign language A. The learning experience and skills acquired in studying foreign language A support studying foreign language B. The knowledge which students acquire on the culture and country of the language they learn through other subjects is also taken into account.

Acquiring a foreign language as a subject and as a means of communication is a process, which requires continuous effort and active involvement of learners. In language lessons, students and teachers mainly communicate in the foreign language that the students study. If necessary, native language can be used for giving explanations. Instruction is based on the principles of communicative teaching. The emphasis is on interactive learning and practicing the language studied.

Communicative proficiency of the language (communication competence) includes three components: linguistic, sociolinguistic and pragmatic. Knowledge of the language is not an aim in its own right, but a means for achieving better command of the language. The structure of the language is studied in context; grammar rules are knowledgeably learned stage-by-stage. Through sociolinguistic competence learners develop their ability to use the language appropriately in different situations (rules of politeness, language registers, etc.). Through pragmatic competence learners improve their ability to understand and create texts. Communication competence is developed through linguistic activities (listening, reading, speaking and writing).

The backbone of language learning consists of thematic areas, which are instrumental in developing communication competence and its scope. At both stages of study and in every form, themes from all thematic areas are covered, but to varied extent and by focusing on different aspects. In addressing the themes, the experiences, interests and needs of students are taken into account. Activities that require purposeful use of the language and integrate different aspects of language proficiency play a central role in learning foreign languages. In planning study activities, basic didactic principles are followed (from near to far, from familiar to unfamiliar, from simple to complex, from concrete to abstract) and the needs of language use are taken into account (starting from more common words and forms). Pair and group work are essential at both stages of study. Students are guided to perform independent tasks appropriate to their age (read, find information, participate in projects, etc.).

In order to develop students' communication competence and cultural awareness, they are encouraged to use the language outside of language lessons as well. To increase their motivation, it is advisable to help them find pen-friends, organise field trips and student exchanges as well as meetings with native speakers of the language they study.

It is essential to motivate learners at both stages of study and develop their positive attitudes towards language learning. In order to experience the sense of achievement, a positive atmosphere is created in the classroom and all accomplishments of learners are recognised. Efforts made to achieve the results need to be acknowledged as well. Mistakes are considered normal in language learning process; their analysis facilitates understanding and enables the students to correct their language use.

2.2.3. Learning Outcomes, Learning Content, Study Activities and Assessment of Foreign Language B in the 2nd Stage of Study

2.2.3.1. Learning outcome

After completing the 6th grade of study, students:

- 1) can understand everyday expressions and short sentences;
- 2) use the expressions and short sentences learned for expressing their needs and describing their surroundings (family, home, school);
- 3) respond adequately to simple questions and orders;
- 4) have acquired primary knowledge of the cultural space of the language they learn;
- 5) implement learning skills and strategies acquired earlier under teachers' guidance;
- 6) set personal goals and assess their performance in cooperation with fellow students and teachers; and
- 7) work independently, in pairs and in groups under a teacher's supervision.

Required level of language proficiency by the end of Form 6:

	Listening	Reading	Speaking	Writing
English	A1.2	A1.2	A1.2	A1.2
Other languages	A1.1 – A1.2	A1.1 – A1.2	A1.1 – A1.2	A1.1 – A1.2

The learning results in constituent skills have been given in Clause 2.4.

2.2.3.2. Learning content

Thematic areas:

Me and others. Introducing oneself and others; describing how one feels and what people look like, joint activities.

Home and surroundings. Family members and relatives, their jobs; location of one's home.

Estonia – my home. Country, capital, nationalities; seasons and the weather.

Everyday life. Learning and working. Simpler activities at home and at school and objects related to them.

Spare time. Favourite hobbies and preferences.

2.2.3.3. Study activities

Education arouses ~~It is important to arouse~~ students' interest in the new language and culture. Main attention is on developing students' listening and speaking skills and on acquiring correct pronunciation habits. Teachers encourage students to use the expressions and short sentences they have learned in context by implementing active learning methods and playfulness. Reading skills are developed through simple texts and writing skills through model writing. Students use the learning skills and strategies they acquired in studying foreign language A.

The activities, which can be used for developing constituent skills include, e.g.:

- 1) drawing a picture or complementing it based on what was heard;
- 2) solving matching tasks (e.g. correspondence between a picture and description);
- 3) presenting dialogues, songs and poems;

- 4) retelling based on pictures;
- 5) reading aloud;
- 6) finding simple factual information in texts;
- 7) writing based on the model; and
- 8) using textbook dictionaries.

