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EFL TEXTBOOKS AT THE UPPER-SECONDARY SCHOOL
LEVEL (GRADE 12): DEVELOPMENT OF STUDENTS’
SPEAKING SKILLS FOR THE NATIONAL EXAMINATION IN
ENGLISH
Master’s thesis

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PREFACE

Upper-secondary school teachers of English have to prepare students for the National Examination in English, which is one of compulsory examinations for school-leavers in Estonia. One of the challenges, which teachers face, is the search for appropriate support materials that help prepare students for the examination required by the National Curriculum for Upper-secondary Schools. EFL textbooks are the most common study material that teachers use for teaching English. However, the question is how EFL textbooks used in upper-secondary schools in Estonia support the development of English language skills, and speaking skills in particular, to the level required by the National Curriculum for Upper-secondary Schools and, hence, for successful passing of the National Examination in English in Estonia.

The present thesis is aimed at the analysis of the development of students' speaking skills at the upper-secondary school level in terms of competences, topics and tasks defined in the National Curriculum for the Upper-secondary School and the requirements set to the National Examination in English. It also considers EFL textbooks with the aim to determine their role and suitability in developing students' speaking skills for passing the National Examination in English in Estonia, and to design, apply sets of speaking activities to supplement EFL textbooks to prepare students for the National Examination in English.

The paper consists of the Introduction, three core Chapters and the Conclusion. The Introduction presents information about speaking as a skill, ways of its development and assessment; gives an overview of the development of speaking skills at the upper-secondary school level to meet the requirements of the National Curriculum for Upper-secondary Schools in Estonia and to pass the National Examination in English. Chapter I "EFL Textbooks as a Study Material and a Source for Examination Preparation" analyses the role of EFL textbooks in the learning process, evaluation criteria and place of EFL textbooks in the processes of the development of English language speaking skills and students' preparation for the National Examination in English. Chapter II "EFL Textbooks of Estonian and International publishers used in Estonian Upper-secondary Schools" introduces a comparative analysis of EFL textbooks. It also discusses the results of the comparative study of EFL textbooks used for grade 12 in Estonian schools in terms of their suitability for developing speaking skills to prepare upper-secondary school

students for the National Examination in English. Chapter III “Game as a Tool for Exam Preparation and Speaking Skills Development“ presents sets of speaking activities and tasks (a board game) to supplement EFL textbooks in the process of developing speaking skills and preparing for the speaking part of the National Examination in English. The Conclusion sums up the results of the research, comments on its hypothesis and introduces recommendations for upper-secondary school teachers of English.

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INTRODUCTION

Speaking as a Skill

What is speaking as a skill? Language skills consist of two receptive skills (listening and reading) and two productive skills (speaking and writing). Speaking is a productive skill, because it implies an oral performance. The speaking skill is complex, because it involves knowledge of vocabulary, morphology, phonology, syntax and discourse structures that provide cohesion and coherence within a conversation. Its study is called a bottom-up process. The other process of speech is top-down, which involves content and cultural knowledge and knowledge of macro-and micro social context (Saville-Troike 2012). The speaking skill consists of planned speech, where students are prepared to perform an oral product, and unplanned speech that students produce in a particular moment in reaction to other speakers (Luoma 2004). Production of spoken language is connected with different cognitive processes: students should show the content and language knowledge during oral performance (O'Sullivan et al. 2012). Speaking skills also consist of sub-skills such as fluency, accuracy with words or pronunciation, using functions, appropriacy, turn-taking skills, relevant length, responding and initiating, repair and repetition, range of words and grammar, discourse markers (Lackman 2010: 3). There are the main principles of each speaking sub-skill and classroom activities in order to develop them. Fluency is explained as speaking with a logical flow without planning or rehearsing, and relevant length means speaking at a certain length appropriate to a situation. Accuracy means accurate use of words, structures and pronunciation. Using specific phrases for purposes means using functions. When students use language appropriately for a situation and make decisions about formality and choice of grammar and vocabulary, they develop appropriacy. Students develop Turn-Taking skills when they practice ways of interjecting, eliciting and preventing it. Responding and Initiating are described as managing a conversation by making, asking responses or introducing a new topic. When students do not understand the heard information, they practice repeating and rephrasing parts of a conversation developing such sub-skills as Repair and Repetition. Discourse Markers, Range of Words and Grammar describe students' ability to practice using particular grammar, vocabulary for speaking or doing of a specific task and to practice using words or phrases for beginning of conversation (Lackman 2010: 3).

There are different approaches that explore the development of students' speaking skills. In the Grammar-Translation Method communicating in the language does not

have a priority. It is based on teaching grammar and vocabulary translation, focused on reading and writing. The Direct Method means learning the target language as the native one, and it is mostly based on teaching speaking and listening. The focus is on repetitions, visual and real-life material. In the Direct Method, students use only the second language in the classroom, the use of the first language is forbidden. In the Audio-Lingual Method, the general focus is on the development of oral language proficiency through constant listening to audiotapes and repetition of dialogues. Other approach is called the Total Physical Response that includes following commands of different complexity. During responding to commands, students develop oral proficiency. The Communicative Approach is based on three principles: the communication principle, the task-principle and the meaningfulness principle. The main focus of the approach is the development of communicative competence. This competence can be reached through the use of language in a social context. To develop communicative competence, varied activities such as interactive language games, information-sharing activities, social interactions, and use of authentic materials can be used (Ariza et al. 2015: 92-103).

