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ACCELERATED CHRISTIAN EDUCATION AS A SUPPORTIVE
METHOD TO DEVELOP YOUNG LEARNERS' COMMUNICATIVE
COMPETENCE IN EFL CLASSES VS TRADITIONAL EFL CLASSES
(the case of 5th grade students in Sillamäe Kannuka School)

Master's thesis

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PREFACE

The purpose of this master's thesis is to present Accelerated Christian Education as a method that supports the development of students' communicative competence. The question chosen as a topic of the research seems to be of a great importance, because according to the Estonian National Curriculum (2011), a student in a second stage of primary school (grades 4-6) "gets by in at least one foreign language in everyday communication situations that require direct and simple exchange of information on familiar and routine topics". Moreover, students of foreign languages must pass a National Examination in English, where a speaking part takes up one fourth of the whole examination and seems to be of a great concern to pupils. English in Estonia is taught as a foreign language (L3), which means that the language is not used in everyday life in the country, hence there is no practice available apart from the lessons in schools. But due to the fact that English is a global language and will be useful for students in their future life, it is important to use efficient methods of teaching English in Estonian schools.

The present MA thesis studies the existent traditional EFL teaching methods by the example of EFL classes in Sillamäe Kannuka School; and also reveals the information on Accelerated Christian Education which is used in the same school as a supportive method of teaching English. ACE is a content-based programme used as a core curriculum all over the world, whereas in Sillamäe Kannuka school it is used to teach English, not the content. The preliminary study of the sources showed that no researches have been done on the topic. Based on the research findings, ACE can be considered as a possible additional method worth implementing in schools.

The Master's thesis consists of the Introduction, Chapter I and Chapter II. The introductory part of the thesis gives an overview of the main terms discussed in the paper, like young learners and communicative competence; it introduces the concept of Accelerated Christian Education, and provides a brief overview of the previous surveys on ACE programme and their findings.

Chapter I *EFL: Traditional Classes and Communicative Competence Development in Young Learners* starts with revealing the peculiarities of working with young learners in general and proceeds to the analysis of traditional EFL classes in Sillamäe Kannuka School, methods and techniques used for developing communicative competence, illustration of types of tasks according to the methods used by the teachers of 5th grades. It also tells about the roles of students and teachers in traditional EFL classes.

Chapter II *Accelerated Christian Education and Communicative Competence Development in Young Learners* provides an overview of ACE programme in Sillamäe Kannuka School and ways to develop communicative competence during lessons. It also includes the empirical part of the thesis – the experiment conducted in order to test the communicative skills with the students of the 5th grades in Sillamäe Kannuka school, who attend both traditional EFL classes and ACE classes.

The theoretical and practical outcomes of the research are summarised in the Conclusion.

List of abbreviations:

ACE – Accelerated Christian Education

CEFRL – Common European Framework of Reference for Languages

CPH – Critical Period Hypothesis

EFL – English as a foreign language

ESL – English as a second language

L1 – native language

L2 – second language

L3 – foreign language

PACE – Packet of Accelerated Christian Education

TL – target language

YL – young learner

ZPD – Zone of Proximal Development

PREFACE

List of abbreviations

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INTRODUCTION

In general, according to Pia Sundqvist (Sundqvist, no data: 1) language learning research concentrating on young learners was an overlooked field of research for a long time. Most studies within the broad area of second/foreign language acquisition were instead carried out among adults, and it was not until in the 1990s that the foci of research broadened to include also young learners, at that time loosely defined generally as children in primary and/or secondary education (see, for example, Hasselgreen & Drew, 2012; McKay, 2006; Nikolov, 2009). In fact, some agreement upon how to define ‘young learners’ was not properly discussed until 2013, when Gail Ellis provided some useful clarifications. Ellis (Ellis, 2014: 76) notes that the term ‘young learner’ is vague and can lead to misunderstanding. Legally, a ‘young learner’ may be any person under the age of 18; in reality, however, using one term to cover such a diverse age range is confusing. Instead, Ellis (ibid.) proposes that a distinction between pre- and post-11 or 12-year old learners should be made. This is because of the huge differences in “physical, psychological, social, emotional, conceptual and cognitive development” (Ellis 2014: 75) among children in these age groups, leading to very different approaches to teaching. In short, based on a literature overview, Ellis concludes that the term ‘young learner’ can be applied to children between the ages of five and eleven/twelve, which in most countries would be equivalent to learners in primary school (Ellis, 2014: 76).

Teaching young learners (hereinafter YL) English requires an approach that is developmentally appropriate, which implies that learning is reliant on the stage of a child’s physical, social, emotional and mental maturity. The proper approach implies working with their natural tendencies instead of working against them. In order to find the right approach to teaching English to YLs, it is important to clarify the following:

- characteristics of young learners
- how children learn in general
- how children learn languages

Characteristics of Young Learners

How a teacher of YLs can describe his/her students can depend on a day, as their moods change frequently. According to Shin et.al (Shin et. Al: 2014: 25) YLs have both positive and negative characteristics. “Most of the teachers agree that YLs are:

- 1) energetic and physically active
- 2) spontaneous and not afraid to speak out and participate

- 3) curious and receptive to new ideas
- 4) imaginative and enjoy make-believe
- 5) easily distractive and have short attention spans
- 6) egocentric and relate new ideas to themselves
- 7) social and are learning to relate to others” (Shin et.al 2014: 25).

According to Lynne Cameron (Cameron, 2001: 1) “children are often more enthusiastic and lively as learners. They will have a go at an activity even when they do not understand why or how... they [children] often seem less embarrassed than adults at taking in a new language, and their lack of inhibition seems to help them get a native-like accent”.

Fari Greenaway (Greenway, 2015: 22), states that most teachers find classes of YLs to be more challenging, as there is a number of problems which teachers face while teaching them. One of the problems is the fact that students get easily distracted, they chat to their classmates and may not pay much attention during the lesson. Another problem is that might tease or laugh at their peers, which can lower the esteem of the students to talk during the class. One more problem is that YLs do not listen to each other; they interrupt each other, which can cause problems during pair work or group work.

Based on the characteristics of YLs, it can be concluded that teachers should consider how to saddle the vital energy of a YL and use it towards effective and productive learning. YLs are much more eager to take part in the activities and are to speak out in English without being embarrassed. They are very sociable, they like playing games and activities which require cooperation. Teachers should encourage YLs with interesting and engaging activities or bright and colourful pictures to keep them focused, due to the lack of their ability to concentrate for a long time. Taking advantage of YLs’ characteristics will help the teachers to create lively and dynamic classrooms.

Communicative Competence in EFL classes with Young Learners

According to Michael Canale (1983: 5) The term ‘communicative competence’ was introduced by Hymes in the mid-1960s, since then the term has gained popularity among teachers, researchers and others interested in language. The term ‘communicative competence’ consists of two words – communicative and competence, which together form a meaning – ‘competence to communicate’. Simple semantical analysis of this phrase shows that the main word in this combination is the word ‘competence’. Hymes (1972: 282) stated that “competence is dependent upon both (tacit) knowledge and (ability for) use”. Thus, it can be said that communication has the following characteristics:

- a. is a form of social interaction and therefore is used in social interactions;
- b. has a high degree of unpredictability and creativity in its forms and messages;
- c. takes place in discourse and sociocultural contexts which provide constraints on appropriate language use and also clues to correct interpretations of utterances;
- d. has limiting psychological and other conditions, for instance, memory constraints, fatigue and distractions;
- e. always has a certain purpose, as, for example, to establish social relations, to persuade, to ask, to promise, etc.;
- f. involves authentic language, as opposed to textbook language;
- g. can be successful or not based on its actual outcomes.

(Adopted from Canale, 1983)

Hymes himself (Hymes, 1972: 277) identified communicative competence the following way:

...a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others.

Communicative competence, according to Richards (Richards: 2006: 3) includes the following aspects of language knowledge:

- 1) Knowing how to use language for a range of different purposes and functions
- 2) Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- 3) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- 4) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

The Estonian national curricula for basic schools (2011) also highlight the need for developing communicative competence. §4 Competences defines communicative competence as following: “communication competence – ability to clearly and relevantly express oneself, taking into account situations and partners in communication; to present and justify their positions; to read and understand information and literature; to write different types of texts, using appropriate linguistic devices and a suitable style; to prioritize correct use of language and rich expressive language” (Estonian national curricula for basic schools, 2011)

As long as development of communicative competence is concerned, there are different methods and approaches to it, which are going to be discussed in Chapter I of the current research paper.

What is Accelerated Christian Education?

According to Kelley (Kelley, 2005: 18), “Accelerated Christian Education, also known as the School of Tomorrow, was developed in 1970 by a Baptist minister named Donald Howard and his wife, Esther (Hunter, 1982)”. According to ACE homepage, Mr. and Mrs. Howard started the first Learning Center in their home, but in just one year there were five schools which implemented the ACE curriculum in their teaching programmes. By 1974, more than 500 schools across the U.S. had implemented the programme. Today ACE curriculum is adopted by more than 6,000 schools and countless homeschool families around the globe, including such countries like Russia, the United Kingdom, Australia, Philippines, etc.

The educational system consists of PACEs (Packets of Accelerated Christian Education) that each student works through independently at his or her own rate, which provide the information on such subjects as Math, English, Word Building, Science and Social Studies, additionally to information about God, Bible and “sixty ideal biblical character traits”, for instance “attentive, appreciative, compassionate, faithful, fearless, meek”, etc. (ACE, 1999: 18-19). Hence, ACE was not initially intended to be a method for teaching English as a foreign language, but to provide an alternative education to the one provided in state schools. Why alternative? Because the whole idea of ACE revolves around the Bible, and sees God as the Creator of the Universe, hence, such subjects as Science and Social Studies insist on existence of God’s plan for everything on Earth. For instance, text about an elephant would say that God gave the elephant big ears, because he knew that the elephant would need them to keep himself cool in a hot climate.

According to Kelley (Kelley, 2005: 24), “Accelerated Christian Education is not accredited by the Association of Christian Schools International, nor is it accredited by any government organization, nor are ACE schools accredited by the states in which they are located (Mayes, 1992)”. In Estonia ACE classes are private English classes that take place after regular school classes finish. There are two schools in Sillamäe that have ACE classes – Sillamäe Kannuka School and Sillamäe Vannalinna School; one school in Narva – Narva School of Humanities; and one school in Tallinn.

Previous Surveys and their Findings

As Kelley (Kelley, 2005: 25) writes, “Despite the large number of children that ACE serves, to date there are few published research studies which analyse this educational system”. In 1980 Stoker and Splawn conducted a survey of ACE schools in Amarillo, Texas for the West Texas State University. Their study was aimed to determine if any ACE practices could be implemented in public schools. They did not base their research on any qualitative data, they just gave their personal opinions on the learning process. Their finding confirmed that several aspects of the ACE schools could be replicated in public schools. As Kelley (Kelley, 2005: 25) states, “Stoker and Splawn recommended the individual learning approach for gifted students and for students who do not learn well from traditional teacher led classes”. In Stoker and Splawn’s opinion, the advantages of ACE are their strict discipline, parent’s involvement in the learning process, and small students amount per one teacher. Regardless the fact that their survey did not collect any qualitative data, it gives some idea of how ACE classes work, and which stayed the same up until today.

