



Co-funded by
the European Union



DigiLang Project

Teaching national language as second language

With

Country-specific aspects

Overview of language constructions

Developed within the project:

“Digital technologies in language training of students
with different mother tongue: Skilled teachers
wanted”

2023-1-BG01-KA220-SCH-000152954



ipCENTER
room for learning



2025

This publication is prepared within the scope of the project “Digital technologies in language training of students with different mother tongue: Skilled teachers wanted” 2023-1-BG01-KA220-SCH-000152954, which has been co-financed by the Erasmus+ Programme of the Education, Audiovisual and Culture Executive Agency (EACEA) of the European Commission.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

The publication is a collaborative work of the partner organizations to the project. The names of the organizations partnering in the project which contributed to this publication are as follows: Sofia University St Kliment Ohridski – Bulgaria, Private Profiled High School "Edmund Burke" – Bulgaria, Secondary School "St. Kliment Ohridski" – Bulgaria, Romanian Free Trade Union in Pre-University Education (USLIP) – Romania, Gelibolu District National Education Directorate – Turkey, ipcenter.at GmbH – Austria, Elderberry AB - Sweden.

(CC) This publication is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



Content

Part 1. Identifying country-specific aspects of teaching national language as second language.....	4
1.1. Introduction	4
1.2. Didactic-methodological principles	6
1.3. Communicative language skills – Bulgarian case	7
1.4. Country-specific aspects of teaching national language as second language - Austria.....	9
1.5. Country-specific aspects of teaching national language as second language - Romania	17
1.6. Country-specific aspects of teaching national language as second language - Sweden	28
1.7. Country-specific aspects of teaching national language as second language - Turkiye.....	39
Part 2. Language constructions in teaching national language as second language	43
2.1. Overview	43
2.2. Teaching Bulgarian as second language	48
2.3. Teaching German as second language	64
2.4. Teaching Romanian as second language	76
2.5. Teaching Swedish as second language	125
2.6. Teaching Turkish as second language.....	129

Part 1. Identifying country-specific aspects of teaching national language as second language

1.1. Introduction

The goal of second language education is the development of communicative competence for levels A1 to B2 according to the CEFR (Common European Framework of Reference for Languages).

The main teaching methods are derived from foreign language methodology, primarily without the use of a mediating language. The implementation of the training is aligned with the CEFR guidelines concerning the teaching and acquisition of a second language, with a focus on the content of communicative language competence and the approaches for its development. At its core lies linguistic competence, which involves mastery of vocabulary (including phonological knowledge, such as the ability to formally distinguish words based on their sound form) and grammar, understood as a mechanism that combines words into sentences in an unconscious, automated manner. Linguistic competence is built upon by sociocultural competence, which includes knowledge of the sociocultural conditions for the use of the language, and pragmatic competence, which involves knowledge of the functional use of linguistic resources to construct various types of texts (e.g., to express respect, affection, rudeness, irony, etc.).

The teaching is adapted to the types of knowledge that the student needs to acquire, which are two—declarative (conscious knowledge of facts) and procedural (unconscious, automated knowledge). Similarly, the knowledge that constitutes the components of communicative competence is both procedural and declarative. For example, mastery of vocabulary and sociocultural knowledge relates to conscious declarative knowledge, while mastery of grammar pertains to unconscious, automated procedural knowledge. Conscious mastery of grammatical rules (as declarative knowledge) does not help in the automated generation and understanding of sentences and plays a limited role in monitoring one's own speech when time allows. Procedural knowledge, including grammar, is acquired through practice. In reality, vocabulary, which is typically part of declarative knowledge, should also be learned through its use, rather than in isolation (word by word).

In accordance with CEFR guidelines, the training program applies a communicative and action-oriented approach. The communicative approach involves learning through communication for the purposes of communication. The learner is taught to use acquired knowledge to express specific ideas (e.g., regarding location, time, quantity, etc.) and communicative intentions (e.g., providing and seeking factual information, expressing agreement or disagreement with others' opinions, expressing ability or inability, etc.). The action-oriented approach provides the learner with the necessary knowledge to act effectively in an environment where the target language is spoken. It defines areas of activity, situations with their participants, conditions, and constraints, as well as the topics of communication.



Those two approaches are interconnected.

The communicative approach emphasizes:

- teaching grammar from a functional perspective;
- expressing communicative intentions and ideas;
- training in the four main language skills—two receptive (listening, reading) and two productive (speaking, writing), with a priority on spoken language;
- the thematic principle of instruction, as it creates opportunities for communication.

The action-oriented approach supports the thematic principle of instruction and allows for each topic to define subtopics, communication situations, required participants, objects, actions, regulated and unregulated communication, texts—both oral and written, and sociocultural knowledge.

The topics, linguistic resources, oral and written texts should be tailored to the interests of the students, their age characteristics, experiences, and imagination. For each topic, it is important to include the acquisition of knowledge about the social and cultural specifics of life in the respective country. When teaching a language as a second, a spiral principle of repetition and gradual expansion of knowledge, skills, and competences is followed throughout the different levels of the learning process.

When teaching a second language, it is particularly important to consider that people acquire knowledge in different ways. This idea is developed in Gardner's theory of multiple intelligences (Gardner, 1983), which is still widely applied in education today. According to Gardner, the types of intelligence are: linguistic, logical-mathematical, visual-spatial, musical, bodily-kinaesthetic, interpersonal, naturalistic, and intrapersonal. The author argues that:

- All human beings possess all eight types of intelligence to varying degrees.
- Each person is intellectually structured differently.
- We can improve education by addressing the many types of intelligence learners possess.

The central idea of Gardner's theory of multiple intelligences is that each person learns in their own unique way. For example, linguistic intelligence is linked to "sensitivity to the meaning of words, the ability to follow grammatical rules, accurately perceive the sounds and meter of words, and differentiate the functions of language—to stimulate, convey information, or simply to bring enjoyment" (Gardner, 1983: 94). Learners with logical-mathematical intelligence are characterized by Gardner as having a "love for working with abstractions." They can analyse and synthesize, seek and find cause-and-effect relationships. People with spatial intelligence are perceptive of colours and shapes, think in images, and remember better using visuals. They easily work with graphically/schematically presented material. This does not mean that people only learn in one specific way, but they tend to be stronger in some areas and weaker in others. Gardner's understanding is that all people possess all types of intelligence,



though developed to different degrees. Therefore, it is important to teach content through a variety of activities.

1.2. Didactic-methodological principles

Language instruction follows several didactic-methodological principles

1. *Complex-Functional Teaching of Material*

Functional grammar teaching means that grammar problems are not studied in the order they appear in grammar—starting with phonetics, then morphology, and finally syntax. Instead, the focus is always on what is essential for communication.

Complex teaching means that lessons are based on specific lexical themes and grammar topics, but there are no "pure" lessons focused solely on vocabulary or grammar. It is important to note that students are not required to memorize any formulations or rules for reproduction. Rules are given but with the goal of understanding the phenomenon, which should be achieved during speech production.

The complex-functional principle of learning means that the lexical and grammatical material has not a linear but a functional grouping and sequence. That's why it starts with the basic language material that is necessary to carry out communication.

2. *Syntactic Basis for Teaching and Learning Lexical-Grammatical Material*

Both grammatical and lexical material are presented for understanding and learning through syntactic structures—sentences, phrases, and expressions. Syntactic teaching is one of the most important principles in foreign language education. This approach is defined by the communicative-practical orientation of teaching. Words as lexical units are introduced through sentences and phrases, and grammatical categories are also introduced through sentences and phrases. The structure presented for learning, once understood by the students, can be modified both horizontally (syntagmatically) and vertically (paradigmatically). Syntagmatic variation reinforces vocabulary, while paradigmatic variation reinforces grammar. This method of presentation and learning is one of the great achievements of foreign language education. It is essential that new grammatical categories are introduced using familiar lexical material, and new vocabulary is presented in familiar grammatical forms.

3. *Partitive (Segmented) Teaching of Grammar*

This principle is driven by the complex-functional approach to grammar instruction. It means that a grammatical category is not introduced in its entirety at once but in segments.

4. *Situational-Thematic Conditioning of Instruction*

In foreign language education, the functioning of lexical and grammatical phenomena in real-life situations must be taken into account. This means, first, introducing lexical and

grammatical units that enable communication, and second, achieving the possibility of "achieving" a communicative act in the foreign language during class.

5. *Concentric Learning*

Concentric learning involves, on one hand, the organic integration of various types of material (lexical, grammatical, phonetic) and the holistic presentation of the functioning speech system, and on the other hand, dividing the material into different levels depending on the stage of language learning and the level of language proficiency. Vocabulary and grammar, unified as a whole, are presented at different levels as complete circles: initially the most essential aspects of a given topic and grammar problem, then the same or similar lexical topics and the same grammar questions at a higher level, expanding them by connecting grammar questions with different lexical themes. Each lexical theme is connected with multiple grammatical topics. This creates an interconnected circular system. At each subsequent level, the grammatical and lexical material is presented in more detail, covering regularities and exceptions, thus expanding knowledge and reinforcing what has been learned.

6. *Thematic Vocabulary Teaching*

This is one of the oldest principles in foreign language education. It refers to organizing vocabulary material in a way that enables learners to acquire the most frequent expressions and structures for the most common communicative situations.

To successfully accomplish the learning process, the communicative approach forms the foundation of foreign language education. Recently, the term "communicative language learning" has emerged, pointing to a learner-centered methodology. "It applies the educational ideology of constructivism, placing the learner at the center of the learning process. Communicative language learning is also based on sociolinguistic theory, where language use (and thus learning) is seen as a process of expressing, interpreting, and negotiating meaning" (Shopov, 2013: 62). This approach plays a significant role in maintaining a high level of motivation in learners by allowing them to see the practical application of acquired language facts in an increasingly broader range of situations.

1.3. Communicative language skills – Bulgarian case

Successful application of these principles is expected to lead to the development of the four communicative language skills: listening, reading, speaking, and writing.

One of the most important goals of second language teaching is to establish language knowledge in natural linguistic communication. Linguistic knowledge should not be isolated from the social environment and its influence on specific speech acts. This is especially true for the development of reading comprehension skills. As it is well known, "the process of reading comprehension is specific from the point of view of communication—the skill is both passive (perceiving symbolic information) and active (linguistic production motivated by what has been read)" (Stavreva-Dorostolska, 2014: 135). Scrivener points out the main difficulties learners

face when reading a text in a foreign language: insufficient vocabulary, the almost instinctive urge to reach for a dictionary, understanding individual words but not the entire sentence, and slow reading speed, which impacts learner motivation (Scrivener, 2005: 185).

Listening is a receptive type of speech activity related to perceiving spoken language. "Listening facilitates the acquisition of knowledge and the exchange of information between communication participants. Successful execution of a communicative act depends on the learner's ability to understand and respond appropriately to the specific context, theme, and situation of communication" (Dobрева, Tacheva, Doikova, 2016: 43). Thus, listening forms the foundation of other speech activities. Successful listening instruction in a foreign language must always consider that it is a process of interaction between the listener and the text. In fact, a text gains meaning only after it is processed by the subject who perceives it. During this interaction, the text sends signals that prompt the recipient to activate certain informational elements in their memory and use them appropriately during listening. "The text also sends signals that encourage the listener to combine the content in new ways and connect it with new information. Therefore, information flows both from the text and from the listener to the text. Based on their existing linguistic and non-linguistic knowledge, the listener can make inferences about unknown elements—such as deducing the meaning of an unfamiliar word. They can infer from what has been heard to anticipate what is yet to be heard" (Stefanova, 2015: 97). In this sense, the learner's existing prior knowledge, which underpins anticipation, allows for the possibility of understanding an utterance before it is even completed.

The skill of listening comprehension is directly related to the development of the productive skill of speaking. Both dialogic and monologic speech require substantial linguistic knowledge and well-developed skills to apply this knowledge. When developing skills for producing dialogic and monologic speech, a leading principle is that during any linguistic production, the processing occurs top-down. For example, speaking begins with planning the message. "Speech intentions are turned into a specific plan, which consists of separate scenarios. Language production is influenced by comprehension and perceptions of the environment, utilizing knowledge of situations, knowledge of the world (declarative knowledge), as well as procedural knowledge (about the process). Knowledge of the world includes knowledge of activities and their linguistic reflections in the form of discourse patterns, text types, or linguistic rituals. When a message is initiated, the relevant information is first selected for speech production, followed by the conceptualization of the speech plan (preverbal message). This is passed to the formulator, whose task is to construct utterances. The formulator has access to the mental lexicon, where lexical knowledge in terms of form and meaning is stored. Based on the speech plan, the selection and production of the syntactic framework (grammatical encoding) occur. The result of this formulation process is the speech plan (surface structures). Next comes the phonological encoding of individual elements of the utterance and the utterance as a whole. A phonological plan (inner speech) arises, which is then converted into instructions for the articulatory apparatus (approximately 400 speech muscles), with the



plans being produced faster than they can be realized, meaning they must be temporarily stored” (Stefanova, 2013).

Given today's increasing trend of written communication, the importance of developing writing skills becomes clear. Even everyday communication, especially among young people, is predominantly in written form: SMS, Viber, WhatsApp, etc. In a professional environment, written communication also plays a significant role, including all types of reports, requests, orders, offers, etc. The written channel serves as a social witness and register of facts. Therefore, developing writing skills is one of the primary goals of the presented training. This also considers that all speech activities are closely related and mutually supportive. “For example, the commonality between speaking and writing is that in both activities, content is formulated, and linguistic means are selected, while writing involves the conscious realization of sound form. The connection between reading and writing is as follows: text segments practiced in writing are recognized more quickly during reading, and conversely, written images of words, phrases, and sentences are reinforced during reading” (Stefanova, 2015: 135).

It is well known that thoughts move quickly, and in oral communication in a foreign language, it is often necessary to pause them to avoid content and language issues. In written communication, the writer typically has more time to organize and correctly express their thoughts in a foreign language. In this sense, writing instruction has a positive psychological effect on the learner, as it offers more opportunities for correction of speech production.

1.4. Country-specific aspects of teaching national language as second language - Austria

Successful application of these principles is expected to lead to the development of the four communicative language skills: listening, reading, speaking, and writing.

Communicative Competence Levels (A1 to B2)

In Austria, the Common European Framework of Reference for Languages (CEFR) serves as a foundational guide for teaching second languages, particularly in the school system and for adult education programs. The framework categorizes language ability into levels from A1 to C2, where each level represents a degree of communicative competence and skills expected of learners. Below is an overview of how Austria applies and defines the CEFR levels (A1 to B2) and examples of communicative competence at each level:

CEFR Levels in Austria: Application and Integration in Language Teaching

- National Curricula and Adult Education: CEFR levels are embedded within Austria's national curricula for secondary and vocational education, setting clear expectations for students' language proficiency by each grade level. For instance, by the end of compulsory schooling, students are expected to achieve at least a B1 level in a second language, typically English.

- Standardized Testing and Certification: CEFR levels also structure Austrian standardized language exams, like the "Österreichisches Sprachdiplom Deutsch" (ÖSD) for German as a second language, which evaluates students across CEFR levels and serves as a recognized language certificate both nationally and internationally.

- Immigrant and Refugee Language Programs: Programs designed for immigrants and refugees often utilize the CEFR to tailor courses in German, ensuring learners achieve the A1 and A2 levels required for basic residency requirements and citizenship applications.

Expected Communicative Competence at Each CEFR Level

Each level of the CEFR aligns with specific communicative competencies in Austria's language programs, focusing on practical and interactive skills:

- A1 (Beginner): Learners at A1 can understand and use basic phrases for concrete needs, such as greeting, introducing themselves, and asking for simple directions. They can interact if the other person speaks slowly and clearly, often in structured learning contexts like classrooms or simple everyday situations.

- A2 (Elementary): At this level, learners can handle routine tasks and exchange information on familiar topics. They might understand sentences about personal background, shopping, or employment, and they can communicate in simple, direct exchanges, for instance, asking for assistance in stores or making basic small talk.

- B1 (Intermediate): Learners at B1 are expected to navigate more complex interactions. They can describe experiences, events, or dreams and give reasons or explanations for opinions. In Austria, students reaching this level can discuss personal interests and participate in everyday conversations, both in academic settings and in informal social interactions.

- B2 (Upper Intermediate): B2 learners are more independent communicators, able to interact with native speakers and participate actively in discussions, even in more specialized topics. They can present clear arguments, understand the main ideas of complex texts, and produce detailed texts themselves. In Austria, B2 proficiency is often the target for higher education or professional language needs, enabling individuals to work or study effectively in German or other languages.

- C1 (Advanced): Learners at C1 demonstrate a high level of fluency and flexibility in using the language for academic, professional, and social purposes. They can understand a wide range of demanding texts, recognize implicit meanings, and express themselves fluently and spontaneously without much obvious searching for expressions. In Austria, C1 proficiency is commonly required for university-level studies and advanced professional roles, ensuring effective participation in academic discussions, presentations, and detailed reports.

- C2 (Proficient): Learners at C2 possess near-native proficiency, allowing them to communicate effortlessly and precisely in highly complex and nuanced contexts. They can



comprehend virtually everything they read or hear, summarize information from various spoken and written sources, and reconstruct arguments and accounts coherently. In Austria, C2 proficiency is often expected in roles requiring exceptional linguistic skill, such as academia, diplomacy, and professional translation or interpretation.

These levels guide language instructors and learners in Austria, ensuring structured progression and measurable milestones in language proficiency.

Teaching Methods and Approach

In Austria, language teaching methods blend communicative and action-oriented approaches, with a focus on practical language use and the integration of sociocultural elements. This approach aligns with both the CEFR standards and Austria's goals of enabling learners to apply language skills in real-life contexts. Here's an outline of the main methods and curriculum focus based on Austrian educational perspectives and reports:

Main Language Teaching Methods: Communicative vs. Action-Oriented Approaches

- **Communicative Language Teaching (CLT):** CLT has been widely adopted across Austrian schools and adult education programs, particularly in compulsory education. This method emphasizes meaningful interaction and aims to build students' ability to participate in authentic communication. Activities such as role-plays, discussions, and collaborative projects are commonly used to create a natural, immersive experience where students can practice spontaneous language use.
- **Action-Oriented Approach:** Inspired by the CEFR, the action-oriented approach has gained traction in Austria, especially in language programs geared toward practical language use, such as vocational training and adult education. This approach views language learners as "social agents" who use language as a tool for completing real-life tasks, from job applications to everyday transactions. This approach is often project-based, engaging students in tasks that mirror real-world situations, such as planning events or conducting interviews.
- **Balance Between Approaches:** Austrian language instruction often combines communicative and action-oriented methods, especially at higher proficiency levels. The communicative approach remains foundational in building functional language abilities, while the action-oriented approach is increasingly utilized to solidify these abilities through task-based projects. This combined approach helps students both understand and apply the language in socially and professionally relevant contexts, aligning well with Austria's educational focus on practical, real-world language skills.

Curriculum Focus on Grammar, Vocabulary, and Sociocultural Elements

- **Grammar:** Austrian language curricula prioritize a functional understanding of grammar rather than isolated rule memorization. Grammar is introduced contextually, often within the framework of communicative tasks, to show students how grammatical structures

support meaning. For instance, Austrian reports emphasize teaching grammar as a tool to aid comprehension and expression rather than as an abstract concept. By B1 and B2 levels, grammar instruction typically integrates with more complex communicative tasks, reinforcing accurate language use without overshadowing spontaneous interaction.

- **Vocabulary:** Vocabulary instruction in Austria follows a progressive, thematic approach aligned with real-world applications. For lower CEFR levels, vocabulary focuses on everyday, high-frequency words, building a foundation for basic conversations. At intermediate levels, vocabulary expands to cover topics related to education, work, and social life. Task-based activities and contextual exercises, such as listening to news clips or reading everyday documents, help students encounter vocabulary in practical scenarios. Vocabulary acquisition is supported by multimedia resources, allowing students to engage with language visually and audibly.

- **Sociocultural Elements:** Austrian language curricula place considerable emphasis on sociocultural competence, reflecting the country's multicultural landscape and the importance of fostering intercultural understanding. Sociocultural instruction covers topics such as cultural norms, formal and informal address, and the contextual nuances of language use. Learners engage with authentic materials like local newspapers, cultural films, and traditional Austrian stories to understand societal values and everyday customs. Programs for refugees and immigrants especially emphasize sociocultural training, equipping them to navigate Austrian culture more confidently.

Adaptation to Learners' Needs

In Austria, the national education system incorporates a variety of methods and adaptations in second language instruction to cater to diverse learner profiles, recognizing the need for inclusivity and flexibility in a multicultural and multilingual society. Austrian language programs, particularly in schools and adult education, strive to create a responsive learning environment that accommodates different backgrounds, learning styles, and cognitive preferences. Here's how this is approached and some specific adaptations and theories that inform these practices:

Adapting Second Language Instruction for Diverse Learner Profiles

- **Cultural and Linguistic Backgrounds:** Austrian language instruction recognizes the diversity of learners' backgrounds, especially among immigrant and refugee populations. In response, schools and adult education centers integrate culturally sensitive materials and allow space for multilingualism in classrooms. Programs like "Deutsch als Zweitsprache" (German as a Second Language) provide additional support for learners with little prior exposure to German or Austrian culture, using accessible language and contextual materials that help bridge cultural gaps.



- Supporting Multiple Intelligences: Austrian classrooms apply Howard Gardner's Theory of Multiple Intelligences, tailoring language instruction to address varied cognitive strengths, such as linguistic, spatial, or interpersonal intelligences. For example:
 - o Linguistic learners might engage with traditional reading and writing tasks, such as journal entries or creative writing exercises.
 - o Visual-spatial learners benefit from illustrated resources, such as mind maps or video-based materials, to contextualize vocabulary and grammar visually.
 - o Interpersonal learners participate in group work and collaborative projects, which are core to the communicative and action-oriented approaches in Austria.
 - o Kinaesthetic learners are supported through role-plays, simulations, and movement-based activities that enhance language retention through embodied practice.
- Individualized Learning Plans (ILPs): Austrian educational institutions, particularly in vocational training, increasingly adopt ILPs to meet the needs of learners from varied educational backgrounds. ILPs enable instructors to set tailored goals and adapt teaching strategies for students who might require additional support or differentiated instruction. In adult education, ILPs are a standard feature in programs for refugees or those with limited formal education, ensuring these learners progress at a pace suited to their starting proficiency.

Educational Theories and Country-Specific Adaptations

- Constructivist Approaches: The Austrian education system draws on constructivist theories, where learning is viewed as a process of constructing meaning based on individual experiences. In language classes, this translates into project-based and experiential learning activities, allowing students to connect new language knowledge with their existing cultural or linguistic frameworks. This approach is beneficial for students from different backgrounds, as it values their unique perspectives and prior knowledge.
- Country-Specific Adaptations: Austria has implemented targeted adaptations to address the unique needs of its language learners:
 - o Bildungsstandards and Competency-Based Education: Austrian "Bildungsstandards" (educational standards) provide competency benchmarks that allow for flexibility in teaching methods. Language instructors can adapt lessons based on the learner's pace, focusing on mastering specific competencies rather than adhering strictly to a uniform curriculum. This approach is essential in multilingual classrooms, where students may be at different stages of language acquisition.
 - o Content and Language Integrated Learning (CLIL): Austria has been a proponent of CLIL, which integrates language instruction with subject content, particularly in English and German classes. For students who may excel in non-linguistic subjects like science or history, this method allows them to learn the target language through content that interests



them. CLIL is particularly effective for advanced learners or those with strong cognitive skills but limited language exposure.

o **Intercultural Education Initiatives:** In response to Austria's diverse population, the curriculum includes intercultural elements to foster empathy, awareness, and acceptance. Programs often feature authentic cultural materials and discussions that address stereotypes and encourage learners to reflect on their own cultural assumptions, creating a language learning environment that values multicultural perspectives.

These approaches and adaptations enable Austria's education system to accommodate various learner profiles and provide an inclusive language learning experience. By integrating theories of multiple intelligences, constructivism, and intercultural competence, Austria's language instruction seeks to foster an adaptive, engaging, and respectful environment for all learners.

Cultural and Social Context

In Austria, sociocultural knowledge is deeply embedded in language teaching, recognizing that language learning is closely linked with understanding local customs, norms, and communication styles. Austrian language programs, especially for German as a second language, integrate sociocultural elements across various contexts—schools, vocational training, and adult education—aiming to foster both linguistic competence and cultural understanding.

Integration of Sociocultural Knowledge in Language Teaching

- **Contextualized Language Learning:** Austrian language curricula emphasize real-world contexts and situations where learners are likely to use German. For example, lessons might cover common scenarios like attending public events, understanding local bureaucracy, shopping, and navigating healthcare settings. Language is taught alongside relevant sociocultural cues, helping learners grasp not only how to communicate but also how to act appropriately within Austrian social frameworks.
- **Use of Authentic Materials:** Austrian programs often use materials that represent genuine aspects of everyday life in Austria, including local news articles, public service announcements, and recordings from radio or television. This immersion approach provides learners with a realistic glimpse into Austrian culture, current events, and values, fostering a deeper understanding of societal norms and the typical rhythm of language use.
- **Experiential and Community-Based Learning:** Language courses in Austria sometimes include cultural outings and interactions with the local community. In vocational and integration programs, learners might visit local institutions, engage in community projects, or conduct interviews, enabling them to practice the language while observing social conventions directly. This hands-on exposure reinforces language skills and enhances cultural insight.

Challenges and Best Practices



Austria faces unique challenges in teaching German as a second language, particularly due to its diverse population, regional dialects, and the practical needs of a wide array of learner profiles, from schoolchildren and refugees to vocational students and professionals. The Austrian education system has developed several best practices and strategies to address these challenges effectively.

Unique Challenges in Teaching German as a Second Language

- **Diverse Learner Backgrounds:** Austria's immigrant and refugee population includes people with varying levels of education, language backgrounds, and literacy in their native languages. Some learners have limited or no experience with formal education, while others may be literate in non-Latin scripts, making the transition to German especially challenging.
- **Regional Dialects and Variants of German:** Austrian German includes unique expressions, regional dialects, and vocabulary that differ from "Hochdeutsch" (Standard German). While learners may be taught Standard German in classrooms, they often encounter dialect in daily interactions, which can be confusing and impede fluency.
- **Practical Language Needs for Employment and Integration:** Many learners in Austria need immediate language skills for the workforce and daily life. For refugees, immigrants, and vocational students, functional language competence is essential for accessing employment and navigating public services. This creates pressure to deliver language programs that balance foundational learning with practical, job-oriented language.
- **Integration of Sociocultural Knowledge:** To help newcomers integrate successfully, language teaching in Austria must incorporate sociocultural elements, which can be complex and nuanced. Learners must understand not only the language but also societal norms, expectations, and communication styles, which are key to successful integration.

Best Practices and Strategies to Address Challenges

Austria has implemented several successful strategies to overcome these challenges, many of which involve tailored approaches, flexible curricula, and community involvement:

- **Flexible and Targeted Language Programs:** Austria offers diverse language programs based on learner needs. For instance, there are specialized German programs for school-aged children, vocational training for adults, and integration courses for refugees and immigrants. By tailoring programs to specific needs, Austria can better address the practical and situational requirements of each group.
- **Content and Language Integrated Learning (CLIL):** CLIL has become a popular method in Austrian vocational education and some secondary schools, where language learning is combined with content from other subjects. For example, vocational students may learn German through job-specific language relevant to trades or professions, allowing them to acquire language skills directly applicable to their field.



- **Community and Workplace Partnerships:** Austria has implemented programs that involve local employers, social services, and community centers. In vocational programs, learners often gain practical language experience through internships, job shadowing, or community service. These hands-on experiences allow learners to practice German in real-life settings, reinforcing classroom learning with practical application.
- **Integration of Sociocultural Training:** Recognizing that language acquisition and cultural understanding are intertwined, Austria's language programs often include sociocultural components. These components cover Austrian norms, values, and customs, helping learners navigate both the language and cultural expectations. For instance, the "Deutsch als Zweitsprache" (German as a Second Language) programs for immigrants often include modules on Austrian civics, social services, and communication etiquette.
- **Use of Digital and Multimedia Resources:** Austrian language programs increasingly utilize digital tools and multimedia to address diverse learning needs. Platforms with videos, interactive exercises, and language games engage learners from different backgrounds and levels of literacy, making language learning more accessible. Digital resources also help reach those in rural areas who may have limited access to in-person classes.
- **Focus on Basic Literacy Skills for Non-Literate Learners:** For learners who lack basic literacy skills, Austria has developed programs that begin with foundational reading and writing. These programs are structured to meet learners where they are, with an emphasis on developing literacy alongside language acquisition.
- **Teacher Training and Professional Development:** Austrian teachers are trained to handle diverse classrooms with students from various linguistic and cultural backgrounds. Many teachers receive specialized training in teaching German as a second language, which includes methodologies for handling mixed-ability classrooms and using differentiated instruction. Professional development programs also focus on integrating sociocultural competence, equipping teachers to address learners' diverse needs more effectively.