It is difficult to develop and assess students' speaking skills. The main difficulties are connected with the complexity of speaking skills. Students should have a good foreign language pronunciation. There are not clear standards to assess it, because all languages have different regional varieties and are used for different purposes. Pronunciation also depends on social and psychological reasons. Students should know grammatical structures. It is also difficult to assess, because grammar constructions may vary according to the situation and the level of formality of a speaking situation. Students should have a good vocabulary basis and knowledge of fixed phrases, fillers and hesitation markers (Luoma 2004). There are two ways of assessment that depend on criteria: the holistic and the analytic types. The holistic type of assessment includes "a single global score or grade, based on series of descriptors" (O'Sullivan et al. 2012: 242). "In the analytic type scale the developer first identifies the language operations involved in responding to the tasks and then attempts to create a marking scheme specifically to reflect these operations" (ibid.: 243). There are different activities of testing speaking skills such as one-to-one interview, monologue, a pair or a small group interaction, the recorded stimuli setup and self-, peer or teacher's assessment on an individual's performance (ibid.: 243). Teachers should think about appropriate speaking activities and pay attention to such parameters as delivery, content parameters and

rating procedures. Delivery parameters involve the purpose of the task, response format, criteria, weighting and time constraints. Content parameters consist of input (written or oral language and visuals), output (lexical, structural and functional range) and interlocutor (age and gender, acquaintanceship, personality, language level, first language, criteria scale). Rating procedures involve such parameters as training, standardization, conditions, moderation, analysis, raters and grading (ibid.: 239-240). In order to develop speaking skills students should also learn about the rhythm and melody of English, practice speaking short sentences with the right rhythm and melody (Gilbert 2005).

To conclude, speaking is a complex skill that consists of many sub-skills, such as fluency, accuracy, using functions, appropriacy, turn-taking skills, relevant length, responding and initiating, repair and repetition, range of words and grammar, discourse markers. The speaking skill development also includes pronunciation, rhythm, and melody of English, variations in English. There are five main approaches of how to develop students' speaking skills: the Grammar-Translation Method, the Direct Method, the Audio-Lingual Method, the Total Physical Response and the Communicative Approach. Because of the complexity of the speaking skill it is difficult to assess it, and, hence, to prepare students for its assessment at the level of the National Examination at the end of studies at upper-secondary school.

Speaking for the National Examination in English in Estonia

The National Examination in English (SA Innove testide keskus. Eristuskiri n.d) consists of two general parts: the writing part and the oral part. The oral part of the examination lasts about fifteen minutes, and it is usually provided in pairs. In the National Examination in English students should demonstrate their abilities to understand topics that they know about or are interested in; to understand the content of the debate on a specific or abstract topic; to participate in everyday communication with people who speak a language they are learning; to talk spontaneously and fluently with the speaker of the same language; to explain their opinion if the theme is familiar to them, and to evaluate the strengths and weaknesses of their opinion (Vastavustabel õppekavale 2019: 4). In order to check these abilities in speaking, there are such oral exercises in the examination as the description, comparison and contrast of pictures, a monologue on a given subject and a targeted conversation (SA Innove testide keskus. Eristuskiri n.d.). The Introduction, which is called Stage 1, is not assessed and lasts up

to two minutes. Students answer interviewer's questions. Stage 2 refers to Task 1, based on pictures and follow-up questions. This stage includes one minute for preparation, two minutes for monologue (pictures) and up to three minutes for questions. Students cannot take any notes (Guidelines for the oral part of the examination n.d.). In this stage students should demonstrate their abilities to narrate, describe real and imagined events, desires, aspirations, dreams; to explain own opinion, share own experience with others, describe own feelings (Vastavustabel õppekavale 2019: 4). Stage 3 refers to Task 2, based on a statement and follow-up questions. Students prepare for two minutes, they are allowed to take notes, discuss the statement for two minutes and answer questions for about three minutes. (Guidelines for the oral part of the examination n.d.). In this stage students should demonstrate that they have developed general speaking skills, are active during communication; can make a proposal, can disagree with a recipient, explain own point of view, find an agreement in a discussion (Vastavustabel õppekavale 2019: 4).

There is a specific marking scale in order to assess students' speaking performances. Students should receive twenty points. The marking scale includes four criteria: task completion, vocabulary, grammar, fluency and pronunciation. For each one, student can get from zero to five points. In the task completion, the attention is paid to the effectiveness of dealing with the tasks, response to all aspects of the tasks, expression of ideas and opinions, ways of presenting lines of arguments. In vocabulary, the main factors to assess are the level of vocabulary, ability to paraphrase and use of vocabulary according to the context. In grammar, the control of grammar, grammatical accuracy, amount and place of errors are examined. Fluency and pronunciation show the fluency of speech, spontaneity, pronunciation, intonation, the length of pauses (SA Innove testide keskus. Eristuskiri n.d.).

For exam preparation, students can use textbooks and workbooks of English (B1 and B2 level). In order to prepare for the examination, students can also use examination papers of previous years (ibid.). There are different ways to prepare for the National examination: pair or group work in a classroom (development of such skills as initiating and responding), study about exam format and structure, practice in speaking clearly, study of different English accents in the UK and other countries, practice to paraphrase words or sentences, practice to follow directions of instructors, to involve students into discussions (Cambridge Assessment English 2015: 72).

To conclude, in the National Examination there are such exercises as comparing and contrasting pictures, discussion of a statement (monologue), discussion of questions. The examination assesses vocabulary, grammar, fluency, pronunciation and task completion. In the speaking part of the examination, students should be able to talk on interesting for them topics, to participate in discussions; to express own opinion, feelings and desires; to talk spontaneously with people who study the same language, describe different events. For preparation, teachers can use study materials of B1 and B2 levels and examination papers of previous years.