Kelley (Kelley, 2005: 26) mentions another research which was conducted in 1985 by the Alberta Department of Education, where they reviewed several private school programmes, and ACE was one of them. The researchers analysed the ACE curriculum to determine to what extend it meets the goals and objectives set by the Alberta Department of Education. Their positive findings (Alberta Department of Education, 1985: 22) were as follows:

For the most part PACEs are well written, present information clearly and are organized around explicit objectives. The use of examples, practice exercises, systematic reviews, and cumulative exercises illustrates the incorporation of commonly accepted, sound principles of pedagogy.

Although, there were also some negative findings, which are the following: “there are far too few examples in the ACE curriculum of materials where students are called upon to exercise their creative powers, to be original and to develop critical thinking skills” (Alberta Department of Education, 1985: 19). Researchers also found that ACE PACEs promoted intolerance in certain subject areas, for instance, science. Researchers found ACE biology programmes to be unacceptable due to the “repeated condemnation of those who reject the author’s interpretation of the Bible” (Alberta Department of Education, 1985: 24).

In 1987 Fleming and Hunt did a similar research on the ACE curriculum and ACE, particularly social studies PACEs. As Kelley (Kelley, 2005: 27-28) writes, Fleming and Hunt found ACE curriculum to present history strictly from the authors’ point of view: “the bias of the author takes over, and the facts are distorted or inaccurate” (Fleming et.al,

1987: 523). They also noted that certain sections of PACEs are repeated over and over through different levels of the programme. Their concern was that since the information presented in PACEs is very limited, students might not be able to “obtain an adequate comprehension of the causes and effects of world events” (Kelley, 2005: 28). Fleming and Hunt (Fleming et.al, 1987: 523) summarised their research in the following way:

If parents want their children to obtain a very limited and sometimes inaccurate view of the world – one that ignores thinking above the level of rote recall – then the ACE materials do the job very well. The world of the ACE materials is quite a different one from that of scholarship and critical thinking.

The vice president for development of ACE, Ronald Johnson, wrote a rebuttal in response to the study conducted by Fleming and Hunt. It appeared the same year, 1987. Johnson explicitly commented on the criticism of ACE curriculum and the quality of education it provides, and stated: “This comment reflects a biased preference for a humanistic, anti-Christian view of history and disregards ACE’s theistic view of history” (Johnson, 1987: 521). Moreover, according to Kelley (Kelley, 2005: 29), Johnson specified that ACE does not write its materials with traditional educational methods in mind and they “do not believe that education should be nondirective or speculative, or the final interpretation should be left up to immature, inexperienced minds, as mainline secular curricula do” (Johnson, 1987: 521). In addition, Johnson also stated that students, who study in ACE programme, score two to three grade levels higher than students in public schools on the California Achievement Tests using 1977 norms, thus demonstrating that children who use ACE are learning and excelling (Kelley: 2005: 29). In his conclusion, Johnson stated: “Fleming and Hunt suggest that ACE presents a ‘paranoid’, ‘inaccurate’ or ‘incomplete’ view of subject matter. Our writers reflect truth as the evidence substantiates” (Johnson, 1987: 521).

Another survey on ACE curriculum was conducted by Speck and Prideaux in 1993. The object of their study was ACE materials, mainly social studies and science PACEs. One of their findings was that: “The School of Tomorrow [ACE] isolates students. Rather than encouraging group interaction, communication and critical thinking, students work in small cubicles where rote learning and recall are the primary teaching tools” (Speck et.al, 1993: 284). According to Kelley, “The researchers concluded their study by stating the students in ACE schools are at a disadvantage educationally as they are censored from accepted theories and basic knowledge in the areas of social studies and science” (Kelley, 2005: 31).

In her book *Keeping Them Out of the Hands of Satan* (Rose, 1988) Rose analyses the most extensive study of ACE students to date. In this study, conducted by McGraw-

Hill in 1983, 7,500 ACE students were tested and compared to a nationally representative sample. The results of the study were the following: the average ACE student scored 65% higher than the average control group student. Having conducted her own study, where students of ACE schools were compared to students of a traditional Christian school, Rose came to some contradictory results. Rose states that “ACE students should be well prepared to digest ‘how-to-manuals’ but less well prepared to write essays and ask critical questions” (Rose, 1988: 165). Her findings were based on a practical part of her survey, where she asked students from both schools to write essays on a specific topic. When analyzing the results, Rose found that the ACE students’ essays were “significantly shorter, less detailed, less well organized, and more restricted in vocabulary” (Rose, 1988: 165).

In 1992, Elkins in her doctoral dissertation observed 13 Apostolic schools in Indiana, USA where ACE materials are used. She noted her own criticism of ACE method of instruction:

1. ACE material is narrow in philosophy, which she found to be negative for the most of its part. She claims that ACE does not allow for controversial subject matter, nor does it allow for open discussions of modern events and issues.
2. ACE teaching methods are based on a colonial Puritan educational model, and no attempts to meet students’ individual needs are made, nor do they incorporate modern society or events into the learning process.
3. The purpose of the curriculum is narrow as the subject matters are limited provide only educational minimums that are tangled with material that stresses obedience and complacency to authority.
4. Most classrooms contain only the material that is essential to implement the ACE program and little else, it seems like there are censors to outside secular ideas.
5. ACE places all responsibility of learning on the shoulders of the students, their failure is their fault.

(Elkins, 1992: 233-235)

Keeping in mind the fact that in most schools worldwide ACE curriculum is used as a core curriculum, it is justifiable to analyse it in terms of the subject knowledge that it provides. The situation in Estonia is different. In Estonia ACE classes are used as an additional and supportive method for teaching English, but not to teach the subjects that ACE offers. Students still use the same materials as other students worldwide use, but the

main purpose is to learn English, as they study the subjects during their lessons in state schools. Students, who attend ACE lessons, do it after their regular school day finishes.

Having analysed previous researches on Accelerated Christian Education, it can be concluded that the main aim of those researchers was to analyse the curriculum of ACE programme, but not the ways it can or cannot support learning English as a foreign language. Therefore, there have been no researches made on the topic of developing communicative skills in young EFL learners. The method was not analysed as a kind of English language learning.

Since the author of the current research paper has her own experience of being both a student and a teacher in ACE programme, her concern is whether this programme can provide an additional support for learning English. With the regard of the written above, the following assumption can be made regarding the implementation of ACE programme in schools of Estonia: the proposed method is approachable for students and teachers in Estonia and it can be established as a supportive method for developing proficiency in English language.

Taking into the account the assumption above, the following hypothesis has been formulated for the present research:

Accelerated Christian Education, as a supportive method of teaching a foreign language, is assumed to help significantly in enhancing young learners' communicative competence in English.

CHAPTER I

EFL: TRADITIONAL CLASSES AND COMMUNICATIVE COMPETENCE DEVELOPMENT IN YOUNG LEARNERS

The target of this chapter is to explore ways of developing the communicative competence in traditional EFL classes in Sillamäe Kannuka School and to illustrate the types of activities used by the teachers while teaching 5th grade students in order to compare them to the types of activities used during ACE classes which are going to be discussed in Chapter II. However, it is impossible to discuss it without mentioning the way how young learners learn in general and how YL learn languages. Therefore, a short introductory part of Chapter I will discuss the peculiarities of the ways YLs learn.

This chapter also investigates the roles of teachers and students in the learning process and how they contribute to successful development of communicative competence.

1.1 Specifics of Teaching Young Learners

In order to meet the goal of teaching English to YLs, teachers must consider a number of factors connected with teaching children which are discussed below. It is also important to know types of activities acceptable while teaching YLs, as well as the fact that children have short attention span, therefore a constant switch of activities during the lesson is vital to keep children focused on the task.

1.1.1 How Children Learn in General

The approaches for teaching young learners are based on the works of two major educational theorists Piaget and Vygotsky. Both theories are based on constructivism and both of the researchers believed that social forces set the limits of development.

According to Fleming (Fleming: 2004: 4-7) Piaget's theory is based on the principle that children learn by doing and interacting with the environment. Piaget's theory of four stages of cognitive development, first presented in the mid-20th century, is one of the most recognised and widely-accepted theories in child cognitive development to this day. According to Huitt et al. (Huitt et.al 2003: para 5) Piaget believed that as children evolve and their intellect develops, they go through four definite stages that are characterized by differences in thought processing. Each stage builds upon knowledge learned in the previous stage. It also implies that a child being on a lower stage is not capable of doing things from higher development stages. Piaget's four stages correlate

with the age of the children and are the sensorimotor, preoperational, concrete operational, and formal operational stages.

Students in primary school can be found in Piaget's Preoperational and Concrete operational stages. The implementation of Piaget's theory in second language learning can be explained as following: children learn through their own actions and exploration. For example, a child does not learn the meaning of the word *window* by learning the definition of this word, or listening to someone explaining the function of the window. The child learns by interacting with the window, trying to open and close it; they may even break the window and learn that the function of the window is to separate the room from the outside, to protect the room from rain or cold, etc. As Cameron states: "thought is seen as deriving from action" (Cameron, 2001: 3), which means that the action continues to develop in the mind, and this is the way the thinking process develops. Therefore, it is important to create opportunities for children to learn by doing and to learn by interacting with the surrounding world. Teachers can bring in realia for students to have interaction, or to have lessons outside the classroom, in order to provide opportunities for students to interact with the objects connected to the language they are currently learning.

According to Cameron, (Cameron 2001: 5) Vygotsky's views on child's development differ from Piaget's theory. Piaget sees a child as an active learner in the world full of different objects, interacting with which, a child obtain knowledge; for Vygotsky, in turn, a child is a learner in the world full of people. As Cameron (ibid) states, Vygotsky (1962) found that children obtain knowledge through other people, especially through interaction with adults or more competent peers. Those people help a child to learn, bring into their attention different objects and ideas, talking, asking and answering questions, explaining, etc. "In a whole range of ways, adults mediate the world for children and make it accessible to them" (Cameron, 2001: 6). Vygotsky used an idea of zone of proximal development (ZPD), which is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978: 86).

In other words, it means that working with children, it is vital to provide enough 'scaffolding' for children to learn. According to Hogan and Pressley (Hogan et.al, 1997: 5) scaffolding' means "a style of instruction that provides students with the intellectual support to function at the cutting edge of their individual development". 'Scaffolding' in education is "a metaphor that refers to the ways in which adults or more sophisticated

peers provide support for children as they learn” (Zurek et.al, 2013: para 3). Ways to provide scaffolding are, for instance, to simplify the task by breaking it down into smaller steps, to make a child interested in an activity, to guide children through the task and keep them on the task.

1.1.2 How Children Learn Languages

It has long been hypothesised (Oyama, 1976; Lennberg, 1967; Penfield, 1964; Patkowski, 1980; Johnson et.al, 1989) that children make better second language learners than adults, which is used to support an early start for teaching a second language. It is believed, for instance, by Singelton (Singelton, 1989) that the earlier a child starts learning a language, the more proficient he or she becomes, particularly in pronunciation. The critical period hypothesis implies that a child can learn a second language particularly easily, as their brains are still capable of using the mechanisms which were involved into first language acquisition. The CPH states that human beings must be exposed to a language during infancy and early childhood, prior to puberty. If this does not happen, then the CPH suggests that one would not learn his/her native language fully (Lightbrown et.al, 2006: 17).