Evaluation and Monitoring

In Austria, the evaluation of second language learning outcomes is aligned with the CEFR (Common European Framework of Reference for Languages), and a combination of standardized assessments and formative evaluations is used to monitor learner progress. Different tools and methods are applied based on the learner's context, whether they are students in the school system, adults in integration programs, or professionals in vocational training.

Evaluation of Second Language Learning Outcomes

- **CEFR-Aligned Competency Benchmarks:** The Austrian national education system uses CEFR levels (A1 to C2) as the standard for assessing language proficiency, with benchmarks defined for each level. By the end of compulsory schooling, students typically aim for at least B1 proficiency in their second language (e.g., English or German as a second

language). For adult learners, the target level can vary depending on the program and its purpose (e.g., A1 for basic integration or B2 for professional competency).

- **Formative Assessments:** Teachers conduct ongoing assessments to gauge students' progress in the classroom. These may include oral presentations, role-playing exercises, written assignments, and comprehension tests. Formative assessments allow teachers to adjust instruction based on individual needs, providing targeted support to learners who may be struggling with specific skills or cultural knowledge.
- **Summative Assessments:** In schools, summative assessments, such as semester exams or end-of-year exams, are used to measure overall language competency. For younger learners, assessments may focus on basic communication skills, while advanced students are evaluated on their ability to engage in more complex dialogues, comprehend nuanced texts, and express detailed ideas in writing.

1.5. Country-specific aspects of teaching national language as second language - Romania

Mastering a non-native language, alongside one's mother tongue, is one of the eight key competences recommended by the European Commission and the European Parliament. They encourage the governments of EU member states to incorporate its teaching and learning into lifelong learning strategies. Increasingly, specialized literature highlights the importance of consistently learning and using a non-native language in conjunction with the mother tongue. In practice, classes taught in the languages of national minorities often face challenges in Romanian communication, both orally and in writing. This issue is more pronounced in rural schools, where exposure to Romanian is limited to the school environment. Consequently, these difficulties stem largely from the lack of opportunities to use the language in real-life situations. To address this, it is essential to enhance and refine the procedural resources used in teaching Romanian in minority language classes.

Learning Romanian, the official language, should become a primary objective of the teaching process to facilitate interaction between minorities and the majority. Using Romanian should not be a challenge, as it provides a communication pathway and a means of accessing important information for anyone in Romanian society. Mastering the official language serves both informational and instrumental purposes, making its acquisition essential.

To optimize the teaching of Romanian in schools with classes taught in minority languages, it is essential to highlight and address both similarities and differences. This approach will enhance the process aimed at developing reading and writing skills. There is a need to adapt pedagogical and methodological principles to the specific conditions of teaching Romanian as a non-native language. Also, it is crucial for teachers to consciously and deliberately use engaging, modern resources that are tailored to everyday interests, with captivating and motivating content that supports the study of Romanian. Teachers in classes



taught in minority languages must continuously strive to make the teaching/learning process more efficient. This context also underscores their need and desire to improve their own teaching practices and to enhance the performance of primary school students. Therefore, it is imperative to seek and implement the most effective and attractive methods.

In the Romanian education system, teaching the Romanian in schools with classes taught in minority languages is known as RLS (româna ca limbă străină) or RLNM (româna ca limbă nematernă) and begins in preparatory class; its goal is the development of communicative competence for levels A1 to B2 according to the CEFR (Common European Framework of Reference for Languages). The key documents are the school programs for the subject “Communication in Romanian” for students who learn in their mother tongue (preparatory class, first grade, second grade), approved by Ministerial Order no. 3418/19.03.2013, Annex no. 2, as well as the school program for the subject “Romanian Language and Literature” for students who learn in their mother tongue (third and fourth grades), published as Annex no. 2 to the Ministerial Order of the National Education Minister no. 5003/02.12.2014. For the secondary level, the RLNM programs in force are those provided for in Order no. 3393 of February 28, 2017. For the high school level, the programs for studying the Romanian language as a non-native language (RLNM) were approved by OMEN 5.153/2021 and 3908/2023.

The fundamental objective of studying any language is to develop oral and written communication skills in the target language. Therefore, it is evident that the fundamental principle in the methodology for teaching Romanian as a second language (RLS) / Romanian as nonmaternal language (RLNM) was to approach it from a communicative-functional perspective.

The learning process aims to develop essential language skills, starting with communicative functions - using the language in various communication situations for levels A1, A2, B1, and B2. The statements for each level reflect an increasing linguistic complexity as the study progresses. The next step focuses on the elements of communication construction, addressing the linguistic tools necessary for achieving communicative functions. Grammatical classes are presented traditionally, and the provided examples illustrate their use in context. The third step involves addressing essential lexical elements for communication, according to criteria such as frequency, utility, productivity, or the derivational capacity of a word. Subsequently, it moves on to the means of expressing circumstances, without making a grammatical classification of them, then to the construction of different types of statements and the means of ensuring coherence and cohesion in spoken text.

The CEFR ensures consistent language standards for education, employment, and international mobility. In Romania, the CEFR is widely used in second language teaching across schools, universities, and private institutions:

1. Curriculum Integration: CEFR levels guide foreign language learning in schools, with students expected to reach:
 - o A1 in primary school.



- o A2-B1 in lower secondary school.
- o B2-C1 in upper secondary school. Universities also use CEFR for language courses and exams.

The communicative competences expected at each level are as follows:

A1 (beginner)

- listening/speaking: understand and use simple phrases for basic needs.
- reading/writing: recognize familiar words; write basic info (e.g., names, addresses).

A2 (elementary)

- listening/speaking: handle short conversations on everyday topics.
- reading/writing: understand short texts; write simple messages (e.g., a note or email).

B1 (intermediate)

- listening/speaking: understand main points in familiar contexts; talk about experiences and opinions.
- reading/writing: understand straightforward texts; write connected text on familiar topics.

B2 (upper intermediate)

- listening/speaking: understand extended speech; converse fluently on a range of subjects.
- reading/writing: read complex texts; write clear, detailed reports or essays.

C1 (advanced)

- listening/speaking: understand implicit meanings; speak fluently for academic/professional purposes.
- reading/writing: analyze sophisticated texts; write structured, detailed essays on complex topics.

C2 (proficient)

- listening/speaking: understand almost everything; express ideas precisely and spontaneously.
- reading/writing: read and write virtually any text, including specialized or abstract content.

Each level represents a step forward in language complexity and fluency, from basic communication at A1 to near-native proficiency at C2.



2. Assessment: national exams (e.g., Bacalaureat) and certifications like Cambridge or DELF are based on CEFR to assess language skills (speaking, listening, reading, writing).

3. Teacher training: teachers use CEFR-aligned methods, focusing on communicative and task-based learning.

4. Employment and mobility: CEFR certifications are important for jobs and international programs (Erasmus+).

5. Focus: English is highly prioritized, alongside French, German, and Spanish, reflecting Romania's EU ties.

A serious challenge encountered in teaching Romanian as a foreign/non-native language is the phonetics section of the language, which can pose difficulties for non-native speakers.

Here is a breakdown of the phonemic composition of Romanian:

Vowels

Romanian has 7 vowel phonemes:

1. /a/ – as in "casă" (house)
 - o Open front unrounded vowel, similar to the "a" in "father" in English.
2. /e/ – as in "fel" (way)
 - o Close-mid front unrounded vowel, similar to the "e" in "bet."
3. /i/ – as in "mire" (groom)
 - o Close front unrounded vowel, like the "ee" in "see."
4. /o/ – as in "copil" (child)
 - o Close-mid back rounded vowel, similar to the "o" in "more."
5. /u/ – as in "muncă" (work)
 - o Close back rounded vowel, similar to the "oo" in "moon."
6. /ă/ – as in "măr" (apple)
 - o A central vowel, also called a "schwa," similar to the "a" in "sofa."
7. /î/ or /â/ – as in "împărat" (emperor) or "frână" (brake)
 - o A unique sound in Romanian, a close central unrounded vowel, similar to the Russian "ы." It's one of the more challenging sounds for foreign learners because of its absence in many other languages.

Consonants

Romanian has 20 consonant phonemes, many of which are common to other Romance languages. However, a few specific sounds may be unfamiliar to non-native speakers.



Plosive Consonants

- /p/ – as in "pat" (bed)
- /b/ – as in "bun" (good)
- /t/ – as in "timp" (time)
- /d/ – as in "dare" (giving)
- /k/ – as in "carte" (book)
- /g/ – as in "greu" (difficult)

Fricative Consonants

- /f/ – as in "fată" (girl)
- /v/ – as in "vacă" (cow)
- /s/ – as in "soare" (sun)
- /z/ – as in "zbor" (flight)
- /ʃ/ (sh sound) – as in "școală" (school), similar to "sh" in "shoe"
- /ʒ/ (zh sound) – as in "joc" (game), similar to the "s" in "measure"
- /h/ – as in "hartă" (map)

Affricates

- /tʃ/ – as in "cerc" (circle), similar to "ch" in "church."
- /dʒ/ – as in "geam" (window), similar to the "j" in "judge."

Nasals

- /m/ – as in "mare" (big)
- /n/ – as in "nume" (name)
- /ɲ/ – as in "bancă" (bank) when "n" precedes "c" or "g."

Liquids

- /l/ – as in "lumina" (light)
- /r/ – as in "rochie" (dress), often rolled or trilled like in Spanish or Italian.

Semi-vowels / Glides

- /j/ – as in "iar" (again), like "y" in "yes."
- /w/ – as in "ouă" (eggs), similar to the English "w."

Diphthongs

Romanian has several diphthongs, which are combinations of two vowel sounds within the same syllable:



1. /ɛa/ – as in "bea" (he/she drinks)
2. /ɔa/ – as in "noapte" (night)
3. /ia/ – as in "viață" (life)
4. /iu/ – as in "știu" (I know)

Stress and intonation

- Stress in Romanian words can fall on various syllables, and there isn't a fixed pattern like in some languages (e.g., the penultimate syllable in Spanish). Learners need to memorize stress patterns for each word.

- Intonation is relatively neutral compared to tonal languages, but Romanian speech rhythm is somewhat melodious, resembling Italian and other Romance languages.

Common pronunciation challenges for foreign learners

1. /î/ and /â/: These are unique to Romanian and require practice, as they don't exist in most other European languages.
2. Trilled /r/: The trilled or rolled "r" may be difficult for learners whose native languages don't have this feature (e.g., English speakers).
3. Diphthongs and semi-vowels: Some learners struggle to pronounce these smoothly, especially in quick succession (e.g., "ouă" or "ia").

Teaching Romanian as a Non-Native Language combines communicative and action-oriented approaches to ensure practical language use. Communicative tasks develop fluency, while action-oriented tasks focus on using Romanian for practical, real-world goals. The key methods used are:

- Communicative Language Teaching (CLT): focuses on communication through role-plays and conversations, integrating grammar in context.
- Action-Oriented Approach: learners perform real-life tasks (e.g., navigating public services), using Romanian to achieve goals.
- Task-Based Language Teaching (TBLT): tasks like problem-solving mimic real-world challenges, balancing language use with action completion.
- Grammar-Translation: provides a grammatical foundation, supporting communicative skills.
- Direct Method: immerses learners in Romanian, emphasizing speaking and listening without translation.
- Audiolingual Method: uses repetition and drills to build fluency in pronunciation and structure.



The Romanian as a Non-Native Language (RLNM) curriculum balances grammar and vocabulary with sociocultural elements ensuring practical language use in meaningful contexts. Grammar is taught progressively, with notions embedded in real-life contexts. Learners practice through both drills and communicative tasks. The vocabulary is organized by themes (e.g., family, travel), introduced in practical contexts, and reinforced with repetition and multimedia. The sociocultural elements of Romanian culture, customs, and social norms are integrated into lessons to teach both language and cultural understanding, with emphasis on formal vs. informal language and regional variations.

Romania's national education system adapts second language instruction to diverse learner profiles to ensure inclusivity and maximize language acquisition for a wide range of learners. Differentiated instruction means that the lessons are tailored to varying language proficiency levels and learning paces, using personalized tasks for different backgrounds. Varied teaching methods (visual, auditory, kinesthetic) engage different types of learners based on their type of intelligence, including multimedia tools and interactive activities. Some bilingual and immersion programs offer specialized programs for advanced learners or those from different linguistic backgrounds, like bilingual schools or Romanian as a second language courses. All programs integrate cultural content and context to make learning relevant to students with diverse backgrounds.

Romania's education system incorporates both general educational theories and country-specific adaptations to accommodate different learning styles in second language instruction:

1. Multiple intelligences theory (Howard Gardner): Schools apply this theory by using a mix of visual, auditory, and kinesthetic activities. For instance, language lessons incorporate music, storytelling, role-playing, and hands-on activities to address diverse learner strengths.

2. Constructivist theory (Piaget, Vygotsky): Learners build knowledge through social interaction and active involvement. Romania emphasizes collaborative learning (group work, peer discussions) and real-life language tasks, aligning with communicative and task-based approaches.

3. Country-specific adaptations: The education system tailors instruction to local needs, particularly in multicultural areas (e.g., Hungarian, Roma communities) by offering bilingual programs or language support classes that reflect regional and cultural diversity. The national curriculum offers flexibility. Teachers can adapt lessons to meet student needs, such as varying instruction speed, offering supplementary materials, or integrating cultural themes that resonate with learners from diverse backgrounds.

4. Scaffolding and differentiation: Teachers use scaffolding techniques to break down tasks into manageable parts for different skill levels. Differentiation ensures that learners with different abilities and learning styles can access language instruction effectively.

In Romania, teaching Romanian as a Non Native Language (RLNM) incorporates sociocultural knowledge to deepen students' understanding of both the language and their



identity. One way this is achieved is through the inclusion of cultural content in the curriculum. Romanian literature, folklore, and history are emphasized, allowing students to connect the language with national identity by studying the works of prominent authors such as Mihai Eminescu and Ion Creangă.

Lessons also reflect daily life in Romania, incorporating real-life experiences like everyday conversations, media, and traditional customs to make the language more relatable and practical.

Sociocultural diversity is another important focus. Teachers expose students to regional dialects and the cultural variety of ethnic minorities, such as Hungarians and Roma, to highlight the linguistic and cultural richness within the country.

Critical thinking is encouraged through discussions about the role of language in shaping Romanian identity, the impact of globalization, and the evolution of the language since Romania's accession to the European Union.

The teaching approach is student-centered, involving projects and personal reflections on Romanian traditions and cultural experiences. This helps students build stronger connections to their heritage.

Additionally, technology plays a role in supporting RLNM learning. Online resources give students access to Romanian cultural materials and virtual communities, enhancing their understanding of both the language and the culture.

For second language learners of Romanian as a Non Native Language (RLNM), several cultural elements are emphasized to help them better understand local customs and communication styles. One important aspect is learning local expressions and proverbs. These common Romanian phrases and idiomatic expressions reflect key cultural values and communication styles, providing insight into how people interact.

Traditional customs also play a significant role in language learning. Celebrations such as Mărțișor, Easter, and various Romanian folk traditions help learners connect with important cultural practices and understand their significance in Romanian society.

Understanding politeness and respect is another critical element. Romanian social norms place a strong emphasis on politeness, including addressing people formally or using appropriate titles. Familiarity with these norms is essential for grasping social communication in different contexts.

Additionally, folk stories and historical context are introduced to deepen learners' understanding of Romanian culture. Romanian folklore, myths, and key historical events provide a richer backdrop to the language, helping learners appreciate the cultural and communicative nuances.

These cultural elements provide second language learners with the sociocultural context necessary to engage in meaningful interactions in Romania.



Romania faces several unique challenges when it comes to teaching Romanian as a second language (RSL), particularly to immigrants, ethnic minorities, and international students. One of the main challenges is the country's linguistic diversity. With significant ethnic minority groups such as Hungarians, Roma, and Germans, many of whom speak their native languages at home, teaching Romanian in such varied linguistic environments requires specialized approaches tailored to different language backgrounds.

Another challenge is the limited availability of resources. There is a shortage of specialized teaching materials and trained educators for Romanian as a second language, especially outside of major cities. This lack of resources can hinder access to high-quality instruction for many learners.

Cultural adaptation also poses difficulties for learners. They may find it challenging to understand local customs, idiomatic expressions, and cultural references that are embedded in the Romanian language, making everyday communication more difficult.

The presence of regional dialects and variations in pronunciation across Romania adds another layer of complexity for second language learners. While they are typically taught standard Romanian, exposure to these regional differences can create confusion.

Finally, motivation and integration present significant challenges, especially for learners from minority communities. In some cases, cultural or economic factors may reduce the motivation to learn Romanian, which can impede both language acquisition and social integration.

To address the challenges associated with teaching Romanian as a second language (RSL), several effective strategies and best practices have been developed. One approach is contextualized learning, which integrates local culture, traditions, and real-life situations into language lessons. By using practical scenarios such as shopping, navigating public transportation, and social interactions, teachers help learners connect with Romanian society and use the language in meaningful contexts.

In regions with significant ethnic minority populations, such as Hungarians and Roma, bilingual education programs have been introduced. These programs gradually transition students from their native language to Romanian, facilitating smoother linguistic and cultural integration.

Another key strategy involves the use of customized materials and digital resources. Developing tailored learning materials, such as textbooks and online platforms suited to different proficiency levels, has been highly effective. Additionally, digital tools, including mobile apps and language-learning platforms, provide flexible and interactive ways for learners to engage with Romanian.

Teacher training programs play a critical role in improving RSL education. These programs focus on pedagogy, intercultural communication, and understanding the diverse



needs of learners, equipping educators with the skills to manage multilingual classrooms and adapt their teaching methods to different language backgrounds.

Immersive learning environments also contribute to successful language acquisition. Through cultural activities, Romanian-language media, and interactions with native speakers, learners are exposed to the language in everyday situations, promoting faster learning. Programs that pair learners with Romanian families or encourage participation in community events allow for practical language use and deeper cultural assimilation.

Support from the government and NGOs is another important factor in promoting RSL learning. The Romanian government, along with various NGOs, has implemented integration programs for immigrants and minority groups. These programs combine language learning with cultural orientation, helping learners feel more included in Romanian society. Often, these initiatives offer free language courses, as well as support for employment and access to social services.

Together, these strategies effectively address linguistic, cultural, and resource-related challenges in teaching Romanian as a second language, ultimately promoting more successful learning and integration.

In Romania, specific tools and assessments are employed to track the progress of learners studying Romanian as a second language (RSL). These are designed to evaluate essential language skills such as speaking, listening, reading, and writing. One of the key tools used is diagnostic testing, which helps determine a learner's initial proficiency level at the start of a course. Based on these results, teachers can adjust their instruction to focus on the areas where learners require the most improvement.

Formative assessments are another crucial aspect of language monitoring, involving regular quizzes and short tests to gauge learners' understanding of grammar, vocabulary, and basic communication skills. In addition, classroom observations allow teachers to assess students' speaking and listening abilities in more natural settings, such as group activities or discussions.

Portfolio-based assessments are also widely used, where learners compile various works, including essays, creative writing, dialogue practice, and recordings of oral presentations. This portfolio provides a comprehensive record of their progress over time, helping teachers evaluate long-term improvement.

Standardized tests are administered in formal educational settings to assess overall proficiency at different stages. For instance, students might take national evaluations aligned with the Common European Framework of Reference for Languages (CEFR), especially those from immigrant or minority backgrounds. The European Consortium for the Certificate of Attainment in Modern Languages (ECL) is another recognized assessment aligned with CEFR standards (A1-C2) used to measure proficiency in Romanian as a second language.



Self-assessment tools are also encouraged, where learners reflect on their abilities through CEFR's "Can Do" statements. These tools help learners set personal language goals and evaluate their progress in listening, reading, writing, and speaking.

Oral proficiency interviews (OPI) play a significant role in evaluating communicative competence. Through real-time conversations, either formal or informal, teachers can assess fluency, pronunciation, vocabulary usage, and the learner's ability to respond to different communicative tasks.

With the rise of digital platforms, computer-based tools are also frequently used. Language learning apps such as Duolingo or Babbel provide interactive ways to assess grammar and vocabulary, while some include features that track progress for both learners and teachers. Additionally, online testing platforms offer automated scoring for grammar, listening, and reading exercises, providing instant feedback.

Summative assessments, conducted at the end of a course or term, evaluate learners' overall grasp of the Romanian language through final exams or comprehensive projects. These assessments, along with the other tools mentioned, enable teachers and learners to monitor language development, pinpoint areas for improvement, and ensure consistent progress in acquiring Romanian as a second language.

The outcomes of learning Romanian as a second language (RSL), are evaluated through a mix of formal assessments, classroom evaluations, and standardized exams. One of the primary evaluation methods is classroom assessment, which involves formative assessments. Teachers regularly use tests, quizzes, and oral examinations to monitor students' progress in language skills such as reading, writing, speaking, and listening. This continuous assessment helps identify areas needing improvement and provides valuable feedback. Additionally, projects and presentations, whether individual or group-based, give teachers the opportunity to assess practical language use. Through role-plays and presentations, students' ability to communicate in real-world scenarios is evaluated.

Standardized testing is another key method for learners enrolled in formal education programs. The Romanian Ministry of Education administers these exams at different stages of schooling, evaluating proficiency in core language areas, including comprehension and expression. These tests are designed to assess both communicative competence and grammatical knowledge. For example, the National Evaluation, conducted at the end of 8th grade, and the Baccalaureate Exam, taken in secondary education, evaluate Romanian language skills at varying levels.

For non-native speakers, including international students and immigrants, specific language proficiency certifications are available. Tests such as the European Consortium for the Certificate of Attainment in Modern Languages (ECL) or in-house exams offered by language schools and universities are used to evaluate learners' command of Romanian. These certifications are often prerequisites for admission to higher education institutions or for employment.



Another evaluation approach is portfolio-based assessment, where learners compile their written work, project outcomes, and oral performance records. This portfolio provides a comprehensive view of their progress over time and their language skills development.

For immigrants and other learners aiming to integrate into Romanian society, evaluation also focuses on fluency and integration metrics. Teachers or evaluators assess how well students use Romanian in social situations, their understanding of local customs, and their participation in community activities.

These varied evaluation methods, combined with ongoing feedback, help ensure that second language learners reach the desired level of proficiency in Romanian.

1.6. Country-specific aspects of teaching national language as second language - Sweden

There is no specific curriculum for children in primary school (age 6-15 years) who are new to Sweden and will learn the first basic Swedish.

In some cases, newly arrived students may begin their schooling in the Swedish school in a preparatory class. The purpose of the preparatory class is to prepare the students' language skills so that they can participate in regular teaching with the grade and class they belong to.

The teaching in the preparatory class does not have its own syllabus. All the teaching cannot take place in the preparatory class, but the students must have certain parts of their teaching in the regular class, and usually that time is spent on practical aesthetic subjects (Arts, home and consumer studies, physical education, music etc.). Successively, the time in preparation class should decrease and thus increase in regular class. However, preparatory classes are not available at all schools and there is no requirement that there should be.

In primary school in Sweden, students who do not have Swedish as their mother tongue study according to a curriculum called Swedish as a second language, abbreviated SVA.

SVA is studied instead of the subject Swedish. The curriculum in SVA is not specifically laid out for beginners and there are currently no guidelines for how that teaching should be done in the case of students in primary school (ages 6-15). Teaching must be adapted to the student's prior knowledge, prerequisites, knowledge and experience.

Possibilities to have a so-called prioritized timetable exist. This means if the principal in consultation with teaching teachers can decide to remove subjects that are not considered equally prioritized and replace these with several teaching hours in Swedish/Swedish as a second language to give the student more time to learn Swedish.

If you are new to Sweden aged 16-19, you can apply to attend a language introductory high school program. There you can learn the Swedish language and about Swedish society at the same time as studying other school subjects for upper secondary school. The planning of the student's education must be based on the student's goals with the education and all students

must have an individual study plan. For newly arrived students, it is about seeing where the student is in their second language development, from beginner level to advanced level, as well as the continued development of school subjects based on age, previous knowledge and experience. There is thus no specific curriculum for Swedish for second language students within language introduction.

If you want to learn Swedish as an adult, you can read Swedish for immigrants, SFI. There you learn to speak, read and write in Swedish and gain knowledge about Swedish society. It is a municipal adult education that is free. It consists of three different study paths, 1, 2 and 3 and four different courses, A, B, C and D. Study path 1 consists of courses A, B, C and D, study path 2 of courses B, C and D and study path 3 of courses C and D. The different study paths are aimed at people with different backgrounds, conditions and goals. The study paths show which entry course and rate of progression are suitable. A student begins his studies within the study path and on the course within the study path that best suits his or her individual circumstances. Study path 1 is aimed primarily at people with a very short study background and study path 3 at those who are used to studying.

Syllabus in Swedish as a second language in the compulsory school.

The syllabus differs for different ages. The requirements increase for goal fulfillment the higher grade you go up. On the other hand, the number of hours that students must be taught in Swedish as a second language is reduced.

In grades 1-3 (ages 7-9), students must study 680 hours of Swedish as a second language, which means approx. 225 hours per year. In grades 7-9 (ages 13-15) students should only study 290 hours, which means approx. 97 hours per year.

The curricula in Swedish primary school are divided into 3 parts:

- The subject's purpose
 - Here it is described why the subject is taught and what students are expected to develop through the teaching. It includes overall goals; which knowledge, skills and abilities the students should develop through the subject. Significance for individual and society: how the subject relates to students' personal development and society's needs. Central competences: For example, analytical thinking, creativity or problem solving which the subject promotes.
 - The purpose of course plans serves as a guide for teachers and provides a basis for how the teaching should be planned and implemented. It is often linked to the knowledge requirements that indicate what the students need to know in order to reach the course's goals and/or achieve different grade levels.
- Core content:
 - The core content describes areas of knowledge and elements that the teaching must cover. It functions as a framework for what the teacher should cover in teaching and is adapted to the students' level of development. The content of the core content is mandatory to



teach but some freedom is given how it is presented. The core content is adapted to the various stages found in the Swedish school. The core content is an important part of the syllabus and closely linked to both the purpose of the subject and the knowledge requirements.

- Criteria for assessment of knowledge and grading criteria in the subject.
- This shows what is required to achieve the goals in the subject and what criteria exist to achieve different grade levels. Criteria for assessment of knowledge provide an understanding of what is to be assessed and the grading criteria provide an understanding of what level of knowledge and skill is required for different grades. The grading criteria are based on the core content and must relate to the subject's purpose, so that the assessment focuses on what is most relevant to the subject's aim.

Swedish as a second language teaching shall provide pupils with the prerequisites for developing

- the ability to express themselves and communicate in speech and writing, recognize language structures and follow language norms,
- the ability to adapt the language to different purposes, listeners or readers, and contexts,
- the ability to read and analyze fiction and other texts for different purposes, and
- the ability to search for and evaluate information from different sources.

Core content

Years 1–3 (7-9 year olds)

Reading and writing

- Reading individually and in a group. Reading-related activities and strategies for understanding, decoding and interpreting words, concepts and texts.
- Reading direction and the relationship between sounds and letters in comparison with other languages the pupil knows.
- Retelling parts of the content in different texts, making inferences about the message of texts and comparing with one's own experiences.
- Writing individually and in a group. Strategies for writing words, sentences and different types of texts, adapting to their structure and language features. Creating texts with interplay between words and images, both with and without digital tools.
- Basic text revision.
- Writing by hand and using digital tools.
- Linguistic structures and norms. Word inflection and sentence structure with linking words, in comparison with other languages the pupil knows. Basic writing rules,



including lower and upper case, the most common punctuation marks and spelling of common words in texts relevant and familiar to the pupils.

- The alphabet and alphabetical order.