Students' preparation for the National Examination (speaking part) in English in Estonia has been discussed in a number of articles in the Teachers' Newspaper (Õpetajate Leht). Urve Läänemets in her article gives specific practical advice to prepare for each part of the examination. In order to prepare for the speaking part of the examination students should practise their abilities to express own opinion on the topic, to participate in a conversation, to understand different kinds of texts. She advises learning grammar structures especially in different kinds of questions, phrases expressing contrast. The author mentions also the importance of vocabulary; students should study how to present facts and arguments (Õpetajate Leht 2003: 1). Viktor Koop, the author of the article „Kuhu kasvad, eksamipuu?“ writes about different study materials that support students' preparation for the examination: tapes (audio material), brochures, pre-tests, handbooks (Õpetajate Leht 2003: 1). There is also presented a list of textbooks for examination preparation, created by Maret Tammesalu (Õpetajate Leht 2003: 4). The other methods to prepare for the examination, described by Ege Meister, are to develop speaking skills through the Internet, to visit English-speaking countries. The author mentions difficulties to find appropriate study materials, because most of them are focused on language teaching (Õpetajate Leht 2003: 4). There is an article “Inglise keele riigieksami ettevalmistuskursus –kellele ja milleks?” in the newspaper “Keele Kõlin” (Keele Kõlin 2010). The article presents information about a course for the preparation for the National Examination in English. The author gives advice for a successful preparation such as to live in an English language environment, to read many books and to study grammar rules independently. One of the methods used for exam preparation is doing tests similar to the examination ones (Keele Kõlin 2010: 1).

The article written by Tuuli Oder (Õpetajate Leht 2016) discusses reasons of students' low results in the National Examination in English, especially in the speaking part. The

first reason is that students have not developed their communicative skills (they cannot express their point of view, take into account situations, understand partners, present and justify their opinion). The second reason is connected with methods that teachers use in order to prepare students for the examination. Most teachers use the “chalk, talk and textbook” method that is too conservative and does not prepare students for the National Examination.

Though Estonian practitioners and researchers have discussed different ways of how to prepare upper-secondary school students for the National Examination in English for a decade, the topic of how to develop students’ speaking skills in terms of competences, topics and tasks as defined in the National Curriculum for Upper-secondary School in line with the requirements set to the National Examination in English, on the one hand, and what kind of materials are best suited for accomplishing these tasks, on the other hand, still needs analysis and research. Hence, the present Master’s thesis aims to answer the following research questions: what kinds of study materials target both tasks– to develop speaking skills and prepare for the examination; if EFL (English as a Foreign Language) textbooks as a study material are suitable for developing students’ speaking skills for passing the National Examination in English in Estonia; what kinds of EFL textbooks are more appropriate to target both tasks: the ones developed and published in Estonia or abroad (e.g. by the Oxford University Press, Cambridge University Press, etc). With these questions in mind the research hypothesizes that EFL textbooks published in Estonia better correspond to the requirements set to the National Examination in English (speaking) and to the development of students’ speaking skills to B2 level than EFL textbooks published abroad, and, hence, they need less support with activities and materials additionally designed by the teacher.

CHAPTER I

EFL TEXTBOOKS AS A STUDY MATERIAL AND A SOURCE FOR EXAM PREPARATION

One of the definitions of the textbook is “a resource for presentation material (spoken and written), a source of activities for learner practice and communicative interaction; a reference source for learners on grammar, vocabulary, pronunciation, etc.; a source of stimulation and ideas for classroom language activities, a syllabus (where they reflect learning objectives which have already been determined); a resource for self-directed learning or self-access work; a support for less experienced teachers who have yet to gain in confidence“ (Cunningsworth 1995: 7). The textbook is viewed as “a stimulus or instrument for teaching and learning“ (Graves 2000: 175).

1.1.Roles of EFL Textbooks in the Learning Process

The EFL textbook has also an important role for teachers, because it is aimed to correspond to the aims and objectives of the teacher (Graves 2000: 175). Sheldon (1988: 4) defines the role of the textbook “as a learning tool and a physical artefact”. In the learning process EFL textbooks should take into account learner’s needs and match the aims and objectives of the language-learning programme; reflect the uses learners will make of the language and help to equip students to use language effectively for own purposes; correspond to students’ needs as learning and facilitate their learning processes; have a clear role as a support for learning that mediate between the target language and the learner (Sheldon 1988: 15-17). Other roles of EFL textbooks for teachers are to reduce the time needed for lesson preparation; to provide a visible, coherent programme of work and support; to make standardized instruction possible; the textbook is a convenient resource for learners, visually appealing, and cultural artefact. It also includes a package containing a wealth of extra material (McGrath 2013: 5-6). In the book „Developing of Material for Language Teaching“, edited by Brian Tomlinson, there is a description of the functions of course books. Course books fulfil a wide range of practical needs (especially when they are used in non-English speaking environment), connect teachers and learners (to look ahead to done or planned lesson activities), provide structure and predictability (lessons as a platform for negotiation and exploration), consist of exercises suitable for different parts of a lesson, provide teachers with a sense of self-confidence and security. Course books can act as agents of change, consist of innovative ideas to be introduced within their structured framework in a way that enables teachers and learners to develop in harmony with these new ideas

(Tomlinson 2013: 39-40). The other functions of EFL textbooks are to present different language items and skills, to include aids, exercises and guidance, for the teaching of pronunciation, grammar, vocabulary, reading, writing and technical support (Williams 1983: 253). Graves (2000: 174) distinguishes advantages and disadvantages of the textbook, points out the role of using it. In her opinion, textbooks provide a syllabus for the course, security for the students because it is like a road map of the course; provide a set of visual, activities, readings, etc.; provide teachers with a basis for assessing students' learning. Textbooks also include supporting materials and provide consistency within a programme across a given level if all teachers use the same textbook. There are two steps of using the textbook. The first step is using the textbook as a tool with a purpose to understand how it is constructed and why. The second step in the structure and organization of the textbook: the context, the students, the teacher. The textbook should consist of the same elements of designing a course: conceptualizing content, formulation goals and objectives and organizing the course (Graves 2000: 176).