In terms of a second language, it would state that anyone who begins to learn a second language after the critical period has ended should not be able to become native-like in that language (Reichle, 2010: 58). The concept of critical period was firstly introduced into the field of language acquisition by Penfield and Roberts in 1959 and was refined by Lenneberg eight years later in 1967. The age span of the critical period is seen differently by scientists. As it is stated by Vanhove (Vanhove: 2013: para 3), Lenneberg’s critical period stretched from two years of age to puberty (which is 14 years old according to him) (Lenneberg, 1967). Other scientists consider the puberty period to come to an end at 12, 15, 15 or 18 years of age (Muñoz et.al, 2011). As Vanhove (Vanhove, 2013: para 5) writes:

Some vagueness remains as to the setting that is relevant to the CPH. Does the critical period constrain implicit learning processes only, i.e. only the untutored language acquisition in immersion contexts or does it also apply to (at least partly) instructed learning? Most researchers agree on the former, but much research has included subjects who have had at least some instruction in the L2.

As it is stated by Linse and Nunan (Linse et.al, 2005: 12) Krashen (1987) has differentiated the process of language acquisition from the process of language learning. Language acquisition is based on the neuro-psychological processes (Maslo, 2007: 41). Language acquisition is opposed to learning and is a subconscious process similar to that

by which children acquire their first language (Kramina, 2000: 27). Hence, language acquisition is an integral part of the unity of all language (Robbins, 2007: 49). Language learning is a conscious process, is the product of either formal learning situation or a self-study programme (Kramina, 2000: 27). Hence, language learning is an integral part of the unity of all language (Robbins, 2007: 49). “Language acquisition is the natural process used to develop language skills in child’s native language (L1). The home environment for acquiring a native language is often different from the classroom environment used to teach a second (L2) or foreign language” (Linse et.al, 2005: 12). In the classroom, the focus is mainly on the form of a language, rather than on a message being conveyed.

In order to help the children learn a language, it is important to make the classroom environment similar to the ‘home environment’, which means to surround a child with authentic and contextualized language as it would be at their homes. “Children are highly motivated to learn and use the language because it enables them to meet immediate needs and respond to their surroundings” (Shin et.al, 2014: 40). For instance, when a child is hungry, he or she will learn a word for food in order to ask for it. L2 classroom tends to have completely different characteristics: the language is rather artificial, as it is not based in real life. Traditional EFL classes tend to focus more on forms and isolated structures, rather than a meaningful context where a message is more important than a form. According to Shin et al. (2014: 41), it will be hard to motivate children to use the language unless it is meaningful and based in a real life. Therefore, it is important to engage children into purposeful activities that mirror L1 acquisition, like singing, storytelling, talking with each other socially, letter writing, e-mailing, watching TV shows, films, etc. To create the optimal environment for learning English, the input in the classroom needs to be appropriate and comprehensible, just above the students’ current level of the language (Krashen, 1985: 2).

According to Shin et al. (2014: 41), children do not learn the language through explicit grammatical explanations. The approach to teaching should be ‘learner-centered’ which Cameron (2003: 110) describes as “...meaningful and interesting, require active participation from learners and will work with how children learn and what they are capable of learning”. As Shin and Nunan state (Shin et.al, 2014: 41), children “learn by doing”, which in terms of language learning would mean that they learn the language through experiencing lots of exposure. In other words, they do not learn the language through grammatical explanations, rather than they gain an understanding of the language implicitly through constant repetition and recycling of the language in different structures and contexts. “Children see the foreign language ‘from the inside’ and try to find meaning

in how the language is used in action, in interaction, and with intention, rather than ‘from the outside’ as a system and form” (Cameron, 2003: 107). Therefore, teachers should expose children to language in different contexts, both authentic and meaningful, and use repetition and recycling in order to improve YLs’ ability to understand and use the language structures appropriately.

1.2. Communicative Competence in Traditional EFL Classes in Sillamäe Kannuka School

Sillamäe Kannuka basic school is a compulsory basic school (to follow terminology adopted by the Ministry of Education and Research of Estonia – see <http://www.hm.ee/index.php?1510024>). The school has division into two stages: grades 1-4 and grades 5-9. Usually classes are delivered in three parallels marked A, B and C. Teachers use the National Curriculum for Basic Schools as the main source of teaching information. The basic language of instruction in the school is Russian; the second language is Estonian which students begin to learn in the first grade as a compulsory subject. The foreign language is English, which is taught as an optional subject in the first two grades and as a compulsory subject starting from the third grade.

The Estonian National Curriculum for Basic Schools does not imply to use any one specific method of teaching communication in the classroom. But it has certain requirements for the students of primary schools to achieve. As it is written in the curriculum, pupils in grades 4-6 are “capable of expressing, justifying and defending his or her opinion...” (Estonian national curriculum for basic schools, 2011: para 9). Estonian schools also follow the Common European Framework of reference for languages (CEFRL), which has levels of language proficiency, although “one should not forget that the process of language learning is continuous and individual. No two users of a language... have exactly the same competences or develop them in the same way” (CEFRL, 2011: 17). Students in primary schools are at the beginning level, which corresponds to A1 or A2 according to CEFRL, which imply the following requirements for speaking proficiency to have (Figure 1):

Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Figure 1. *Common Reference Levels: global scale. Basic User* (CEFRL, 2011: 24).

As there are no limitations to what methods to choose, teachers are the ones to decide which methods to apply in their classrooms. The 2 teachers of 5th grades in Sillamäe Kannuka School were questioned in order to identify the methods they use when teaching the 5th grade students. The results revealed that they do not follow only one specific teaching method, but use a combination of different approaches and methods which are going to be discussed below. The choice of a particular method to use depends on a type of task they have during the lesson.

1.2.1 Methods and Techniques of Developing Communicative Competence in Traditional EFL Classes in Sillamäe Kannuka School

The Grammar-Translation Method

The Grammar-Translation method is a method of teaching English mainly through translating language patterns from the TL to L1 or vice versa. Larsen-Freeman (Larsen-Freeman, 1986: 130) provides typical techniques associated with the Grammar Translation Method:

- 1) Translation of texts (from TL to L1, or sometimes vice versa)
- 2) Reading comprehension questions which require finding information in a text
- 3) Finding antonyms and synonyms for words or sets of words
- 4) Filling in the gaps in sentences with new words or items of a particular grammar rule
- 5) Memorization (memorizing vocabulary lists or grammatical rules)
- 6) Using words in sentences (students create sentences to illustrate that they know the meaning of new words and know how to use them)

From the above list of typical of the Grammar-Translation types of task and exercises, it can be concluded that little attention is given to speaking, hence using just this method in the class does not contribute much to development of speaking competence. Thus, as the teachers of Sillamäe Kannuka School claim, they use it just for certain types of tasks. A typical example of types of tasks would be the following:

Check these words

- hot • sunny • sandy beach • sunset
- boat tour • volcano • hot spring
- sand • tourist attraction • forest
- connect • waterfall • guided hike
- deer • rare

Hello from Santorini, Greece. It is hot and sunny here. This island is so beautiful. There are so many things to do here. You can visit the many museums, go to the black sandy beaches, watch one of the most beautiful sunsets in the world or take a boat tour to the volcano and hot springs. I went on the boat tour yesterday and it was amazing. Right now, I'm writing to you from Akrotiri. Some people believe that this is the lost city of Atlantis. There is also a beach with red sand here. Got to go now. Lots of love,
Danielle

Greetings from Plitvice Lakes National Park, Croatia. It's the most popular tourist attraction here and one of the most beautiful places in the world. The park is a huge forest and it has got sixteen lakes connected by waterfalls. The highest waterfall is 70 metres tall. Yesterday, we went on a guided hike. We saw a lot of deer and rare birds. We even saw a bear eating grass on a mountain. It was amazing! Today, we are going on a boat tour of the park. I've got a lot of pictures to show you when I get back.
See you soon,
Fred

1 a) Where do you go on holiday? What do you do?
b) Look at the photographs. What is each place famous for?
Listen, read and check.

2 Read the emails and complete the sentences.

- 1 In Santorini the weather's
- 2 Santorini is famous for
- 3 In Akrotiri there is
- 4 Plitvice Lakes National Park is in
- 5 In the park there are
- 6 There are a lot of animals in the park such as

Figure 2. Typical tasks for the Grammar-Translation method used by the teachers of 5th grades in Sillamäe Kannuka School (Evans V., Dooley J. Spark 2 Student's book, p. 58).

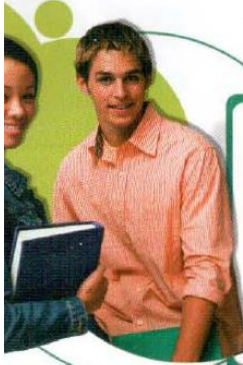
The typical learning routine would be as following: students would be asked to memorize the words and their translation (usually as one of homework assignments), the reading texts would be read and translated aloud one by one in the classroom, and finally reading comprehension questions are to be answered by students in writing. Overall, the development of reading and writing skills is the major focus of the method; little or no systematic attention is paid to developing neither listening, nor speaking. The students' L1 is preserved as the reference system in the acquisition of the L2. The language learning process is mainly passive and teachers are regarded as an authority, which means that it follows a teacher-centered model.

The Audio-Lingual Method

As Cagri Tugrul Mart (Mart, 2013: 63) states, the Audio-Lingual method was proposed by American linguists in the 1950s, and it was developed from the principle that “a language is first of all a system of sounds for social communication; writing is a secondary derivative system for the recording of spoken language”. According to Liu and Shi (Liu et.al, 2007: 70), this method uses dialogues or blocks of language as the key means of presenting the language and stresses certain practice techniques, such as pattern drills, mimicry, etc. “It assumes that learning a language entails mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word to phrase to sentence” (ibid.). It is also important to make the learners understand that languages have different patterns and grammar aspects. Therefore, L1 can sometimes cause mistakes in L2 or L3. Larsen-Freeman (Larsen-Freeman, 2000: 45) states that students taught by the means of the Audio-Lingual methods will achieve communicative competence by forming new habits in the target language and overcoming the old habits of their native language. “The Audio-Lingual method considered language simply as form of behavior to be learned through the formation of correct speech habits” (Thornbury, 2000: 21). The dialogues are learnt through repetition and such drills as repetition, backward build-up, chain, substitution, transformation, and question-and-answer are conducted based upon the patterns in the dialogue (Larsen-Freeman, 2000: 45).

Teachers in Sillamäe Kannuka School use the Audio-Lingual method quite often while working with young learners, as they believe it contributes to mastering the pronunciation and memorizing blocks and patterns of the language. Blocks of the language are then used, for instance, in writing, or oral narration. Typical exercises which imply using the Audio-Lingual method are the following (Figure 3):

Everyday English 1d



• **Making suggestions**

1 a) **Listen and repeat. Which syllables are stressed?**

- Are you busy this weekend? • Not really, why? • How about going to the cinema? • I'd rather not. • Why don't we go bowling, instead? • What time is good for you? • Great! See you there!

b) **The sentences are from a dialogue between two friends. What is the dialogue about?**

Listen and read to find out.