2.2.3.4. Assessment

Assessment at the beginning of the 2nd stage of study focuses primarily on how well students understand the texts they have listened to and how well they can express themselves orally; in the further course of studies, all constituent skills are assessed. Assessment focuses on positive learning outcomes and material feedback. Assessment is based on verbal assessments, highlighting students' strengths and achievements, and on numeric grades.

Students learn, in cooperation with peers and the teacher, how to set their learning objectives and assess their own level of knowledge and skills. Self-assessment can be presented in the native language at the beginning of studies, but the teacher should encourage students to use the foreign language.

2.2.4. Learning Outcomes, Learning Content, Study Activities and Assessment of Foreign Language B in the 3rd Stage of Study

2.2.4. 1. Learning outcome

After completing the 9th grade of study, students who have learned English, can:

- 1) generally manage in everyday communication with native speakers of the English language they learn by following the cultural practices of the country,
- 2) understand everything that is important for them on a familiar theme;
- 3) describe their experiences, events, dreams and goals, and explain and elaborate on their positions and plans in brief;
- 4) write short texts within the themes studied;
- 5) seek information in different sources in English languages;
- 6) demonstrate primary knowledge of the cultural history of the country, where the foreign language is spoken; ;
- 7) demonstrate awareness of the similarities and differences between the culture of the country they study and the culture of their native country as appropriate to their age and can take them into account;
- 8) work independently, in pairs and in groups; and
- 9) assess their weaknesses and strengths according to the set goals with the teacher's help, and adjust their learning strategies, if necessary.

After completing the 9th grade of study, students who have learned other languages, can:

- 1) communicate with native speakers of the language they learn in everyday communication situations;
- 2) understand sentences and commonly used expressions within the themes studied;
- 3) understand essential content within the themes studied;
- 4) write short texts within the themes studied;
- 5) seek information in different sources in foreign languages;

- 6) demonstrate primary knowledge of the cultural history of the country, where the foreign language is spoken;
- 7) demonstrate awareness of the similarities and differences between the culture of the country they study and the culture of their native country as appropriate to their age and can take them into account;
- 8) work independently, in pairs and in groups; and
- 9) assess their weaknesses and strengths according to the set goals with the teacher's help and adjust their learning strategies, if necessary.

Required level of language proficiency by the end of basic school:

	Listening	Reading	Speaking	Writing
English	B1.1	B1.1	B1.1	A2.2
Other languages	A2.2	A2.2	A2.2	A2.2

The learning results in constituent skills have been given in Clause 2.4.

2.2.4.2. Learning content

The sub-themes started at the 3rd stage of study will continue based on the development of constituent skills. The following sub-themes are added:

Me and others. Interests and abilities, character; health; relations with friends and family.

Home and surroundings. Home and its surroundings, most popular local sights; daily chores at home, family events and celebrations.

Estonia – my home. Estonia's location and symbols; political organization, anniversaries and cultural traditions, sights; living in town and in the countryside; weather conditions, nature and conduct in nature, nature protection.

Countries and their culture. Symbols, holidays and customs of the countries where the languages learned are spoken; some well-known events, accomplishments and names of the persons related to them in history and culture; countries belonging to the cultural space of the language learned; names, nations and languages of Estonia's neighbouring countries and well-known countries of the world.

Everyday life. Learning and working. Way to school; school life; asking and giving directions; hygiene and dieting habits and healthy way of life; communication in service companies and at the doctor's office; professions and career choice.

Spare time. Hobbies, different ways of spending spare time; media; advertising; cultural diversity.

2.2.4.3. Study activities

The aim of instruction is to encourage students to communicate in foreign languages. All constituent skills are developed equally; the scope of written communication is gradually increased as compared to oral communication. Students are guided to actively use the language they learn both in the classroom and outside of the school. Students learn to approach language studies analytically; they learn to compare the similarities and differences between languages and notice mistakes that they or other people make in using the language. In studying the themes, attention is paid to becoming familiar with cultures and comparing them to the students' native culture by emphasising the uniqueness and value of all cultures. Students understand different cultural practices and can take them into account. They learn to value diverse ways of thinking, express their opinions and consider different views.