The EFL textbook is a combination of teacher's notes, a student's workbook, tests, visual aids, a reader, audio and video material, computer-based materials (McGrath 2013: 2). EFL textbooks contain core materials for a language-learning course, which includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, listening, writing and speaking (Tomlinson 2011). EFL textbooks consist of introduction, the language content (grammar, vocabulary, phonology, integration of pronunciation teaching with other work, discourse, style and appropriacy, varieties of English); there should be included four skills exercises in general course books (Cunningsworth 1995: 64). In EFL textbooks should be five study materials: students' book and workbook, teacher's book, class cassettes, language study cassettes. Speaking exercises vary in different course books; it might be speaking for oral presentation and practice of a new language item, in dialogue work and role play, for pronunciation practice, for the discussion of a topic. Structure of speaking exercises depends on the level of the course book (Cunningsworth 1995: 69-70). There is a checklist for speaking, designed by Cunningsworth (1995: 70) for analysis of textbooks: "How much emphasis is there on spoken English in the course book? What kind of material for speaking is contained in the course? This may include: oral presentation and practice of language items, dialogues, role play, communication activities (information gap)? Are there any specific strategies for conversation or other spoken activities, e.g. debating, giving talks? Is any practice material included to help learners to cope with

unpredictability in spoken discourse?” (Cunningsworth 1995: 70).

To sum up, there are many definitions of EFL textbooks, but all of them state that the textbook is a source for language learning and teacher’s supportive material. Textbooks have to consist of exercises developing different language skills, be connected with syllabus, objectives and aims for a course, and contain a set of different types of exercises. EFL textbooks play an important role in the learning process. The main roles and functions of EFL textbooks are to support teachers in lesson planning, correspond to students’ learning needs, to attract students to learn by visual material and cultural artefacts, to equip students to use effectively language. EFL textbooks are combined with other kinds of materials, such as workbooks, audio- or video material, teacher’s book, computer-based exercises. EFL textbooks should contain exercises developing main language communicative skills (listening, speaking, writing and reading) and exercises of vocabulary and grammar.

As the EFL textbook is considered as a study material and plays an important role in the learning process, it is necessary to distinguish how often and why teachers in Estonia use EFL textbooks in the classroom, what the main criteria to choose an appropriate textbook are, and what the main purposes to use it are. In order to describe and compare EFL textbooks used by Estonian teachers at upper-secondary school, grade 12, it is important to define criteria to evaluate EFL textbooks in terms of their suitability to target both the development of speaking skills at the upper-secondary school level and to prepare students for the National Examination in English.

1.2. Criteria of Evaluating EFL Textbooks

Sheldon (1988: 29-32) distinguishes the main factors of evaluating EFL textbooks and questions that need to be answered: target group, framework, units, and subject-matter, form and course components. The first principle to think about is the target group — relationship between age-range, type of students, market aimed at and aims, purposes and intention of course books. To consider the framework, it is important to pay attention to syllabus, progression, revision and recycling, skills and cohesion. In the units, it is necessary to think about the length of unit, presentation, practice, variety and regularity, clarity of purpose. The main factors of subject-matter are interest, culture or age-bound. Textbooks should have an important visual appeal, motivating effect, illustrations and other features (extra tables, lists of explanations) (Sheldon 1988: 29-

32). Design criteria of EFL textbooks are relevance, signposts, audience, colour, mimesis, accessibility, the reading path, quality, friendliness and cohesion (ibid: 91-97).

There are several aspects to consider in order to evaluate a textbook. First, it is necessary to analyse the content (aspects of language, learning and social contexts), the organization of material and principles of such organization, basis of the unit, content and objectives of the unit. It is important to evaluate how the unit content helps to achieve the objectives (Graves 2000: 177).

EFL textbooks should have a syllabus base with a focus on what is taught and in what order it is taught. The material should be authentic or semi-authentic. There is also a checklist for skills that helps to evaluate exercises in textbooks (Cunningsworth 1995). There are questions that need to be answered during the evaluation process: what kind of material is used — authentic, semi-authentic or non-authentic; if practice in all four skills is included, and if it is balanced; the level of material; if there is progress of complexity and difficulty in line with grammatical and lexical progression (Cunningsworth 1995: 67). Other criteria for evaluation are to analyse textbooks “according to their context, learner’s needs, institutional needs and the approach which they seek to explore” (Azarnoosh et al. 2018: 21). In evaluating of textbooks teachers should “see the extent to which a coursebook matches their aims and context and in what ways they can enrich it with other materials” (ibid.: 22).

In order to evaluate EFL textbooks there is a general framework for analysing material (Tomlinson 2011: 182-184), which is focused on the methodology of materials and the linguistic nature of their content. The first step is to analyse its publication (the physical aspect of materials and how they appear as a complete set): place of learner’s materials in the set of materials, a published form of the learner’s materials, subdivision of the learner’s materials, and subdivision of sections into sub sections, continuity, route and access. The second step is to analyse the design of materials: aims and objectives, principles of selection, principles of sequencing, subject matter and its focus, types of teaching/learning activities, participation (who does what with whom), learner roles, teacher roles and role of materials as a whole. The comparative analysis of EFL textbooks by this general framework will give the information about the nature, usefulness and desirability of textbooks (Tomlinson 2011: 185). In order to analyse speaking exercises in EFL textbooks it is necessary to answer such questions as what

the learner is expected to do, who with, with what content (input to learners and output from learners- form, source, nature) (Tomlinson 2011: 189).