Tim: Hi, Emily. Are you busy **this weekend**?

Emily: Not really, why?

Tim: Do you fancy going to **an amusement park with me on Saturday afternoon**?

Emily: I don't think so. I don't really like **roller coasters and things like that**.

Tim: Oh. How about going to **the cinema on Saturday night then**?

Emily: Actually, I'd rather not. Why don't we **go bowling** instead?

Tim: Yes, that's a good idea! I'd like that. What time is good for you? **6:30**?

Emily: Let's meet at **7 pm at the bowling alley**.

Tim: Great! See you there!

Making suggestions

- Why don't we ...?
- How about ...?
- Do you fancy ...?
- What time ...?
- Let's meet at ...
- What do you think ...?

2 **Read the dialogue and answer the questions.**

- 1 What activities does Tim suggest?
- 2 Why doesn't Emily want to go to an amusement park?
- 3 Where do they agree to go in the end?
- 4 What time do they arrange to meet?

3 **Listen again, then take roles and act out the dialogue.**

Say the sentences in Ex. 1a in your language.

Figure 3. *Typical tasks and exercises for the Audio-Lingual method used by 5th grade teachers in Sillamäe Kannuka School* (Evans V., Dooley J. Spark 2 Student's book, p. 58).

The typical learning routine would be the following: the teacher would play the recording for students to listen and then ask them to repeat the phrases several times, which implies drilling of certain language patterns. Next, after listening to the whole dialogue, the teacher would ask the students to repeat the dialogue in pairs, first looking into the book, and then without looking into the book in order to memorize the dialogue. The homework would often require learning the dialogue and perform in next lesson in front of the whole class. The students would not know which role they might be asked to play; hence the teacher would ask to learn the whole dialogue at home by heart.

Although the Audio-Lingual method does require students to speak the target language, it is doubtful whether it contributes to development of language proficiency in speaking. The method does not suppose that learners really interact with their peers, as they are only required to follow the certain pattern written in their student's books or on the board. Students' real life, experiences, interests or needs are not considered by a teacher. Then it can be said, as Gabriela Ochoa writes, "learning a foreign language becomes sterile; students can not react in front of real situations, such as giving some

directions or talking with a foreigner when they have the opportunity” (Ochoa, 2011: 26). Teaching by the means of the ALM does not always require for students to understand the meaning of what is being drilled; what is important is how well or how badly students are capable of repeating a certain structure, with the adequate pronunciation or tone of voice. James Lee and Bill VanPatten (Lee et.al, 2003: 10) said:

What the ALM instructor did not usually provide was the opportunity for students to use the language in a meaningful or communicative way, one involving the exchange of message. Nothing that happened in an ALM classroom could be constructed as an exchange of information because output (the actual production of language) was severely restricted. In fact, many thought that students did not need to know what they were saying; they need to know only that what they were saying was correct.

As it can be concluded from written above, ALM does not provide students with real communication environment. It does contribute to developing some speaking skills via drilling, repeating, etc., but not to mastering communicative competence. Teachers transmit information, therefore it is teacher-centered process of education. Therefore, teachers of English in the 5th grades in Sillamäe Kannuka School do not use this method alone, but in combination with the Grammar-Translation method, and the Communicative Language Teaching method, which is going to be discussed below.

Communicative Language Teaching Approach

According to the teachers in Sillamäe Kannuka School, the method they try to use as a core method for their teaching is the Communicative Teaching Approach (CLT). CLT is a relevantly new and modern approach to teaching languages. According to Fang-an Ju (Ju, 2013: 1), CLT appeared in the 1960s when language studies and foreign language teaching ideas underwent big changes in America, Britain and Europe. As Pusuluri Sreehari writes about CLT (Sreehari, 2012: 87): it is a teaching approach, where “teaching is based on a view of language as communication, that is, language is seen as a social tool which speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing (Berns, 1990)”. Widdowson (Widdowson, 1990: 159) described Communicative Approach as follows:

...it concentrates on getting learners to do things with language, to express concepts and to carry out communicative acts of various kinds. The content of a language course is now defined not in terms of forms, words and sentence patterns, but in terms of concepts, or notions, which such forms are used to express, and the communicative functions which they are used to perform.

Unlike other methods discussed above, CLT implements that L2 or L3 can be learned the same way as L1 was learned, which is achieved through creation of implicit system through intake of meaningful input (Fischback, 2012: 10). Output, which is “the ability [...] to produce utterances in real time” (Lee et.al, 2003: 18), can, in turn, be

produced by practicing comprehensive to learners elements of a language in order to promote unconscious ability to have a conversation. This ability is maintained through “genuine communication in the classroom about something that is meaningful to the student” (Fischback, 2012: 18). The role of a teacher here is to provide enough scaffolding to promote the students to speak with minimal assistance required from a teacher. The teacher’s task is to provide the students with meaningful activities, along with grammar and vocabulary needed to succeed in a task. Meaningful activities are types of activities which require practicing real-life situational experiences and will help students to communicate outside the classroom; for example, doing shopping at the market or purchasing a cinema ticket. It is the teacher’s task to keep the students on task and communicating in the L2 during the activity, but the students are the ones interacting and speaking the target language. (ibid.)

As long as the content or the materials of language learning used in CLT, it is advisable to use authentic materials that accommodate learners’ real communicative needs. Dr Mahmoud Abdallah (Abdallah, 2015: 6) explains what authentic material according to Nunan (Nunan, 1999) is: authentic materials are spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching. Correspondingly, Rogers and Medley (Rogers et.al, 1988: 468) describe authentic materials as “samples that reflect a naturalness of form and an appropriateness of cultural and situational context that would be found in the language as used by native speakers”. CLT methodologists believe that materials play “a primary role of promoting communicative use” (Richards et.al, 2001: 168). They exclude the use of conservative grammatical drilling exercises and add other means such as role play, cue cards, activity cards, and other audio or visual forms to practice learner’s communicative competence (Ju, 2013: 2). The types of materials which are common for CLT are, namely, “text-based materials, task-based materials and realia” (Richards et.al, 2001: 169-170).

Typical examples of the tasks used by the teachers of English while teaching 4th grade students within the student’s books they have would be the following (Figure 4):

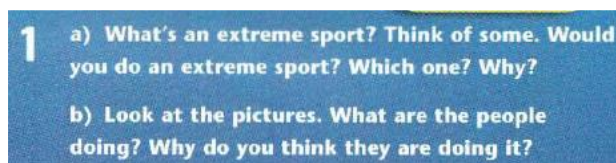
- 
- 1** a) What's an extreme sport? Think of some. Would you do an extreme sport? Which one? Why?
- b) Look at the pictures. What are the people doing? Why do you think they are doing it?
- d) Invent your own extreme sport involving a household chore and present it to the class.**

Figure 4. *Typical CLT tasks used by the teachers of English while teaching 5th grade students* (Evans V., Dooley J. Spark 2 Student's book, p. 46-47).

The main aim of CLT is to emphasize language learners' "communicative proficiency" rather than "a mere mastery of grammar and structures" (Richards et.al, 2001: 161), which provides the learner's actual communicative needs and, therefore, allows more efficient interaction experience for language learners. According to Ju (Ju, 2013: 2), learners do not learn the language for the purpose of acquiring the grammars and vocabularies per se; rather, they use the language to communicate with others or to comprehend the information others send to them (Richards et.al, 2001: 160). Moreover, communicative tasks that require critical thinking and analytical skills possess interest to students and motivate them for language learning.

According to the questioned teachers of English in Sillamäe Kannuka School, the reason for combining the methods described above is a diverse range of students' learning abilities. According to Eric Gill, whose opinion also share teachers of English in Sillamäe Kannuka School, the reality is that "the 21st-century teacher does not have the luxury of 'picking the low-hanging fruit' and then leaving the rest of the tree for experts who specialize in children with behavioral issues or learning disorders" (Gill, 2013). Teachers ought to develop teaching strategies that work well in diverse classrooms. Effective choice of activities and teaching methods engage both slow-learning students and gifted ones. This is a key to reach all of the students in a classroom, not just the few of those who respond well to a particular one teaching method. For example, some students need grammar or vocabulary drills, while others don't, but inserting drills into lessons is an additional switch of tasks, which helps to keep students engaged and focused on a lesson. That is why it makes sense to combine several teaching methods to achieve better language-learning results.

1.2.2 The Roles of Students and Teachers in the Learning Process

The way educational process and classroom activities are organized, as well as the choice of teaching strategies used is the responsibility of the teacher. Therefore, the role of the teacher is of a big importance and it will be discussed in this part.

Learning is the act of acquiring new information or modifying and reinforcing existing knowledge along with behaviours, skills, values, or preferences. Learning does not happen all at once, but it builds upon and is shaped by previous knowledge. To that end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge (Schacter et.al, 2011: 264). The Estonian National Curriculum for basic schools (2011: para 5) defines the concept of learning the following way: “the acquisition of knowledge, skills, experiences, values and attitudes that are necessary for coping in everyday life”. It also adds that studying is “a lifelong process for which the necessary skills and work habits shall be shaped in the course of acquiring basic education” (ibid). Therefore, in basic schools, apart from giving students the knowledge on the subject and developing certain language skills, it is crucial to teach YL how to learn both as a group and on their own.

Teachers play an important role in development of human beings. “They are the overt as well as covert forces behind academic as well as behaviour development of students at every stage of learning” (Dar, 2015: 1). As Higgs writes, “the teacher should act as a manager of the learning programme and a resource person” (Higgs, 1988:41). In the National Curriculum (2011: para 5), teaching is viewed as a process of organizing of the learning environment and learning activity in a way that places the student before such tasks that “conform to their development but require effort, and through which he or she has the opportunity to acquire the planned learning outcomes”. By the learning environment is meant “the combination of mental, social and physical environment surrounding pupils and in which pupils develop and learn” (ibid).

According to Viktoria Sokolova (Sokolova, 2010: 13), teaching languages requires “excellent linguistic and pedagogical skills and a solid knowledge of appropriate methodology and effective syllabi, lesson planning, suitable recourses and topics as well as an ability to set goals of learning and work with mixed-ability groups”. According to Phillips (Phillips, 1993) as cited by Sokolova (ibid.), language teachers should also be aware of time management in the classroom, establishing routine, and organizing activities which would motivate students and be accommodate their needs. Therefore, “a role of appropriately trained teachers in language instruction for YL is considered to be vital” (ibid.).

As it was already mentioned above, teachers in Sillamäe Kannuka School use a combination of different methods and techniques for teaching English to YL. Therefore, their role is to facilitate the learning process the way that it would be more a learner-centered process, balanced with appropriate teaching methods, techniques, topics, types of activities and skills being developed. Although, since the students discussed in the present thesis are in the 5th grade, it is not always possible to make the process of learning student-centered, as the students at this stage require a lot of assistance and guidance, but the teachers aim at helping students to become more independent learners in the future, by gradually changing the learning process to a more learner-centered one.