The activities, which can be used for developing constituent skills include, e.g.:

- 1) listening to and reading different text types appropriate to the students' age;
- 2) independent reading of adapted texts appropriate to the students' age;
- 3) using media and authentic audiovisual materials (e.g. news, short films);
- 4) creative writing (e.g. messages, postcards, personal letters, poems, notices, short reports);
- 5) project work;
- 6) short presentations (e.g. descriptions of pictures, introducing one's hobbies, project reports);
- 7) role plays and communication games; and
- 8) finding information in varied reference sources in foreign languages (e.g. dictionaries, the Internet).

2.2.4.4. Assessment

At the 3rd stage of study, all constituent skills are assessed either separately or integrally. At every half term, students get feedback on all constituent skills in the form of oral or numeric grades. It is advisable to use tasks, which involve different constituent skills (e.g. project work, independent reading, etc.). It is not advisable to run tests, which check all constituent skills more than four times during the school year at the 3rd stage of study.

Students learn, in cooperation with peers and the teacher, how to set their learning objectives and assess their own level of knowledge and skills. Self-assessment can be presented in the native language at the beginning of studies, but the teacher should encourage students to use a foreign language.

2.3. Estonian as a second language

2.3.1. Learning and educational objectives

After completing the basic school, students:

- 1) acquire Estonian at a level of proficiency which allows them to act independently in the Estonian language environment and continue their studies in Estonian;
- 2) acquire the skills to learn other foreign languages and to continuously refine their command of language;
- 3) understand and value diverse ways of thinking and the differences between Estonian and other cultures;
- 4) are interested in Estonian cultural life, Estonian literature, theatre and cinematography, radio and TV programmes and printed media;
- 5) know how to use information sources in Estonian and appropriate to their age (e.g. reference sources, dictionaries, the Internet) in order to find necessary information in other areas and subjects as well.

2.3.2. Description of the subject

In accordance with the Development Strategy of the Estonian Language, the curriculum sets the goal to reach the B2 language proficiency level by the end of basic school. Basic school graduates have achieved good learning results in Estonian as a second language, if they have reached level B1.2; and very good, if they have reached level B2.1. Learning Estonian as a second language in basic school is the basis, which enables students to continue their studies in an upper secondary school where the language of instruction is Estonian.

For the majority of the students, whose native language is not Estonian, 'Estonian as a second language' is their first contact with the language and culture of another nation. Therefore, it is very important to provoke their interest in Estonian language and culture and increase their motivation to learn other foreign languages. In addition to studying Estonian, learners' command of the language is also developed through CLIL.

Acquiring a foreign language as a means of communication is a process requiring continuous effort and active involvement of learners. The instruction is based on the principles of communicative teaching. The emphasis is on interactive learning and practicing the language studied.

Communicative proficiency of the language (communication competence) includes three components: linguistic, sociolinguistic and pragmatic. Knowledge of the language (pronunciations, grammar and vocabulary) is not an aim in its own right, but a means for achieving better command of the language. The structure of the language is studied in context; grammar rules are knowledgeably learned stage-by-stage. Through sociolinguistic competence learners develop their ability to use the language appropriately in different situations (rules of politeness, language registers, etc.). Through pragmatic competence learners improve their ability to understand and create texts. Communication competence is developed through linguistic activities (listening, reading, speaking and writing).

The backbone of language learning consists of thematic areas, which support the formation and the scope of communication competence. In basic schools, the starting point in studying the themes is 'Me and My Surroundings'. At all stages of study and in every form, themes from all thematic areas are covered, but to varied extent and by focusing on different things. In addressing the themes, the experiences, interests and needs of the students at a respective stage of study are taken into account. In language lessons, students and teachers mainly communicate in Estonian. Explanations may be given in the school's language of instruction if necessary. In the course of studies, students' learning skills are developed, including the skill of setting personal learning goals and analysing the results by using for instance the European Language Portfolio or a learning portfolio.

In planning study activities, basic didactic principles are followed (from near to far, from familiar to unfamiliar, from simple to complex, from concrete to abstract) and the needs of language use are taken into account (starting from more common words and forms). Pair and group work (role plays, acting, brainstorming) are essential at all stages of study. Students are increasingly guided to perform independent tasks appropriate to their age (read, find information, participate in projects).