The EFL textbook is one of the most important study materials. According to the general framework of analysis and evaluation criteria it should consist of different learning activities and be connected with language skills, syllabus, aims and objectives of the course. Therefore, this is the reason why teachers who work at upper-secondary school and prepare students for the National Examination in English (speaking part) should firstly be aware of the Estonian National Curriculum, structure and content of the National Examination in English, and according to this knowledge choose the appropriate EFL textbook. In addition, teachers should be aware of methods appropriate for the development of students' speaking skills in order to choose an EFL textbook with such set of speaking activities.

1.3. Requirements to Study Materials according to the National Curriculum

The National Curriculum for Upper-secondary Schools defines requirements set to the physical environment that should be created in schools and to study materials. They should be age-appropriate, be adapted to individual needs and include equipment based on contemporary information and communication technologies (National Curriculum for upper secondary schools 2014: 6).

The principles of learner-centred teaching of foreign languages set the following requirements to study materials — to accord between the content of study materials used in language teaching and learners' interests; to use different forms of active learning, including pair and group work; to offer versatile study materials, adjusted and revised, and based on the needs and goals of the learners. Study materials also should be based on modern information and communication technologies; classrooms should be supplied with necessary study materials in order to achieve the goals set to language learning. The National Curriculum also provides some examples of study activities in order to reach the target level of language proficiency: using media and authentic audio-visual materials, development of argumentative skills (debated and discussions), role plays and communication games, project work (Appendix 2. Foreign languages 2014).

According to the requirements stated in the National Curriculum, EFL textbooks as a source for learning should be age-appropriate, be adapted to individual needs

(communication technologies), use different forms of active learning, and contain versatile study materials. As a tool for preparation for the National Examination, EFL textbooks should contain exercises developing students' language proficiency (authentic materials, speaking activities, projects). The criteria of the age of students, use of communication technologies, active learning and use of study materials will be added to the general framework for the EFL textbooks analysis.

1.4. Requirements to the Content of Study Materials — Exam Preparation and Skills Development

The National Curriculum for upper-secondary schools provides the description of general competences including those which relate to students' speaking abilities. By developing social and citizenship competence, students learn to cooperate with other people in different situations, consider differences in people to interact with them. By developing in students communicative competence, students achieve the ability to clearly, relevantly and politely express oneself in native and foreign languages, understand partners in communication in different situations; the ability to introduce oneself, present and justify one's positions; to prioritize correct use of language and rich expressive language and style of communication based on mutual agreement (National Curriculum for upper secondary schools 2014: 3). The learning of languages focuses on content areas that facilitate development of communicative competence. It is shaped by developing four language skills, including speaking, and detailed learning outcomes are specified by constituent skills (Appendix 2. Foreign languages 2014: 2-3). Entrepreneurship competence is also partially connected with students' speaking abilities, because students should develop their ability to use knowledge and skills in order to create and implement ideas, solve problems, organize and take part in activities (National Curriculum for upper secondary schools 2014). According to the statistics (Vastavustabel õppekavale 2019:1), the National Examination in English in 2019 was focused on social and communicative competences.

Schools should create a suitable learning environment including the development of necessary learning skills. Students should be able to work independently as well as in groups, to express and exchange opinions. Students should have opportunities to display initiative, take part in decision-making and acting alone or with companions (National Curriculum for upper secondary schools 2014). The main objective of teaching a foreign language is to develop students' foreign language competence (including

speaking), at proficiency level B. At the end of the 12th grade students should be able to communicate purposefully, orally and in writing, by following relevant cultural practices; understand and interpret the content presented in foreign languages; have acquired knowledge of different countries and value them and have acquired the motivation and skills required for lifelong learning. Students also have language proficiency at a level that enables them to act independently in an authentic foreign-language environment, use foreign languages in an international working environment and communicate with the speakers of the target language (Appendix 2. Foreign languages 2014).

The National Examination in English contains exercises connected with topics defined by the National Curriculum. The learning content consists of five subject fields with subtopics such as “Estonia and the world”, “Culture and creation”, “The environment and technology”, “Education and work”, “Individual and society”. (Appendix 2. Foreign languages 2014: 14-16). The National Examination also uses cross-curricular topics listed in the National Curriculum such as lifelong learning and career planning, environment and sustainable development, civil initiative and entrepreneurship, cultural identity, information environment, technology and innovation, health and safety values and morality (Appendix 2. Foreign languages 2014: 5-6). The speaking part of the National Examination in 2019, for instance, covered all topics and all cross-curricular topics (Vastavustabel õppekavale 2019: 1).

The speaking part of the National Examination in English (examination materials are available at web-site of the Innove Foundation) uses the topics of the National Curriculum for Upper-secondary School. Table 1 presents stage 1 (pictures and follow-up questions) and stage 2 (monologue based on a statement and follow-up questions) of the examinations of 2014, 2015, 2016, 2017, 2018 in terms of the presence of the topics recommended by the National Curriculum for Upper-secondary School.

Table 1. *Inclusion of the Topics of the National Curriculum in the National Examination*

Year	Estonia and the World	Culture and Creation	The environment and technology	Education and work	Individual and society
2014	1++, 2++	1++, 2++	1++, 2++	1++, 2++	1++, 2++
2015	1++, 2++	1++, 2++	1++, 2++	1++, 2++	1++, 2++
2016	1++, 2++	1++, 2++	1++, 2++	1++, 2++	1++, 2++
2017	1++, 2++	1++, 2++	1++, 2++	1++, 2++	1++, 2++
2018	1++, 2++	1++, 2++	1++, 2++	1++, 2++	1++, 2++

Topics of the National Curriculum are repeated twice in exercises in the speaking part of the examination. In order to analyse EFL textbooks it is necessary to pay attention to the suitability of textbooks to the topics suggested by the National Curriculum.