Apart from teaching the lessons itself, the task of a teacher is to plan and prepare lessons for the certain period ahead, which is half-a-year in Sillamäe Kannuka School. Moreover, the role of an English teacher in Sillamäe Kannuka School does not only come to teaching, but also to developing of a child as a person, which is to assist their interests, hobbies, learning habits, personal qualities, relationships and attitudes. The learning process should not aim at just developing language skills, but to develop a child in general.

When it comes to the roles of the students, their roles at this particular stage of education are to “listen, repeat, do and revise”, as the teachers themselves state. Which means to listen to their teacher during the lessons without any distraction or disturbance, repeat after the teacher, do all the tasks and homework, and constantly revise all of the previously studied material. Teachers expect the students to start taking responsibility for their learning to promote life-learning opportunities.

CHAPTER II

ACCELERATED CHRISTIAN EDUCATION AND COMMUNICATIVE COMPETENCE DEVELOPMENT IN YOUNG LEARNERS

The previous part of the thesis provided an overview of traditional EFL classes in Sillamäe Kannuka School, the methods used by the teachers of English during the lessons with 5th grade students and how the lessons support the development of the communicative competence. The roles of teachers and students in the learning process were also discussed, in addition to the way how YL learn in general and how they learn languages.

This chapter of the thesis will provide an overview of ACE classes in Sillamäe Kannuka School, the methods used during the lessons and their contribution to the development of the communication competence in YL. As not many are familiar with what ACE programme is, its aims and structure will also be discussed, along with roles of teachers and students in the learning process.

The chapter also presents the results of the research conducted in order to test the hypothesis of the present thesis.

2.1 ACE Programme in Sillamäe Kannuka School

As it was already mentioned in the Introduction part, ACE programme is adopted by many schools in many countries all over the world. The exact number of schools following ACE programme is unknown. In a 1999 catalog produced by ACE, the company reported that the curriculum was being used by a network of some 7,000 schools in 125 countries, 14 government contracts, and thousands of home educators (ACE, 1999: 3). The exact number of ACE students today is unknown. In response to the question of how many children are educated by ACE currently, an Accelerated Christian Education representative Mr. Mossman stated the following (Kelley: 2005: 14):

It is hard to give you exact number. However, if the average school size is 45 students and there are 5,000 schools. That would give you the number of students enrolled in schools. We have about 4,000 students enrolled in Lighthouse Christian Academy, our home school academy, and we probably have about 15,000 retail accounts of home-educated students. That does not take into account the students that are served by other distributors of the ACE curriculum. Using this type of estimation, it is difficult to accurately determine how many students are served by ACE.

Sillamäe Kannuka School is one of the schools that follow ACE curriculum, although it is not compulsory and students attend it after their regular classes at school are over. Moreover, it is not a free of charge programme, so parents must pay for their

children. Therefore, ACE lessons are additional, supportive lessons for those students who want to have more English lessons. The number of classes per week can vary depending on the wish of the parents questioned at the beginning of every school year, but there are no more than 15 lessons per week. The 4th grade students who were examined for this thesis have 12 lessons of ACE programme per week.

ACE programme was invented and developed by a Baptist minister Howard, who wanted to develop a truly Christian educational system. Howard founded ACE on the dogma of separation from the humanistic world and Biblical orthodoxy (Hunter, 1982) as cited by Kelley (Kelley, 2005: 20). In ACE catalogues today, the company continues to pride itself as “an educational strategy based on tradition, unapologetically Biblical” (ACE, 1999: 3). In their statement of faith, available on their website, ACE demonstrates an unchanged belief in Biblical foundations. The statement of faith lists the following seven ideals:

- The plenary, verbal inspiration of the Bible, equally and in all parts and without error;
- The one God, eternally existent Father, Son, and Holy Spirit, Who created man by a direct, immediate act;
- The preexistence, incarnation, virgin birth, sinless life, miracles, substitutionary death, bodily resurrection, ascension to Heaven, and second coming of the Lord Jesus Christ;
- The fall of man, the need for regeneration by the operation of the Holy Spirit through personal faith in Jesus Christ as Saviour on the basis of grace alone, and the resurrection of every person to either eternal life or eternal damnation;
- The spiritual relationship of all believers in the Lord Jesus Christ, living a life of righteous works, separated from the world, and witnessing of His saving grace through the ministry of the Holy Spirit;
- The Biblical mandate of the Great Commandment and the Great Commission for all Believers to proclaim the Gospel and to disciple all nations.

Initially, when ACE programme was opened in Sillamäe Kannuka School in the year 1992 by American missionaries Mr. and Mrs. Hilton, it was intended to be a Christian programme, but since the missionaries left Estonia some years later, the programme has been used just as additional EFL classes. Even though the students still read about God and his creation, teachers do not insist on the existence of God, nor they make the children pray or memorise Bible verses, as it was at the beginning of the programme.

2.1.1 Structure and Aims of ACE Programme in Sillamäe Kannuka School

As it was already mentioned above, ACE classes take place in the afternoon, after regular classes at school finish. There are special rooms in the school for ACE classes. The rooms look differently, not like traditional classrooms look. The ACE classroom is called a Learning Center (Appendix 1). There are no traditional desks, instead each of the students has their own ‘office’, to ensure that the student works independently, and to lessen the

disturbance in the classroom. There is usually a teacher's desk and scoring stations. ACE Furniture Manual (1995: 1) provides recommendations on how the Learning Center should look like: (Figure 5).

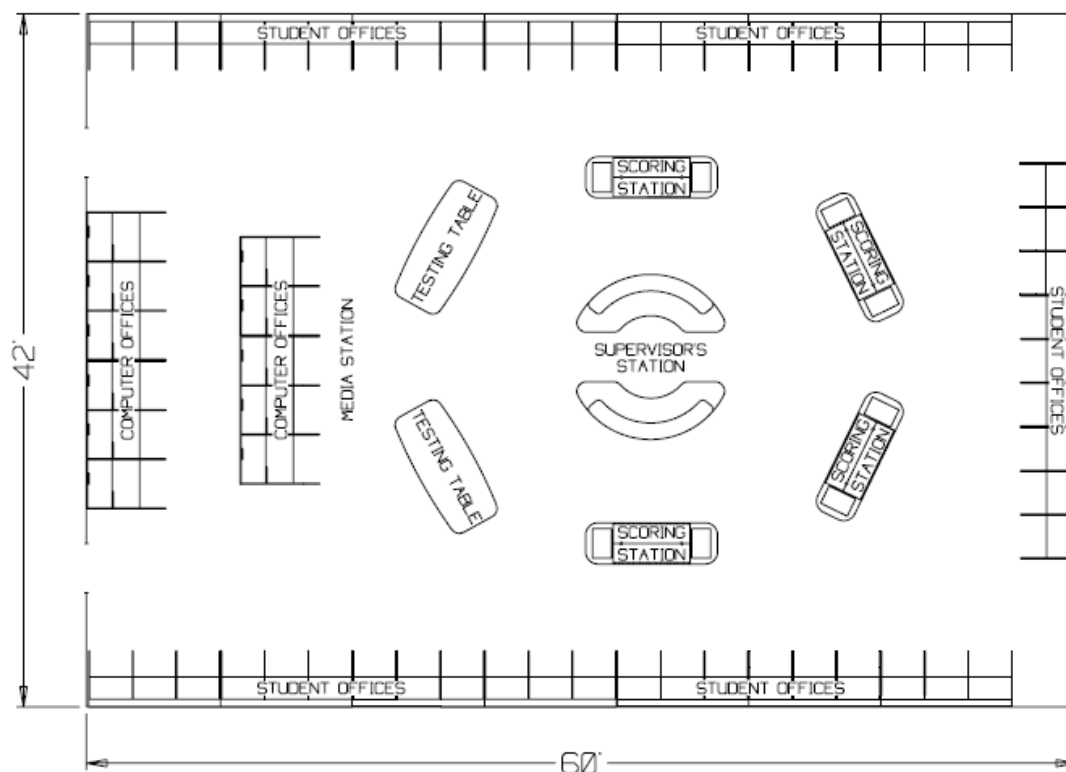


Figure 5. *Recommendations for ACE Learning Center.*

All of the Learning Centers in Sillamäe Kannuka School look almost like the recommended by the ACE Furniture Manual, with only one exception: there are no computer offices, as computers are not used. ACE Catalogue offers supplementary computer software. Which includes the following programmes: Readmaster®, Typemaster®, Math Builder® and Word Builder, as well as various DVDs, but they are not used by ACE teachers in Sillamäe Kannuka School.

The number of teachers depends on the number of students and may vary in different schools. As long as Sillamäe Kannuka School is concerned, there is one teacher per 14 students. If the number of students is more than 14, then two teachers work in the class. One teacher is called a supervisor, and the second one is a monitor.

Students work independently in their offices in their PACEs. “A PACE is a small paper booklet that the student can read and work through independently, filling in the spaces and blanks provided for written responses” (Kelley, 2005: 18). Accelerated

Christian Education describes their learning materials as “self-instructional, individually prescribed, continuous progress material” (ACE, 1999: 3). These self-instructional materials are offered for different educational stages starting from kindergarten through twelfth grade and each level is divided into twelve PACEs in each subject area (Fleming et.al, 1987), cited by Kelley (Kelley, 2005: 18). Core subjects are: Math (levels K-12), English (levels K-12), Literature and Creative Writing (Levels 2-8), Social Studies (Levels K-12), Science (levels K-12), Word Building (levels K-9) and Bible Reading (levels 1-6). Normally, a student will complete 65 to 70 PACEs in one academic year; however, this may vary according to the student’s ability. Careful attention should be given by the teacher that each student keeps balance in the subjects in which a student is working and that he or she is completing about the same number of PACEs in each subject. In Sillamäe Kannuka School PACEs for Math, Social Studies, Science, Word Building and English are used, omitting the kindergarten level, starting straight from level one. Students need to complete 12 PACEs in each subject before moving on to the next level. Through these PACEs, ACE claims that children are able to not only attain knowledge and understanding, but also wisdom (ACE, 1999: 8).

The front page of each PACE contains goals the students will need to achieve by the end of the PACE, the concepts they will learn, a Bible verse, and a corresponding character trait. So, the students know what exactly is expected and take the responsibility for their own learning. Each day students set their own goals in the goal chart (Figure 6), so each student can advance in their own pace, deciding for themselves how many pages per PACE to do. The goal cards are kept in students’ offices.

Goal Card		NAME: _____ DATE: _____						
Subject	Math	English	Word Building	Literature and Creative Writing	Science	Social Studies	Bible	
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

ACE	A		Written Book Report	
	C		Oral Book Report	
	E		Bible Memory	

To Demonstrate Responsibility: <ul style="list-style-type: none"> Check your goals the first thing in the morning. Mark through page numbers as each goal is completed. Set new goals for the next day. 	
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Figure 6. ACE Goal Card.