The content learned is integrated with use of the language outside of language classes. This can be done through varied activities, which take place in the language environment (student exchange, joint activities of several schools, field trips, seeking information in varied information sources). Language studies are complemented through learners' personal experiences, which they can share with their fellow students.

It is essential to motivate learners at all stages of study and to foster positive attitudes towards language learning. In order to experience a sense of achievement, a positive atmosphere is created in the classroom and all accomplishments of learners are acknowledged. Efforts made to achieve the results are acknowledged as well. Mistakes are considered normal in the language learning process; their analysis facilitates understanding and enables the students to correct their language use.

2.3.3. Learning Outcomes, Learning Content, Study Activities and Assessment of Estonian as a second language in the 1st Stage of Study

2.3.3.1. Learning outcome

After completing the 3rd grade of study, students:

- 1) understand simple everyday expressions and short sentences;
- 2) use the expressions and short sentences learned for expressing their needs and describing their surroundings (family, home, school);
- 3) respond adequately to simple questions and orders;
- 4) have acquired primary knowledge of Estonia and Estonian culture as set out in the curriculum;
- 5) have a positive attitude towards learning Estonian;
- 6) use primary learning skills to learn a foreign language; and
- 7) are able to work in pairs and groups under a teacher's supervision.

Required level of language proficiency by the end of Form 3:

Listening	Reading	Speaking	Writing
A1.2	A1.2	A1.2	A1.2

The learning results in constituent skills have been given in Clause 2.4.

2.3.3.2. Learning content

Thematic areas:

Me and others. Introducing and describing oneself, family members, fellow class mates and friends.

Home and surroundings. Home place; local nature; housekeeping; family events.

Estonia. Major towns; yearly cycle, important days in folk calendar.

Countries and their culture. Neighbouring states; capitals; main nationalities, languages.

Everyday life. Learning and working. Health; school day, way to school.

Spare time. Favourite activities, instructions and orders in games.

2.3.3.3. Study activities

Studies of Estonian at the 1st stage of study begin with an oral course. Reading and writing is primarily based on the content learned orally. The oral course is followed by the basic course, which is aimed at developing students' skills of listening to spoken Estonian, speaking, reading and writing. At this stage of study, the language is first and foremost learned through activities and playing. Students work both in pairs and in groups in the lessons.

Attention is mainly focused on acquiring pronunciation norms and reading aloud as well as answering questions based on pictures and texts read, talking and retelling.

The selection of teaching methods is based on the students' age. The activities which can be used for developing constituent skills include, e.g.:

- 1) responding to a certain word or phrase (raising one's hand, standing up, pointing to an object or picture);
- 2) finding words, which do not fit in the list;
- 3) presenting dialogues, songs and poems;
- 4) reading aloud;
- 5) retelling based on a picture;
- 6) listening to narrative texts, songs or poems and solving tasks based on them;
- 7) copying text and writing according to a model; and
- 8) playing song games, board games and movement games.

2.3.3.4. Assessment

Assessment at the 1st stage of study focuses primarily on how well students understand the texts they have listened to and on how well they can express themselves orally. Assessment is based on verbal assessments, evaluating mainly positive learning outcomes. The emphasis is on material feedback that highlights students' strengths and achievements.

Under the teachers' guidance, students learn to assess their own work. During studies, they highlight the following in cooperation with the teacher:

- 1) skills and knowledge they have acquired well in their own estimation;
- 2) skills or knowledge they have to improve.

2.3.4. Learning Outcomes, Learning Content, Study Activities and Assessment of Estonian as a second language in the 2nd Stage of Study

2.3.4.1. Learning outcome

After completing the 6th grade of study, students:

- 1) communicate with native speakers of Estonian in everyday communication situations and use appropriate learned linguistic forms;
- 2) can understand simpler texts within the themes studied;
- 3) understand essential content within the themes studied;
- 4) write short texts within the themes studied;
- 5) are aware of the differences between Estonian culture and the cultures of other countries and can take them into account;
- 6) use reference sources in Estonian (e.g. translation dictionaries, the Internet) to seek necessary information in other areas and subjects as well;
- 7) implement learning skills and strategies acquired earlier under a teacher's guidance;
- 8) work independently, in pairs and in groups under a teacher's specific instructions; and
- 9) set personal goals and assess their performance in cooperation with fellow students and teachers.