To sum up, the National Examination in English and the National Curriculum for Upper-secondary School are tightly connected by the topics, competences and cross-curricular topics. The main objective is to develop students' language proficiency and communicative abilities. In order to achieve this objective teachers and schools should create the appropriate learning environment and use different kinds of study materials. One of supportive study materials are EFL textbooks. The EFL textbook as a study material, should be age-appropriate, adapted to individual needs (communication technologies), use different forms of active learning, and contain versatile study materials. The EFL textbook as a tool for preparation for the National Examination, should contain exercises developing students' language proficiency (authentic materials, speaking activities, projects).

CHAPTER II

EFL TEXTBOOKS OF ESTONIAN AND INTERNATIONAL PUBLISHERS USED IN ESTONIAN UPPER-SECONDARY SCHOOLS

2.1. Teachers' Choice of EFL Textbooks

In order to make a comparative analysis of EFL textbooks, it was necessary to define, what kind of textbooks teachers use, teachers' opinions about EFL textbooks, and EFL textbooks' correspondence to the National Curriculum and the National Examination requirements in terms of speaking activities (their balance with other skills, amount and variety). To gather and analyse teachers' opinions, a survey was conducted among teachers of Estonia.

The Survey and its Content

The survey was created in the google.docs web application framework. The app was chosen, because it is a fast way to question many teachers from different towns, schools, and it is easy in use. Teachers can open the link and fill in information by clicking on answers on their computers at work or home. The survey begins with the introduction of the topic of the survey. Teachers are asked to write the name of their school and town. Such information would be helpful in order to see teachers from what towns and schools took part in the survey.

The first part of the survey is aimed to define, what kind of textbooks teachers use, how often and why they use EFL textbooks, teachers' opinions about suitability of textbooks to the National Curriculum and examination requirements.

This part provides eight questions to answer:

- a. Do you use textbooks in the 12th grade? Options to choose: Yes/No

With this question, it is possible to see whether teachers consider EFL textbooks as a necessary tool for teaching or not.

- b. What textbooks do you use in the 12th grade? (name of the textbook, year of publishing, country of publishing, authors, level of English). If you use several textbooks, name them all.

This information is necessary in order to make a list of EFL textbooks for the comparative analysis. It is important to distinguish between textbooks published by Estonian publishers and by international publishers.

- c. What are the main purposes of using EFL textbooks in the 12th grade? Options to choose: Language skills development, exam preparation and other.

Firstly, this question is connected with requirements mentioned in the National Curriculum for Upper-secondary School based on development of students' language skills and exam preparation. Secondly, this question is connected with the aim of the research that analyses the role and place of EFL textbooks in the processes of the development of English language speaking skills and students' preparation for the National Examination in English.

- d. Do you use additional materials to supplement textbooks? Options: Yes / No

- e. Why do you use additional materials? (name the reasons)

With these questions, it is possible to find out what additional materials teachers use. If teachers name additional materials, it would also show that the use of an EFL textbook as a study material is not enough in the 12th grade, and it does not include enough material for teaching students or preparing them for the National Examination in English in Estonia.

- f. What do you use additional materials for? Options: listening activities, grammar activities, speaking activities, writing activities, reading activities, other.

The main purpose of this question is to get information about kinds of additional materials teachers use. It will show what kinds of activities are not enough in number in the EFL textbooks.

- g. What materials do you use in order to prepare students for the National Examination in English?

With this question, it is possible to see what kind of materials teachers use for preparing students for the examination and if they use EFL textbooks for this purpose.

- e. How do you find additional materials? (what kind of sources/where do you find them)

This information would be useful to create own set of speaking activities that will differ from mentioned additional materials.

The second part of the survey is aimed to reveal the suitability of EFL textbooks to the National Curriculum requirements in terms of speaking activities they contain. In this part, teachers can express their opinion about it, agreeing or disagreeing with requirements. They have to choose the option from 1 — strongly disagree to 5 — strongly agree. The statements mentioned in the second part are taken from the National Curriculum for Upper-Secondary Schools. These statements are also connected with the

criteria of evaluation of textbooks and are used in order to make a comparative analysis of EFL textbooks.

- a. EFL textbooks are connected with the National Curriculum for Upper-secondary Schools (topic, subtopic, cross-curricular topic, competences);
- b. EFL textbooks consist of learning activities similar to the National Examination in English;
- c. EFL textbooks are age appropriate;
- d. EFL textbooks are level appropriate;
- e. EFL textbooks consist of media and authentic materials;
- f. EFL textbooks involve different forms of active learning;
- g. EFL textbooks are adapted to individual needs of students;
- h. EFL textbooks contain versatile study materials.

In the third part, questions are connected with the development of speaking skills of students in EFL textbooks. This part includes questions about speaking activities and their role in EFL textbooks. With the questions of this part it is possible to check the suitability of speaking activities to the National Curriculum for Upper-secondary Schools and the National Examination in English. These questions are used in the comparative analysis of EFL textbooks.

- a. Do textbooks you use in the class include speaking activities? Yes/No
- b. Are speaking activities connected with the topics of the Estonian National Curriculum? Yes/No
- c. Are speaking activities connected with the topics of the National Examination in English?
- d. Are there presented different types of speaking activities (discussion, role-play, description of pictures etc) in the textbooks? Yes/No
- e. Are speaking activities in the textbook in balance with other skills (reading, writing and listening)? Yes/No

These questions are presented by Cunningsworth (Cunningsworth 1995: 67) in his checklist for speaking activities that help to evaluate exercises in EFL textbooks.