As it is written on ACE webpage, each PACE contains several Checkups, which are quizzes covering a preceding section of the PACE. If mastery in an area is not attained, the Checkup will reveal that weak area. Students are not allowed to proceed to the next section of the PACE without passing Checkup.

When students complete a number of pages they set for the day in their goal chart, they are ready to go to a scoring station where the score keys are kept to self-test. In order to do so, they need to get permission from their teacher, so they raise one of the two flags they have in their office – the American flag, which is also raised to get any other permission or help. Students use red pens to indicate mistakes they had, and return to their office to correct the mistakes and re-score again. Students use grey pencils to write in their PACEs, which makes it easy to correct the mistakes. Only after all the mistakes are corrected and the material in the PACE is studied thoroughly, students can raise the second flag they have – the Christian flag, which indicates that the student is ready to be checked by the supervisor or the monitor. The teacher listens to the student reading the pages he or she completed in their PACEs, asks questions, may also ask for translation of some of the parts to check the students' understanding of the material. If the teacher is satisfied with the answer, he scores the page with a green pen, which indicates that the student has completed the goal in a PACE and can cross it out in his or her goal chart.

Upon completion all the activities and Checkups in a PACE, students prepare to take the Self Test, which is in the end of each PACE, and where students evaluate themselves, and a teacher controls readiness for the final PACE Test. When the Self Test is successfully completed, the student turns in the PACE and takes the PACE Test the next school day. According to ACE webpage, The PACE Test objectively measures student mastery of the material. Both Self Test and PACE Test have a maximum of 100 points to score. A student is not allowed to proceed to the next PACE unless he or she scores more than 90 points for the PACE Test. If the number of points is less than 90, the student receives the PACE back for revision and takes the PACE test again the next school day. If 90 points are not achieved again, the student must erase the whole PACE and do it all over again. This is done in order to ensure that a student does not proceed to the next PACE without having understood all the information in the previous PACE.

When completing a PACE, student gets a reward. There are no marks in ACE programme. Student's progress is marked by stars which they get for a completed with 100 points PACE Tests; the stars are stacked in a student's progress chart (Figure 7). As all the PACEs are different colours, the stars have also colours according to the PACEs they are received for (Appendix 2).

Figure 7. *Student's Progress Chart.*

If the PACE was completed with less than 100 points, but not less than 90, as it is not allowed, a student does not get a star. A teacher also has a teacher's progress chart for every student, where he or she marks all the PACEs completed by a student and with how many points, so no progress will be lost. Usually students compete who has the most number of stars, so it serves as an additional motivation to complete PACEs with 100 points.

In addition to the stars, students get 'merits', which serve as money in ACE programme. For completing each PACE with 100 points, a student gets 5 merits, and 4 merits if a student scored less than 100 points in the PACE Test. There are other ways available to get additional merits, for example, for keeping the office neat and clean, for completing all of the goals, for doing an oral report in front of the class, and some more. Merits are a way to motivate students. But students can also get 'demerits', which is a verbal notice for breaking the rules of the Learning Center. For each demerit, a student must return to the teacher one of his or her merits. At the end of each school term, there used to be a 'store' for students where they would 'spend' their merits. They could 'buy'

different school supplies, like pencils, markers, etc., sweets or toys. The ‘supplies’ for the store were provided by the parents. Later on, it was decided that it is not so motivating, as all of those things named above are available for the students at home, so now students get ‘cheques’ for their merits. They then give the cheques to their parents and they exchange them for the real money. The rate is: one merit = 0,10 euro. Then, the students can buy whatever they want in the real shops, and that is more motivating than buying the things they might not need so much in a ‘school shop’.

2.1.2 Methods and Techniques of Developing the Communicative Competence in ACE Classes in Sillamäe Kannuka School

As it was already mentioned above, ACE curriculum implies students working individually in PACEs in their offices, raising flags to ask for teacher’s assistance or when they are ready to answer. However, in Sillamäe Kannuka School this approach is slightly changed. The lessons are divided into ‘PACE lessons’ and ‘circle lessons’. PACE lessons are the ones that take place in the offices and students work individually at their own pace. Circle lessons are the ones when students sit in a circle all together with their teacher(s). Then, students study all together by singing songs, watching short videos, doing oral reports which require preparation at home and are basically telling stories, or reports, on any topic that a student chooses; usually they just tell about what they have learned in their PACEs. Circle lessons are in minority, they might be just one or two times a week, or be shorter than a regular lesson, so that the most time would still be spent working in their PACEs. This changes in the curriculum were done in order to have more opportunities for students to speak in a TL. Thus, this is one of the ways to develop the communicative competence during ACE lessons.

While working in their PACEs, students also get a chance to speak. In order to finish their goals, they need to pass the pages to their supervisor or monitor. Here is an example of a typical task in their PACEs (Figure 8).



When did language as we know it begin? Exploring history to find the answer to this question takes us back to the Garden of Eden. When God made Adam and Eve, He gave them His gift of language. Through this language, God communicated His love and His will to them. God intended that Adam and Eve use His gift of language to express their love for Him and one another. However, Genesis 3:1–13 describes how this precious gift was misused. While Satan used language to lie, deceive, and tempt, Eve misrepresented God's words and Adam made excuses for his own misconduct. Proper use of language brings glory to God, but the misuse of language is sin and always brings sorrow and pain.

Fill in the blanks.

- (1) Language as we know it began when God made _____.
- (2) Therefore, language is a _____ from God.
- (3) Through language, God _____ to them His love and His will.
- (4) _____ describes how God's gift of language was _____.

Figure 8. *Typical task in PACEs* (ACE, Social Studies 1030: 6).

The student needs to read and translate the text, note any new vocabulary, write it out and learn, then fill in the blanks. When a student feels that he or she is ready to pass the page to a teacher, they raise the flag and wait for the teacher to come to them. The teacher has several options of how to check the page: he or she might ask to read and translate the text, which does not contribute much to developing a communicative competence; or she or she might ask to retell the text, or to answer the questions about the text, or to finish parts of the sentences, or to share the opinion about the text. What is important, is that this is done with every student in the class, with every PACE the student has, which means that every student gets a chance to talk during the lesson, which is not always possible during traditional EFL classes. In ACE no student can complete the goals and move on to the next pages in a PACE unless he or she passes the pages and demonstrates the understanding of the material.

According to ACE webpage, PACEs allow students to learn at their own pace rather than being forced to learn at a pace set by a teacher in a classroom environment. This also allows students to develop skills gradually and avoid frustration while speaking, since communicative tasks begin with some really simple ones and proceed to more

complicated ones; and students do not proceed to those complicated tasks without mastering simple tasks first.

2.1.3 The Roles of Students and Teachers

Unlike in traditional EFL classes discussed in Chapter I, teachers' in ACE classes seem to have fewer responsibilities. First of all, since students study at their own pace and all of the students might be working on different pages and different PACEs, there is no planning, nor lesson preparation, everything the students need is already there, in their PACEs. Teachers do not spend the lesson in front of the class telling the students what to do, but it is students who decide what they do, and call a teacher when they are ready to answer. So the role of a teacher is to check how well the student studied the material. It is not a teacher who gives new information to the students, but the students who share the new information with their teacher.

Students are fully responsible for their learning: they set the goals for every day, they decide what PACEs to work in and how many pages to do; they check and score themselves; they get ready for the tests. The process of learning is completely learner-centered. According to Hunter (Hunter, 1982), as stated by Kelley (Kelley, 2005: 22), ACE recommends, but does not require, that the teachers hold at least a Bachelor's degree. In a 1980 study by Stoker and Splawn, they detected that most ACE schools do not follow these recommendations and do not insist on proper training for their teachers. Most schools in their study appeared to prefer "character, love of children, and being born-again Christians" over formal degrees (Stoker et.al, 1980: 18). What is more, as Kelley (ibid.) writes, in a study conducted by Elkins in 1992, it was found that of 30 teachers surveyed, almost one third had no any special teacher training, approximately one fourth had some exposure to college, and only two had obtained college degrees. A 1979 ACE publication cited by Hunter (Hunter, 1982: 166) stated the following:

Although ACE recommends all teachers hold at least a B.S. degree, the most important degree is a B.A. (Born Again) in Salvation. For any school to be Christian, all members of staff must be born again. This includes modest in dress and appearance, meek of spirit and personality, active in church and community life, clean in conversation and personal life, and a student of the Scriptures. The teacher's life is the life of his teaching.

It can be concluded that students play the most important part in the learning process, the role of a teacher is not that important and almost does not require any special training, as it comes only to listening to the students answering their 'goals'. Unlike in traditional EFL classes where the teacher is the one who is in control of the lesson.

2.2 Experiment

As the main aspect of this research is students' interaction in English, it was important to analyse the way to assess this students' skill. A special scale devised by the Council of Europe is a means that assists to maintain this task.

The Common European Framework of Reference for Languages (CEFR) is a document that "was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency" (the Council of Europe, 2014: para 1) Working with the CEFR document was important as it provides the information to assess communicative competence.

The target group of the research consisted of 53 students from the 5th grades and who have been learning English since the second grade. Since all of the students attend regular EFL classes, they all use the same coursebook during the lessons. The coursebook that is used during the EFL lessons is of the elementary level. The elementary level gives two stages of the language mastery – A1 and A2. The CEFR equips with the description of the speaking level of the language for A1 that is presented below.

RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".

Figure 9. A1 *Qualitative Aspects of Spoken Language Use* (CEFR, 2011: 7).

Below is a table that portrays the aspects of spoken language in A2 level according to the CEFR.

RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".

Figure 10. A2 *Qualitative Aspects of Spoken Language Use* (CEFR, 2011: 7).

Further on both tables were used to correlate with a particular level of the target group chosen for the research and make assessments.

2.2.1 The Methodology of the Research

In order to conduct the research, a target group was chosen - students at the fourth stage of their schooling. Sillamäe Kannuka School has three 5th classes, which have 54 students in total. The assessment test was carried out among all of the students to test their communicative skills.

According to Cohen's sample types variety (Cohen et.al, 2007: 113), the sample used in the present research is a non-probable sample, as it does not represent the whole population but is aimed at a particular group of people in a small-scale research. It is also a convenience sample, because the nearest individuals are engaged as respondents, i.e. the students of a particular school where the author of the thesis works as a teacher and chooses the sample from those who are easy to be accessed.

This sample has a specific purpose – to prove that Accelerated Christian Education as a supportive method of teaching English facilitates the development of communicative skills. Concerning this information this sample can also be called purposive.

As it was already mentioned above, the experimental group consists of students from the 5th grades in Sillamäe Kannuka School. There are three 5th grades, marked with letters A, B and C; and there are 54 students in total. All of them have their regular English classes with traditional methods of teaching English as a foreign language, discussed in Chapter I of the present paper. There are two teachers teaching those classes, with one teacher teaching A and C classes, and another teacher teaching B class. 18 students attend

ACE classes; and there are two teachers working with the group. This group of students is a mixture of students from different class groups: 12 of them are from A class, 4 from B class, and 2 students are from C class. The number of students who do not attend ACE classes is 36.