Speaking, listening and conversation

- Strategies for listening, understanding and making oneself understood in situations in which one's own Swedish language is not sufficient, such as asking for clarification, explaining and using different languages as a resource.
- Structured conversations. Talking about everyday events and expressing feelings, knowledge and opinions. Listening, asking questions and making comments. Phrases, expressions and value connotations of words.
 - Active listening and retelling important parts of the content.
 - Giving and receiving oral instructions.
 - Oral presentations and oral narration. Objects, images, digital media and tools and other aids to support presentations.
- Pronunciation, emphasis and sentence intonation and the importance of pronunciation in making oneself understood. Swedish pronunciation in comparison with other languages the pupil knows.

Texts

- Fiction for children from different times and different parts of the world. Songs, oral narration, picture books, chapter books, lyrical poetry, drama, fairy tales and myths. Texts that illustrate people's experiences.
 - Message, structure and content of narrative texts. How a narrative text can be organised, with an introduction, sequence of events and conclusion, and expanded with simple environment and character descriptions. The words and expressions in the texts.
- Some important authors and illustrators of children's literature.
- Non-fiction texts for children. Descriptive, explanatory and instructional texts and how their content can be organised.
- Oral texts, such as children's radio programmes and recorded texts.
- Texts that combine words and images as well as texts in digital environments for children.

Language use

- Language strategies for remembering and learning, such as graphic models.
- Words and concepts that express feelings, knowledge and opinions in a varied manner.



- How words and statements are perceived by others depending on tone of voice, body language and the nuances of words. Language use and the opportunities and risks of personal communication in digital media.
- Words and concepts to name events relevant to pupils and objects in pupils' everyday life. The range of meanings and categorisation of everyday words in comparison with other languages the pupil knows, such as several words in one language corresponding to a single word in another language.
- Sayings and idioms in comparison with other languages the pupil knows.
- Differences between spoken and written language. Information searches and critical evaluation of sources
- Information searches in books and magazines and on websites for children and online search engines.
- How the sender of a text affects its content.

Years 4–6 (10-12 year olds)

Reading and writing

- Reading individually and in a group. Reading-related activities and strategies for understanding, decoding and interpreting words, concepts and texts from different media. Recognising the message of texts, both directly and indirectly expressed.
- Summary of texts.
- Making inferences about texts in relation to contexts within and outside the text and to one's own reading experience.
- Writing individually and in a group. Strategies for writing different types of texts, adapting to their structure and language features. Creating texts with interplay between words, images and sounds, both with and without digital tools.
- Revising the content and form of texts written individually and in a group. Giving and receiving feedback on texts.
- Writing by hand and using digital tools.
- Linguistic structures and norms. Word inflection, sentence structure with main clauses and subordinate clauses, and Swedish word order in comparison with other languages the pupil knows. Text cohesion using linking words. Spelling, punctuation and parts of speech.
- Swedish and multilingual dictionaries and digital tools for expanding vocabulary and for word comprehension and spelling.

Speaking, listening and conversation

- Strategies for understanding and making oneself understood when one's own Swedish language is not sufficient, such as asking for clarification, paraphrasing and using different languages as a resource.
- Characteristics of spoken language that can impede comprehension: reductions, assimilations and rate of speech.
- Different forms of structured conversations, such as dialogues and interviews.
- Active listening, asking questions, expressing thoughts and feelings, making inferences and arguing in different dialogue situations and in connection with democratic decision-making processes. Use of linking words to compare, explain and exemplify.
- Oral presentations and oral narration for different listeners. Organisation, with introduction, content and conclusion. Key words, images, digital media, tools and other aids for planning and delivering an oral presentation. How gestures and body language can affect a presentation.
- Pronunciation, sentence intonation and the relationship between emphasis and meaning. Swedish pronunciation in comparison with other languages the pupil knows.
- Fiction for children and adolescents from different times, from Sweden and other parts of the world. Lyrical poetry, drama, fairy tales and myths. Texts that highlight the human condition and issues of identity and life.
- The message, language features and structure of narrative texts. Flashbacks, environment and character descriptions, and dialogue. The words and expressions in the texts.
- Some important children's and young adult fiction writers and their works.
- Non-fiction texts for children and adolescents. Descriptive, explanatory, instructional and argumentative texts. The content, structure, typical language features of the texts, and their words and concepts.
- Oral texts, such as radio programmes for children and adolescents, and recorded texts.
- Texts that combine words, images and sounds as well as texts in digital environments. Content, structure and typical language features of texts.

Language use

- Language strategies for remembering and learning, such as graphic models and key words.
- Words and concepts that express feelings, knowledge and opinions in a varied manner. The nuances and value connotations of words and concepts.
- Words and concepts in both everyday and school language. Ambiguous words, the interrelationship of words, the classification of words into superior and inferior order and the range of meanings of words in comparison with other languages the pupil knows.



- Sayings and idioms in comparison with other languages the pupil knows. Fixed phrases and similes.
- Formal and informal language. Differences in language use depending on the listener or reader, purpose and context. Responsible behaviour when communicating in digital and other media. Information searches and critical evaluation of sources
- Information searches in some different media and sources, such as in encyclopaedias, through interviews and in online search engines.
- How to compare sources and assess their reliability with a sourcecritical approach.

Years 7–9 (13-15 year olds)

Reading and writing

- Reading individually and in a group. Reading-related activities and strategies for understanding, interpreting and analysing texts from different media. Recognising messages, themes and motifs in texts, as well as their purpose, sender and context. Recognising content that may be directly or indirectly expressed in the text.
- Summary of texts.
- Analysing texts in relation to the originator, time and other texts, as well as in relation to personal experience, frames of references, different life issues and world issues.
- Writing individually and in a group. Strategies for writing different types of texts, adapting to their structure and language features. Creating texts with interplay between words, images and sounds.
- Organisation and editing of texts using digital tools. Revising the content and form of texts written individually and in a group. Giving and receiving feedback on texts.
- Linguistic structures and norms. Sentence structure and word order in Swedish in comparison with other languages the pupil knows. How cause, effect and conditional relationships can be expressed through different types of subordinate clauses. Paragraphing and text cohesion with relationship markers, repetition of the same or related concepts, and alternating between known and new information in the text. Punctuation, parts of speech, concord, tense, gender and clause elements, and spelling.
- Swedish and multilingual dictionaries and digital tools for expanding vocabulary and for word comprehension, variation and spelling.

Speaking, listening and conversation

- Strategies for understanding and making oneself understood when one's own Swedish language is not sufficient, such as paraphrasing, using synonyms and using different languages as a resource.



- Different forms of dialogue. Active participation; expressing feelings, thoughts and knowledge; listening; asking questions; making inferences; and expressing and responding to arguments. Use of connectives to compare, justify, exemplify and problematise.
- Leading a discussion and summarising the main points of what was said.
- Oral presentations and oral narration for different listeners. Adapting language, content and organisation to the purpose, listener or reader, and context. Speech scripts and various tools for planning and delivering oral presentations, both with and without digital technology.
- The prosody of the Swedish language and the importance of pronunciation in making oneself understood. Different varieties of spoken Swedish: dialects and sociolects.

Texts

- Fiction for adolescents and adults from different times, from Sweden and other parts of the world. Epic poems, lyrical poetry and drama. Texts that highlight the human condition and issues of identity and life.
- Language features, structure and narrative perspective in narrative and poetic texts. Imagery, representations, parallel action, flashbacks, environment and character descriptions, and dialogue.
- Some genres of fiction and how they differ in style and content.
- Some important fiction writers and their works and the historical and cultural contexts in which they were written.
- Non-fiction texts for adolescents and adults. Descriptive, explanatory, investigative, instructional and argumentative texts. The purpose, content, structure and language features of texts and their words and expressions. Combinations of different text types.
- Oral texts, such as radio programmes for adolescents and adults, and recorded texts.
- Texts in digital environments and other texts that combine words, images and sounds. Linguistic and dramaturgical components and how the expressions can interact with each other, for example in cinematic storytelling, theatre performances and web texts.

Language use

- Language strategies for remembering and learning by identifying key words, taking notes and using graphic models.
- Words and concepts that express feelings, knowledge and opinions in a varied manner. The nuances and value connotations of words and concepts.
- Words and concepts in both everyday and school language. Ambiguous words, synonyms, the classification of words into superior and inferior order and the range of meanings of words in comparison with other languages the pupil knows.



- Word formation, such as compound words and derivations with suffixes and prefixes. Figurative language, nominalisations, fixed phrases and idiomatic expressions in comparison with other languages the pupil knows.
- Differences in language use depending on the purpose, listener or reader, and context. The importance of language in exercising influence.
- Language use, freedom of expression and privacy in both digital and other media, and in different contexts.

Information searches and critical evaluation of sources

- Searching for information in libraries and online, in books and mass media and through interviews.
- How to reference, quote and cite sources, including references to digital media.
- How to sift through a large amount of information and assess the reliability of sources with a source-critical approach.

Syllabus in Swedish as a second language in the Upper secondary level

At upper secondary level (16-19 year olds), 3 different levels of Swedish as a second language are offered:

- Swedish as a second language 1, which is based on the knowledge provided by primary school or the equivalent.
- Swedish as a second language 2, which is based on the course Swedish as a second language 1.
- Swedish as a second language 3, which is based on the course Swedish as a second language 2.

The teaching of Swedish as a second language at upper secondary level must give students the conditions to develop the following:

1. Ability to communicate in speech and writing and adapt the language to subject, purpose, situation and recipient.
2. Ability to use a rich vocabulary in a way that is relevant to the context.
3. Knowledge of the structure of the Swedish language and linguistic norms, i.e. how words, phrases and sentences are structured and how these interact.
4. Ability to structure, reference, evaluate and critically review the content of oral and written language.
5. Ability to read and reflect on texts of various kinds.
6. Ability to read and reflect on fiction in different forms and from different parts of the world.



7. Knowledge of language and linguistic variation as well as the ability to reflect on language use and attitudes to different language use.

8. Ability to compare the Swedish language with one's own mother tongue and other languages in which the student has skills, as well as ability to reflect on one's own language learning.

Swedish as a second language 1, Central content

- Oral presentations and oral narratives for different listeners. Strategies for understanding and making themselves understood in conversations and discussions. Participation in conversations and discussions, where language, content and disposition are adapted to the subject, purpose, situation and recipient and where arguments are used to clarify their own views and to respond to the arguments of others. Use of both digital and other technical presentation tools to support and improve oral presentations.

- Written presentation of texts for communication and reflection. Strategies for writing different types of texts that are adapted to the subject, purpose, situation and recipient. Use of digital tools for text processing as well as for response to and cooperation in texts. Text construction, textual patterns and linguistic features, especially in narrative, descriptive and argumentative texts. Reference and quotation techniques and references to different sources. Copyright and integrity issues in digital publishing.

- Vocabulary and structure of the Swedish language in different communication situations.

- Reading and discussion of texts used in everyday life, social situations, studies and working life. - Reading and discussion of modern fiction written by both women and men that gives an insight into different cultures, universal themes and Swedish reference frameworks.

- Linguistic variation in Sweden and in the Swedish language, with emphasis on how language variation is linked to, for example, origin and place of residence, age, gender and social background. Attitudes towards linguistic variation. The impact of digitalisation on language and linguistic usage. Differences between formal and informal linguistic usage and spoken and written language.

- Comparison between the Swedish language and the student's mother tongue.

- Reflection on language learning, with an emphasis on how oral situations and texts can be used to build vocabulary and develop the language.

Swedish as a second language 2, Central content

- Oral investigative and argumentative presentations in and to a group. Use of both digital and other technical presentation tools to support and improve oral presentations. Strategies for understanding and making themselves understood in conversations, discussions and presentations. Participation in conversations and discussions, where language, content and

disposition are adapted to the purpose and recipient and where arguments are used to clarify their own views and to respond to the arguments of others.

- Written presentation of investigative and argumentative texts. Strategies for writing different types of texts that are adapted to the subject, purpose and recipient. Use of digital tools for text processing as well as for response to and cooperation in texts. Text construction, textual patterns and linguistic features, especially in investigative and argumentative texts. Reference and quotation techniques and references to different sources.
- Vocabulary and structure of the Swedish language in different communication situations.
- -Reading and discussion of texts used in everyday life, social situations, studies and working life. - Reading and discussion of fiction written by both women and men from different cultures and times that provides the basis for developing the language and discussion about narrative structures, universal themes and common literary motifs.
- Linguistic variation in Sweden and in the Swedish language. Language relationships and language changes. The position and status of Swedish, immigrant languages, minority languages, Swedish sign language and dialects.
- Comparison between Swedish, the student's mother tongue and other languages that the student has knowledge of.

Swedish as a second language 3, Central content

- Oral presentation of an investigative and argumentative type for different recipients. Strategies for understanding and making themselves understood in conversations, discussions, debates and presentations. Factors that make an oral presentation interesting and convincing. Use of both digital and other technical presentation tools to support and improve oral presentations. Participation in conversations and discussions, where language, content and disposition are adapted to the purpose and recipient and where arguments are used to clarify their own views and to respond to the arguments of others. Disposition, linguistic features and rhetorical approaches in different types of oral presentation.
- Written presentation of investigative and argumentative texts of a scientific nature. Use of digital tools for text processing as well as for response to and cooperation in texts. Strategies for writing different types of texts that are adapted to the subject, purpose, situation and recipient. Text construction, textual patterns and linguistic features. Reference and quotation techniques and basic knowledge of source criticism.
- Vocabulary and structure of the Swedish language in different communication situations.
- Reading of and discussion about texts of various kinds, with emphasis on structuring, referencing, evaluating and critically examining larger quantities of text, as well as discussing the structure, language and style of texts of a scientific nature.



- Reading and discussion of fiction written by both women and men from different cultures and times, with the emphasis on summarising, interpreting, evaluating and referring to the texts.
- Linguistic diversity and use of language, with emphasis on how gender, social background and cultural affiliation affect people's way of speaking and writing and how language can be used to express power relationships. Differences between the language usage of the majority society and the minorities.
- Reflection on language learning, with emphasis on developing strategies for further learning.

1.7. Country-specific aspects of teaching national language as second language - Turkiye

Turkey has recently become a country that stands out with its language, as in many other areas. The increase in the number of foreign students coming to Turkey for education, the fact that Turkish is ranked fifth among the most spoken languages, and the popularity of Turkish by nations that want to communicate with Turks continue today. The activities of institutions and organizations related to teaching Turkish as a foreign language are increasing, and trainings, courses and certification programs are organized in universities to train field experts. It is thought that the number of academic studies has increased due to these situations, but the expected level has not been reached in the program studies of teaching Turkish as a foreign language. The absence of a common program can affect the language teaching processes and results, and different results and applications can emerge in many subjects. Educational activities carried out by various organizations both within the borders of the country and abroad require that teaching Turkish as a second/foreign language be carried out according to certain standards. The fact that education-training programs are a guide that organizes the teaching process in a planned manner increases the importance of program studies in teaching Turkish to foreigners and the number of studies conducted on this subject.

Teaching Turkish can be discussed under two main titles: The teaching of Turkish as a mother tongue and a foreign language. The teaching of Turkish as a foreign language has been discussed in this study and the problems encountered in the teaching of Turkish as a foreign language have been evaluated under three titles:

1. The Curriculum Problem,
2. The Teaching Environment Problem,
3. The Problems Encountered by Students.

The first and most important problem in the teaching of Turkish to foreigners is the inadequacy of the curricula and the studies, which may act as sources for the development of these curricula. For the purpose of solving this problem, there is need for a curriculum, which



is suitable for the needs of this target group, and books, which are prepared in conformity with this curriculum and according to the level of the students while containing sufficient pictures and literary texts. Another problem is that the age and the level of the students are not considered when the curricula are being prepared.

The teaching of Turkish as a foreign language being the case, in parallel with the curricula various problems are encountered in the creation of the teaching environments suitable for age and level or in relation to the characteristic of the teaching environment. By considering whether it is in Turkey or abroad, creating teaching environments with a suitable equipment for the age and the level of the student may be a solution for the teaching environment problem. In addition, there are “multi language, multicultural” learning environments involving students from different cultures which share the same environment. Establishing communication between the students and arranging inner and outer class activities to develop this communication in such environments needs the knowledge and the effort of the teaching staff. Therefore, the teachers need to have knowledge concerning various teaching environments and the needs of students in these environments. When observed from the perspective of the students, the various learning problems encountered in the learning of any foreign language are also effective for the learning of Turkish. Various problems are encountered in the learning of the components of a language or the development of skills for the use of a language. These problems have been discussed in the third and final sections of the study under the titles of problems pertaining to pronunciation, morphology, syntax, semantics and suggestions, which may help providing the solutions for these problems presented.

Teaching Turkish as a second language to foreigners is an evolving field that requires a structured approach, cultural sensitivity, and effective methodologies. As globalization fosters mobility and international communication, the demand for learning Turkish has increased, especially among students, business professionals, and expatriates. This article explores the methodologies, challenges, and practical applications of teaching Turkish as a second language.

1. Understanding the Learner Profile

Before designing a Turkish language curriculum, it is essential to understand the target learners. Students may come from diverse linguistic backgrounds, with varying levels of exposure to Turkish. For example:

- **Absolute Beginners:** Learners with no prior knowledge of Turkish require a structured introduction to pronunciation, basic vocabulary, and simple sentence structures.
- **Intermediate Learners:** Those who have some familiarity with Turkish need reinforcement in grammar, listening, and conversational skills.
- **Advanced Learners:** Individuals who wish to attain fluency require practice in idiomatic expressions, complex grammar structures, and academic or professional Turkish.

2. Teaching Methods and Approaches



Several methodologies can be employed in teaching Turkish to foreigners:

a. Communicative Language Teaching (CLT)

This approach emphasizes communication over rote memorization. Teachers encourage students to engage in dialogues, role-playing, and real-life scenarios. For example, students can practice ordering food in a Turkish restaurant or asking for directions in Istanbul.

b. Task-Based Language Teaching (TBLT)

TBLT focuses on completing specific tasks that involve language use. For instance, a lesson might involve writing an email in Turkish or conducting a short interview with a native speaker.

c. Grammar-Translation Method

While outdated in some contexts, this method is still useful for learners who prefer analytical learning. It involves translating sentences between Turkish and the learner's native language to understand grammar structures.

d. Immersion and Contextual Learning

Encouraging students to immerse themselves in Turkish culture through movies, music, literature, and conversation helps reinforce their learning. Watching Turkish series like *Diriliş: Ertuğrul* or *Muhteşem Yüzyıl* can expose learners to authentic pronunciation and expressions.

3. Common Challenges in Teaching Turkish

a. Pronunciation Difficulties

Turkish has unique phonetic features, such as vowel harmony and the distinction between soft and hard consonants. For instance, learners may struggle with sounds like “ı” (as in “kıs**a**”) and “ğ” (as in “yağm**u**r”). Phonetic drills and listening exercises can help.

b. Grammar Complexity

Turkish grammar differs significantly from Indo-European languages. Features like agglutination (adding suffixes to root words) and vowel harmony can be challenging. A common difficulty is forming long compound verbs, such as “yapabilecekmiş**i**siniz” (you were supposed to be able to do it). Breaking grammar rules into digestible parts and using visual aids can aid comprehension.

c. Lack of Exposure

Many learners struggle due to a lack of opportunities to practice Turkish outside the classroom. Encouraging language exchange programs, conversation clubs, and online resources can bridge this gap.

4. Effective Teaching Strategies

a. Using Visual and Multimedia Aids

Visual storytelling, flashcards, and videos can help learners grasp new vocabulary and cultural contexts. Using apps like Duolingo or Turkish learning podcasts can supplement traditional lessons.

b. Interactive Activities and Role-Playing

Games, debates, and storytelling enhance engagement. For instance, students can simulate a shopping experience in a Turkish bazaar.

c. Cultural Integration

Understanding Turkish culture, traditions, and history makes language learning more meaningful. Discussing Turkish festivals like Ramazan Bayramı or Kurban Bayramı can provide cultural insights along with language practice.

5. Country-Specific Aspects of Teaching Turkish

Each country has its own policies, cultural expectations, and approaches to teaching its national language as a second language. In Turkey, teaching Turkish to foreigners is often facilitated through official institutions such as TÖMER (Türkçe Öğretim Merkezi), which offers structured courses tailored to different proficiency levels. Additionally, the Yunus Emre Institute promotes Turkish language and culture internationally, providing support for language learners abroad.

Some country-specific factors influencing Turkish language instruction include:

- **Government Support:** The Turkish government actively promotes the teaching of Turkish through scholarships, cultural exchange programs, and language centers.
- **Integration Policies:** Turkey has a growing number of foreign residents, including refugees and expatriates, making Turkish language instruction crucial for social integration and workforce participation.
- **Cultural Sensitivity:** Understanding local traditions, values, and communication styles is essential in Turkish language teaching, especially for learners coming from vastly different cultural backgrounds.
- **Dialects and Regional Variations:** While standard Turkish is used in education, exposure to regional dialects (e.g., Black Sea or Southeastern accents) can enhance comprehension and communication skills.

6. Conclusion

Teaching Turkish as a second language requires a blend of structured methodology, interactive engagement, and cultural integration. By addressing pronunciation challenges, grammar difficulties, and practical exposure, educators can create an effective and enjoyable learning experience for foreigners. With the right strategies, Turkish language learning can become accessible and rewarding for learners worldwide.



Part 2. Language constructions in teaching national language as second language

2.1. Overview

For effective second language instruction, it is essential to consider the specific outcomes related to the development of each communicative skill.

The beginner levels of language proficiency are A1 and A2.

		A1 Basic User	A2 Basic User
Understanding	 Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	 Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
Speaking	 Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	 Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
Writing	 Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.



The levels of independent language use are B1 and B2.

B1 Independent user	B2 Independent user
I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

More specifically, the skills for levels A1 and A2 are as follows:

Level A1

1. LISTENING

Students can understand:

- When people speak slowly, clearly, and with pauses on essential topics related to their daily lives;
- Discussions about the location of an object or a person in their immediate environment;
- Very brief descriptions of an object, room, or home, including words for color, shape, and size;
- Simple expressions about the weather, clothing, and some food and drink items;
- Days of the week, months, seasons, and words for holidays;
- The time (whole and half-hours);
- Basic travel-related vocabulary for everyday life and vacations;
- A simple and short story, with or without visual support (continuous or interrupted text with illustrations, video, or gestures);
- Greetings for meetings and farewells, congratulations, and questions about well-being;
- Short questions about themselves, their family, pets, friends, school, vacations, leisure activities, and objects from daily life, including their location; familiar animals and plants; the time (whole and half-hours), day of the week, month, season, weather, or a holiday; likes and dislikes;
- Simple requests, thanks, and apologies, agreement and disagreement;
- Short instructions;
- The main points of a brief oral excerpt from a song, phone message, or weather forecast.

2. READING

Students can read and understand, with or without visual support:

- Simple sentences if read slowly several times;
- Basic personal information;
- Names of countries or continents, days of the week, months, seasons, weather, holidays, colors, shapes, clothes, food, drinks, some body parts, everyday objects, modes of transport, some professions, some plants and animals;

- Short sentences and texts about family, school, and vacations;
- Individual words and phrases in songs, poems, stories, etc.;
- Brief messages on postcards or greeting cards, including electronic ones;
- Signs and short inscriptions at school or in the city;
- Information from labels, posters, or newspapers;
- Short instructions;
- Short texts on familiar topics.

3. SPEAKING

Students are able to:

- Introduce themselves briefly, as well as their family and friends;
- Share with familiar expressions what they do at school, in their free time, and their weekly schedule;
- Talk about the weather, seasons, vacations, and major holidays of the year;
- Provide short information about some animals, plants, countries, and continents with simple sentences;
- Give very brief descriptions of objects or images;
- Provide brief instructions;
- Greet and introduce themselves, present their family, friends, and pets;
- Respond to and ask short questions about themselves (name, age, residence), family, pets, friends, school, vacations, leisure activities, everyday objects, their location, familiar animals and plants, time (whole and half-hours), day of the week, month, season, weather, or a holiday, likes and dislikes, well-being;
- Formulate simple requests, give thanks, and apologize;
- Express agreement or disagreement;
- Play a simple and brief role-play;
- Say they don't understand and ask for clarification when needed.

4. WRITING

Students are able to:

- Write their name and other familiar proper names correctly;
- Write a greeting card for a birthday or major holidays;
- Complete their weekly schedule;
- Fill out a simple questionnaire;

- Write short words or phrases with visual support;
- Write a short text with simple sentences on a familiar topic.

Level A2

1. LISTENING

Students can understand:

- When people speak slowly and clearly on topics related to daily life (e.g., food, clothing, hygiene, etc.);
- Everyday words and phrases related to their environment—family, home, school, favorite activities;
- Simple sentences containing information about basic personal needs—food, doctor, and others;
- Short stories;
- When someone talks about dates and times;
- A short text, if the main words and ideas are familiar;
- The main idea and key points of a short story with familiar vocabulary;
- Information from everyday conversations if the speaker speaks slowly and clearly;
- The key moments and details of the speech around them if people speak clearly in standard Bulgarian on familiar topics;
- The main idea and some details of a short dialogue between friends on everyday topics.

2. READING

Students are able to:

- Read and understand simple messages and texts related to personal interests if they contain everyday vocabulary, including recognizing present, past, or future events;
- Understand the main ideas and opinions expressed simply in longer written texts;
- Read short sentences with familiar and new words, possibly with assistance;
- Find familiar words in a book;
- Understand short simple texts with visual support (interrupted texts with illustrations, diagrams, or accompanied by video, gestures, etc.);
- Read short stories with the help of word lists or images.



3. SPEAKING

Students are able to:

- Talk about pets, the origin of their parents, favorite colors, daily routines, likes and dislikes, favorite places, what they usually watch on TV, what they do at home, and future plans;
- Describe places with simple expressions and everyday vocabulary, and how to reach them—transport, distance, time, objects, people, familiar animals;
- Make brief descriptions of objects (color, size, and shape) and compare them (general comparisons).

4. WRITING

Students are able to:

- Describe people, familiar objects, or places with short sentences or given words;
- Write about daily life with simple expressions (family, school, hobbies, vacations, holidays, preferences, events, travels, and personal experiences);
- Write about how they feel and provide reasons for it with simple sentences;
- Write captions for pictures, short instructions, recipes, short news items for the school newspaper, simple dialogues for brief role-play, and stories based on a series of images;
- Use short sentences to express preferences or what they want to receive (for Christmas, for a birthday).

2.2. Teaching Bulgarian as second language

A fundamental principle in the proposed methodology for teaching Bulgarian as a second language is the distinction between the concepts of language and speech (the language-speech dichotomy according to F. de Saussure). This principle underpins both the development of each lesson and the overall teaching process, following the trajectory of speech – language – speech. This means that:

The teaching predominantly focuses on the level of speech;

The teaching of each lesson follows a three-step process.

The first step involves training and transformational work on speech, where speech habits are developed. The second step reaches the level of language and linguistic competence, meaning an understanding of language as a system. The third step returns to the level of speech, but at a qualitatively higher level, where the habits acquired in the first step and the knowledge from the second step are transformed into speech ability.



This is a complex, progressive educational process that unfolds in several methodological phases:

Presentation: An introductory text is presented in its entirety to enable global comprehension. Understanding is checked with questions about the overall meaning: Who is speaking? What are they talking about? Where are they speaking? In the initial stage, it is more effective for teaching texts to be in the form of dialogues. During repeated listening, questions are asked for detailed understanding of specific informational elements.

Semantization of Vocabulary: This refers to revealing the meaning of words. Semantization is one of the most complex methodological challenges. As S. Peycheva notes, “semantization of words... is not seen as a one-time act that merely introduces their meaning... Knowledge is considered formed when it becomes part of linguistic consciousness when it is stored in linguistic memory within the system of previously learned speech resources” (Peycheva 2012: 128). Given the complexity of the semantic aspect of words, we propose the following model for full semantization, comprising three stages for each lexical-semantic variant of the word:

1. The translation method or visual method is used, which allows learners to grasp the signifying and connotative components of the word's meaning in a simple and efficient way.
2. Definitions are used to aid in understanding the signification of the word and to block lexical interference at the signifying level.
3. The method of word collocation is employed: presenting several word combinations where the meaning of the word becomes particularly clear. This helps learners understand the meaning, emphasizes syntagmatic system-dependent connections of the word, and provides a model for use.

This method is often applied in the semantization of verbs through the presentation of frequent verb collocations. The methods are applied depending on the stage of learning, with the first method being most suitable in the initial phase.