- f. Are types of speaking activities presented in the textbooks similar to the speaking tasks from the National Examination in English? Yes/No
- g. Do speaking activities presented in the textbooks count culture and students' interests? Yes/No
- h. Do you agree that speaking activities in the textbooks have a clear organization? Yes/No

- i. Do you think that speaking activities in the textbooks correspond to the required level of English? Yes/No

At the end of the survey teachers are thanked for participation in the survey.

The Procedure of Providing the Survey

This survey was planned to be conducted among teachers from upper-secondary schools of Ida-Viru County who teach English in the 12th grade. In order to find upper-secondary schools in Ida-Viru County, the link eesti.ee was used. The search (https://www.eesti.ee/est/kontaktid/koolid/ida_virumaa_1) gave 14 upper-secondary schools: Iisaku gümnaasium, Jõhvi Gümnaasium, Kiviõli Keskkool, Kohtla-Järve Täiskasvanute gümnaasium, Narva Keeltelütseum, Narva Kesklinna gümnaasium, Narva Kreenholmi gümnaasium, Narva Pähklikimäe gümnaasium, Narva Soldino gümnaasium, Narva Täiskasvanute kool, Narva Vanalinna riigikool, Sillamäe gümnaasium, Toila gümnaasium, Kohtla-Järve gümnaasium. The web-page of each school provides e-mails of school directors where the following invitation to teachers to participate in the survey was sent. In total, fourteen invitations were sent to the school directors of the mentioned above upper-secondary schools in Ida-Viru County.

Dear teacher of English,

I am doing research on the topic of my Master's thesis "EFL Textbooks at the Upper-Secondary School Level (Grade 12): Development of Students' Speaking Skills for The National Examination in English". I would like to invite all upper-secondary school teachers, who work in the 12th grade, to participate in the survey. The questionnaire is anonymous, and it might take 5- max 10 min to answer.

https://docs.google.com/forms/d/e/1FAIpQLSdptG_N8-RwJcr5MpPHowb6PIOJarypZ13cwOu3L0HtSPg1PQ/viewform?usp=sf_link

Thank you for your participation.

Best regards,

Natalja

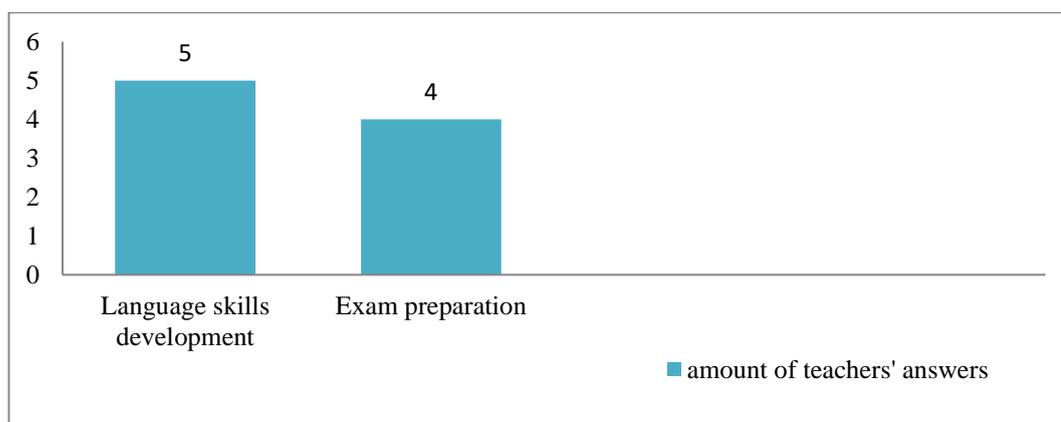
The first invitation was sent to the school directors on the 28th of October. During first two weeks four answers from the teachers were received. The second invitation to directors of fourteen upper-secondary schools was sent on the 14th of November. During next two weeks one answer from the teacher was received. It was decided to send the invitation directly to the teachers working in the 12th grade. For this purpose, the invitation was sent to thirteen teachers from schools of Ida-Viry County to their school e-mails available at the web-pages of the schools. One answer was received. Finally, there were received answers from Narva Keeltelütseum (2 responses), Narva Soldino Gümnaasium (1 response), Jõhvi Gümnaasium (2 responses) and Narva Kesklinna Gümnaasium (1 response). In total, six teachers participated in the survey. As participation in the survey was voluntary, to receive answers from almost half of the respondents can be considered a good result.

Survey Results

EFL Textbooks and the Learning Process

The first part of the survey was connected with the use of EFL textbooks in the learning process. All teachers use textbooks in the 12th grade. Teachers presented seven EFL textbooks. One of the textbooks is Estonian and it is published in Estonia. The other six textbooks are published by international publishers. According to the survey, all teachers use additional materials to supplement textbooks. They find additional materials from the Internet, books that teachers purchase from various publishers.