The experiment is based on a speaking test devised by the author of the thesis. The types of tasks used for the test are familiar to the students as they are similar to the ones they deal with during their regular EFL classes. The tasks are also similar to the tasks students get to do during National Examination in English. As one of the main aims of the teachers of English is to prepare the students to pass the examination in English, it makes sense to test their readiness for the future test.

2.2.2 The Process of the Experiment

Due to the big number of participants, the experiment lasted one week. The test took place in the classroom with two teachers. The participants were called in in pairs at a time. Students were paired randomly with only one exception: students who do not attend ACE classes are paired together, and students who attend ACE classes are also paired together. That makes 9 pairs of students who attend ACE classes and 18 pairs of students who do not attend ACE classes. The test (Appendix 3) consisted of two tasks. The first task of the test was an individual task and both teachers did this separately in different parts of the classroom. The task was to describe a picture and answer five follow-up questions. Then both of the questioned students did the second task, a dialogue, together and both of the teachers listened to the students performing the task.

The students did not receive any numbered grades for the speaking test, the assessment was based on the description of A1 and A2 levels of the language mastery offered by the CEFRL and their performance was assessed using verbal evaluation marks such as ‘excellent’, ‘good’, ‘satisfactory’ and ‘needs improvement’. If a student understood the task and spoke using full sentences and related vocabulary, then the evaluation was ‘excellent’. If a student had some minor mistakes and/or he/she had some hesitations then the evaluation mark was ‘good’. If a student had some problems with understanding a question or answering it and/or his answers were not full or short, then a student got a ‘satisfactory’ evaluation mark. And if a student had some serious problems with understanding a task and speaking, then a student got ‘needs improvement’ evaluation mark.

Below are the results of the first task obtained by the students who do not attend ACE lessons:

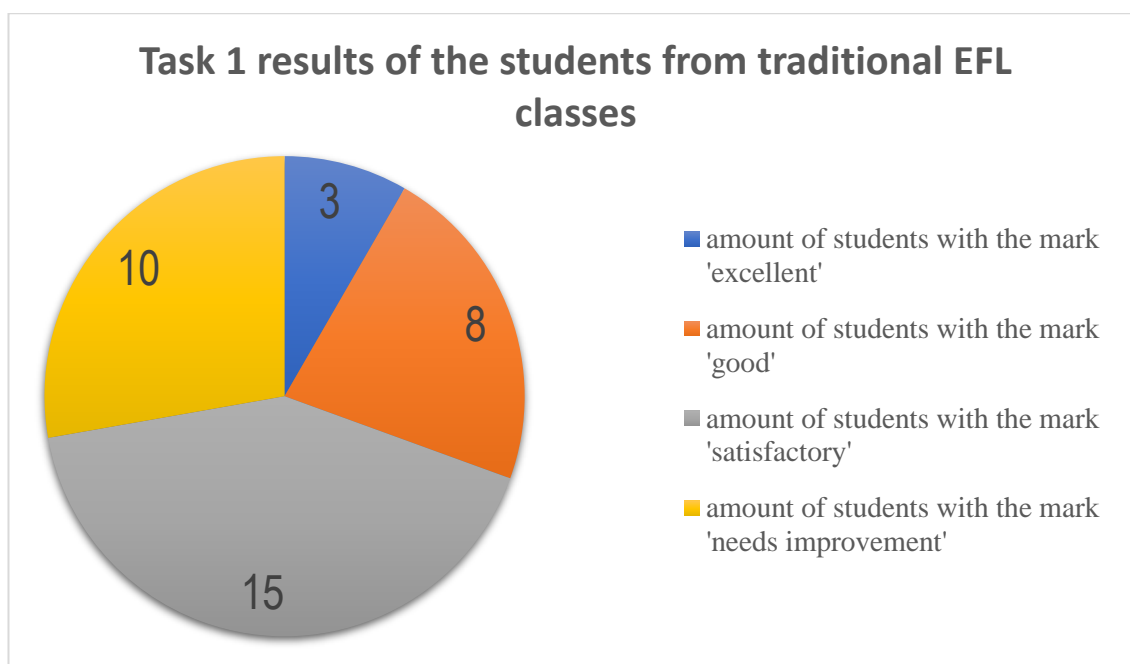


Table 1. *Non-ACE students' marks for task 1.*

As it can be easily seen from the graph, only three students successfully coped with task 1 and got an 'excellent' mark for their performance of the task. There was a devastating number of 10 students who needed improvement for their speaking skills. To compare with the results of the students from ACE classes, below are the results of their performance on task 1 of the test.

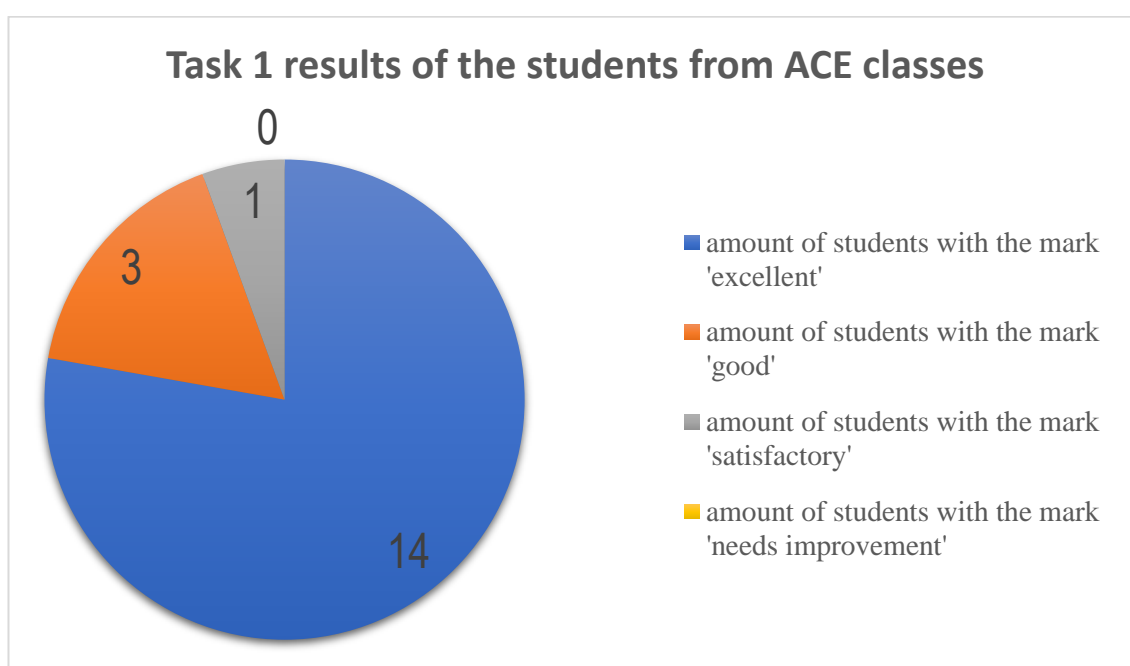


Table 2. *ACE students' marks for task 1.*

As it can be seen from the table above, the majority of the students successfully coped with task 1 of the speaking test. There were no students who got a 'needs improvement' mark and only one student whose answer was satisfactory.

Moving on to the second task, below are the results of the students from traditional EFL classes.

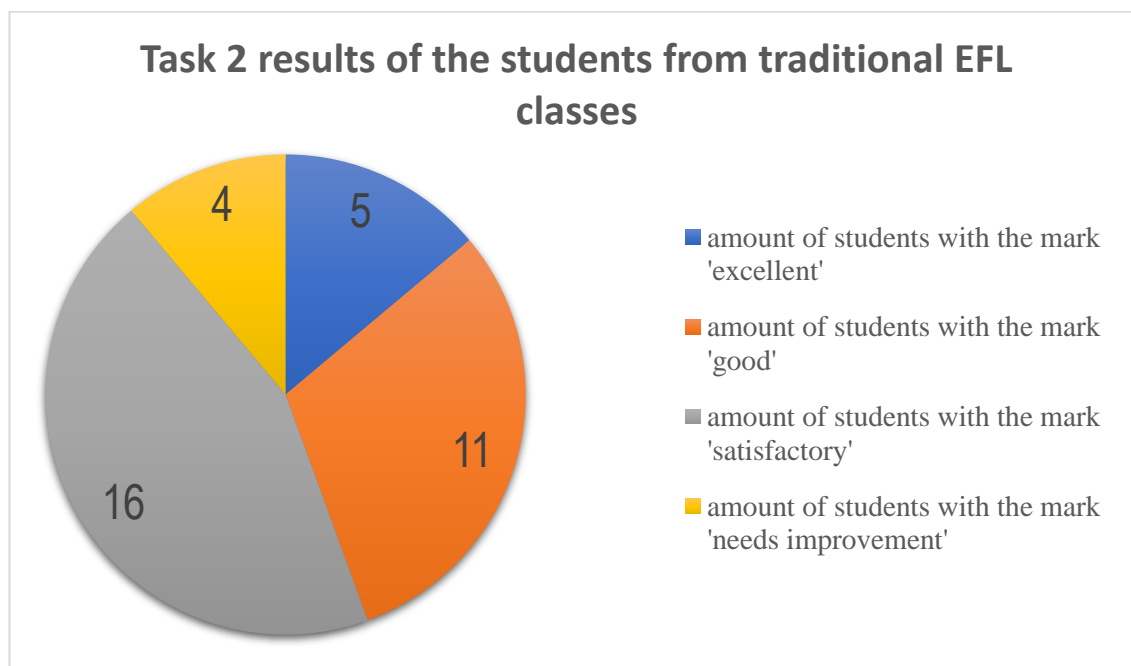


Table 3. *Results of non-ACE students for task 2 of the speaking test.*

As it can be seen from the table above, students found task 2 to be easier than task 1, the number of students with an 'excellent' mark is five now compared to only three students for task 1. The number of students who got a 'needs improvement' mark is also much lower, with only four students compared to ten students during the first task.