Transformational Development: At the speech level again, the text is approached as an organic system of speech mechanisms that reveal their functional principles in practice. This phase leads learners toward practical mastery of speech mechanisms before providing any systematic explanation. Through specific speech stimuli, learners perform increasingly complex transformations, first on individual phrase models and later on groups of phrases forming micro-dialogues. In this way, learners engage in speech communication, creating it themselves according to grammatical rules without reaching their abstract generalization, thus preparing for the next phase.

For transformational development to achieve its goal, transformations must be done in a way that the unit is perceived in its appropriate lexical context. For example, when working on the paradigm of a verb, noun, or pronoun, it should not be isolated from the entire phrase.



The learner must transform by repeating the entire phrase. Additionally, transformation stimuli should be given in a way that helps the learner perceive the system.

Grammatical Generalization: After the transformational phase, where some speech experience is gained, learners can discover grammatical rules under the teacher's guidance. For the first time in this phase, the process moves from the level of speech to the level of language, i.e., linguistic competence. It is important to note that grammatical generalization is not burdened with grammatical terms or theorizing, and the rules are presented schematically and accessibly. In other words, grammatical generalization involves extracting and establishing a particular grammatical rule based on structures that most clearly illustrate it.

Situational Development: The focus returns to the level of speech but at a higher qualitative level. With new stimuli and tasks, learners apply acquired speech habits and language knowledge in a new type of speech communication. Initially, learners assume the roles of the characters in the dialogue, imitating speech communication within certain boundaries. As learning progresses, tasks change—perspectives shift in reproducing the dialogue, and it is retold in different narrative forms with personal comments, expressions of personal opinions, debates, etc. At this phase, spontaneity in speech production becomes crucial. This phase serves as a real criterion for assessing the extent to which the speech skills and language competence acquired in previous phases have turned into speech ability. It is, in fact, the ultimate goal of both individual lessons and the entire learning process.

As learning progresses and learners accumulate not only speech experience but also habits of working with texts, the phases can merge. The teacher can then work more freely—though not chaotically—across phases, achieving multiple objectives simultaneously, saving time, and increasingly steering the process toward the final goal—communicative competence.

The main language categories for each of the levels in Bulgarian are as follows:

Level A1

- Noun: gender, number; plural form; articles.
- Adjective: coordination in gender and number with the noun.
- Pronoun: personal, demonstrative and interrogative pronouns.
- Numeral: cardinal – up to 100; ordinal – coordination with nouns.
- Verb:
- Present tense – conjugations
- Present, future, and past perfect tense of the verb "to be"
- Possessive verbs – "have" and "not have" and existence verbs – "there is/are"
- Imperative – some commonly used simple forms



- Prepositions: for space and time
- Narrative and interrogative sentences

Level A2

- Noun:
- Exceptions to the rules for determining gender
- Less common patterns for forming the plural
- Adjective:
- Articles and comparison
- Pronoun:
- Personal pronouns – short dative forms
- Reflexive personal pronouns (short forms – се, си)
- Short possessive pronouns
- Reflexive possessive pronouns (short forms – си)
- Verb:
- Verb aspect (concept of the completeness of the action)
- Tense: present tense of verbs, past perfect, and future tense
- Compound verbal predicates with modal verbs like want, can, must, may
- Imperative mood – simple forms
- Verbs of motion with prepositions
- Prepositions
- Complex sentences – compound and composite
- Indirect speech
- Conditional sentences (real condition)

The mentioned language skills are applied to the respective topics as follows:

Introduction

- Vocabulary:
- Names of:
- Countries, nationalities, languages
- School subjects

- Grammar:
- Present tense of "съм" (to be): forms and word order
- Common verbs in the present tense (I am called, study, speak, live, have)
- Numerals: cardinal and ordinal forms
- Language Patterns:
- I am from...
- I am ... years old
- I live in the city/village.../on the street.../in apartment number.../on the ... floor
- I have been in Bulgaria for two/three... months
- I study in the third/fourth... grade
- I like to.../I don't like to...

Family

- Vocabulary:
- Names of:
- Relatives
- Physical appearance and qualities of people (blue eyes, chestnut hair, kind, caring, gentle, lazy, hardworking)
- Professions

Grammar

- Personal pronouns – nominative, accusative, and dative forms
- Possessive pronouns – short forms (e.g., брат ми; очите му)
- Use of articles (definite/indefinite) with nouns and possessive pronouns (e.g., сестра ми/сестрите ми)
- Gender and number of nouns – exceptions (e.g., един дядо; двама чичовци; трима братя; две деца)
- Agreement between adjectives and nouns
- Verbs – present tense; reflexive verbs
- Complex sentences

Language Patterns

- He/she is 11 years old.
- My father works as a technician.



- He is chestnut-haired, and she is blonde.
- They are smart but lazy.
- We love each other.
- They help each other.

Friendly Environment Vocabulary

- External appearance and qualities of people: synonyms and antonyms
- Names of clothing and footwear
- Names of sports and sporting equipment
- Names of extracurricular activities

Grammar

- "C3M" (to be) - present, past, and future tenses
- Verbs from the three conjugations - present tense
- modal constructions: (can), (wants to), (must)
- Complex sentences

Language Patterns

- He is sociable by nature.
- They practice football.
- She wants to become a doctor.
- When he is free, he usually listens to music.

Housing Vocabulary

- Names of rooms in a house: entrance hall, kitchen, living room...
- Names of furniture in the rooms: wardrobe, bookshelf, sofa...
- Names of directions – left, right
- Names of qualities of objects and rooms: modern, spacious, glass

Grammar

- Noun articles
- Prepositions for location: next to, in front of, above...
- Adjective articles

Language Patterns

- The apartment is located close to the school.



- The kitchen and the living room are connected.
- The small table is in front of the sofa.
- The bed is narrow but comfortable.
- To the left of the door is the TV.

Daily Life Vocabulary

- Days of the week
- Daily activities: school and extracurricular
- Parts of the day
- Foods and drinks
- Types of transportation

Grammar

- Reflexive and non-reflexive verbs
- Prepositions with motion verbs
- Prepositions for time
- Word order of pronoun forms

Language Patterns

- I usually wake up early.
- I brush my teeth.
- I get on the bus.
- I am at school from 9 o'clock to 12 o'clock.
- In the afternoon, I study math.
- I call him around 5 o'clock.

Yesterday and Tomorrow Vocabulary

- Time expressions: yesterday, last Monday, next summer
- Expanding the verbs for activities and states
- Names of transportation vehicles: airplane, ship

Grammar

- Verb aspect
- Prepositions with motion verbs
- Past perfect tense of the verb

Language Patterns

- In the spring, I will travel by ship on the Danube.
- Next summer, I will vacation at the seaside.
- I felt very happy throughout the entire vacation.
- Last Monday, I visited an interesting exhibition.

Vacation Vocabulary

- Climate characteristics
- Places for relaxation and leisure
- Activities during free time

Grammar

- Prepositions with motion verbs
- Verb – past perfect tense
- Common verbs – past imperfect tense
- Complex compound sentence

Language Patterns

- We passed through small villages.
- We left the city and after 3 hours, we arrived in the mountains.
- During the winter vacation, I went skiing.
- On the excursion, we saw many interesting sights.
- Last summer, I went to the beach every day.

Levels B1 and B2

Main topics: family; hobbies; current events; personal experiences; personal and professional relationships; public life; commentary on books/films/articles; critical analysis of opinions – advantages and disadvantages of...

Lexical knowledge

- Substantivized adjectives: You cannot call the beautiful ugly.
- Deverbal nouns: learning, education, effort, studying.
- Names of emotional states: tense, disappointed, outraged by..., proud of...
- Names of personal characteristics: kind-hearted, selfish, friendly, responsive, reserved, talkative, envious, balanced, quick-tempered; distracted.



- Expressing attitude: I rely on... / and not "He is always there for me"; I can lean on...; I treat with respect...; I feel disappointed by...
- Expressing opinion: I do not accept the opinion that...; I agree with the statement that...; in my opinion...; I object to the idea...; the statement does not sound credible...
- Parenthetical words and expressions: on the contrary, on the other hand, actually, after all, etc.
- Scientific terms and set expressions from journalistic style: point of view, right to vote, vote of no confidence, correspond with.

Basic grammatical knowledge

B1 Level

1. Noun:

- Deverbal nouns: For processes – ending in -не (e.g., "образоване" – educating), and for results – ending in -ние (e.g., "образование" – education).
- Abbreviations and other acronyms (e.g., NDK, BAS, kg).

2. Adjective:

- Some synonyms and antonyms.

3. Pronoun:

- Personal pronouns (full accusative and dative forms).
- Possessive pronouns (full forms) – agreement and definiteness.
- Generalizing pronouns (e.g., всякакъв – any kind, всякъде – everywhere, винаги – always).
- Indefinite pronouns (e.g., някого – someone, някакъв – some kind, някъде – somewhere, някога – sometime).
- Relative pronouns (for manner – както – as, for qualities – какъвто – whichever).
- Negative pronouns (e.g., никой – no one, никого – nobody, никакъв – no kind, никъде – nowhere, никога – never).

4. Verb:

- Non-reflexive and reflexive verbs
 - Mutually-reflexive verbs (e.g., гледат се – they look at each other, дават си – they give to each other).
- Verb tenses: Past simple (including perfective aspect), past imperfect, past indefinite. Word order in perfect tenses.

- Voice: Active and passive voice (including participial and reflexive forms).
 - Imperative mood: Simple and complex forms.
 - Agreement of verb tenses in narrative.
5. Conjunctions:
- Coordinating conjunctions in compound sentences: (e.g., или..., или... – either..., or..., нито..., нито... – neither..., nor...).
 - Conjunctions in complex sentences with subordinate clauses:
 - ☐ For quantity and degree (e.g., колкото..., толкова... – as much..., so much..., доколкото – as far as).
 - ☐ For cause (e.g., защото – because, тъй като – since, понеже – as).
 - ☐ For consequence (e.g., затова – therefore, ето защо – that's why).
 - ☐ For exception (e.g., макар че – although, макар да – even though, въпреки че – despite the fact that).
6. Doubling of the object:
- "Мария я обичат всички" – Maria is loved by everyone.
- "На тях не им се вярва, ама е истина" – They don't believe it, but it's true.
7. Complex sentences with the conjunctions and conjunctive words mentioned above.
8. Indirect speech in the past tense.
- "Миналия петък работих до късно" – Last Friday, I worked late.
- "Тя казва, че миналия петък е работила до късно" – She says she worked late last Friday.

B2 Level

1. Pronoun:
- Indefinite pronouns like "който и да е" (whichever), "какъвто и да е" (whatever).
2. Numerals:
- Mathematical fractions; large numbers.
3. Verb:
- Aspect of the verb:



☐ "Secondary imperfective aspect" from perfective verbs (e.g., чета – прочета – прочитам).

☐ Specific uses:

"Щом си купуват нова кола, значи нямат финансови проблеми" – If they are buying a new car, they must not have financial problems (deduction).

"Щом си купят кола, ще заминат на пътешествие" – Once they buy a car, they will go on a trip (sequence).

- Tenses: Past perfect; future in the past; future perfect and future perfect in the past.
- Voice: Modal passive (e.g., "Тук не се пуши!" – No smoking here!).
- Mood: Conditional mood.
- Modes of expression: Reported speech.

4. Impersonal sentences:

"Стъмни се рано" – It got dark early.

"Не е лесно да се направи" – It's not easy to do.

5. Detached/isolated parts: Transformation of detached parts into subordinate clauses.

6. Interpolated words and expressions:

"напротив" (on the contrary), "от друга страна" (on the other hand), "всъщност" (in fact), "все пак" (after all), and others.

7. Scientific and journalistic style.

8. Fixed expressions.

Family

- Full forms of accusative and dative pronouns:

"На нея/него мога да разчитам винаги, когато се нуждая от съвет" – I can always rely on her/him whenever I need advice.

- Mutually-reflexive forms:

"Всички в семейството се обичаме и си помагаме" – Everyone in the family loves and helps each other.

- Word order in the past indefinite tense:

"Родителите ми са спокойни хора. Никога не съм ги чувал да се карат" – My parents are calm people. I have never heard them argue.

- Past perfect tense and future in the past for personal experiences.

Personal and professional relationships

- Indirect speech:

"Той е човек, на когото нямам доверие. Например вчера ми каза, че е бил до късно на тренировки. Случайно разбрах, че всъщност се е разхождал с приятели" – He is someone I don't trust. For example, yesterday he told me he had been at practice late. I accidentally found out that he was actually hanging out with friends.

A2 level: "Той ми каза: Бях до късно на тренировки" – He told me: I was at practice late.

Critical commentary on opinions:

Comment on the necessity of zoos:

- Interpolated expressions

"От една страна, в зоопарковете животните са защитени от враждебната природа. Но от друга страна, те са лишени от възможността да се развиват свободно в естествената си среда" – On the one hand, animals in zoos are protected from the hostile environment. But on the other hand, they are deprived of the opportunity to develop freely in their natural habitat.

Complex sentences:

- Compound sentences

"Макар че условията в зоопарковете са добри, те не могат да заместят естествената природна среда" – Although the conditions in zoos are good, they cannot replace the natural environment.

A fundamental principle in teaching language categories is their gradual introduction in parts. This applies to both the morphology and syntax of the language.

For instance, a key morphological category at A1 level is the gender of nouns. At this level, learners are introduced only to nouns whose gender is determined by their endings, specifically:

- If the word ends in -a or -я, it is feminine (e.g., "майка" – mother, "маса" – table, "къща" – house, "стая" – room, "чиния" – plate).

- If the ending is -о or -е, the noun is neuter (e.g., "легло" – bed, "бюро" – desk, "кафе" – coffee).

- If the ending is a consonant, the noun is masculine (e.g., "стол" – chair, "ученик" – student, "сандвич" – sandwich).

At A2 level, the topic is expanded by introducing exceptions to the gender rule, such as:

- The word "баща" (father) ends in -а but is masculine, not feminine.
- The words "дядо" (grandfather) and "чичо" (uncle) end in -о, but they are masculine, not neuter.
- The words "пролет" (spring) and "есен" (autumn) end in a consonant but are feminine, not masculine.

Similarly, the category of number in nouns is introduced part by part. At A1 level, learners study nouns that follow the basic rules for forming plural, namely:

- Feminine nouns in the plural take the ending -и.
- Neuter nouns with the ending -о change to -а in the plural, and those with -е take -та (e.g., "легло" – "легла" (bed-beds), "кафе" – "кафета" (coffee-coffees)).
- Singular nouns with one syllable take the ending -ове in the plural, while multisyllabic nouns take -и (e.g., "стол" – "столове" (chair-chairs), "молив" – "моливи" (pencil-pencils)).

At A2 level, learners expand their knowledge by learning plural forms that do not follow the basic rule, such as:

- The noun "дете" (child) is neuter with the ending -е, but its plural form is "деца" (children) rather than -та.

Learners also explore the differences between plural forms and count forms for masculine nouns, for example:

- "един стол" – "много столове" (many chairs) – "два/три/четири стола" (two/three/four chairs).
- "един телевизор" – "много телевизори" (many TVs) – "два/три/четири телевизора" (two/three/four TVs).

Additionally, at A2 level, learners are introduced to the difference between the count form for masculine nouns referring to objects and those referring to people, for example:

- "един лев" – "два лева" (one lev- two leva – currency).
- "един студент" – "двама студенти" (one student - two students).

The same differentiation applies to teaching personal pronouns.

At A1 level, learners acquire the basic forms of personal pronouns: аз (I), ти (you), той (he), тя (she), то (it), ние (we), вие (you, plural), те (they). These are used in sentences to introduce the learner or other people, such as:

"Аз съм чужденец. Сега уча български език с Ана. Тя е от Гърция. Ние сме приятели. Учим заедно с Мария и Ханс. Те са от Германия."

(I am a foreigner. I am currently learning Bulgarian with Ana. She is from Greece. We are friends. We study together with Maria and Hans. They are from Germany.)

At A2 level, learners are introduced to and practice the short accusative forms of pronouns:

- For 1st person singular: ме (me).
- For 2nd person singular: те (you).
- For 3rd person singular: го (him/it).
- For 1st person plural: ни (us).
- For 2nd person plural: ви (you).
- For 3rd person plural: ги (them).

For example: "Това е Силвия. Познаваш ли я?" (This is Sylvia. Do you know her?)

"Харесвам Иван. Ти харесваш ли го?" (I like Ivan. Do you like him?)

"Аз те уважавам и ти ме уважаваш." (I respect you, and you respect me.)

A similar partitive approach is applied to the teaching and acquisition of syntactic categories. For instance, at A1 level, students are expected to be able to compose mainly simple sentences. By the end of the course, they develop the ability to construct compound sentences using the conjunctions "и" (and), "но" (but), and "а" (while/and), for example:

"Аз говоря български език." (I speak Bulgarian.)

"Аз живея в България и говоря български." (I live in Bulgaria, and I speak Bulgarian.)

"Аз говоря български, а ти говориш английски." (I speak Bulgarian, and you speak English.)

At A2 level, learners study some complex sentences with conjunctions like "който" (who/which), "когато" (when), and "където" (where), for example:

"Познавам мъжа, който говори английски." (I know the man who speaks English.)

"Познавам детето, което играе в парка." (I know the child who plays in the park.)

"Познавам децата, които играят в парка." (I know the children who play in the park.)

A similar principle is applied to the acquisition of personal pronouns. At A2 level, students learn the short forms of accusative and dative pronouns, such as:

"Познавам я много добре." (I know her very well.)

"Не го харесвам." (I don't like him.)

"Майка ти винаги ми дава добри съвети." (Your mother always gives me good advice.)

"Може би не ти казват истината." (Maybe they're not telling you the truth.)

However, the Bulgarian pronoun system also includes the full/long forms of accusative and dative pronouns (e.g., мене, тебе, него, нея, нас, вас, тях). These forms are studied at B2 level. It is well known that these forms are primarily used when making comparisons between two objects, such as in discussions about people, events, or occurrences. Mastering these forms is one of the essential skills for B1 and B2 levels. Therefore, learners need to be proficient in using full forms of pronouns. For example, when commenting on professional activities, it is necessary to use phrases like:

"Него го познавам добре и мога да гарантирам за професионализма му, но нея не я познавам толкова добре и нямам мнение за качествата ѝ."

(I know him well and can vouch for his professionalism, but I don't know her as well, so I don't have an opinion on her qualities.)

This sentence also contains one of the specific features of the Bulgarian language, namely the duplication of the full and short forms of pronouns.

In this sense, a fundamental task in second-language acquisition is to emphasize the language's specific characteristics, which distinguish it significantly from other languages.

The modern Bulgarian language—both in its literary form and dialects—has a very distinctive morphological structure, which has developed over centuries of its evolution.

1. Unlike all other Slavic languages, modern Bulgarian does not recognize cases as a grammatical category.
2. Additionally, unlike other Slavic languages, Bulgarian has developed a new category—definiteness. Among Slavic languages, only Bulgarian has article usage for nouns.
3. The comparison of adjectives and adverbs is done analytically, using particles.
4. There is a special count form for masculine nouns.
5. The most important feature of the Bulgarian verb system is the existence of a rich system of renarrative verb forms, which express that the speaker was not a witness to the action but is reporting it based on someone else's words.

Another set of forms expresses actions presumed from a current point of view. Bulgarian also has an exceptionally rich system of verb tenses, unmatched by any other Slavic language.

These unique features of Bulgarian morphology have attracted the attention of Slavic linguists and general language specialists alike. This is one of the reasons why Bulgarian, as the successor to Old Church Slavonic, is studied in around a hundred foreign universities. Over its millennia-long development—from Old Bulgarian during the time of Cyril and Methodius and their disciples—Bulgarian has shifted from synthetic to analytic structures. Analytic forms and constructions now dominate, and the role of prepositions and particles has increased.

It is well-known that Old Bulgarian had six case forms for nouns in both singular and plural, along with a dual form that also had case distinctions. In modern Bulgarian, only remnants of this case system remain, with case as a morphological category having disappeared. Other Slavic languages—East, West, and South Slavic—have retained the case system that was documented in Old Bulgarian, while modern literary Bulgarian lacks a case system entirely.

In the area of verbs, modern Bulgarian has not only preserved the richness of the Old Bulgarian verb system but also developed new categories. There is a clear tendency towards analytical forms, with many new complex verb forms emerging. However, simple forms have also been preserved, with the exception of infinitives and some participles, which have disappeared. Bulgarian is unique among the Slavic languages in not having an infinitive, which has been replaced by a complex form—a conjugated verb in the present tense accompanied by the particle *да*. For example, Russian *хочу говорить* (I want to speak) becomes *искам да говоря* in Bulgarian.

The Bulgarian verb system is rich in tenses and moods, with nine verb tenses, some of which have variant forms. Unlike many Slavic languages, Bulgarian has preserved the distinction between „aorist“ and imperfect tenses (past simple and past continuous): *пях* and *пеех* (I sang), *мислих* and *мислех* (I thought), *четох* and *четях* (I read). Additionally, the distinction between perfective and imperfective verbs remains intact, as in other Slavic languages. For instance, Bulgarian has a past simple tense of the perfective aspect (e.g., *Той изпя една песен* – He sang a song), past continuous tense of the perfective aspect (e.g., *Щом изпееше една песен, той сядаше на мястото си* – Whenever he finished singing a song, he would sit down), past continuous tense of the imperfective aspect (e.g., *Той изпиваше песента си* – He was singing his song), and past simple tense of the imperfective aspect (e.g., *Той пееше няколко пъти* – He sang several times).

Bulgarian also distinguishes between actional and resultative tenses, meaning whether the action or its result is related to the relevant moment of orientation (of which there are four).

In the area of moods, Bulgarian has developed many new verb forms. Conditional forms have emerged that express both readiness and intention to perform an action, such as *ядвам, отиввам* ("I would go, I am ready to go").

The most significant morphological feature of the Bulgarian verb is the category of renarrativity—an extraordinarily rich system of complex verb forms used to express that the speaker, not having witnessed the action, is reporting it based on someone else's account. These renarrative forms convey various nuances, including "double-renarrative" forms. In a typical narrative about past events, the verb forms always indicate whether the speaker was a witness to the events or not. For example, we can say *Иван скочи в трамвая в последния момент, вратата го притисна и той без малко щеше да падне* (Ivan jumped onto the tram at the last moment, the door pressed him, and he almost fell) only if we were there and saw the events unfold, being aware of the danger that Ivan faced. The verb form *притисна* (pressed) not only conveys that the tram door pressed Ivan but also indicates that the speaker witnessed the event.

If we were not witnesses, but still used the past simple tense in the indicative mood, we would not be telling the truth, even if the events really occurred, because the use of that tense implies personal witness. If someone else told us about the event, we must use the special renarrative verb forms: Иван скочил в трамвая, вратата го притиснала и той без малко щял да падне (Ivan supposedly jumped onto the tram, the door supposedly pressed him, and he almost fell). The use of renarrative forms implies "I wasn't there, but someone told me."

When we haven't witnessed an event and no one has told us about it, we can report it based on our own assumptions or reasoning from current evidence. In this case, the sentence would be: Иван е скочил в трамвая в последния момент, вратата го е притиснала... (Ivan must have jumped onto the tram at the last moment, the door must have pressed him). The verb form е скочил suggests "I wasn't there, but I assume (or am sure) this is what happened." The presumptive meaning in Bulgarian can also be expressed with the particle ще, as in Иван ще е скочил в последния момент... (Ivan must have jumped at the last moment).

These features of the Bulgarian language are very important and require separate examination.

The morphological structure of modern literary Bulgarian is characterized by two main features: the simplification of the noun system (with the loss of cases) and the richness of verb forms and their related grammatical meanings. While the Bulgarian noun has only a few forms (despite the introduction of articles), each Bulgarian verb has hundreds of forms—simple and complex, personal and impersonal.

2.3. Teaching German as second language

In Austria, grammar and vocabulary instruction are integrated into meaningful activities that support communicative competence. Here's how each component is approached:

- Grammar:
 - o Implicit and Explicit Instruction: Austrian teachers blend explicit grammar instruction (through focused exercises and explanations) with implicit learning (through context-based usage). For example, grammar topics like verb conjugation or sentence structure may first be introduced explicitly, but are then reinforced through speaking and writing activities where learners use these structures in context.
 - o Grammar in Context: Rather than isolated drills, grammar is taught in the context of practical communication. For instance, learners practice past tense when talking about personal experiences or future tense when discussing plans. Grammar lessons are designed to support specific communicative goals, making grammar more accessible and relevant.
 - o Error Correction in Communicative Contexts: In task-based activities, error correction is typically done in a way that doesn't disrupt communication. Teachers focus on errors that impede understanding or are frequently repeated, allowing learners to self-correct in



real conversations. This method encourages fluency while gradually improving accuracy over time.

- Vocabulary:
 - o Thematic Vocabulary Units: Vocabulary is organized around themes, helping learners acquire words and phrases that are directly applicable to everyday interactions. Each thematic unit (e.g., shopping, health, work) includes vocabulary relevant to the context, often accompanied by real-world materials like menus, maps, or forms.
 - o Use of Authentic Materials: Austrian language classes frequently use authentic materials, such as newspapers, videos, and social media posts, to expose learners to vocabulary in natural contexts. For advanced learners, Austrian dialect and idiomatic expressions are introduced to help them navigate regional language variations.
 - o Repetition and Recycling: New vocabulary is repeated and recycled across different lessons to reinforce retention. For example, learners might encounter words in different contexts (listening, speaking, reading, writing) and revisit them in later units, building familiarity and deepening understanding.
- Combined Grammar and Vocabulary Practice:
 - o Dialogues and Role-Play: Grammar and vocabulary are reinforced through role-play and dialogues that reflect real-life interactions, such as ordering food, scheduling appointments, or discussing hobbies. These activities enable learners to apply new vocabulary and grammatical structures in meaningful exchanges.
 - o Interactive and Digital Tools: Digital resources like language apps, multimedia exercises, and online quizzes provide additional vocabulary and grammar practice. These tools offer immediate feedback and interactive options, engaging learners and providing varied exposure to language forms.
- Focus on Productive and Receptive Skills: Vocabulary and grammar are taught across both productive skills (speaking and writing) and receptive skills (listening and reading), ensuring that learners can understand and use language across different contexts. Listening exercises with varied accents or dialects, for example, prepare learners for the linguistic diversity they may encounter in Austria.

Stages of Language Acquisition

In Austria, language acquisition in the national curriculum is structured in a way that aligns with the Common European Framework of Reference (CEFR) levels and follows a progressive, concentric learning model. This approach ensures that students build on prior knowledge in structured stages, focusing on gradually increasing complexity in syntax, vocabulary, and situational language use. Here's how the curriculum is organized to support progressive language acquisition:

Structured Stages of Language Acquisition

- **Foundational Stages (A1 to A2):** The initial stages of language learning focus on basic syntax and vocabulary, emphasizing segmented and situational learning for practical, everyday use. In the A1 and A2 stages, students learn essential sentence structures (e.g., subject-verb-object), basic verb conjugations, and common phrases for greetings, introductions, and daily activities. Vocabulary and syntax are segmented into essential categories (e.g., numbers, colors, family, food) that are directly applicable to routine interactions.
- **Intermediate Stages (B1):** At the B1 level, learners begin to engage with more complex structures, including varied sentence types (e.g., questions, commands) and basic compound sentences. Vocabulary expands to cover more nuanced topics, such as hobbies, travel, and personal opinions. This stage emphasizes functional and situational learning, where learners practice language skills through practical scenarios, such as booking accommodations or describing past experiences. Grammar is taught in a contextualized way to ensure students understand how to use new structures in real interactions.
- **Advanced Stages (B2):** By the B2 level, students are expected to use more sophisticated language, including advanced syntactic structures (e.g., relative clauses, passive voice) and complex sentences. Vocabulary broadens further to encompass professional and abstract topics, like expressing opinions on societal issues or discussing workplace scenarios. At this stage, language acquisition focuses on critical and nuanced expression, allowing learners to participate in discussions, debates, and professional exchanges. Emphasis is placed on mastering both syntax and cultural nuances, as learners often prepare for integration into professional or academic environments.