Required level of language proficiency by the end of Form 6:

Listening	Reading	Speaking	Writing
A2.2	A2.2	A2.2	A2.2

The learning results in constituent skills have been given in Clause2.4.

2.3.4.2. Learning content

The sub-themes started at the 1st stage of study will continue based on the development of constituent skills. The following sub-themes are added:

Me and others. Relations with family and friends; polite expressions.

Home and surroundings. Living in town and in the countryside; describing one's home; public places; pets; tools and duties at home; sad and joyful events in the family.

Estonia – my home. Estonia's geographical position; weather; state and national symbols; public holidays; national events.

Countries and their culture. European states; capitals, main nationalities, languages, cultural traditions, interesting sights, museums; relevant social issues appropriate to students' age.

Everyday life. Learning and working. Public institutions; traffic safety; asking and giving directions; planning one's day; professions and jobs.

Spare time. Extracurricular activities; interests; camps; reading preferences; family vacation; seasons and vacation; fields of sports and participating in sports.

2.3.4.3. Study activities

Alongside listening and speaking skills, reading and writing become important at the 2nd stage of study. Students' knowledge of words is noticeably broader. The proportion of creative tasks increases. The aim is to make students read and listen to short texts from Estonian children's literature and accomplishable informative, consumer and media texts in their spare time as well. In covering themes through different constituent skills, students are taught to understand other cultures and compare them to their own culture. Students are trained to use dictionaries and online sources in Estonian.

The activities, which can be used for developing constituent skills include:

- 1) listening to and reading different text types appropriate to the students' age;
- 2) independent reading of adapted texts appropriate to the students' age;
- 3) performing tasks based on what was heard and read (e.g. answering questions, filling in a table, making additions to drawings, etc.);
- 4) sequencing tasks (e.g. making sentences from words or texts from sentences/passages);
- 5) different types of dictations;
- 6) paraphrasing;
- 7) model writing (e.g. messages, postcards, short letters);
- 8) project work;
- 9) short presentations (e.g. project reports, introducing one's hobbies); and
- 10) role plays.

2.3.4.4. Assessment

At the 2nd stage of study, all constituent skills are assessed either separately or integrally. At every half term, students get feedback on all constituent skills in the form of oral or numeric grades. Verbal assessment emphasises primarily the accomplishments of students. It is not advisable to run tests, which check all constituent skills more than four times during the school year at the 2nd stage of study.

Students learn, in cooperation with peers and the teacher, how to set their learning objectives and assess their own level of knowledge and skills. Students assess, supervised by the teacher, the education in general and their performance in Estonian language, even if their self-expression skills are limited.

2.3.5. Learning Outcomes, Learning Content, Study Activities and Assessment of Estonian as a second language in the 3rd Stage of Study

2.3.5.1. Learning outcome

After completing the 9th grade of study, students:

- 1) Taotletavad 1) communicate in Estonian in everyday communication situations inside and outside of the school;
- 2) understand everything that is important for them on a familiar theme;
- 3) can describe their experiences, events, dreams and goals and explain and elaborate on their situations and plans in brief;
- 4) can compile simple texts on familiar themes;

- 5) have acquired primary knowledge of Estonian cultural history, read literature in Estonian appropriate to their age, watch films, TV programs and listen to the radio;
- 6) work independently, in pairs and in groups; and
- 7) assess their weaknesses and strengths according to the set goals with the teacher's help and adjust their learning strategies accordingly.

Required levels of language proficiency by the end of basic school:

	Listening	Reading	Speaking	Writing
satisfactory learning result	B1.1	B1.1	B1.1	B1.1
good learning result	B1.2	B1.2	B1.2	B1.2
very good learning result	B2.1	B2.1	B2.1	B2.1

The learning results in constituent skills have been given in Clause 2.4.

2.3.5.2. Learning content

The sub-themes started at the 1st and 2nd stage of study will continue based on the development of constituent skills. The following sub-themes are added:

Me and others. Abilities; relations between people; virtual communication.

Home and surroundings. Keeping one's home and surroundings in order; conduct in nature and home surroundings, sustainability of the environment, safety; family traditions.

Estonia. Geographical map of Estonia; administrative division; nature protection; sights in Estonia.

Countries and their culture. Continents, world countries, their natural and cultural uniqueness, scenic places, natural phenomena.