What concerns ACE students, their marks for task 2 are the following:

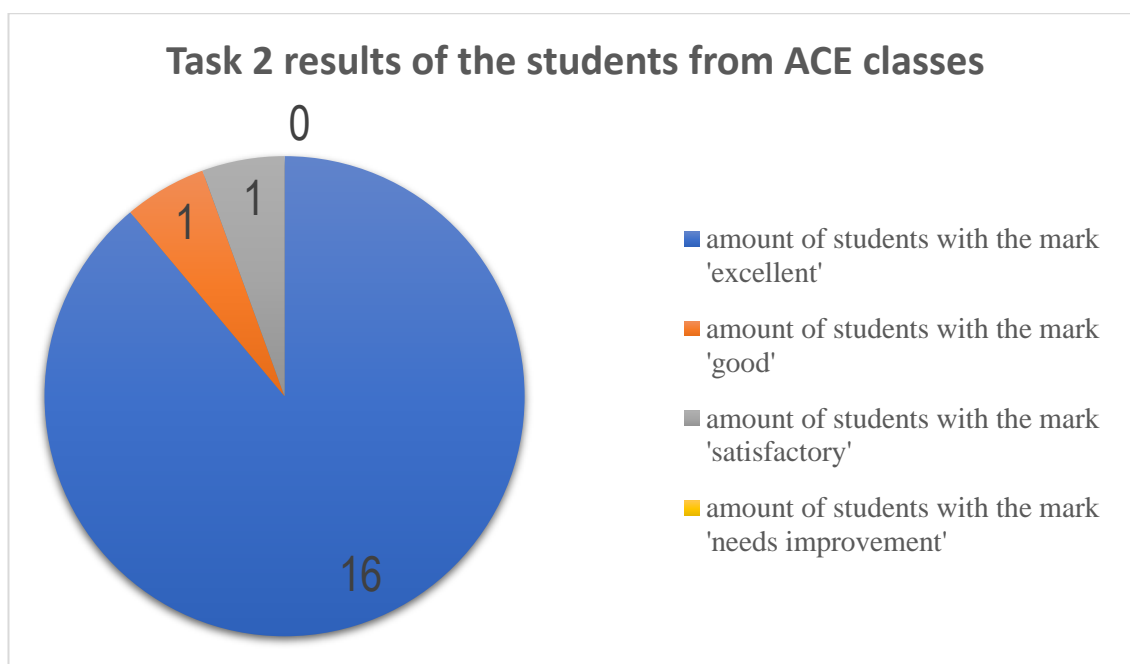


Table 4. *ACE students' results for task 2 of the speaking test.*

As it can be seen from the table above, almost all of the students got an 'excellent' mark for their performance of task 2 of the speaking test. Only one person got a satisfactory mark, and no students got a 'needs improvement' mark.

The first task where students needed to describe the picture was the most difficult one for the students from the traditional EFL classes, as this task requires a decent use of vocabulary and grammar. The task was supposed to be done in the form of a short monologue, when a student describes everything he sees logically, starting from the place where the picture was taken, then going into more details, like who is in the picture and what they are doing; ending with some details, like describing the food on the table. Most of the students from the ACE programme followed the model, whereas students from the EFL classes did not manage to have a connected monologue, but just describing several details from the picture. The follow-up questions turned out to be not a very hard task for many of the students, except for the question number five 'What is your favorite food?', as this question supposes to name a particular dish or a type of food, which is not the vocabulary which a 5th grade student might know.

The second task was to make a dialogue with a partner. This task seemed to be easier for many of the students, especially because there were prompts that guided in a dialogue formation, although some of the students still had difficulties to communicate to a fellow student in a form of a dialogue.

As long as the level of language mastery is concerned, it was noted that students from traditional EFL classes are mostly characterized with A1 level of English proficiency, whereas students from ACE programme were noted to obtain A2 level of the language proficiency.

Taking all the analysis above into consideration, it is possible to conclude that ACE programme provides perfect conditions for raising the level of learners' speaking skills. All the students involved in the programme have demonstrated that their speaking interaction level is higher comparing to those who have not been introduced to this type of work.

The findings of the analysis and the conclusion above have confirmed the hypothesis and indicated that ACE programme contributes to the development of students' communicative competence.

CONCLUSION

The thesis presents how Accelerated Christian Education can serve as an additional supportive method to develop students' speaking skills in the EFL classroom. For this purpose, the traditional EFL classes for the 5th grades in Sillamäe Kannuka school have been observed in order to identify methods of developing the communicative competence during the lessons. ACE classes in the same school were also described in the thesis. Additionally, an experiment in a form of a speaking test among 5th grade students has been conducted in order to evaluate students' communicative competence.

First, the preliminary study of the topic has been carried out. ACE is a content-focused teaching programme, therefore there are a number of researches, for instance, Kelley (2005), Fleming and Hunt (1987), Elkins (1992), Rose (1988), Stoker and Splawn (1980), that were done to evaluate the effectiveness of the programme in terms of teaching the content. Further analysis revealed that no research has been conducted to check if ACE programme can support the development of English language communicative skills, as no evidence has been found of the programme being used as an EFL programme.

Secondly, the target group was established, which are 5th grade students in Sillamäe Kannuka School. 5th graders are young learners, so the peculiarities of teaching young learners were identified and described in Chapter I of the thesis.

Next, an observation of traditional EFL classes and ACE classes in Sillamäe Kannuka School was done, in order to identify the methods used by the teachers of 5th grades to develop the communicative competence. It was established that teachers of traditional EFL classes use the combination of different methods according to the types of tasks they do during the lessons. The methods used are: the Grammar-Translation Method, the Audio-Lingual Method and the Communicative Language Teaching, which are described in Chapter I of the thesis. ACE classes used a completely different methodology and are described in Chapter II of the present MA thesis.

In the empirical part of the thesis the speaking test among the students of the 5th grades in Sillamäe Kannuka School was conducted. The test consisted of two tasks: an individual task required to describe the picture and answer five follow-up questions, and a pair task required to conduct a dialogue. The students were assessed with verbal marks 'excellent', 'good', 'satisfactory' and 'needs improvement'. The results are presented in pie charts in Chapter II of the thesis. The analysis of the results of the speaking test revealed that students who attend ACE classes had better results compared to the students of traditional EFL classes. The results also showed that students from ACE classes have

obtained A2 level of English according to CEFRL, whereas students from traditional EFL classes have level A1.

The present study confirms the hypothesis of the present thesis, and the findings prove the positive influence of ACE programme on the development of young learners' communicative skills. As no studies have been yet carried out on the topic, it provides a huge potential for the further investigations.

SUMMARY IN ESTONIAN

Antud magistritöös *Accelerated Christian Education* (ACE) vaadeldakse nagu õppemeetod mis aitab arendada õpilaste suhtlemisoskusi EFL klassis. Töös analüüsitakse inglise keele tunde tavalistes viiendates klassides ja ACE klassis Sillamäe Kannuka Koolis. Töö autor jälgis milliseid õppemeetodeid kasutatakse tunni ajal. Lisaks viidi läbi testivormis uuring hindamaks õpilaste suhtlemisoskusi.

Et saavutada töö kirjutamisel püstitatud eesmärged, tutvus autor asjakohase teoreetilise materjaliga. Maailmas laialdaselt ei ole ACE programm mõeldud võõrkeele õppimiseks, vaid seda kasutatakse erinevate ainete õppimiseks (inglise keel, matemaatika, looduseained jne.) Võib väita, et ACE programmi kasutamisest keeleõppes on avaldatud vähe informatsiooni.

Esimene peatükk on uuringu aluseks ning annab ülevaade tavalisest EFL õppemeetoditest mida kasutatakse Sillamäe Kannuka Koolis. Töös tõdetakse, et õpetajad kasutavad viiendates klassides töötades erinevate meetodite kombinatsiooni. Meetodid mis kasutatakse on: *the Grammar-Translation Method*, *the Audio-Lingual Method* ja *the Communicative Language Teaching*. Meetodite valik sõltub ülesande tüüpidest. ACE klassi õpetajad kasutavad täiesti teistsugust metoodikat, mis kirjeldatakse teises peatükis.

Praktilises osas kirjeldatakse läbiviidud testi ja selle tulemusi. Test koosnes kahest ülesandest. Esimene ülesanne oli iseseisev monoloog, kus oli vaja kirjeldada pilti ja pärast vastata küsimustele. Teine ülesanne oli dialoogi koostamine paarides. Õpilaste hindamiseks kasutati verbaalsed hinded: *'excellent'*, *'good'*, *'satisfactory'* ja *'needs improvement'*. Tulemused on esitatud diagrammivormis. Uurimistulemuste analüüs näitas, et ACE klassi õpilaste tulemused on paremad kui tavaliste klasside õpilaste tulemused. ACE õpilased valdavad keelt A2 tasemel, samas tavaliste klasside õpilaste keeletase küünib vaid A1 tasemeni.

Antud uuring tõestab selle töö alguses püstitatud hüpoteesi, et ACE programm mõjutab suuliste oskuste arendamist positiivselt.

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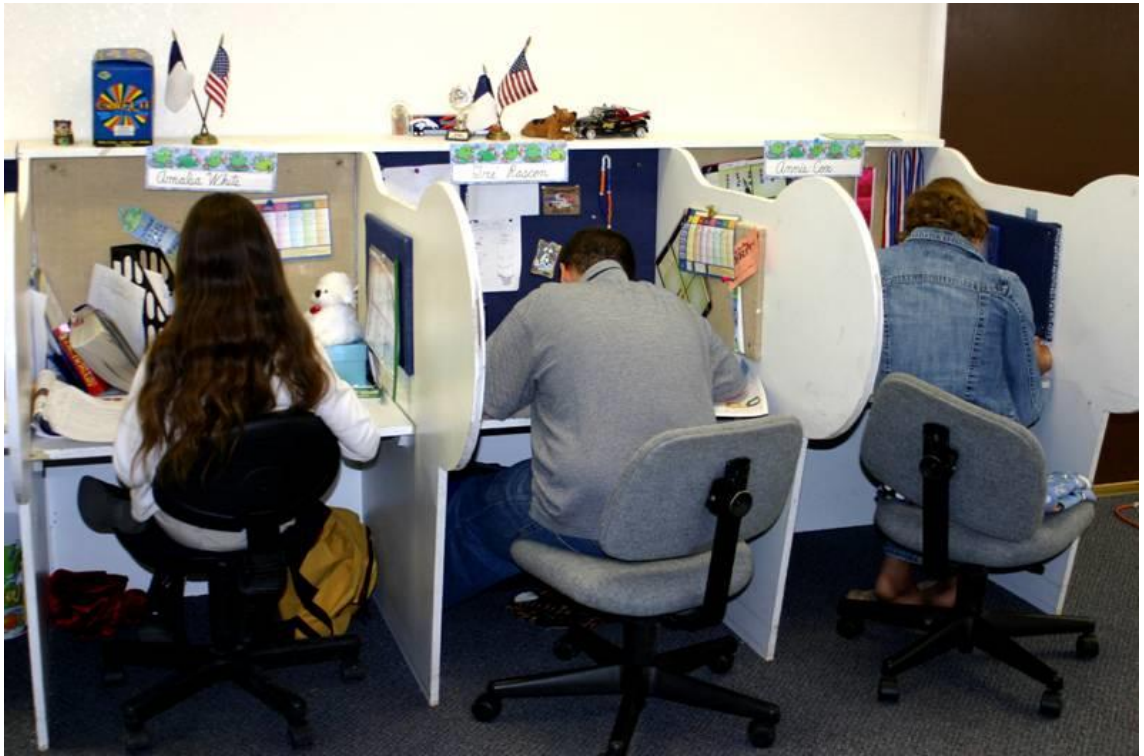
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APPENDICES

Appendix 1. ACE Learning Center



Appendix 2. ACE Progress Chart



Appendix 3. Speaking Test






Task 1. Look at the picture and describe it. Say who are the people in the picture? Where are they? What are they doing? How are they feeling?



Follow-up questions:

1. Do you have breakfast every day?
2. What do you usually eat for breakfast?
3. Do you have breakfast alone or with your family?
4. How often do you eat fruit?
5. What is your favourite food?

Task 2. Now you are going to perform a dialogue. Use the prompts to help you.

A Suggest: 	B Respond:  And ask: 'What day?'	A Suggest: SUNDAY	B Respond:  And suggest: meet / 2pm
B Respond:  And suggest: meet / outside	Both: 		

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