Progressive, Concentric Learning Model

Austria's curriculum adopts a concentric learning model, where language skills are revisited and expanded upon at each stage, ensuring cumulative and coherent development. This approach is integrated across all educational levels and supported by the following methods:

- **Repetition and Recycling of Key Structures:** Vocabulary, grammar, and conversational patterns are introduced gradually and revisited over time, with increasing complexity. For instance, while basic vocabulary on "family" might be introduced in A1 with simple phrases, it becomes more nuanced by B1 with expressions of opinions or descriptions of relationships. By B2, students may discuss family roles or societal perspectives on family life. This cumulative learning strengthens retention and understanding, reinforcing prior knowledge and adding layers of complexity.
- **Skill Integration Across Receptive and Productive Modalities:** Language acquisition is structured to develop both receptive (listening, reading) and productive (speaking, writing) skills in parallel. For example, listening exercises are paired with speaking activities, where learners first comprehend a structure and then actively use it. This approach promotes well-rounded competence and reinforces language retention, as students are consistently applying new structures across different modalities.



- **Gradual Introduction of Complex Structures:** Grammar instruction is carefully scaffolded to introduce more complex syntactic structures progressively. For instance, students first learn simple present tense and subject-verb agreement in basic sentences at A1. By A2, they explore more tenses, and at B1, they practice compound and complex sentences. This gradual buildup ensures that learners fully understand foundational grammar before moving on to advanced forms.

- **Thematic and Situational Contexts:** Language learning is organized thematically, with each level expanding on practical contexts (e.g., shopping, work, travel). This situational approach enables students to apply language in real-life scenarios progressively, making each new stage directly relevant to everyday life. By connecting language learning to realistic contexts, the curriculum reinforces vocabulary and syntax usage in a meaningful way, helping learners move from basic interactions to more nuanced conversations and professional exchanges.

- **Continuous Formative Assessment and Feedback:** Austrian language programs employ regular formative assessments, such as quizzes, oral exams, and project-based evaluations, which provide feedback on learners' progress and identify areas for improvement. This consistent feedback loop helps ensure that students are building on a solid foundation and making adjustments as needed to support concentric learning. Summative assessments at the end of each level (such as ÖSD exams) validate learners' progress and readiness to move to the next stage.

Ensuring Concentric Skill-Building Over Time

To maintain a steady progression in language skills, the Austrian education system incorporates a range of strategies:

- **Differentiated Learning Plans:** For students with different starting points or needs, differentiated learning plans allow for more individualized pacing, especially in multi-level classrooms. This ensures that all learners are supported in their language journey, revisiting and reinforcing foundational skills as necessary.

- **Integration of Cultural Competence:** As learners progress, the curriculum increasingly integrates sociocultural knowledge, helping them adapt their language use to Austrian social norms and communication styles. By the B2 stage, learners are expected not only to understand the language but also to demonstrate cultural competence in conversations and formal interactions.

- **Project-Based and Task-Oriented Learning:** At advanced stages, language classes incorporate more project-based activities, like presentations, debates, or group projects. These projects require students to synthesize language skills, including vocabulary, grammar, and sociocultural awareness, into cohesive, functional communication. This method reinforces previously acquired knowledge and builds confidence in using language in real-world applications.



Integration of Language Skills

In Austria, the second language curriculum integrates the four key language skills—listening, speaking, reading, and writing—in a balanced and interwoven approach to develop comprehensive communicative competence. The curriculum follows the CEFR guidelines, ensuring that each skill is developed progressively and in contexts that reflect real-life language use.

Integration of Listening, Speaking, Reading, and Writing Skills

- Listening and Speaking as Foundational Skills:
 - o At the beginner levels (A1 and A2), listening and speaking are prioritized to help learners build essential communication skills. Lessons include short dialogues, role-plays, and listening exercises focused on everyday interactions, such as greetings, introductions, and basic requests.
 - o Listening activities expose students to different speeds and intonations, preparing them for real-world conversations, while speaking exercises enable students to practice pronunciation, intonation, and basic conversational flow.
 - o In intermediate and advanced stages (B1 and B2), listening and speaking skills are developed through more complex tasks, such as discussing opinions, conducting interviews, or making presentations. Group discussions and debates are introduced at higher levels, encouraging learners to engage in spontaneous, extended conversations.
- Reading and Vocabulary Development:
 - o Reading is introduced early, starting with simple texts such as short articles, dialogs, or labeled images. These texts help learners build vocabulary in context, which is often organized thematically (e.g., family, work, shopping).
 - o As learners progress, they encounter more complex and diverse reading materials, including news articles, short stories, and, at advanced stages, authentic materials like job ads, official forms, or literary excerpts.
 - o Reading tasks are designed to reinforce vocabulary and grammar learned in class, allowing students to see these elements applied in real-world contexts. Comprehension exercises, such as summarizing or answering questions, are used to ensure understanding and support vocabulary retention.
- Writing Skills for Functional and Creative Expression:
 - o Writing begins with simple sentence construction and short texts, such as filling in forms, writing postcards, or drafting brief personal introductions. These exercises build confidence in basic written communication.



- o At higher proficiency levels, students work on more structured writing tasks, such as composing emails, formal letters, essays, and reports. These tasks help learners apply grammatical structures in a structured manner while exploring various text types.
- o Writing tasks also support vocabulary development and grammatical accuracy, as students must choose appropriate words and structures to communicate clearly and effectively.

Methods for Integrating All Four Skills in the Curriculum

- **Task-Based Learning:** The Austrian curriculum emphasizes task-based learning, where students work on practical activities that require using all four language skills. For instance, students might plan an event together, requiring them to discuss (speaking), listen to instructions or group members (listening), research the topic (reading), and write invitations or reports (writing). Task-based activities make the skills feel interdependent, as they are in real-life situations.
- **Content and Language Integrated Learning (CLIL):** CLIL is commonly used in Austrian language programs, especially in vocational and secondary education, where language learning is integrated with other subject content. For example, a geography lesson might be taught in German for English-speaking students, encouraging them to read maps, listen to instructions, discuss findings, and write summaries. CLIL provides natural opportunities for skill integration and promotes contextualized language learning.
- **Role-Plays and Simulated Situations:** Role-plays are used to simulate real-life interactions, such as making hotel reservations or handling a work scenario. In these activities, students listen to instructions, speak during the role-play, read role cards, and sometimes write follow-up notes or reports. This method supports both spontaneous language use and structured learning, integrating all four skills in a single activity.
- **Project-Based Learning:** At more advanced levels, students often engage in projects that span several lessons, such as creating a group presentation or organizing a class event. These projects require students to research (reading), plan (writing), collaborate and present (speaking), and review feedback or results (listening). This approach reinforces language skills in a meaningful, real-world context, while also promoting critical thinking and collaboration.

Progressive Skill Development and Evaluation

- **Listening and Speaking Assessments:** Oral exams, interactive exercises, and presentations are used to evaluate speaking and listening skills. In some cases, students participate in conversational exchanges or respond to audio recordings, mimicking real-life listening and speaking situations.
- **Reading and Writing Evaluations:** Reading comprehension tests and written assignments assess learners' understanding of texts and their ability to express themselves in



writing. Tasks such as summarizing articles or writing essays allow teachers to evaluate learners' command of vocabulary, syntax, and text structure.

- Integrated Skill Activities in Exams: Standardized assessments like the Österreichisches Sprachdiplom Deutsch (ÖSD) test all four skills in combination, aligning with the CEFR framework. These exams assess listening, reading, speaking, and writing in contexts that mirror real-life situations, ensuring students have achieved functional proficiency across all skill areas.

National Language Specifics

German, as the national language of Austria, presents several linguistic features that can pose challenges for second language learners. These challenges often stem from its complex grammar, unique pronunciation rules, and particular syntactic structures. Certain features, such as its gender system, case structure, and extensive verb conjugation, significantly differ from other languages, requiring targeted teaching approaches. Here's a breakdown of the key linguistic features and unique challenges in German:

Key Linguistic Features and Challenges for Learners

- Grammar:
 - o Case System: German has four grammatical cases—nominative, accusative, dative, and genitive—which dictate the form of nouns, pronouns, and articles based on their syntactic role in the sentence. Each case influences word endings, and learners often find it challenging to apply the correct case, especially when they change based on prepositions or sentence structure. Teaching focuses heavily on understanding the function of each case and recognizing case patterns.
 - o Gender System: German nouns are categorized into three genders: masculine, feminine, and neuter, each with corresponding articles (der, die, das). Unlike languages with two genders or none at all, German's gender system requires learners to memorize the gender of each noun, as it doesn't always follow intuitive patterns. This feature requires specific teaching techniques, such as mnemonic devices and practice with gender-specific articles.
- Syntax:
 - o Word Order: German syntax follows a flexible word order, especially in subordinate clauses, where the verb is placed at the end of the sentence. Additionally, in main clauses, the verb is typically in the second position, which is unlike English or Romance languages. Learners may find it challenging to adjust to this structure, and practice often emphasizes sentence reordering exercises and identifying key syntactic patterns.
 - o Separable Verbs: German includes separable-prefix verbs, where the prefix detaches from the root verb in certain tenses or sentence structures. For example, "anrufen" (to call) separates in the sentence "Ich rufe dich an" (I call you). This separation can be confusing, particularly for learners used to verb forms that remain unchanged in sentences. Teaching

strategies include practice with common separable verbs and exercises focused on recognizing and applying separable prefixes correctly.

- Pronunciation:

- o Vowel Length and Umlauts: German has both short and long vowels, as well as umlauts (ä, ö, ü), which change the vowel sound and often the meaning of the word. Learners may struggle with pronouncing and differentiating these sounds, particularly if their native language lacks similar distinctions. Exercises often include auditory discrimination and pronunciation practice focused on umlauted vowels and mastering the distinction between short and long vowels.

- o Consonant Clusters: German includes consonant clusters (e.g., “sch,” “tsch,” “pf”) that can be challenging to pronounce, especially for learners from languages without similar clusters. This can impact both pronunciation and comprehension. Pronunciation drills and gradual introduction of challenging clusters help learners adjust to these sounds.

Unique Linguistic Features Requiring Specific Teaching Focus

- Articles and Gender Agreement:

- o German’s gender system extends beyond nouns to require agreement in articles and adjectives, which take different forms based on the case (nominative, accusative, dative, genitive) and gender (masculine, feminine, neuter). This differs significantly from languages with fixed article forms or those without gendered nouns, making it a core focus area in teaching. Teaching strategies often involve repetition, visual aids, and practice sentences to reinforce gender agreement patterns.

- Verb Conjugation and Tense Structure:

- o German verbs conjugate based on person and number, with multiple forms for each tense and additional distinctions for formal and informal forms. For instance, there are two forms of “you” (formal Sie and informal du), with corresponding verb forms. German also uses modal verbs (e.g., können, müssen, sollen), which require specific placement rules within sentences and introduce a layer of complexity in word order. Lessons often involve structured practice with conjugation tables, contextualized examples, and drills with modal verbs to build familiarity.

- Compound Nouns:

- o German is known for its compound nouns, where multiple words are combined to form longer, often descriptive nouns (e.g., Krankenhaus – hospital, literally “sick house”). These words can be intimidating for learners because they require breaking down into individual components to understand meaning. Teaching compound nouns involves strategies like word decomposition exercises and identifying root meanings to help learners decipher and remember complex vocabulary.

- Reflexive Pronouns and Verbs:

- o German uses reflexive verbs with specific pronouns (e.g., sich freuen – to be glad, sich erinnern – to remember). Learners need to understand when to use reflexive pronouns and how they impact sentence structure, which can be particularly challenging for speakers of languages without reflexive constructions. Exercises often involve practicing reflexive verbs in context and understanding the syntactic placement of reflexive pronouns in sentences.

- The Subjunctive Mood (Konjunktiv):

- o German has a subjunctive mood (Konjunktiv) used for hypothetical or polite expressions, as well as indirect speech. Konjunktiv I and II have specific conjugations and forms, which differ from those used in indicative statements. This mood is often challenging as it requires mastery of conjugations and an understanding of when hypothetical or indirect expressions are appropriate. Practice with common phrases, dialogues, and indirect reporting is used to build familiarity with this mood.

Strategies to Address These Linguistic Challenges in Teaching

- Visual Aids and Mnemonics: Visual aids, such as color-coded charts for cases, gender markers, and verb endings, help learners internalize complex structures. Mnemonics, especially for remembering noun genders and verb separability, are also commonly used.

- Focused Drills and Pattern Recognition: Structured drills on specific grammatical features, such as case endings or verb conjugations, help learners recognize and apply patterns. Exercises in sentence reordering, verb placement, and article agreement are common in helping learners build a solid foundation.

- Contextual and Practical Application: Role-plays, dialogues, and situational learning provide practical experience with challenging structures like separable verbs or reflexive pronouns. These activities allow learners to apply grammar and vocabulary in context, reinforcing correct usage through practice.

- Pronunciation Practice and Listening Discrimination: To address pronunciation challenges, especially with vowels and consonant clusters, auditory exercises and repetition drills are used. Learners practice with native-speaker recordings, phonetic exercises, and minimal pairs to improve their ability to recognize and produce distinct German sounds.

Through these targeted strategies, Austrian language programs help learners navigate the unique and often challenging features of German. By focusing on pattern recognition, contextual practice, and gradual mastery of complex structures, students develop both confidence and competence in navigating German's linguistic intricacies.

Curriculum and Instructional Content

In Austria, second language German instruction is structured to align with CEFR levels, gradually building learners' proficiency from A1 to B2 with topics, vocabulary, and grammar content that increase in complexity and relevance. Here's a breakdown of typical content

introduced at each level, along with examples of language patterns and vocabulary specific to German.

A1 (Beginner)

- Topics:
 - o Personal information (introductions, family, nationality)
 - o Daily routines (time, weekdays)
 - o Basic needs (ordering food, shopping)
 - o Simple descriptions of people and objects (colors, size, basic adjectives)
- Vocabulary:
 - o Greetings and farewells: Hallo, Tschüss, Guten Morgen, Auf Wiedersehen
 - o Numbers, days of the week, months: eins, zwei, Montag, Januar
 - o Family members: Mutter (mother), Vater (father), Schwester (sister), Bruder (brother)
 - o Food and drink: Wasser (water), Brot (bread), Apfel (apple)
- Grammar:
 - o Basic sentence structure (Subject-Verb-Object): Ich bin aus Österreich (I am from Austria).
 - o Verb conjugation in the present tense: Ich gehe, du gehst, er geht (I go, you go, he goes).
 - o Articles and gender: Definite articles (der, die, das) and indefinite articles (ein, eine).
 - o Simple questions: Using wie, was, wo (how, what, where) – Wo kommst du her? (Where are you from?).

A2 (Elementary)

- Topics:
 - o Daily activities (hobbies, work routine)
 - o Health and well-being (doctor's visits, describing symptoms)
 - o Home and living (types of housing, household items)
 - o Basic travel and directions
- Vocabulary:
 - o Common verbs: spielen (to play), arbeiten (to work), wohnen (to live)
 - o Descriptive adjectives: groß (big), klein (small), schnell (fast), langsam (slow)



- o Places around town: Bahnhof (train station), Apotheke (pharmacy), Park (park)
- o Days and times: morgen (morning), abends (in the evening), heute (today)
- Grammar:
 - o Separable verbs: anfangen (to start) -> Ich fange an (I am starting).
 - o Dative case for indirect objects: Ich gebe meinem Freund ein Buch (I give my friend a book).
 - o Modals in the present tense (können, müssen, dürfen): Ich kann schwimmen (I can swim).
 - o Simple past tense of common verbs for storytelling: Ich war, du hattest (I was, you had).

B1 (Intermediate)

- Topics:
 - o Work and professions (describing jobs, workplace scenarios)
 - o Social interactions (giving opinions, making polite requests)
 - o Health and fitness (giving advice, discussing routines)
 - o Education and future plans
- Vocabulary:
 - o Work-related terms: Kollege (colleague), Chef (boss), Vertrag (contract)
 - o Common phrases for giving opinions: Ich finde, dass... (I think that...), meiner Meinung nach (in my opinion)
 - o Health and fitness: gesund (healthy), Ernährung (nutrition), trainieren (to train)
 - o School and education: Schule (school), Prüfung (exam), Universität (university)
- Grammar:
 - o Past tense (Präteritum for narrative past): Ich ging (I went), er sagte (he said).
 - o Complex sentence structure with conjunctions: weil, obwohl, wenn (because, although, if).
 - o Reflexive verbs: sich freuen (to be glad), sich erinnern (to remember) – Ich freue mich auf das Wochenende (I am looking forward to the weekend).
 - o Relative clauses to provide additional information: Das ist der Mann, der mir geholfen hat (That is the man who helped me).

B2 (Upper Intermediate)

- Topics:

- o Advanced discussions on social issues (environment, technology)
- o Personal opinions on complex topics (education systems, cultural differences)
- o Academic and professional settings (presentations, formal writing)
- o Literature and media
- Vocabulary:
 - o Environment: Umweltschutz (environmental protection), Klimawandel (climate change), erneuerbare Energie (renewable energy)
 - o Technology and innovation: Technologie (technology), Erfindung (invention), Digitalisierung (digitization)
 - o Common expressions for opinions: Es kommt darauf an... (It depends...), meiner Ansicht nach (in my view)
 - o Business and formal settings: Bericht (report), Besprechung (meeting), Verhandlung (negotiation)
- Grammar:
 - o Passive voice to focus on the action rather than the subject: Das Problem wurde gelöst (The problem was solved).
 - o Konjunktiv II (Subjunctive II) for hypothetical or polite expressions: Ich würde gerne... (I would like to...), Wenn ich mehr Zeit hätte, würde ich... (If I had more time, I would...)
 - o Infinitive constructions with “zu”: Ich versuche, Deutsch zu lernen (I am trying to learn German).
 - o Indirect speech for reporting: Er sagte, dass er kommen würde (He said that he would come).

Summary of Examples and Patterns by Level:

- A1: Simple, present-tense sentences with clear word order. Example: Ich gehe ins Kino (I go to the cinema).
- A2: Introduction of dative case and separable verbs. Example: Ich rufe meinen Freund an (I call my friend).
- B1: Use of past tense, reflexive verbs, and basic conjunctions. Example: Ich ging ins Kino, weil ich den Film sehen wollte (I went to the cinema because I wanted to see the movie).
- B2: Passive constructions, subjunctive mood, and indirect speech. Example: Es wurde gesagt, dass das Projekt erfolgreich war (It was said that the project was successful).

Each level introduces new grammar, vocabulary, and language patterns, building on previous knowledge and gradually adding complexity. This structured approach allows learners to progressively gain confidence in expressing more nuanced ideas, whether for social, professional, or academic purposes.

Sources:

Bausch, K.-R., Christ, H., & Krumm, H.-J. (Eds.) (2007). “Handbuch Fremdsprachenunterricht” – Handbooks of Language Instruction, Francke Verlag

Eberharter, K., & Schwarz, C. (2018). “Integrating Migrants through Language Education: A Study of the German Adult Education System” – International Review of Education

Hufeisen, B., & Neuner, G. (2003). “The Plurilingualism Project: Tertiary Language Learning – German after English” – Council of Europe Language Policy Division

Krumm, H.-J. (2013). “Integrative Sprachdidaktik: Deutsch als Zweitsprache für Kinder und Jugendliche” – Journal of Language and Education Research

Krumm, H.-J., & Fandrych, C. (2009). “Deutsch als Fremdsprache: Didaktik, Methodik und Interkulturalität” – DaF/DaZ Series by Schubert Verlag

Müller, M., & Weilnböck, A. (2015). “Grammatik- und Wortschatzvermittlung im DaF-Unterricht: Eine empirische Untersuchung der Effizienz unterschiedlicher Methoden” – Zeitschrift für Fremdsprachenforschung

Zerfaß, S. (2014). “Sprachstandsdiagnostik Deutsch als Zweitsprache” – Series by Waxmann Verlag

“Second Language Acquisition and the CEFR: A Case Study from Austria” – Journal of Applied Linguistics and Language Research

2.4. Teaching Romanian as second language

A MINIMAL DESCRIPTION of RLNM (A1, A2, B1, B2)

LEVEL A.1

A1. 1. Communicative functions

1. Greetings and introductions

- Function:
 - o Greeting people in formal and informal situations.
 - o Introducing yourself or someone else.

- o Asking someone's name and nationality.

- Example:

- o Salut! Mă numesc Andrei. Sunt din România. Tu cum te numești?
- o (Hello! My name is Andrei. I am from Romania. What's your name?)

2. Asking and giving personal information

- Function:

- o Asking and answering questions about basic personal information (age, address, phone number, profession).

- o Talking about nationality and languages spoken.

- Example:

- o Câți ani ai? Am 25 de ani. Sunt student și locuiesc în București.
- o (How old are you? I am 25 years old. I am a student and I live in Bucharest.)

3. Expressing likes, dislikes, and preferences

- Function:

- o Talking about what you like or dislike (food, hobbies, activities).
- o Expressing preferences between two or more things.

- Example:

- o Îmi place muzica rock, dar nu îmi place să dansez.
- o (I like rock music, but I don't like to dance.)

4. Asking for clarification or repetition

- Function:

- o Politely asking someone to repeat something or explain it in simpler terms.
- o Checking if you understood something correctly.

- Example:

- o Puteți repeta, vă rog? Nu am înțeles.
- o (Can you repeat, please? I didn't understand.)

5. Describing daily routine and activities

- Function:

- o Talking about daily routines, common activities, and schedules (work, meals, free time).
- o Using simple present tense verbs to describe habits.

- Example:

- În fiecare dimineață mă trezesc la ora 7 și merg la serviciu.
- (Every morning I wake up at 7 o'clock and go to work.)

6. Making simple requests

- Function:

- Asking for help or requesting something in a polite manner.
- Asking for permission to do something.

- Example:

- Pot să folosesc telefonul tău, te rog?
- (Can I use your phone, please?)

7. Offering and responding to invitations

- Function:

- Inviting someone to an event or activity (a meal, a trip, etc.).
- Accepting or declining invitations.

- Example:

- Vrei să mergi la film cu mine diseară? Da, cu plăcere!
- (Do you want to go to the movie with me tonight? Yes, gladly!)

8. Apologizing and excusing oneself

- Function:

- Apologizing for something you did wrong.
- Politely excusing yourself in social contexts.

- Example:

- Îmi pare rău că am întârziat.
- (I'm sorry I'm late.)

9. Expressing agreement, disagreement, and opinion

- Function:

- Stating whether you agree or disagree with someone's opinion or statement.
- Giving simple opinions about various topics (movies, food, weather, etc.).

- Example:

- Sunt de acord cu tine. Filmul a fost foarte bun.

- o (I agree with you. The movie was very good.)

10. Asking for and giving directions

- Function:
 - o Asking how to get to a specific location.
 - o Giving simple directions (turn left, go straight).
- Example:
 - o Cum ajung la gară? Mergi drept înainte, apoi faci dreapta.
 - o (How do I get to the train station? Go straight ahead, then turn right.)

11. Talking about family and friends

- Function:
 - o Describing family members or friends.
 - o Asking and answering questions about relationships and family structure.
- Example:
 - o Am o soră și un frate. Sora mea locuiește în Franța.
 - o (I have a sister and a brother. My sister lives in France.)

12. Talking about time, dates, and weather

- Function:
 - o Asking for and telling the time, days of the week, months, and dates.
 - o Talking about the weather and seasons.
- Example:
 - o Cât e ceasul? Este ora 3 după-amiaza.
 - o (What time is it? It's 3 in the afternoon.)

13. Shopping and asking for prices

- Function:
 - o Asking about prices in shops and markets.
 - o Making simple purchases and asking for different sizes or colors.
- Example:
 - o Cât costă această cămașă? Este 50 de lei.
 - o (How much does this shirt cost? It's 50 lei.)

14. Talking about health and well-being

- Function:
 - Describing how you feel (sick, tired, happy).
 - Asking about someone else's health.
- Example:
 - Nu mă simt bine. Am dureri de cap.
 - (I don't feel well. I have a headache.)

15. Expressing needs and preferences in a restaurant

- Function:
 - Ordering food and drinks in a restaurant.
 - Asking about the menu or ingredients.
- Example:
 - Aș dori o cafea și o salată, vă rog.
 - (I would like a coffee and a salad, please.)

A1. 2. The Construction of communication

1. Grammatical classes

- Nouns
 - Definition: Words that name people, places, or things.
 - Examples:
 - Masculine Nouns:
 - „băiat” (boy), „tata” (dad), „băiatul” (the boy).
 - Feminine Nouns:
 - „fată” (girl), „mama” (mom), „fata” (the girl).
 - Neuter Nouns:
 - „măr” (apple)
 - Plural Forms:
 - Rules for forming plurals (e.g., adding -i, -uri).
 - Ex: „băieți” (boys), „fete” (girls).
- Verbs
 - Definition: Action words or state of being.

- o Present simple conjugation:
 - Regular verbs:
 - „a vorbi” (to speak): Eu vorbesc, Tu vorbești, El/ea vorbește.
 - Irregular verbs:
 - „a fi” (to be): Eu sunt, Tu ești, El/ea este.
- o Common verbs for daily routines:
 - „a merge” (to go), „a mânca” (to eat), „a dormi” (to sleep).
- Adjectives
 - o Definition: Words that describe nouns.
 - o Agreement with nouns:
 - Adjectives agree in gender and number with nouns.
 - Ex: „băiat frumos” (handsome boy), „fată frumoasă” (beautiful girl).
 - o Common adjectives:
 - „mare” (big), „mic” (small), „bun” (good), „rău” (bad).
- Pronouns
 - o Definition: Words used in place of nouns.
 - o Personal pronouns:
 - „eu” (I), „tu” (you), „el” (he), „ea” (she).
 - o Possessive pronouns:
 - „al meu” (mine), „al tău” (yours).
 - o Demonstrative pronouns:
 - „acesta” (this), „acela” (that).
- Prepositions: „la” (at), „în” (in), „despre” (about).

2. Lexical elements

- Everyday vocabulary
 - o personal information:
 - Key terms: „nume” (name), „vârstă” (age), „naționalitate” (nationality).
 - Examples: „Numele meu este Andrei.” (My name is Andrei.)
 - o daily activities:
 - Vocabulary related to routines: „mâncare” (food), „muncă” (work), „școală” (school).

- Examples: „Merg la școală.” (I go to school.)
- Common phrases
 - o greetings:
 - Formal: „Bună ziua!” (Good day!), „Salut!” (Hi!)
 - Informal: „Ce mai faci?” (How are you?)
 - o polite expressions:
 - „Te rog.” (Please.), „Mulțumesc.” (Thank you.)
- Vocabulary related to hobbies and interests
 - o common hobbies:
 - „sport” (sport), „citit” (reading), „muzică” (music).
 - Examples: „Îmi place să ascult muzică.” (I like to listen to music.)
 - o describing preferences:
 - „Îmi place” (I like), „Nu îmi place” (I don’t like).

3. Circumstances

- Situational contexts
 - o at home:
 - Discussing family and daily routines.
 - Example: „Acasă, eu îmi fac temele.” (At home, I do my homework.)
 - o in the market:
 - Shopping for groceries or clothes.
 - Example: „Cât costă rochia?” (How much does the dress cost?)
- Emotional contexts
 - o Expressing feelings and emotions.
 - Examples:
 - „Sunt fericit.” (I am happy.)
 - „Îmi este foame.” (I am hungry.)
 - Use of phrases to express emotions: „Mă simt bine.” (I feel good.)
- Environmental contexts
 - o Describing surroundings.
 - Examples:



- „Aici este frumos.” (It is beautiful here.)
- „Este cald afară.” (It is warm outside.)

4. Sentence construction

- Basic sentence structure
 - o subject + verb + object:
 - Ex: „Eu citesc o carte.” (I read a book.)
 - o questions:
 - Formation of simple questions.
 - Ex: „Ce citești?” (What are you reading?)
- Formulating questions
 - o using interrogative words:
 - „Ce?” (What?), „Cine?” (Who?)
 - Examples:
 - „Când mergem?” (When are we going?)
 - „De ce ești trist?” (Why are you sad?)
- Negation
 - o forming negative sentences:
 - Structure: Subject + „nu” + verb + object.
 - Ex: „Eu nu am timp.” (I do not have time.)
 - o negating questions:
 - Ex: „Nu vrei să mergi?” (Don’t you want to go?)