Everyday life. Learning and working. Healthy way of life; money; emergencies; medical care; further studies, student exchange; stakeholders in school; media and advertising.

Spare time. Preparing for travelling and ways of travelling; trips to other countries; ways of spending spare time.

2.3.5.3. Study activities

The equal development of all four constituent skills continues at the 3rd stage of study.

During lessons, students and teachers communicate mainly in Estonian. Teachers encourage students to actively use Estonian also in the language environment (e.g. lessons in museums, field trips, student exchanges). Students take part in Estonian cultural life more than before (e.g. group visits to theatre performances, concerts and museums).

Teachers guide students to read shorter abridged and authentic works of fiction as well as informative, consumer and media texts appropriate to their age. Different forms of shorter and longer creative works are used for developing students' writing skills.

Students begin to approach language studies analytically; they learn to see the similarities and differences between languages and notice mistakes that they or other people make in using the language.

Students learn to understand cultural differences, recognise them and take them into account. Teachers encourage students to take an interest in Estonian culture and society and participate in it. Students learn to value diverse ways of thinking, express their opinions and consider different views.

The activities, which can be used for developing constituent skills include, e.g.:

- 1) listening to and reading, also independently, different texts appropriate to the students' age;
- 2) using media and authentic audiovisual materials (newspaper articles, news, films);
- 3) creative writing (e.g. short compositions, personal letters, messages, notices, short reports);
- 4) project work;
- 5) writing reviews, simpler research papers;
- 6) oral presentations (e.g. project reports, reviews, book reports);
- 7) role plays and communication games; and
- 8) seeking information from reference sources in Estonian (e.g. handbooks, media publications, the Internet).

2.3.5.4. Assessment

At the 3rd stage of study, all constituent skills are assessed either separately or integrally.

At every half term, students get feedback on all constituent skills in the form of oral or numeric grades. It is advisable to use tasks, which involve different constituent skills (e.g. project work, independent reading). It is not advisable to run tests, which check all constituent skills more than four times during the school year at the 3rd stage of study.

Students set their learning objectives in cooperation with the teacher and assess their own level of knowledge and skills. Students assess, supervised by the teacher, the education in general and their performance in Estonian language.

2.4. A1.1 – C1 levels of language proficiency

Learning results in constituent skills

	LISTENING	READING	SPEAKING	WRITING	GRAMMATICAL CORRECTNESS
A1.1	Recognise learned words and phrases in very slow and clear coherent speech; understand with the help of picture materials. Respond adequately to being addressed (e.g. greetings, work instructions). Know internationally used words with similar pronunciation (e.g. hamburger, film, taxi, coffee).	Know the alphabet of the language learned. Recognise familiar names, words (incl. internationally used) and phrases in texts. Read words, phrases and sentences within vocabulary acquired; understanding may be supported by picture materials.	Can ask and answer very simple questions within the vocabulary and sentence patterns learned. Need help from communication partner, may rely on native language and gestures.	Know the alphabet of the language learned; have mastered writing; can copy phrases and sentences learned (copying). Can write personal information (e.g. on a copybook). Compose short sentences according to patterns learned.	Use single constructions and sentence patterns learned, but make occasional mistakes in them.
A1.2	Understand clearly pronounced phrases, sentences and short dialogues on familiar situations. Understand clear and slow instructions and addresses. Need repeating, pointing out, illustrating, etc.	Read short simple texts (e.g. event programmes, postcards, mails, ads, labels, street signs, short forms and questionnaires, notes and messages) and find the necessary factual information in them. Can understand simple written work instructions. Reading pace is very slow, may need re-reading to understand the text. Know how to use the vocabulary in the textbook in order to understand the text.	Can briefly introduce themselves and their surroundings. Are able to engage in simple dialogues within the vocabulary and sentence patterns learned; need help from communication partner. Mistakes in pronunciation may lead to misunderstandings. Speech is characterised by repetitions, interruptions and pauses.	Can briefly write about themselves and other people. Can fill in simple questionnaires. Know the orthography of words learned. Use capital letter at the beginning of sentences and correct punctuation marks at the end.	