5. Ensuring text coherence in spoken/written communication

- Linking words and phrases
 - o use of connectors:
 - „și” (and), „dar” (but), „deoarece” (because), „iar” (and/again).
 - Examples:
 - „Îmi place muzica, dar nu îmi place dansul.” (I like music, but I don’t like dancing.)
 - „Mă duc la magazin deoarece am nevoie de lapte.” (I’m going to the store because I need milk.)
- Paragraph structure



- o Organizing ideas:
 - Clear introduction, body, and conclusion.
 - example structure:
 - Introduction: „Salut! Mă numesc Ana.”
 - Body: „Îmi place să citesc și să ascult muzică.”
 - Conclusion: „Și tu? Ce îți place să faci?”
- Pronunciation and intonation
- o Emphasizing information:
 - Changing tone to highlight important points.
 - Examples:
 - Using rising intonation for questions: „Tu vii?” (Are you coming?)
- o Practicing with repetition:
 - Engaging in exercises that focus on fluency and clarity.

A1. 3. Types of texts

1. Personal introductions and descriptions

- Characteristics: Simple sentences are used to provide basic information about oneself, including name, age, nationality, profession, and hobbies. These texts involve very basic vocabulary and verb forms (present tense).

- Examples of texts: Personal introduction, self-description in a short paragraph.
- Example (Română):
 - o "Mă numesc Andrei. Am 25 de ani și sunt student. Sunt din România. Îmi place să citesc și să mă plimb."

(My name is Andrei. I am 25 years old and I am a student. I am from Romania. I like to read and take walks.)

2. Simple dialogues (informal conversations)

- Characteristics: Learners focus on basic question-and-answer exchanges related to everyday situations, such as greetings, ordering food, asking for directions, or shopping. These dialogues involve simple, formulaic phrases and familiar vocabulary.

- Examples of texts: Dialogues at a café, asking for directions, basic shopping interactions.
- Example (Română):

- o A: "Bună ziua! Ce doriți să comandați?" (Hello! What would you like to order?)
- o B: "Un ceai, vă rog." (A tea, please.)
- o A: "Cu plăcere." (With pleasure.)

3. Short notes and messages

- Characteristics: Simple written texts used for communicating short messages such as invitations, apologies, or reminders. The language used is direct and often formulaic, focusing on polite requests and basic instructions.

- Examples of texts: Text messages, written notes, informal invitations.
- Example (Română):
 - o "Te rog să vii la cină la ora 18:00." (Please come to dinner at 6:00 PM.)
 - o "Ne vedem mâine la bibliotecă." (We'll meet tomorrow at the library.)

4. Basic emails and letters (informal)

- Characteristics: Basic emails and letters focus on personal communication, with simple greetings, polite phrases, and expressions of thanks or well wishes. The text structure is simple, including a brief introduction, body, and closing.

- Examples of texts: Writing to a friend, inviting someone to a small event, thanking someone for a favor.

- Example (Română):

- o "Dragă Ana,

Mulțumesc pentru invitația la petrecere. Abia aștept să ne vedem! Cu drag, Maria"

(Dear Ana,

Thank you for the invitation to the party. I'm looking forward to seeing you! Best, Maria.)

5. Simple descriptions of places, objects, and people

- Characteristics: Descriptions focus on basic physical characteristics, simple adjectives, and familiar nouns. Learners can describe rooms, objects, or people using very basic vocabulary.

- Examples of texts: Descriptions of homes, favorite objects, or friends.

- Example (Română):

- o "Camera mea este mică, dar frumoasă. Am un pat, o masă și o lampă."

(My room is small but beautiful. I have a bed, a table, and a lamp.)

- o "Prietenul meu este înalt și poartă ochelari."

(My friend is tall and wears glasses.)

6. Forms and basic questionnaires

- Characteristics: Learners practice filling out simple forms with personal information (name, age, nationality, address). They also respond to basic survey questions on topics like hobbies, preferences, or daily routines.

- Examples of texts: Completing a form with personal details, answering a basic questionnaire.

- Example (Română):

- o Form:

- Nume: Maria

- Vârstă: 30

- Naționalitate: Română

- o Questionnaire:

- Îți place să călătorești? Da/Nu (Do you like traveling? Yes/No)

7. Simple invitations and event announcements

- Characteristics: Learners are introduced to short texts inviting others to events (parties, meetings) or informing them of basic details like time and place. These texts are direct and involve common phrases used in informal invitations.

- Examples of texts: Birthday invitations, event announcements.

- Example (Română):

- o "Te invit la ziua mea de naștere, sâmbătă la ora 17:00. Petrecerea va fi acasă."

(I invite you to my birthday, Saturday at 5:00 PM. The party will be at home.)

LEVEL A.2

A2. 1. Communicative functions

1. Giving more detailed personal information

- Function:

- o Providing more nuanced details about yourself, such as background, interests, and routines.

- o Asking about other people's personal histories and hobbies.

- Example:

o Sunt inginer și lucrez la o companie de IT de cinci ani. În timpul liber, îmi place să călătoresc.

o (I'm an engineer and have been working at an IT company for five years. In my free time, I like to travel.)

2. Describing past experiences

- Function:

o Talking about past events, actions, or experiences using past tense (Perfect Compus).

o Asking others about their previous experiences.

- Example:

o Am fost la mare vara trecută. A fost foarte frumos.

o (I went to the seaside last summer. It was very nice.)

3. Making suggestions and giving advice

- Function:

o Proposing ideas or giving advice on various topics like health, travel, or daily activities.

o Offering opinions in a suggestive manner.

- Example:

o Cred că ar trebui să iei o pauză dacă te simți obosit.

o (I think you should take a break if you feel tired.)

4. Expressing hopes, plans, and intentions

- Function:

o Talking about your hopes, future plans, and intentions.

o Asking others about their goals or plans for the near future.

- Example:

o Vreau să vizitez Parisul anul viitor și să învăț mai bine limba franceză.

o (I want to visit Paris next year and improve my French.)

5. Describing future events and actions

- Function:

o Using the future tense (viitor) to describe planned or predicted events.

o Asking about others' plans for the future.

- Example:

- Măine voi merge la concert împreună cu prietenii mei.
- (Tomorrow, I will go to a concert with my friends.)

6. Expressing feelings and emotions

- Function:

- Describing a variety of feelings and emotions (happiness, sadness, excitement, etc.).

- Asking others how they feel in different situations.

- Example:

- Sunt foarte fericit că am primit un nou loc de muncă!
- (I'm very happy that I got a new job!)

7. Describing people, objects, and places in detail

- Function:

- Giving detailed descriptions of people's physical appearance and personality traits.

- Describing objects, places, and environments in more detail.

- Example:

- Apartamentul meu este spațios, are trei camere mari și o vedere frumoasă spre parc.

- (My apartment is spacious, it has three large rooms, and a beautiful view of the park.)

8. Narrating events in sequence

- Function:

- Describing a sequence of events, both in the past and the future, using conjunctions (like și, apoi, după aceea).

- Asking others to tell a story or describe a series of events.

- Example:

- M-am trezit la ora 7, am luat micul dejun, apoi am plecat la serviciu.

- (I woke up at 7 o'clock, had breakfast, and then left for work.)

9. Comparing people, objects, and situations

- Function:

- o Comparing two or more people, objects, or situations using comparative and superlative structures.

- o Asking for opinions on which is better or preferred.

- Example:

- o Maria este mai înaltă decât Andreea, dar Andreea este mai sociabilă.

- o (Maria is taller than Andreea, but Andreea is more sociable.)

10. Expressing opinions and preferences

- Function:

- o Giving more elaborate opinions about a variety of subjects (movies, books, travel).

- o Comparing preferences and discussing reasons for those preferences.

- Example:

- o Prefer să citesc cărți de istorie, pentru că îmi place să învăț despre trecut.

- o (I prefer to read history books because I like learning about the past.)

11. Discussing work and study

- Function:

- o Talking about your job or studies in more detail.

- o Describing duties and routines related to work or school, and asking others about their professions.

- Example:

- o Lucrez ca profesor și predau limba engleză la o școală din oraș. Este o meserie provocatoare, dar satisfăcătoare.

- o (I work as a teacher and I teach English at a school in the city. It's a challenging but rewarding profession.)

12. Asking for and giving more complex directions

- Function:

- o Asking for or giving more detailed directions, including landmarks, distances, and transportation options.

- o Using more specific prepositions and vocabulary related to locations and travel.

- Example:

- o Trebuie să mergi până la semafor, apoi faci stânga și după 200 de metri vei vedea banca pe dreapta.

o (You need to go to the traffic light, then turn left, and after 200 meters you'll see the bank on the right.)

13. Talking about customs, traditions, and holidays

- Function:
 - o Describing national or cultural traditions, holidays, and customs.
 - o Asking others about their customs or experiences with different cultural practices.
- Example:
 - o De Crăciun, obișnuim să ne strângem toată familia și să facem un brad frumos.
 - o (At Christmas, we usually gather the whole family and decorate a beautiful Christmas tree.)

14. Making polite requests and offering suggestions

- Function:
 - o Asking for things or favors in a more polite and formal manner.
 - o Offering advice or suggestions in a gentle way, using conditional or polite expressions.
- Example:
 - o Ați putea, vă rog, să îmi trimiteți e-mailul până mâine dimineată?
 - o (Could you please send me the email by tomorrow morning?)

15. Talking about health, illness, and well-being

- Function:
 - o Describing your health in more detail, talking about symptoms or medical conditions.
 - o Asking about someone else's health and suggesting remedies.
- Example:
 - o Am o durere de spate de câteva zile. Cred că ar trebui să merg la doctor.
 - o (I've had a backache for a few days. I think I should go to the doctor.)

16. Making travel arrangements and discussing plans

- Function:
 - o Talking about travel arrangements such as booking tickets, hotels, and planning activities.
 - o Asking about someone's travel experiences or plans.

- Example:
 - o Am rezervat un hotel în Cluj pentru weekendul viitor și abia aștept să vizitez orașul.

- o (I've booked a hotel in Cluj for next weekend and I can't wait to visit the city.)

17. Handling problems and complaints in everyday situations

- Function:
 - o Politely handling issues or making complaints in daily life situations (restaurants, hotels, shops).

- o Offering solutions or negotiating to resolve a problem.

- Example:
 - o Scuzați-mă, comanda mea nu a fost corectă. Aș putea să primesc ceea ce am comandat?

- o (Excuse me, my order was incorrect. Could I receive what I ordered?)

A2. 2. The Construction of communication

1. Grammatical classes

- Nouns
 - o Definition: Words that name people, places, or things.
 - o Types of nouns:
 - Common Nouns: „casa” (house), „mașină” (car).
 - Proper Nouns: „București” (Bucharest), „Maria” (Maria).
 - o Plural forms:
 - Regular pluralization rules.
 - Ex: „casa” → „case” (houses), „mașină” → „mașini” (cars).
 - Irregular plural forms:
 - Ex: „frate” → „frați” (brother → brothers).
- Verbs
 - o Definition: Action words or state of being.
 - o Present simple conjugation:
 - Regular and irregular verbs in the present tense.
 - Ex: „a face” (to do/make): Eu fac, Tu faci, El/ea face.

- o Past tense (perfect compus):
 - Formation using „a” + past participle.
 - Ex: „Eu am mers” (I went), „Tu ai scris” (You wrote).
- Adjectives
- o Definition: Words that describe nouns.
- o Comparative and superlative forms:
 - Comparative: „mai frumos” (more beautiful), „mai mare” (bigger).
 - Superlative: „cel mai frumos” (the most beautiful), „cel mai mare” (the biggest).
- o Examples:
 - „Aceasta este o fată frumoasă.” (This is a beautiful girl.)
- Pronouns
- o Types:
 - Personal pronouns: „noi” (we), „voi” (you - plural).
 - Reflexive pronouns: „mă” (myself), „te” (yourself).
 - Relative pronouns: „care” (who/which).

2. Lexical elements

- Everyday vocabulary
- o Personal information:
 - Terms for nationality, occupation: „meserie” (profession), „naționalitate” (nationality).
 - Examples: „Eu sunt profesor.” (I am a teacher.)
- o Daily activities:
 - Vocabulary related to common tasks: „îngrijire” (care), „reparare” (repair).
 - Examples: „Fac curățenie.” (I am cleaning.)
- Common phrases
- o Social interactions:
 - Small talk: „Ce mai faci?” (How have you been?), „Ce părere ai despre...?” (What do you think about...?)
- o Expressions of opinion:
 - „Cred că...” (I believe that...), „Mi se pare că...” (It seems to me that...).
- Vocabulary related to hobbies and interests

- o Describing hobbies:
 - More specific terms: „pictură” (painting), „călătorie” (travel).
 - Examples: „Îmi place să călătoresc.” (I like to travel.)

3. Circumstances

- Situational contexts
 - o at work:
 - Discussing job responsibilities and colleagues.
 - Examples: „Lucrez la un proiect.” (I am working on a project.)
 - o in social settings:
 - Talking about events, meetings, and parties.
 - Examples: „Măine am o ședință.” (Tomorrow, I have a meeting.)
- Emotional contexts
 - o Describing feelings and experiences.
 - Examples:
 - „Sunt încântat.” (I am excited.)
 - „Îmi pare rău.” (I am sorry.)
 - o Expressing preferences and dislikes:
 - „Îmi place mai mult...” (I like more...), „Nu îmi place...” (I don't like...).
- Environmental contexts
 - o Describing places and surroundings.
 - Examples: „Orașul este aglomerat.” (The city is crowded.)
 - „Plaja este frumoasă.” (The beach is beautiful.)

4. Sentence construction

- Complex sentence structures
 - o Coordinating clauses:
 - Using „și” (and), „sau” (or), „dar” (but).
 - Examples: „Vreau să merg la film, dar nu am timp.” (I want to go to the movie, but I don't have time.)
 - o Subordinating clauses:
 - Using „deoarece” (because), „dacă” (if), „când” (when).

- Examples: „Mă duc la magazin dacă am timp.” (I will go to the store if I have time.)

- Formulating questions

- o More complex questions using multiple clauses.

- Examples: „Ce ai făcut ieri și cum te-ai simțit?” (What did you do yesterday and how did you feel?)

- Negation

- o Expanding on negation with more complex structures.

- Examples: „Eu nu cred că el vine.” (I don’t think he is coming.)

- „Nimeni nu știe.” (No one knows.)

5. Ensuring text coherence in spoken/written communication

- Linking words and phrases

- o Use of connectors for coherence:

- Using „în plus” (furthermore), „totuși” (however), „de asemenea” (also).

- Examples: „Îmi place muzica. De asemenea, îmi plac și filmele.” (I like music. I also like movies.)

- Paragraph structure

- o Organizing ideas into clear sections:

- Introduction: „Vreau să vorbesc despre...”

- Body: elaborating on the topic.

- Conclusion: summarizing the main points.

- Pronunciation and intonation

- o Practicing fluency and clarity in speech.

- Emphasizing important parts of a sentence.

A.2.3 Types of texts

1. Personal letters and emails (informal)

- Characteristics: At this level, learners write more developed informal letters or emails, including longer greetings, expressions of thanks, apologies, invitations, and personal news. The content is more elaborate than at A1, and learners can explain reasons for decisions or actions.

- Examples of texts: Writing to a friend about recent events, invitations, or sharing plans.

- Example (Română):

- o "Dragă Elena,

Sper că ești bine! Vreau să îți spun că weekendul trecut am fost la munte. Ne-am distrat mult! Ai vrea să ieșim împreună la un ceai sâmbătă? Aștept să îmi spui. Cu drag, Mihai"

(Dear Elena,

I hope you are well! I want to tell you that last weekend I went to the mountains. We had a lot of fun! Would you like to go out for tea on Saturday? Let me know. Best, Mihai.)

2. Simple narratives and short stories

- Characteristics: Learners begin telling simple stories, often in the past tense, involving personal experiences or familiar events. The stories include chronological sequencing with basic connectors like după, înainte, apoi (after, before, then). The vocabulary remains simple, focusing on concrete actions and daily situations.

- Examples of texts: Descriptions of past trips, experiences, or events in chronological order.

- Example (Română):

- o "Săptămâna trecută am fost la mare cu familia. Am stat trei zile și am făcut plajă. În prima zi, a fost foarte cald, dar ne-am bucurat de apă. Apoi, am vizitat un muzeu interesant."

(Last week, I went to the seaside with my family. We stayed for three days and sunbathed. On the first day, it was very hot, but we enjoyed the water. Then, we visited an interesting museum.)

3. Descriptions with more detail

- Characteristics: At A2.3, learners can describe people, places, or objects in greater detail. They can give more information about physical appearance, personality, or features of a place, using adjectives and adverbs. These descriptions are still simple but more elaborate compared to A1.

- Examples of texts: Descriptions of friends, family members, rooms, or favorite places with more detail.

- Example (Română):

- o "Prietenul meu, Andrei, este foarte înalt și are părul șaten. Este o persoană calmă și prietenoasă. Îi place să joace fotbal și să citească cărți despre istorie."

(My friend, Andrei, is very tall and has brown hair. He is a calm and friendly person. He likes to play football and read books about history.)

o "Bucătăria mea este spațioasă și luminoasă. Am o masă mare în mijloc și multe dulapuri pe perete. Îmi place să gătesc acolo."

(My kitchen is spacious and bright. I have a big table in the middle and many cupboards on the wall. I like to cook there.)

4. Short formal texts (emails or letters)

- Characteristics: Learners are introduced to the basics of formal written communication, such as simple requests, inquiries, or appointments. They learn to use polite forms, such as *vă rog* (please), *mulțumesc anticipat* (thank you in advance), and basic formal structures.

- Examples of texts: Writing to request information or set up an appointment.

- Example (Română):

o "Stimată doamnă Popescu,

Aș dori să vă întreb dacă pot programa o întâlnire pentru luni, la ora 10. Vă rog să îmi confirmați disponibilitatea. Mulțumesc anticipat! Cu stimă, Ioana Radu"

(Dear Mrs. Popescu,

I would like to ask if I can schedule a meeting for Monday at 10:00 AM. Please confirm your availability. Thank you in advance! Sincerely, Ioana Radu.)

5. Instructions and simple directions

- Characteristics: Learners can understand and write basic instructions or directions. These texts often involve the imperative form, short sentences, and clear sequencing words (e.g., *primul pas*, *după aceea*, *în final* – first step, after that, finally).

- Examples of texts: Instructions for cooking, setting up something, or giving directions.

- Example (Română):

o "Pentru a face o omletă, primul pas este să bați două ouă. Apoi, adaugă sare și piper. După aceea, prăjește omleta în tigaie pentru 5 minute."

(To make an omelet, the first step is to beat two eggs. Then, add salt and pepper. After that, fry the omelet in the pan for 5 minutes.)

o "Mergi drept înainte până la intersecție, apoi ia-o la dreapta. După 100 de metri, vei găsi restaurantul pe partea stângă."

(Go straight ahead until the intersection, then turn right. After 100 meters, you will find the restaurant on the left.)

6. Short reviews or opinions

- Characteristics: At this level, learners can give simple opinions or write short reviews about books, movies, or experiences. They use simple expressions of preference (e.g., îmi place, nu îmi place) and can justify their opinions with basic reasons.

- Examples of texts: Writing a short review of a favorite movie, restaurant, or experience.

- Example (Română):

- "Mi-a plăcut foarte mult filmul. Povestea a fost interesantă și actorii au jucat foarte bine. Recomand acest film tuturor."

(I liked the movie a lot. The story was interesting, and the actors performed very well. I recommend this movie to everyone.)

- "Restaurantul a fost curat și mâncarea foarte gustoasă. Serviciul a fost rapid, dar prețurile au fost puțin mari."

(The restaurant was clean, and the food was very tasty. The service was quick, but the prices were a little high.)

7. Advertisements and simple announcements

- Characteristics: Learners begin understanding and creating simple advertisements or announcements related to everyday needs. These texts include basic descriptions of products, services, or events and usually highlight the main features (price, location, date, etc.).

- Examples of texts: Creating or understanding advertisements for a product or event, simple job postings, or announcements about sales.

- Example (Română):

- "Cumpărați telefonul nou Samsung Galaxy la un preț special de 1.200 RON! Oferta este valabilă doar până pe 30 octombrie. Grăbiți-vă!"

(Buy the new Samsung Galaxy phone at a special price of 1,200 RON! The offer is valid only until October 30th. Hurry up!)

- "Pe 15 noiembrie, va avea loc concertul trupei Phoenix la Teatrul Național. Biletele se pot cumpăra online sau la casierie."

(On November 15th, the Phoenix band concert will take place at the National Theatre. Tickets can be purchased online or at the box office.)

LEVEL B.1

B.1.1 Communicative functions

1. Describing experiences and events in greater detail

- Function:
 - o Talking about personal or professional experiences, significant events, and past accomplishments.

- o Describing events in detail, including emotions and outcomes.

- Example:
 - o Când am vizitat Italia anul trecut, am fost impresionat de arhitectura veche. Am vizitat Colosseumul și am petrecut mult timp admirând orașul.

- o (When I visited Italy last year, I was impressed by the ancient architecture. I visited the Colosseum and spent a lot of time admiring the city.)

2. Discussing plans and making detailed arrangements

- Function:
 - o Discussing detailed future plans, making arrangements, and coordinating activities with others.

- o Making suggestions or modifying plans based on new information.

- Example:
 - o Plănuiesc să organizez o călătorie la munte weekendul viitor. Putem merge sâmbătă dimineața, iar duminică să facem o drumeție.

- o (I'm planning to organize a trip to the mountains next weekend. We can go on Saturday morning and do a hike on Sunday.)

3. Giving opinions and justifying them

- Function:
 - o Expressing opinions on more complex topics (current events, culture, work, etc.).

- o Justifying opinions with reasons or examples and engaging in discussions.

- Example:
 - o Cred că educația este cheia succesului, deoarece te ajută să înțelegi mai bine lumea și să îți dezvolți abilitățile.

- o (I believe education is the key to success because it helps you better understand the world and develop your skills.)

4. Handling unexpected situations

- Function:
 - o Managing unexpected or difficult situations, such as missed appointments or misunderstandings.

- o Offering solutions and negotiating to solve problems in various contexts (travel, work, social interactions).

- Example:

- o Îmi pare rău că nu am ajuns la întâlnire la timp. A fost un blocaj în trafic. Am putea să reprogramăm pentru mâine?

- o (I'm sorry I didn't make it to the meeting on time. There was a traffic jam. Could we reschedule for tomorrow?)

5. Talking about abstract ideas and hypothetical situations

- Function:

- o Discussing abstract concepts, such as dreams, fears, or hypothetical situations.

- o Using conditional forms to speculate or imagine different scenarios.

- Example:

- o Dacă aş avea mai mult timp liber, aş călători în jurul lumii şi aş explora diferite culturi.

- o (If I had more free time, I would travel around the world and explore different cultures.)

6. Narrating in a more structured manner

- Function:

- o Narrating stories or events with more structure, using complex sentences and connecting words.

- o Sequencing events clearly and coherently, discussing both major and minor details.

- Example:

- o După ce am terminat facultatea, am început să lucrez într-o companie mare. La început, a fost dificil să mă obișnuiesc cu noile responsabilități, dar, în timp, am devenit mai încrezător.

- o (After I finished university, I started working for a large company. At first, it was difficult to adjust to the new responsibilities, but over time, I became more confident.)

7. Expressing agreement, disagreement, and opinions in discussions

- Function:

- o Participating in discussions by expressing agreement or disagreement, and backing up your points with reasons or facts.

- o Engaging in debates on various topics.

- Example:

- o Sunt de acord că tehnologia este importantă, dar cred că oamenii ar trebui să fie mai atenți la impactul pe care îl are asupra relațiilor interumane.

- o (I agree that technology is important, but I think people should be more aware of the impact it has on human relationships.)

8. Describing ambitions and personal development

- Function:

- o Talking about personal and professional goals, ambitions, and plans for self-improvement.

- o Describing strategies for achieving these goals.

- Example:

- o Îmi doresc să îmi îmbunătățesc abilitățile de vorbire în public, așa că particip la cursuri de retorică și îmi exersez discursurile.

- o (I want to improve my public speaking skills, so I'm taking rhetoric courses and practicing my speeches.)

9. Expressing and responding to complaints

- Function:

- o Making formal or informal complaints, both in person and in writing (e.g., service issues, workplace problems).

- o Offering polite but firm responses to complaints, seeking solutions.

- Example:

- o Aș dori să fac o plângere cu privire la curățenia camerei mele de hotel. Aș aprecia dacă problema ar putea fi rezolvată cât mai curând.

- o (I would like to make a complaint about the cleanliness of my hotel room. I would appreciate it if the issue could be resolved as soon as possible.)

10. Engaging in more complex social interactions

- Function:

- o Participating in social situations that require more nuanced language, such as giving compliments, making jokes, or responding to sarcasm.

- o Using polite language in formal and informal settings.

- Example:

- o Îmi place foarte mult cum te-ai îmbrăcat astăzi, culorile îți vin foarte bine!

- o (I really like how you're dressed today, the colors suit you very well!)

11. Describing cultural and social norms

- Function:
 - o Discussing cultural traditions, social norms, and behaviors in various contexts.
 - o Comparing cultures and discussing the impact of culture on social interactions.
- Example:
 - o În România, este obișnuit să îți saluți vecinii când îi întâlnești pe stradă, chiar dacă nu îi cunoști foarte bine.
 - o (In Romania, it's common to greet your neighbors when you meet them on the street, even if you don't know them very well.)

12. Talking about news and current events

- Function:
 - o Discussing local or global news, including political, social, or environmental issues.
 - o Expressing informed opinions about events and their impact.
- Example:
 - o Știai că s-a organizat un protest în orașul nostru ieri? Oamenii au ieșit în stradă pentru a cere soluții la problema poluării.
 - o (Did you know that there was a protest in our city yesterday? People took to the streets to demand solutions to the pollution problem.)

13. Making and responding to invitations

- Function:
 - o Extending formal and informal invitations to events or social gatherings.
 - o Accepting or declining invitations politely and suggesting alternatives if necessary.
- Example:
 - o Te invit la petrecerea mea de ziua de naștere săptămâna viitoare. Dacă nu poți veni, am putea să ne vedem altă dată.
 - o (I'm inviting you to my birthday party next week. If you can't come, we can meet another time.)

14. Giving instructions and explaining processes

- Function:
 - o Giving clear and detailed instructions on how to do something (e.g., how to prepare a dish, how to complete a task).



- o Explaining complex processes in a logical and coherent manner.
- Example:
 - o Pentru a pregăti acest fel de mâncare, mai întâi trebuie să fierbi legumele. După aceea, le amesteci cu sosul și le lași la cuptor pentru 30 de minute.
 - o (To prepare this dish, first you need to boil the vegetables. After that, mix them with the sauce and leave them in the oven for 30 minutes.)

15. Making suggestions and offering solutions

- Function:
 - o Making polite or strong suggestions in different contexts, such as work, travel, or social situations.
 - o Offering solutions to problems and explaining your reasoning.
- Example:
 - o Cred că ar fi bine să avem o întâlnire săptămânală pentru a discuta progresul proiectului. Așa putem evita problemele din ultimul moment.
 - o (I think it would be good to have a weekly meeting to discuss the progress of the project. This way, we can avoid last-minute problems.)

16. Apologizing and admitting mistakes

- Function:
 - o Making apologies in formal and informal situations, accepting responsibility for mistakes.
 - o Offering solutions or compensation if necessary.
- Example:
 - o Îmi cer scuze pentru confuzia creată. A fost o greșeală din partea mea și voi face tot posibilul să o rezolv.
 - o (I apologize for the confusion. It was my mistake, and I will do everything possible to fix it.)

B.1.2 The Construction of communication

1. Grammatical classes (parts of speech)

- Nouns: use of Romanian nouns, including common and proper nouns, countable and uncountable nouns, and singular/plural forms. Particular focus is on mastering noun cases (nominative, accusative, genitive, dative, vocative) in practical contexts.
 - o Example (Română):



- Singular: "Cartea este interesantă." (The book is interesting.)
- Plural: "Cărțile sunt interesante." (The books are interesting.)
- Nominative/Accusative: "Îmi place cartea." (I like the book.)
- Genitive/Dative: "Am dat cartea prietenului." (I gave the book to my friend.)
- Adjectives: using adjectives that agree in gender and number with the noun they modify and learn comparative/superlative forms.
 - o Example (Română):
 - Positive: "Fata este frumoasă." (The girl is beautiful.)
 - Comparative: "Fata este mai frumoasă decât sora ei." (The girl is more beautiful than her sister.)
 - Superlative: "Fata este cea mai frumoasă din clasă." (The girl is the most beautiful in the class.)
 - Pronouns: expanding the use of personal, possessive, demonstrative, reflexive, and relative pronouns.
 - o Example (Română):
 - Personal: "El merge la școală." (He goes to school.)
 - Reflexive: "Se spală pe mâini." (He washes his hands.)
 - Possessive: "Cartea mea este pe masă." (My book is on the table.)
 - Verbs: understanding of verb conjugation in different tenses (present, perfect, future, imperfect) and moods (indicative, subjunctive, imperative).
 - o Example (Română):
 - Present: "Eu citesc o carte." (I am reading a book.)
 - Past: "Eu am citit o carte." (I read a book.)
 - Future: "Voi citi o carte." (I will read a book.)
 - Prepositions: prepositions to indicate relationships of time, place, and movement.
 - o Example (Română):
 - "Vorbim despre carte." (We are talking about the book.)

2. Lexical elements (vocabulary development)

 - Topic-specific vocabulary: vocabulary related to specific themes like daily activities, travel, work, culture, and emotions.
 - o Example (Română):

- Travel: "Rezervarea biletelor de avion a fost complicată." (Booking plane tickets was complicated.)

- Work: "Am o întâlnire importantă la birou." (I have an important meeting at the office.)

- Word formation: affixation (prefixes and suffixes) to form new words (nouns, verbs, adjectives).

- o Example (Română):

- Prefix: "ne-" (negation) – Fericit (happy) → Nefericit (unhappy).

- Suffix: "-tor" (agent noun) – A lucra (to work) → Lucrător (worker).

- Phrasal verbs and expressions: common Romanian phrasal verbs and fixed expressions that enhance fluency.

- o Example (Română):

- "A da o mână de ajutor." (To lend a hand.)

- "A lua o pauză." (To take a break.)

3. Expressing circumstances (time, manner, place)

- Time: expressing different time frames using adverbs, prepositions, and verb tense, sequencing events in narratives.

- o Example (Română):

- "Am plecat dimineața, dar m-am întors seara." (I left in the morning, but I returned in the evening.)

- "Voi merge la concert săptămâna viitoare." (I will go to the concert next week.)

- Manner: Expressing how an action is performed using adverbs or phrases of manner.

- o Example (Română):

- "El cântă frumos." (He sings beautifully.)

- "A alergat repede." (He ran quickly.)

- Place: Prepositions of place (în, pe, lângă, sub, etc.) are reinforced to describe locations and movements.

- o Example (Română):

- "Trăim în România." (We live in Romania.)

- "Stăm lângă lac." (We sit near the lake.)

4. Sentence construction

- Word order: different types of sentences, with Romanian-specific word order, especially in questions and negations.

- o Example (Română):

- Affirmative: "Maria citește o carte." (Maria is reading a book.)

- Question: "Maria citește o carte?" (Is Maria reading a book?)

- Negation: "Maria nu citește o carte." (Maria is not reading a book.)

- Complex sentences: Using conjunctions (și, dar, pentru că, de aceea, etc.) to create sentences with multiple clauses.

- o Example (Română):

- "Îmi place să citesc și să ascult muzică." (I like to read and listen to music.)

- "A venit pentru că avea o întâlnire importantă." (He came because he had an important meeting.)

- Relative clauses: Using relative pronouns (care, ce, unde) to create more descriptive and detailed sentences.

- o Example (Română):

- "Cartea pe care o citesc este interesantă." (The book that I am reading is interesting.)

5. Achieving cohesion and coherence in spoken/written texts

- Cohesion: The focus is on using cohesive devices such as și (and), dar (but), sau (or), de asemenea (also), în plus (in addition) to connect ideas smoothly in discourse.

- o Example (Română):

- "Am fost la magazin și am cumpărat fructe, de asemenea, am cumpărat pâine." (I went to the store and bought fruits, also, I bought bread.)

- Coherence: maintaining logical flow in writing and speaking, ensuring that ideas follow each other in a structured way.

- o Example (Română):

- "Dimineața am mers la școală. Apoi, am luat prânzul cu colegii. După aceea, am lucrat la un proiect până seara." (In the morning, I went to school. Then, I had lunch with my colleagues. After that, I worked on a project until evening.)

- Text structuring: Learning how to properly structure longer texts, such as essays or oral presentations, with an introduction, body, and conclusion.

- o Example (Română):

- Introduction: "Astăzi voi vorbi despre importanța educației."

- Body: "Educația este importantă deoarece ne oferă cunoștințe și abilități."
- Conclusion: "În concluzie, educația joacă un rol esențial în viața fiecărei persoane." (In conclusion, education plays an essential role in everyone's life.)

B.1.3 Types of texts

At the B1.3 level, learners can handle more complex types of texts, both in spoken and written forms, in various situations. They begin expressing opinions in more detail, narrating events clearly, and using a wider range of grammatical structures. The focus shifts to greater coherence and cohesion in text production, with the ability to organize information logically.

1. Detailed personal narratives and descriptions

- Characteristics: Learners can narrate past events, provide detailed personal experiences, and describe people, places, and objects more comprehensively. The use of compound sentences, narrative tenses (past, imperfect, perfect), and connectors (între timp, în plus, pe de altă parte) increases.

- Examples of texts: Writing a detailed personal story, describing a memorable experience or event.

- Example (Română):

- o "Acum două luni, am fost în vacanță în Grecia. Am vizitat insule minunate și am avut parte de o experiență extraordinară. Într-o zi, am fost la o plajă ascunsă, unde apa era atât de limpede încât puteai vedea peștii înotând printre stânci. În plus, am încercat mâncăruri locale foarte gustoase."

(Two months ago, I went on vacation to Greece. I visited beautiful islands and had an amazing experience. One day, I went to a hidden beach where the water was so clear you could see fish swimming among the rocks. Moreover, I tried very tasty local dishes.)

2. Opinion essays and structured arguments

- Characteristics: Learners can write short opinion essays or structured arguments, expressing their points of view on familiar topics. They use connectors to organize their ideas logically (în primul rând, pe de altă parte, în concluzie) and support their opinions with examples and reasons.

- Examples of texts: Writing about the advantages or disadvantages of a situation, expressing opinions on everyday topics like technology or lifestyle.

- Example (Română):

- o "Cred că tehnologia are multe avantaje în viața noastră. În primul rând, ne permite să comunicăm rapid și eficient cu prietenii și familia. Pe de altă parte, tehnologia poate crea dependență și ne poate izola de lumea reală. În concluzie, trebuie să folosim tehnologia cu moderație, pentru a evita efectele negative."

(I think technology has many advantages in our lives. First of all, it allows us to communicate quickly and efficiently with friends and family. On the other hand, technology can be addictive and isolate us from the real world. In conclusion, we need to use technology in moderation to avoid its negative effects.)

3. Reports and formal descriptions

- Characteristics: Learners are introduced to more formal types of writing, such as reports or official descriptions, where they describe events, situations, or experiences with an objective tone. They learn to organize information clearly, using more formal connectors (de aceea, în acest sens, în concluzie).

- Examples of texts: Writing a report on a school or work event, describing an event or project in detail.

- Example (Română):

- o "Raport: Vizita la muzeul de artă

Pe 10 octombrie, clasa noastră a vizitat Muzeul Național de Artă din București. În timpul vizitei, am admirat numeroase opere de artă românească și europeană. Ghidul ne-a explicat evoluția artei românești de-a lungul secolelor și ne-a oferit informații despre artiști renumiți. În concluzie, vizita a fost foarte educativă și a contribuit la înțelegerea istoriei artei."

(Report: Visit to the art museum

On October 10th, our class visited the National Art Museum in Bucharest. During the visit, we admired numerous works of Romanian and European art. The guide explained the evolution of Romanian art over the centuries and provided us with information about famous artists. In conclusion, the visit was very educational and contributed to our understanding of art history.)

4. Summaries and paraphrases of longer texts

- Characteristics: At this level, learners can read and understand longer texts (e.g., articles, stories) and summarize or paraphrase the main points. They practice condensing information and focusing on the essential aspects, using clear and concise language.

- Examples of texts: Summarizing a newspaper article, paraphrasing a text about a historical event or a cultural tradition.

- Example (Română):

- o "Articolul discută despre importanța educației în dezvoltarea unei societăți moderne. Autorul explică faptul că accesul la educație de calitate este esențial pentru progresul economic și social. De asemenea, articolul subliniază că investițiile în educație ar trebui să fie o prioritate pentru guverne."

(The article discusses the importance of education in the development of a modern society. The author explains that access to quality education is essential for economic and social

progress. The article also emphasizes that investments in education should be a priority for governments.)

5. Formal emails and requests

- Characteristics: Learners become proficient in writing formal emails and letters for professional or official purposes. These texts include polite expressions, appropriate tone, and clear structure. Learners use formulaic phrases such as *vă rog să-mi trimiteți, aștept cu interes răspunsul dumneavoastră, cu stimă* (please send me, I look forward to your reply, sincerely).

- Examples of texts: Writing to request information, asking for clarification, or applying for a service.

- Example (Română):

- o "Stimată doamnă Ionescu,

Vă rog să îmi trimiteți informații suplimentare despre cursul de limbă română pentru străini, organizat în luna noiembrie. Aș dori să aflu detalii despre program și costuri. Aștept cu interes răspunsul dumneavoastră. Cu stimă, Alexandru Popa"

(Dear Mrs. Ionescu,

Please send me additional information about the Romanian language course for foreigners, organized in November. I would like to know details about the schedule and costs. I look forward to your reply. Sincerely, Alexandru Popa.)

6. Creative writing and imaginary situations

- Characteristics: At this level, learners start experimenting with creative writing, producing stories or imaginary situations. They can use a variety of tenses and narrative techniques to create more engaging texts. The focus is on fluency, creativity, and the ability to describe hypothetical situations.

- Examples of texts: Writing a short story, describing a hypothetical or imaginary event.

- Example (Română):

- o "Dacă aș putea călători în timp, aș merge în perioada Renașterii, în Italia. Aș vizita orașe precum Florența și Veneția și aș întâlni artiști renumiți precum Leonardo da Vinci. M-aș plimba pe străzile vechi și aș admira clădirile impunătoare. Cred că ar fi o experiență de neuitat."

(If I could travel in time, I would go to the Renaissance period in Italy. I would visit cities like Florence and Venice, and meet famous artists like Leonardo da Vinci. I would stroll through the old streets and admire the imposing buildings. I think it would be an unforgettable experience.)

7. Simple academic texts

- Characteristics: Learners are introduced to basic academic writing, where they can produce simple, factual, and structured texts related to a specific topic. These texts are more formal than creative writing and require logical organization, research, and the use of objective language.

- Examples of texts: Writing a short essay on a historical event, a book summary, or a basic research paper.

- Example (Română):

- "Istoria României este complexă și bogată în evenimente importante. Unul dintre aceste evenimente este Marea Unire din 1918, când provinciile românești s-au unit pentru a forma România Mare. Acest moment a avut un impact semnificativ asupra evoluției țării și a identității naționale."

(The history of Romania is complex and rich in important events. One of these events is the Great Union of 1918, when the Romanian provinces united to form Greater Romania. This moment had a significant impact on the country's development and national identity.)

LEVEL B.2

B.2.1 Communicative functions

1. Expressing and supporting complex opinions

- Function:

- Expressing well-developed opinions on a variety of complex topics (politics, society, science, culture).

- Supporting opinions with logical arguments, examples, or evidence.

- Example:

- Sunt de părere că dezvoltarea durabilă ar trebui să fie o prioritate globală, deoarece impactul schimbărilor climatice va afecta generațiile viitoare. Dovezile sunt clare, iar acțiunile rapide sunt esențiale.

- (I believe that sustainable development should be a global priority because the impact of climate change will affect future generations. The evidence is clear, and quick action is essential.)

2. Negotiating and solving conflicts

- Function:

- Handling complex negotiations in both formal and informal contexts (work, social interactions, etc.).

- Proposing compromises, resolving conflicts, and reaching agreements.

- Example:

- o Înțeleg că există diferențe de opinie, dar cred că putem găsi o soluție de mijloc. Ce-ar fi dacă am împărți responsabilitățile și fiecare echipă s-ar ocupa de o parte din proiect?

- o (I understand that there are differences of opinion, but I believe we can find a middle ground. What if we split the responsibilities and each team handles a part of the project?)

3. Discussing complex and abstract topics

- Function:

- o Engaging in discussions about abstract or philosophical concepts, such as ethics, morality, and human nature.

- o Providing in-depth explanations and asking for elaboration from others.

- Example:

- o Cred că etica în afaceri este esențială, deoarece comportamentul responsabil al companiilor poate influența pozitiv societatea. Fără etică, riscăm să pierdem încrederea publicului.

- o (I believe that ethics in business is essential because responsible corporate behavior can positively influence society. Without ethics, we risk losing public trust.)

4. Giving clear, detailed instructions on complex tasks

- Function:

- o Providing step-by-step instructions for performing complex tasks or processes, often in professional or academic settings.

- o Ensuring clarity and precision in explanations.

- Example:

- o Pentru a configura noul software, trebuie să urmezi acești pași: în primul rând, descarcă fișierul de instalare; în al doilea rând, deschide-l și urmează instrucțiunile de pe ecran. După instalare, configurează setările personalizate.

- o (To set up the new software, you need to follow these steps: first, download the installation file; second, open it and follow the on-screen instructions. After installation, configure the custom settings.)

5. Summarizing and paraphrasing complex information

- Function:

- o Summarizing or paraphrasing long, complex texts or conversations in a coherent and concise manner.

- o Making sure the main points and details are accurately conveyed.

- Example:

- o Pe scurt, raportul subliniază necesitatea unor politici de mediu mai stricte, datorită creșterii nivelului de poluare și a efectelor negative asupra sănătății publice.

- o (In short, the report emphasizes the need for stricter environmental policies due to the rising pollution levels and the negative effects on public health.)

6. Expressing hypothetical situations and conditional ideas

- Function:

- o Using advanced conditional structures (second and third conditional) to discuss hypothetical situations and their potential outcomes.

- o Expressing regret, imagining different realities, or considering future possibilities.

- Example:

- o Dacă aș fi știut despre această oportunitate mai devreme, cu siguranță aș fi aplicat. Poate că acum aș fi lucrat într-o companie internațională.

- o (If I had known about this opportunity earlier, I definitely would have applied. Maybe I would be working in an international company now.)

7. Engaging in persuasive discussions

- Function:

- o Using persuasive language to convince others of a particular point of view, often in debates or formal discussions.

- o Presenting arguments in a structured and compelling manner.

- Example:

- o Consider că trebuie să investim mai mult în educație, deoarece tinerii reprezintă viitorul societății noastre. Dacă nu alocăm fonduri suplimentare acum, vom suporta consecințele pe termen lung.

- o (I believe we need to invest more in education because young people represent the future of our society. If we don't allocate additional funds now, we will bear the consequences in the long term.)

8. Giving and asking for detailed opinions on cultural topics

- Function:

- o Engaging in discussions on literature, art, films, and other cultural topics, providing in-depth analyses and expressing sophisticated opinions.

- o Asking for and responding to others' detailed views.

- Example:

- o Mi-a plăcut foarte mult cartea pentru că explorează complexitatea relațiilor umane. Personajele sunt bine conturate, iar conflictele lor reflectă dileme morale actuale.

- o (I really enjoyed the book because it explores the complexity of human relationships. The characters are well-developed, and their conflicts reflect current moral dilemmas.)

9. Expressing criticism and constructive feedback

- Function:

- o Offering constructive criticism in professional, social, or academic settings, in a polite yet firm manner.

- o Giving feedback on someone's performance, behavior, or work.

- Example:

- o Proiectul tău este foarte bine structurat, dar cred că ar trebui să detaliezi mai mult concluziile. Aceasta va oferi o mai bună înțelegere a impactului cercetării tale.

- o (Your project is very well structured, but I think you should elaborate more on the conclusions. This will provide a better understanding of the impact of your research.)

10. Discussing and analyzing data and statistics

- Function:

- o Interpreting and discussing data, statistics, and research findings in detail, often in a professional or academic context.

- o Asking for clarification or further explanation of data.

- Example:

- o Conform datelor din ultimul studiu, rata șomajului a scăzut cu 3% în ultimul an. Acest lucru sugerează că politicile economice recente au avut un impact pozitiv.

- o (According to the data from the latest study, the unemployment rate has decreased by 3% over the past year. This suggests that recent economic policies have had a positive impact.)

11. Discussing career development and professional goals

- Function:

- o Discussing career paths, long-term professional goals, and strategies for personal development.

- o Engaging in conversations about professional challenges and opportunities.

- Example:

o Pe termen lung, îmi propun să devin manager de proiect. Cred că următorul pas ar fi să îmi îmbunătățesc abilitățile de leadership și să obțin certificarea PMP.

o (In the long term, I aim to become a project manager. I think the next step would be to improve my leadership skills and obtain the PMP certification.)

12. Arguing for or against a point in debates

- Function:

o Engaging in formal debates, presenting structured arguments for or against a specific point of view.

o Using counterarguments effectively to refute opposing views.

- Example:

o Deși este adevărat că tehnologia aduce multe avantaje, nu putem ignora efectele negative asupra sănătății mentale. Studiile arată că folosirea excesivă a tehnologiei poate duce la anxietate și izolare socială.

o (While it is true that technology brings many advantages, we cannot ignore the negative effects on mental health. Studies show that excessive use of technology can lead to anxiety and social isolation.)

13. Describing and interpreting social and political trends

- Function:

o Discussing social, political, and economic trends, analyzing their causes and potential future implications.

o Engaging in informed discussions about global or local issues.

- Example:

o Trendul actual de urbanizare rapidă în multe țări în curs de dezvoltare este îngrijorător, deoarece infrastructura nu ține pasul cu creșterea populației urbane. Aceasta duce la probleme majore de mediu și locuire.

o (The current trend of rapid urbanization in many developing countries is concerning, as the infrastructure cannot keep up with the growing urban population. This leads to major environmental and housing issues.)

14. Dealing with sensitive or controversial topics

- Function:

o Engaging in discussions about sensitive or controversial issues (e.g., religion, politics, ethics) in a respectful and balanced manner.

o Presenting nuanced opinions and considering multiple perspectives.

- Example:

- o Este important să discutăm despre problemele de egalitate de gen, dar trebuie să ne asigurăm că includem toate punctele de vedere. Dialogul deschis și respectuos este cheia pentru progres.

- o (It's important to discuss gender equality issues, but we must ensure that all viewpoints are included. Open and respectful dialogue is key to progress.)

15. Writing formal letters, emails, and reports

- Function:

- o Writing formal documents (e.g., letters, emails, reports) with appropriate tone, structure, and language.

- o Expressing complex ideas clearly and concisely in written form.

- Example:

- o Stimate Domnule Director, aş dori să vă mulţumesc pentru oportunitatea de a colabora pe acest proiect şi să vă informez că raportul final va fi trimis până la sfârşitul săptămânii.

- o (Dear Mr. Director, I would like to thank you for the opportunity to collaborate on this project and inform you that the final report will be sent by the end of the week.)

16. Making speculations about the future

- Function:

- o Discussing potential future events or outcomes, using speculative language to explore possibilities and uncertainties.

- Example:

- o Este posibil ca în următorii 10 ani, tehnologia să schimbe complet modul în care lucrăm şi interacţionăm. Cu toate acestea, există şi riscul ca automatizarea să ducă la pierderea locurilor de muncă.

- o (It's possible that in the next 10 years, technology will completely change the way we work and interact. However, there is also a risk that automation will lead to job losses.)

17. Handling formal conversations and interviews

- Function:

- o Conducting and participating in formal conversations, interviews, or meetings, using professional language and maintaining a formal tone.

- o Engaging in detailed discussions, asking for clarification, and responding appropriately.

- Example:

o În timpul interviului, aş dori să discutăm mai în detaliu despre responsabilităţile acestui post şi oportunităţile de dezvoltare profesională.

(During the interview, I would like to discuss in more detail the responsibilities of this position and the professional development opportunities.)

B.2.2 The Construction of communication

1. Grammatical classes (parts of speech)

- Nouns: At B2 level, learners master the use of Romanian nouns in more complex grammatical structures, including abstract and collective nouns. They work extensively with cases (especially the genitive and dative) and begin to understand nuanced uses of definite and indefinite articles.

o Example (Română):

- Singular: "Societatea modernă pune accent pe educaţie." (Modern society emphasizes education.)

- Plural: "Rezultatele cercetărilor sunt impresionante." (The results of the research are impressive.)

- Genitive: "Îmi place stilul profesorului." (I like the teacher's style.)

- Dative: "I-am dat prietenului meu o carte." (I gave my friend a book.)

- Adjectives: Learners work with a wider range of adjectives, including those that form part of idiomatic expressions or modify abstract concepts. They use adjectives in complex agreement situations and master comparative and superlative forms in various contexts.

o Example (Română):

- Comparative: "Este mai inteligent decât colegii lui." (He is smarter than his colleagues.)

- Superlative: "Aceasta este cea mai dificilă sarcină din proiect." (This is the most difficult task in the project.)

- Pronouns: Learners are expected to use all types of pronouns fluently, including indefinite and demonstrative pronouns. Mastery of reflexive pronouns and their use in nuanced situations is also a focus.

o Example (Română):

- Reflexive: "S-au gândit la soluţii alternative." (They thought about alternative solutions.)

- Demonstrative: "Aceasta este propunerea corectă." (This is the correct proposal.)



- Indefinite: "Oricine poate participa la discuție." (Anyone can join the discussion.)

- Verbs: The focus shifts to mastering the conditional mood, the subjunctive, and the future perfect. Learners also begin using complex forms such as the passive voice, impersonal constructions, and modal verbs in multiple tenses.

- o Example (Română):

- Conditional: "Aș vrea să merg la concert, dacă aș avea timp." (I would like to go to the concert if I had time.)

- Subjunctive: "Este important să studiez mai mult." (It's important that I study more.)

- Passive: "Proiectul a fost finalizat de echipă." (The project was completed by the team.)

- Prepositions: Learners continue using prepositions fluently and are introduced to more complex prepositional phrases and their role in both formal and informal contexts.

- o Example (Română):

- "El a venit în ciuda obstacolelor." (He came despite the obstacles.)

2. Lexical elements (vocabulary development)

- Topic-specific vocabulary: Learners significantly expand their vocabulary in specialized areas such as politics, culture, economics, technology, and education. They work with more abstract and formal terms that help with professional and academic language.

- o Example (Română):

- Politics: "Discursul președintelui a abordat probleme economice importante." (The president's speech addressed important economic issues.)

- Technology: "Inovațiile tehnologice schimbă rapid industria." (Technological innovations are rapidly changing the industry.)

- Synonyms and antonyms: Learners focus on synonyms and antonyms with subtle differences in meaning and context to develop precision in language.

- o Example (Română):

- Synonym: A corecta (to correct) – A îndrepta (to rectify).

- Antonym: Sigur (sure) – Indecis (indecisive).

- Collocations and idiomatic expressions: Learners become familiar with idiomatic expressions and more advanced collocations, enabling more fluent and natural-sounding Romanian.

- o Example (Română):

- Idiom: "A pune punctul pe i." (To get straight to the point.)
- Collocation: "A lua o decizie fermă." (To make a firm decision.)

3. Expressing circumstances (time, manner, place)

- Time: Learners are expected to handle complex expressions of time, including idiomatic uses, multiple tenses in sequence, and time clauses.

- o Example (Română):

- "După ce voi termina de citit cartea, voi începe un nou proiect." (After I finish reading the book, I will start a new project.)

- "Între timp, aștept rezultatele." (In the meantime, I am waiting for the results.)

- Manner: Expressing the manner in increasingly sophisticated ways, learners become adept at using complex adverbial phrases and idiomatic expressions to describe how actions are carried out.

- o Example (Română):

- "El a răspuns politicos, dar hotărât." (He responded politely but firmly.)

- "S-a comportat într-un mod care a atras atenția tuturor." (He behaved in a way that drew everyone's attention.)

- Place: Learners deepen their understanding of locational expressions, including those involving abstract or metaphorical uses of place prepositions.

- o Example (Română):

- "El este în fruntea echipei de proiect." (He is at the head of the project team.)

- "Cărțile se află pe raftul din mijloc." (The books are on the middle shelf.)

4. Sentence construction

- Word order: Learners become comfortable manipulating Romanian word order for emphasis, using inversion and focusing on rhythm and flow in longer sentences.

- o Example (Română):

- "Numai el putea să răspundă la această întrebare." (Only he could answer this question.)

- "Nu am văzut niciodată un asemenea spectacol." (I have never seen such a show.)

- Complex sentences: Learners now construct more complex sentences with subordinate clauses, using a wide range of subordinating conjunctions (e.g., deși, ca să, chiar dacă).

- o Example (Română):

- "Deși era obosit, a continuat să lucreze la proiect." (Although he was tired, he continued working on the project.)

- "Am terminat raportul ca să îl pot trimite înainte de termen." (I finished the report so I could send it before the deadline.)

- Relative clauses: More advanced use of relative clauses with multiple pronouns, including the complex use of *al cărui*, *unde*, *când*.

- o Example (Română):

- "Profesorul al cărui curs l-am urmat este renumit în domeniu." (The professor whose course I attended is renowned in the field.)

- "Este orașul în care am copilărit." (This is the city where I grew up.)

5. Achieving cohesion and coherence in spoken/written texts

- Cohesion: Learners use a wide range of cohesive devices, including advanced conjunctions (*cu toate acestea*, *în schimb*, *în consecință*), ensuring smooth transitions between ideas. They are able to manipulate pronouns, synonyms, and discourse markers to avoid repetition.

- o Example (Română):

- "Cu toate acestea, nu s-a lăsat descurajat și a continuat să lucreze." (Nevertheless, he did not get discouraged and continued to work.)

- "Problema a fost rezolvată, iar echipa a trecut la următoarea sarcină." (The problem was solved, and the team moved on to the next task.)

- Coherence: Learners are expected to produce coherent texts, structuring their arguments logically with clear cause-and-effect relationships, ensuring that each idea contributes to the overall argument or narrative.

- o Example (Română):

- "În primul rând, trebuie să analizăm contextul. Apoi, vom putea trage concluziile necesare. În final, propunem soluții bazate pe datele obținute." (First, we must analyze the context. Then, we can draw the necessary conclusions. Finally, we propose solutions based on the data obtained.)

- Text structuring: Students are able to write well-structured essays, reports, and formal letters, using appropriate introductory phrases, logical progression of ideas, and conclusions that summarize or reinforce their main points.

- o Example (Română):

- Introduction: "Această lucrare va discuta impactul globalizării asupra economiilor în curs de dezvoltare."

- Body: "Globalizarea aduce avantaje economice semnificative, dar și provocări importante. De exemplu, deschiderea piețelor poate duce la creșterea concurenței."
- Conclusion: "În concluzie, globalizarea are un impact complex și nuanțat, care necesită soluții personalizate pentru fiecare țară." (In conclusion, globalization has a complex and nuanced impact, requiring tailored solutions for each country.)"

B.2.3 Types of texts

At the B2.3 level, learners can produce and understand complex types of texts with more abstract topics and specialized content. They can engage in discussions on various subjects, including social, professional, and cultural contexts, demonstrating an ability to express nuanced ideas, provide detailed explanations, and analyze information critically.

1. Argumentative essays and critical reflections

- Characteristics: Learners can write well-structured argumentative essays, presenting a clear thesis, supporting it with evidence, and considering opposing viewpoints. They are able to introduce and develop complex ideas logically, using advanced connectors such as *pe de altă parte*, *în consecință*, *totuși* (on the other hand, consequently, however).
- Examples of texts: Writing about social issues, ethical dilemmas, or topics related to current events, and developing nuanced arguments.
- Example (Română):
 - o "Un subiect important în societatea de azi este impactul rețelelor sociale asupra relațiilor interumane. Pe de o parte, acestea facilitează comunicarea la nivel global, însă, pe de altă parte, pot duce la o superficializare a relațiilor. Totuși, cu o utilizare responsabilă, rețelele sociale pot avea un rol benefic, contribuind la conectarea oamenilor în moduri noi."

(An important topic in today's society is the impact of social networks on interpersonal relationships. On the one hand, they facilitate global communication, but on the other hand, they can lead to a superficialization of relationships. However, with responsible use, social networks can play a beneficial role, connecting people in new ways.)

2. Formal reports and research papers

- Characteristics: Learners can produce detailed reports and research papers on more specific and technical topics. These texts are organized in a clear, logical structure, with sections such as introduction, development, and conclusion. Learners use precise vocabulary related to the subject matter and appropriate formal tone.
- Examples of texts: Writing reports on research projects, professional activities, or case studies.
- Example (Română):
 - o "Raport: Efectele poluării asupra sănătății

Introducere: Acest raport examinează impactul poluării atmosferice asupra sănătății umane, pe baza cercetărilor recente efectuate în Europa.