	LISTENING	READING	SPEAKING	WRITING	GRAMMATICAL CORRECTNESS
A2.1	Understand simple conversations and the content of short stories, notices and messages if they are related to familiar themes or everyday activities and presented slowly and clearly. Require repeating and clear pronunciation.	Read short consumer texts with common vocabulary (e.g. personal correspondence ads, news, instructions); find information contained in text and understand its meaning. Reading pace is slow. Know how to use school dictionaries in order to understand the text.	Can briefly describe their surroundings, everyday activities and people. Make use of basic vocabulary and common expressions, simpler grammatical constructions and sentence patterns. Are able to start and end short conversations, but cannot direct them. Stumble in speech, make pronunciation mistakes.	Compile descriptions of surroundings and people within the vocabulary learned. Write simple notes on routine activities (e.g. postcard, invitation); compile short messages. Know how to use conjunctions and, also etc. Can compile short texts based on example and relying on textbook or school dictionaries.	Use correctly some simple constructions, but make frequent mistakes in basic grammar rules (e.g. mix up tense forms or make mistakes in the concordance of subject and predicate); still, in most cases it is clear what they want to say.
A2.2	Can follow conversations on familiar themes and recognise important information. Understand the content of communication on general themes in service sphere (e.g. in a store, bus, hotel, ticket office). Often need clarification on what they have heard.	Read simple consumer texts (e.g. ads, menus, time schedules, warnings) on familiar themes and understand the information contained in them. Can sometimes grasp the meaning of words based on context.	Can talk about their interests and activities. Can communicate in daily life. Can express their attitudes and preferences. Can start, continue and end conversations on familiar themes, but may need help. In most cases use basic vocabulary and sentence patterns they have learned correctly; make mistakes in spontaneous speech. Speech is understandable, although they make pronunciation mistakes and search for right words.	Can write short descriptive stories about their experiences and surroundings. Compose simple personal letters. Know how to use conjunctions however, as, that etc. Implement orthography rules they have learned (e.g. orthography of initial letter, punctuation marks).	

	LISTENING	READING	SPEAKING	WRITING	GRAMMATICAL CORRECTNESS
B1.1	<p>Can understand the content of direct communication, if conversation concerns familiar themes in daily life. Understand the content of TV and radio programmes and films, if the theme is familiar and interesting to them and audio text is supported by picture.</p> <p>Can understand speech uttered at normal pace, when pronunciation is clear and familiar.</p>	<p>Read and understand fact-based texts on several pages with simple wording (e.g. letters, online texts, brochures, instructions for use).</p> <p>Understand the main idea in narrative texts and can follow the plot.</p> <p>Can find necessary information in reference sources and online.</p> <p>Can use bilingual translation dictionaries.</p>	<p>Can talk about their experiences and intentions in simple coherent sentences. Can briefly explain their positions. Are able to join in the conversation and express their opinions, when the theme is familiar to them. Use expressions and sentence patterns they have learned correctly; make mistakes in spontaneous speech.</p> <p>Pronunciation is clear and speech is fluent, but communication can be hindered by incorrect intonation.</p>	<p>Can write short narrative texts on the themes studied and express their feelings, ideas and opinions in them (e.g. personal letter, e-mail, blog, etc.).</p> <p>Compile different consumer texts (e.g. notice, ad).</p> <p>Communicate online (e.g. MSN).</p> <p>Can use limited techniques of linking the text (conjunctions, pronominal repetition).</p>	<p>Can use typical linguistic forms and formation patterns fairly correctly.</p> <p>Use fairly correct grammatical language in familiar situations, although the impact of native</p>

B1.2	Understand what they have heard, grasp both the main message and details, if the conversation concerns common issues (e.g. in news, sports broadcasts, presentations, lectures) and speech is clear and generic.	Read and understand texts with a clear train of thought on different themes and on several pages (e.g. media texts meant for young people, and adaptations of fiction). Can find necessary information in longer discursive texts. Collect relevant information from several texts. Use varied reading strategies (e.g. general reading and selective reading). May not understand details and nuances in texts.	Can communicate the content of a film, performance, etc. and describe their impressions. Can generally cope in less common communication situations. Use basic vocabulary and more common expressions correctly; make occasional mistakes in using more complex sentence structures. Can express themselves fairly freely, ask for help if necessary. Pronunciation is clear; mistakes in intonation and stress do not interfere with communication.	Can compile summaries based on information from different sources (e.g. short overviews of events or profiles of persons). Can describe real or imaginary events. Can share their experiences or feelings or describe events in personal letters. Can write short compositions on themes studied by expressing their opinions. May make minor linguistic mistakes in expressing their ideas or opinions, but they do not interfere with understanding.	language is noticeable. Some mistakes occur, but they do not interfere with understanding.
	LISTENING	READING	SPEAKING	WRITING	GRAMMATICAL CORRECTNESS