Dezvoltare: Conform datelor, expunerea prelungită la aerul poluat este asociată cu o creștere a incidenței bolilor respiratorii și cardiovasculare. În plus, cercetările arată că poluarea afectează în mod special copiii și persoanele în vârstă.

Concluzie: Este necesară implementarea unor politici mai stricte pentru a reduce nivelul de poluare și a proteja sănătatea publică."

(Report: The Effects of Pollution on Health)

Introduction: This report examines the impact of air pollution on human health, based on recent research conducted in Europe.

Development: According to the data, prolonged exposure to polluted air is associated with an increase in respiratory and cardiovascular diseases. Furthermore, research shows that pollution particularly affects children and the elderly.

Conclusion: Stricter policies need to be implemented to reduce pollution levels and protect public health.)

3. Extended descriptive texts (cultural and technical topics)

- **Characteristics:** At this level, learners can produce extended descriptions on cultural, historical, or technical topics. These texts contain more specialized vocabulary and are structured to provide detailed explanations of processes, historical events, or cultural phenomena.

- **Examples of texts:** Writing a detailed description of cultural traditions, historical periods, or technological processes.

- **Example (Română):**

- o "Obiceiurile de Crăciun în România variază de la o regiune la alta, dar unul dintre cele mai cunoscute este colindatul. În perioada sărbătorilor, grupuri de colindători merg din casă în casă, cântând cântece tradiționale. De asemenea, mesele festive includ preparate precum sarmale și cozonac, alimente simbolice care reflectă tradițiile românești de sărbătoare."

(Christmas traditions in Romania vary from region to region, but one of the most well-known is caroling. During the holidays, groups of carolers go from house to house, singing traditional songs. Additionally, festive meals include dishes such as sarmale and cozonac, symbolic foods that reflect Romanian holiday traditions.)

- o "Procesul de fabricare a sticlei implică topirea unor materiale precum nisipul și soda la temperaturi extrem de ridicate. Odată topit, amestecul devine lichid și poate fi modelat în diferite forme. După ce se răcește, sticla devine solidă și poate fi folosită pentru producția de ferestre, sticle și alte produse."



(The process of glass making involves melting materials such as sand and soda at extremely high temperatures. Once melted, the mixture becomes liquid and can be shaped into different forms. After it cools, the glass solidifies and can be used for producing windows, bottles, and other products.)

4. Evaluations and reviews

- Characteristics: Learners at B2.3 can write comprehensive evaluations or reviews of books, films, events, or products, presenting both positive and negative aspects. They can compare different points of view and use specific criteria to support their evaluation.

- Examples of texts: Writing a review of a book, film, or cultural event, providing both subjective opinions and objective analysis.

- Example (Română):

- o "Cartea Fluturi de Irina Binder a devenit foarte populară în România, datorită poveștii sale captivante și stilului accesibil. Cu toate acestea, deși naratorul reușește să creeze o atmosferă intensă, unele pasaje sunt previzibile și dialogurile pot părea artificiale. În ansamblu, Fluturi este o lectură plăcută, dar nu lipsită de defecte."

(Fluturi by Irina Binder has become very popular in Romania due to its captivating story and accessible style. However, although the narrator manages to create an intense atmosphere, some passages are predictable, and the dialogues can seem artificial. Overall, Fluturi is an enjoyable read, but not without its flaws.)

- o "Festivalul de Teatru de la Sibiu este unul dintre cele mai importante evenimente culturale din România. Programul din acest an a inclus spectacole remarcabile din întreaga lume, însă organizarea a lăsat de dorit în unele momente, cu întârzieri și probleme tehnice. În general, a fost o experiență memorabilă pentru iubitorii de teatru."

(The Sibiu Theatre Festival is one of the most important cultural events in Romania. This year's program included remarkable performances from around the world, but the organization was lacking at times, with delays and technical problems. Overall, it was a memorable experience for theatre lovers.)

5. Proposal writing

- Characteristics: Learners can write formal proposals for projects, plans, or solutions to problems. These texts include an introduction, a detailed description of the proposed action, justification for the proposal, and possible outcomes or benefits. Learners use formal expressions and precise language.

- Examples of texts: Writing a proposal for a community project, suggesting improvements to a work process, or planning an event.

- Example (Română):

- o "Propunere pentru un program de reciclare în școli

Introducere: Având în vedere creșterea poluării și a deșeurilor în orașul nostru, propun implementarea unui program de reciclare în toate școlile locale.

Descriere: Programul va include instalarea unor pubele speciale pentru hârtie, plastic și sticlă, precum și organizarea unor ateliere de educație ecologică pentru elevi.

Justificare: Prin acest program, elevii vor învăța despre importanța reciclării și vor contribui la reducerea deșeurilor. În plus, vom promova un comportament responsabil față de mediu.

Concluzie: Implementarea acestui program va aduce beneficii semnificative pentru mediu și comunitate."

(Proposal for a recycling program in schools

Introduction: Given the increase in pollution and waste in our city, I propose the implementation of a recycling program in all local schools.

Description: The program will include the installation of special bins for paper, plastic, and glass, as well as the organization of environmental education workshops for students.

Justification: Through this program, students will learn about the importance of recycling and contribute to reducing waste. Additionally, we will promote responsible environmental behavior.

Conclusion: Implementing this program will bring significant benefits to the environment and the community.)

6. Complex summaries and synthesis of information

- Characteristics: Learners can read long, complex texts (e.g., academic articles, news reports) and produce detailed summaries, capturing essential information and synthesizing different viewpoints or arguments. They can handle abstract topics and summarize discussions or research on a variety of subjects.

- Examples of texts: Writing a summary of a research paper, synthesizing information from multiple articles.

- Example (Română):

- o "Studiul analizează schimbările climatice și efectele acestora asupra agriculturii. Autorii subliniază că temperaturile în creștere și secetele prelungite au un impact negativ asupra producției agricole. De asemenea, se propun soluții, cum ar fi folosirea tehnologiilor moderne de irigare și adaptarea culturilor la noile condiții climatice."

(The study analyzes climate change and its effects on agriculture. The authors highlight that rising temperatures and prolonged droughts have a negative impact on agricultural production. Solutions are also proposed, such as the use of modern irrigation technologies and adapting crops to new climatic conditions.)

7. Letters of application and motivation

- Characteristics: Learners can write formal letters of application and motivation for academic, professional, or social purposes. These texts demonstrate clear structure, formal tone, and a persuasive style, showcasing the learner's qualifications and reasons for applying.

- Examples of texts: Writing a letter of application for a job or university program, explaining qualifications and motivation.

- Example (Română):

- o "Stimată doamnă Popescu,

Vă scriu pentru a aplica la poziția de coordonator de proiect la organizația dumneavoastră. Am experiență în managementul proiectelor de mediu și consider că abilitățile mele corespund cerințelor acestei poziții. Sunt deosebit de interesat de proiectele organizației dumneavoastră care promovează sustenabilitatea și educația ecologică. Aștept cu interes posibilitatea de a discuta mai multe despre cum aș putea contribui la echipa dumneavoastră. Cu stimă, Andrei Ionescu."

(Dear Mrs. Popescu,

I am writing to apply for the project coordinator position at your organization. I have experience in managing environmental projects and believe my skills align with the requirements of this position. I am particularly interested in your organization's projects promoting sustainability and environmental education. I look forward to the opportunity to discuss how I could contribute to your team. Sincerely, Andrei Ionescu.)

Methodological issues

Teaching Romanian to foreign students requires specific structure and methodology in order to insure the acquisition of Romanian in both oral and written forms, with the ultimate goal of developing core language skills: comprehension of spoken and written texts, accurate oral expression, coherent writing, and effective conversational interaction.

Stages of language skill development

Vasile Șerban identifies four critical stages in the learning process:

1. Oral stage – The initial step in foreign language learning is focused on pronunciation and familiarizing students with the specific sounds of Romanian. This stage emphasizes proper articulation and intonation, alongside the automatization of fundamental grammatical structures. A key goal is fostering direct thinking in Romanian.

2. Reading and writing – Considered secondary to speaking and listening, reading and writing are taught with the understanding that oral skills take precedence. However, this phase is essential for establishing foundational literacy skills, without neglecting the development of spontaneous spoken expression.

3. Grammar and vocabulary phase – Words are taught within clear contexts, ensuring that their meanings are fully grasped. The teaching process avoids rote memorization of isolated words, instead presenting vocabulary through basic grammatical structures that demonstrate how context shapes meaning.

4. Fluent speaking – In this phase, students work on expressing themselves more fluidly, applying the grammatical structures they have learned. Dialogues and functional exercises are emphasized to bridge the gap between theoretical knowledge and practical language use.

The Importance of the oral phase

The oral phase is central to helping students develop accurate pronunciation and internalize key grammatical structures. Correct articulation of certain Romanian sounds presents challenges, particularly for Arabic-speaking students who struggle with phonemes like "b" and "p." Auditory training is essential for avoiding mistakes in both pronunciation and writing. It is stressed that faulty perception of sounds leads to incorrect pronunciation, which subsequently impacts reading and writing proficiency.

Interrelation of grammar and vocabulary

Grammar and vocabulary are taught as interconnected components of language learning. While the volume of vocabulary is larger than the number of grammatical structures, the focus early on is automating those fundamental structures. For example, expressions such as "îmi e foame" (I am hungry) are drilled before introducing more complex alternatives, emphasizing the importance of frequent phrases in the early stages.

Phases in the development of grammatical competence

V. Șerban and L. Ardelean outline three phases in the progression of grammatical competence:

1. linguistic foundation – this phase involves gaining an awareness of how language functions, beyond just accumulating theoretical knowledge. Minimal grammatical explanation is provided, prioritizing practical usage over memorizing rules.

2. form automatization – structural exercises help students internalize basic grammatical forms, but these must be complemented by transfer exercises that encourage spontaneous language use in a variety of contexts.

3. functional exercises – once grammatical forms are automatized, students engage in functional exercises that practice using these forms in real-life communication. These include short dialogues and context-specific exchanges that reinforce practical usage.

Blending structural and functional exercises

Functional exercises play a pivotal role in moving students from grammatical competence to actual linguistic performance. Through conversations and real-life scenarios, students are encouraged to integrate their grammatical knowledge into broader communicative

contexts. The gradual formation of linguistic competence involves teaching each grammatical phenomenon through a combination of dialogues, structural drills, and functional exercises, culminating in integrative exercises for fluent conversation.

Conclusion

The teaching methodology for Romanian language instruction emphasizes the step-by-step development of language skills. Starting with the oral phase, progressing through grammar and vocabulary acquisition, and leading to fluent speech, the course places a strong focus on functional exercises and contextual dialogues. These helps facilitate the transfer from grammatical knowledge to practical communication, ensuring that students can use Romanian fluently and spontaneously in everyday situations.

Sources

- Gălușcă Lilia, Methodical aspects of teaching and learning the Romanian language as a foreign language, in "Contemporary Romanian Language: Norm and Stylistic Diversity" Symposium, Chișinău, Moldova, May 11, 2018;
 - Barbu Oana-Luiza, Cultural aspects in the teaching of Romanian language as a foreign language, in SCIENTIFIC BULLETIN OF UTCB, SERIES: Foreign Languages and Communication, Vol. XII, No. 1/2019: Teaching the Romanian Language to Foreigners: Approaches and Challenges;
 - Common European Framework of Reference for Languages: Learning, Teaching, Assessment, Council of Europe / Conseil de l'Europe, Council of Cultural Cooperation.
- Directorate Committee for Education "Studying Languages and European Citizenship," Language Policy Division, Strasbourg;
- Babeș-Bolyai University, Cluj-Napoca: POSDRU/87/1.3/S/63909, Improvement of Teaching Staff in Pre-University Education Who Teach Romanian to National Minorities, Project Director: Lecturer Dr. Elena PLATON, Project Manager: Lecturer Dr. Alin Mihăilă

2.5. Teaching Swedish as second language

Swedish grammar can be complicated, especially for those who come from languages with completely different grammatical structures.

Swedish, for example, has a relatively free word order, which means that the same sentence can be expressed in several different ways depending on what you want to emphasize, while there are rules that must be followed, especially in main clauses and subordinate clauses.



In main clauses, Swedish word order often follows the pattern Subject-Verb-Object. For example:

- I (subject) read (verb) a book (object).

When a sentence begins with something other than the subject, such as an adverbial, inversion occurs, which means that the verb comes before the subject. For example:

- Yesterday (adverbial) read (verb) I (subject) a book (object).

In subordinate clauses, the word order is different and often follows the pattern Subject-Object-Verb. A common rule is that the verb is placed last in the subordinate clause. For example:

- I know that (main clause) you (subject) are reading (verb) a book (object).

Negations and some adverbs are usually placed after the first verb in main clauses and before the verb in subordinate clauses. For example:

- I (subject) am reading (verb) not (negation) a book (object).
- I know that (main clause) you (subject) do not (negation) read (verb) a book (object).

In questions, the verb is often placed first, followed by the subject. For example:

- Reading (verb) you (subject) a book (object)?

In Swedish grammar, definite and indefinite forms are used to indicate whether a noun is specific or general. The indefinite form is used when talking about something unspecific or general. The indefinite article is "en" for one-words in utrum and "ett" for one-words in neuter.

- A book → en bok
- A house → ett hus

The definite form is used when talking about something specific that is already known to the speaker and listener. The definite article is placed at the end of the noun.

- The book → boken
- The house → huset

Both definite and indefinite form have different endings depending on whether the noun is singular or plural.

Singular

- En katt (a cat) → Katten (the cat)
- Ett äpple (an apple) → äpplet (the apple)

Plural

- Katter (Cats) → katterna (the cats)
- Äpplen (Apples) → äpplena (the apples)

Another challenge in Swedish grammar is verb conjugation. Verbs are inflected for tense but not for person, which may be unfamiliar to those who come from languages where verbs are inflected for both person and tense. Even the use of prepositions can be difficult to predict and often differs from other languages. For example, "on the morning" and "in the school".

Swedish also has several sounds that can be difficult for non-native speakers to pronounce. For example, the different vowel sounds and the famous "sj" sounds can be difficult to get right.

We also have many different dialects in Sweden, and some can be difficult to understand even for native Swedes, which can make it extra challenging for someone learning the language.

Methodological issues

Language learning can be divided into five different phases, from beginner/preparatory to fluent phase.

1. Preparatory Phase

- **Motivation and Goals:** Set clear goals and find your motivation to learn Swedish. This could be being able to communicate with Swedish-speaking friends, pass a language test or improve your career opportunities.
- **"Survival Swedish":** Focus on learning to understand and use simple words and phrases for everyday needs. Learn basic greeting phrases, numbers, colors and simple sentences. Use body language and gestures, which can also be of great help in various contexts. You often learn to understand simpler language than you can express.

2. Basic Phase

- **Vocabulary and Pronunciation:** Start by learning basic words and phrases and practicing correct pronunciation.
- **Grammar:** Learn basic grammar rules, such as how to use the definite and indefinite forms, as well as basic verb conjugations.

3. Intermediate Phase

- **Listen and Read:** Improve your listening and reading comprehension by listening to Swedish podcasts, watching Swedish TV programs and reading Swedish books and articles.
- **Write and Speak:** Start writing simpler texts and participate in conversations in Swedish. This may include writing diary entries, e-mails or participating in language exchanges.

4. Advanced Phase



- Advanced Grammar and Vocabulary: Deepen your knowledge of Swedish grammar and expand your vocabulary with more advanced words and expressions.
- Cultural Understanding: Learn more about Swedish culture and society to better understand the context in which the language is used.

5. Fluent Phase

- Practical Use: Use Swedish regularly in everyday situations. This may mean working or studying in Swedish, or participating in social activities where Swedish is spoken.
- Continuous Improvement: Continue to practice and challenge yourself by reading advanced texts, participating in discussions and writing longer texts.

Research has shown that there are several factors that influence language learning. Above all, it is the quantity and quality of the language one is exposed to during language learning that affects development. But there are also other factors that influence language development.

It has been shown that socio-economic status has a strong impact on language learning. Children of guardians with higher education have greater language skills than children of guardians with lower education. Further research has shown that it is not the higher education itself that makes the children gain greater skills. Instead, it is higher quantity and quality of the linguistic input that explains the children's language skills.

The age of the child when it was introduced to the new language also has an impact. The younger you are, the easier it is to learn new phonemes/language sounds and it will then be easier to perceive new words and learn to pronounce them correctly.

Already being multilingual when learning another new language has also proven to be beneficial. Here, we are talking about two advantages above all, earlier development of partly metalinguistic awareness, partly executive functions.

Sources

Skolverket. (2022). Läroplan för grundskolan, förskoleklassen och fritidshemmet: Lgr22. www.skolverket.se

Språkinlärning på olika villkor - ILT Education
www.ilteducation.com/se/artikel/sprakinlarning-pa-olika-villkor/

Teleman, U., Hellberg S & Andersson E (1999). Svenska akademins grammatik. Svenska Akademin.

Abrahamsson N. (2009) Andraspråksinlärning. Studentlitteratur

2.6. Teaching Turkish as second language

Turkish Foreign Language Aspect Teaching Program's arrangement and in the development of Turkey Education Foundation by prepared “Turkish Foreign Language Aspect Teaching “Program”. Within this framework, an additional protocol was signed between the Ministry of National Education and the Turkish Maarif Foundation based on the cooperation protocol dated 18.08.2017, and the current Program was added to the program for teaching Turkish as a foreign language in the country. language aspect to the teaching-oriented programs has been added. Program, “Languages for Europe Common Application In the text stated language to their levels (A1, A2, B1, B2, C1) according to Knitted (school pre, primary school, secondary school and (secondary education) And widespread in education to be used as follows has been prepared.

Turkish Foreign Language Aspect Teaching Program's basis, “Languages for European Common Application It is “Text”. This text, foreign language students aim language, communication in setting up It comprehensively structures what they need to know and at what level in order to use it. in time language learners’ life height and education process of each on the step in hand the gain he made measuring for necessary level And Qualifications defining This text, language of teaching its limitations, standards and possibilities determining general One application is the source. Languages For Common European Framework of Reference;

- Language teaching for programs and application resources development, exam and lesson books in preparation partner application source aspect to benefit from,
- Education managers, program development experts, teachers, teacher trainers and exam preparation Boards between spouse My guide ensuring,
- In order to increase the applicability of the curriculum, the purpose, content and methods in language teaching should be partner One on the ground conceptualization,
- to establish objective criteria for defining language proficiency and to support international mobility by ensuring the recognition of language proficiency certificates issued in various contexts.

Prepared the program structure of in the creation of need analysis, integrity, a lot five criteria were taken into consideration: dimensionality, communicative and cultural competences. Therefore, the Programme for Teaching Turkish as a Foreign Language is in line with the Common European Framework of Reference for Languages. by association to its users;

- needs specification,
- learning goals,
- Contents specification and describing,
- materiel select and preparation,
- teaching and education methods specification,

- measurement-evaluation on the steps of path will show.

Turkish Foreign Language Aspect Teaching Program's in preparation "Languages for European Common Application The text of well order 21. Century Skills, Europe Qualifications". The frame and all the Turkish qualifications framework, prepared based on the text, was based on the core values specified in the "Turkish Course Curriculum". The texts mentioned in the structuring of the program were as follows: has been utilized:

- Turkish Foreign Language Aspect Teaching in the Program adopted action focused approach to social actor aspect description he said language user or students same in time 21. century skills owner be expected. This in the frame teaching process of in the structuring and the program to the levels according to their programs in the creation of theme selection, achievements and communicative functions between in relationship the word said skills Consideration has been taken.

- Türkiye Qualifications. The frame in standards prepared students intercultural communicative their qualifications to be able to develop, life height learning principles connected as a student autonomy.

- Turkish Foreign Language Aspect Teaching Program same in time justice, friendship, honesty, self It includes human values such as control, patience, respect, love, aesthetics, responsibility, patriotism and helpfulness. This universal values well order societies produced national values also eyelash. In this way, the program not only improves the language proficiency of the students but also helps them to gain universal and national to values sensitivity to win in aims.

Turkish Foreign Language Aspect Teaching With the Program Turkish understanding and don't tell skills using social your life each in the field communication building to his skill owner the one which, by exploring And by- living-by-passing learning, learning in the process responsibility area, work Unity inside worker, problem solving skills user, questioning, commenting, universal And own to your culture specific sensitive to values, intercultural consciousness owner Individuals to raise is requested. This in the frame Languages for Europe Partner Application. The text of suggested action focused approach, The Program basis approach has been adopted.

1. Special (Personal) Area	
Areas/Places	• At home: house, room • Garden: himself, your family, your friends, others • At home yourself Belonging One place, hotel • Dirt, goal edge • Cycle intra- areas/spaces • The Web sites (ex: Cycle intra- book clubs, forum sites) • Restaurants
Institutions	• Family • Social cries

People	• Parents, grandma And grandfathers, children, siblings, auntie And aunts, uncle And uncles, cousins, spouse, father-in-law And mothers • Friends, Friends, acquaintances, fans
Objects	• Furniture, clothes, house tools, toys, tools • Cosmetic products • Art items, books • House animals, wild/domestic Animals • Trees, plants, meadows, lakes • House belongings, hand bags, everyday clothes/sports clothes
Events	• Family intra- celebrations • Encounters, events, accidents, usual situations • Holidays, visits, weddings, birth days, food invitations • Wandering, on the bike riding, car use • Holiday, trips, sporty events/activities • Cycle intra- done restaurant reservations
Actions	• Life habits: to get dressed, food to cook, wash etc. • At home Small repairs, hand works, garden heat • Books, radio And television • Chat, hobbies, sport And games • Cycle intra- conversations • Cycle intra- political/philosophical Discussions • Social media on their sites argument • With friends cycle intra- music either in art about critical One argument
Texts	• Teletext, warranties, recipes, manuals, novels, magazines, newspapers, advertisements, brochures, private letters, mailed And recorded spoken Texts • Cycle intra- Announcements • Housing/insurance policy, rent/mortgage, employment or health service with relating to policy, regulations or procedure texts • TV program flow • Restaurant menus

2. Public Area

2. Public Area		
Areas/Places	• Ring open fields: street, square, park etc. • Collective transport tools • Shops, markets, toilets • Cycle intra- areas/spaces • Contents And problems Evaluating One cycle intra- special interest area forum site • One broadcast/news agency by presented ring open cycle intra- argument forum/comment series • Social network • Libraries, swimming pool etc. facilities • Stations, airports, stadium, sport halls, open weather meeting areas • Museums And galleries • Commercial/gaming site	
Institutions	• Hospitals, clinics, clinics • Stadiums, sport areas/halls • Theatre, cinema, restaurant, coffee shop, cafe, hotel, monument • Places of worship	• State apartments • Civilian society organizations • Local assemblies



People	• Public employees • Sellers • Police officers, soldiers, safety Powers • Drivers, conductors, Passengers • Players, fans, viewers • Artists, Audience	• Waiters • Welcome personnel • Religion men, council members • Cycle intra- support group, • Traffic or park officer		
Objects	• Money, purse • Forms • Properties • Back bags	• Suitcases, suitcases • Foods, drinks • Passports, Driving licenses		
Events	• Events, accidents, diseases • Meetings • Legal struggles • Help Activities • Money penalties, arrests • Games, Competitions • Shows • Weddings, funerals, religious ceremonies • The society concerning problems • Programs		• Of stores opening closing times • Ring open events • Public/cultural festivals • various online discussion sites regarding a particular topic • One press meeting • One at the station, at the airport, sport in the stadium, at events, accident in place or Prohibitions and warnings that may be applied in the construction area or instructions	
Texts	• Public Announcements • Tags And packages • Hand Advertisements • Wall writings • Traveller tickets, path plans • Posters, regulations	• Programs • Contracts • Food list • Cycle intra- forums • Cycle intra- Advertisements	• Order forms • To the public open meetings- in presentations • Policy explaining the changes to the public open documents • Political conversations	• Prohibitions, Warnings or instructions • Information boards • Club/Associati on programs • Trip programs • Weather reports • Housing or tax laws

3. Vocational Area

Areas/Places	- Offices - Factories - Workshops - Ships, ports, stations - Weather ports - Farms - Shops, shops etc.	- Service Presenter work places - Hotels - Cycle intra- areas/spaces - Companies - Trade Fairs - Warehouses - Refineries
Institutions	- Companies - Official flats - A lot National companies	
People	- Employers, workers - Managers - Work Friends - Clients - Customers - Welcome personnel	- Secretaries - Cleaning Officers - Managers - Personal assistant - Trip agency And record Secretary

Objects	- Office machines - Industry machines - Industrial tools And hand heat tools	
Events	- Interviews - Meet talks - Greetings - Conferences - Fairs - Advice talks	- Sales - Work accidents - Collective work contracts - Study to the conditions oriented meetings - Social events - Security exercises
Actions	- Administration/management - Industry management - Production process - Office operations - Transportation - Sales, sales Marketing - Computer heat - Office cleanliness - One in the company departments inter- cycle intra- chat - Cycle intra- at the meeting participant to be - Professional development to the forum contributed have - Cycle intra- One work Unity in the project executive to be	- To perform simple administrative tasks - Email with order give- take
Texts	- Commercial letter - Report, statement - Security directive - Use Guides And hand books - Advert writings - Ticket And banner writings - Work place Description - The boards - Business cards	- Cycle intra- procedure texts - Cycle intra- seminars - Cycle intra- forms - Work reports - Commercial offer specifications - Security with its procedures relating to instructions - Circulars - Email orders

4. Education Area		
Areas/Places	- Schools, school halls, classrooms, school yards, sports fields, corridors - Colleges - Universities, Campuses - Amphitheats - Seminar rooms - Student Representative Office	- Dormitories - Laboratories - Canteens - Cycle intra- learning platforms - Cycle intra- courses - The Web sites
Institutions	- School - University - Scientific communities/organizations - Job organizations - Education development organizations	

People	- Teachers, teaching staff - Parents - Classmates - Academicians - Researchers		- Students - Library, canteen employees, cleaning personnel - Building officers, secretaries etc. - Researchers - Student troops		
Objects	- Writing materials - School Uniforms - Sport tool And clothes - Foods		- Loud And visual tools - Wood And chalk - Computer - Document bag, school bag		
Events	- Before and after the holiday, first and last school days - Student change - Parents meetings - Sport entertainments, games	- Discipline problems - Cycle intra- session - Online courses or forums - Courses	<table><tr><td> - Social events - Cycle intra- data collection and evaluation </td><td> - Online collaboration Activities - Experiments - School events </td></tr></table>	- Social events - Cycle intra- data collection and evaluation	- Online collaboration Activities - Experiments - School events
- Social events - Cycle intra- data collection and evaluation	- Online collaboration Activities - Experiments - School events				
Actions	- School meeting - Lessons - Games - Tenets - Study groups - University lessons, composition don't write - Library Studies - Seminars And exercises - House heat - Discussions		- One school learning platform Q&A section to join - Same Topics reading students Current cycle intra- One to the forum to join - clearly structured online collaboration activity at school/university - Cycle intra- course sign up - Teacher-guided online collaboration in school to its effectiveness to join		
Texts	- Royal Texts - Instructive books, reading books - Source books - Wood writings - Computer on the screen text - Teletext - Exercises - Newspaper articles		- Summaries - Dictionaries - Homework Lists - Lesson draft, - Exam regulations - Exams - School calendar - Graphics And diagrams - Documents containing the conditions for participation in the exchange program		

Sociocultural Information	
Daily life	Food and drink, meal times (meals), table manners, public holidays, festivals, working hours, leisure activities, etc.
Life conditions	House conditions, welfare situations, social assurance etc.
People inter- Relationships	Male-female Relationships, family structure And Relationships, work in the environment Relationships etc.
Values, beliefs and attitudes	Regional cultures, traditions and social change, history, especially historical figures and events that have become symbols; foreign countries, peoples; politics, art, religion, humor, professional groups; institutions, security, etc.



Body language	Body language communication traditionally used in different cultures in language learning and its adaptation to other cultures transfer etc.
Social traditions	With hospitality relating to aspect punctuality, gifts, visit duration, saying goodbye, behaviour And chat rules etc.
Rituals/Traditional behaviors	behavior of spectators at public gatherings etc.