B2.1	<p>Can understand both live oral speech and sound recordings on concrete and abstract themes if the subject matter is generic and there are more than two people engaged in conversation.</p> <p>Can understand speech uttered at normal pace.</p>	<p>Read and understand texts on several pages (e.g. articles, overviews, instructions, reference texts and fiction) which contain factual information, opinions and attitudes.</p> <p>Read fluently, their reading vocabulary is broad but may experience difficulties in understanding idioms. Know how to use single-language explanatory dictionaries.</p>	<p>Present clear detailed descriptions on themes of common interest. Can explain and defend their positions.</p> <p>Can participate in discussions and make statements.</p> <p>Use diverse expressions and have wide vocabulary. Use more complex sentence structures but may make mistakes in them. Speech pace is quite stable even in longer speech passages; make few pauses in order to find words and choose morphological forms, which do not interfere with communication. Intonation is natural in most cases.</p>	<p>Write coherent texts on specific and general themes (e.g. letter of explanation, news, comment).</p> <p>Explain their viewpoints and objectives. Can write letters, which concern their studies or work. Can differentiate between the style in personal and formal letters. Can use varied expressions (e.g. synonyms) in order to avoid repetitions. Might make minor mistakes in syntax, if the theme is not familiar to them, but these do not interfere with understanding.</p>	<p>Have mastered grammar fairly well. Do not make mistakes, which cause misunderstanding. In most cases can correct occasional slips, accidental mistakes and lapses in syntax themselves.</p>
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B2.2	<p>Are able to follow abstract discussions (e.g. conversation, lecture, report) and understand exchanges of ideas on complex issues (e.g. debate) in which speakers express different viewpoints.</p> <p>Understanding might be restricted due to loud background noise, puns, idioms and complex linguistic constructions.</p>	<p>Are able to read long and complex texts, including abstract texts, find relevant information (selective reading) and make generalisations on the idea of the text and author's opinion based on it.</p> <p>Read independently by adjusting the way and speed of reading depending on the text and reading purpose.</p> <p>Might experience difficulties in understanding idioms and cultural allusions.</p>	<p>Express themselves clearly, can present longer monologues.</p> <p>Can talk on different subjects, lead conversation and give feedback. Are able to observe their language use, rephrase their utterances if necessary, and correct most of their mistakes.</p> <p>Can select appropriate language register.</p> <p>The impact of native language is noticeable in speech rhythm and pace.</p>	<p>Can write essays: train of thought is logical, coherent and relevant.</p> <p>Can review information found in written sources or received orally.</p> <p>Use different language registers depending on the addressee (e.g. by differentiating between personal, half-formal and formal writing styles).</p> <p>Use punctuation marks in sentences mostly according to the rules.</p>	
	LISTENING	READING	SPEAKING	WRITING	GRAMMATICAL CORRECTNESS
C1	<p>Understand with ease even unfamiliar content (e.g. film, longer conversation, debate).</p> <p>Can critically judge the content of what they have heard and problems raised.</p> <p>Understanding may be hindered due to rare idioms, strange accent, slang or dialect.</p>	<p>Read long complex texts in different registers and styles.</p> <p>Read critically, can understand author's attitudes, positions and hidden meanings.</p> <p>May need external help (e.g. dictionaries, native language teacher's advice) in order to understand idioms and complex text details.</p>	<p>Express themselves fluently and spontaneously. Can express their ideas and opinions on different themes with ease and accurately.</p> <p>Use of language is flexible and creative. Can achieve communication goals.</p> <p>Vocabulary is wide, may make occasional mistakes in semantic connection of words, regimen structures and word order.</p>	<p>Can write comprehensive overviews based on information found in several written sources (e.g. review, opinion).</p> <p>Are able to edit written texts.</p> <p>Can write logically composed descriptive, narrative and discursive texts which provoke interest and are easy to read.</p> <p>May make incidental orthography and punctuation mistakes.</p>	<p>Use grammatically correct language, mistakes are rare and hardly noticeable.</p>