Diagram 1. *The main purposes of using EFL textbooks in the 12th grade*



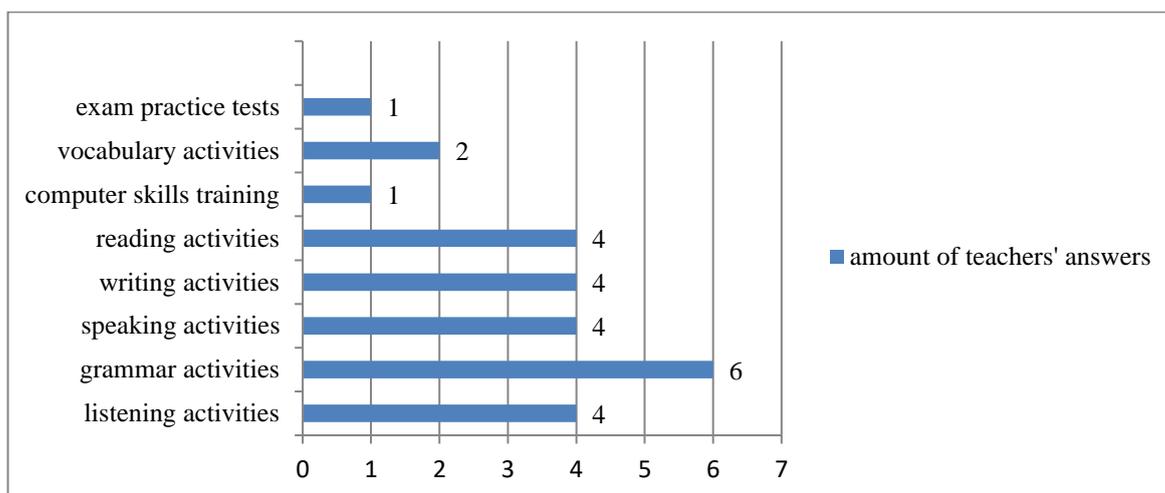
The respondents use EFL textbooks for both purposes — language skills development and exam preparation. The results show that the first main function of EFL textbooks is to develop students' language skills (83.3% of answers) and the second one is to prepare for the examination (66.7% of answers).

Table 1. *Reasons for the use of additional materials*

Additional materials make classes more interesting.
extended grammar/vocabulary practice, exam skills practice
TB materials are old fashioned, boring, too difficult or extra for curriculum material, lack of exercises, no grammar rules.
Further practice
Because it's important to cater for all students' profile and needs and to do so additional materials are essential. Besides each exam requires specific skills so it's crucial to work with all sorts of tasks.
We use previous year exams for practising in order to know the format and structure of the exam

According to the respondents' points of view, an additional material makes the learning process more interesting. One of the teachers also states disadvantages of EFL textbooks such as difficulty of material, lack of tasks, absence of grammar rules and exercises for exam preparation.

Diagram 2. *The purpose of the use of additional materials*



Additional materials are used for the development of all language skills of students. From this chart it is seen that EFL textbooks have the lack of skill-based activities, including speaking activities. It is the reason why teachers prefer to use additional material. All respondents prefer to use additional materials for grammar practice. Teachers also added other purposes of additional materials such as development of students' computer skills training, preparation for the examination and vocabulary training.

Table 2. *Materials used for exam preparation*

Previous examination papers
I use practice tests (e.g. Advanced Trainer, CUP) to prepare for Cambridge Advanced national exam materials, Exam Booster For First, Longman English Accelerator B2, online B2 exam tasks.
Exams from previous years
Text book, previous year's exam and sample tests of international examination.
Sources from the Internet

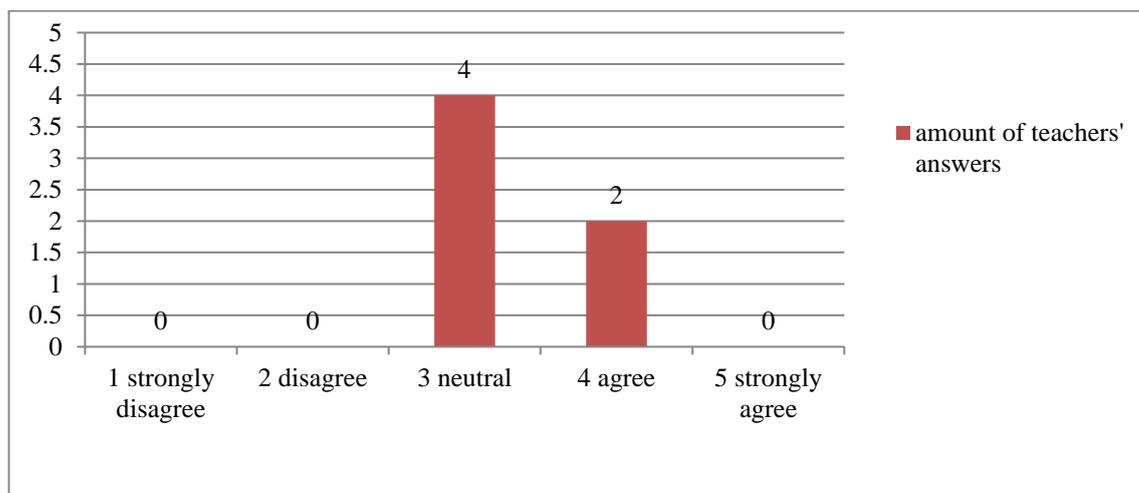
From this chart, it is seen that in order to prepare students for the National Examination in English the respondents use examination papers of previous years, exam-orientated textbooks and internet sources. One teacher added that she uses sample tests from international examinations. As the National Examination in English in Estonia has some exercises in common with EFL international tests, such kinds of tests can be used by teachers.

To sum up, the respondents use EFL textbooks and additional materials to supplement textbooks in the learning process. EFL textbooks are used to develop students' language skills and prepare them for the National Examination in English. However, EFL textbooks partially correspond to the learning aims. EFL textbooks contain exercises that are difficult or are not interesting for students. EFL textbooks do not contain enough skill-based activities and activities for the exam preparation. As supportive material teachers prefer exam-orientated textbooks, internet sources and sample tests from previous examination papers.

EFL Textbooks and the National Curriculum

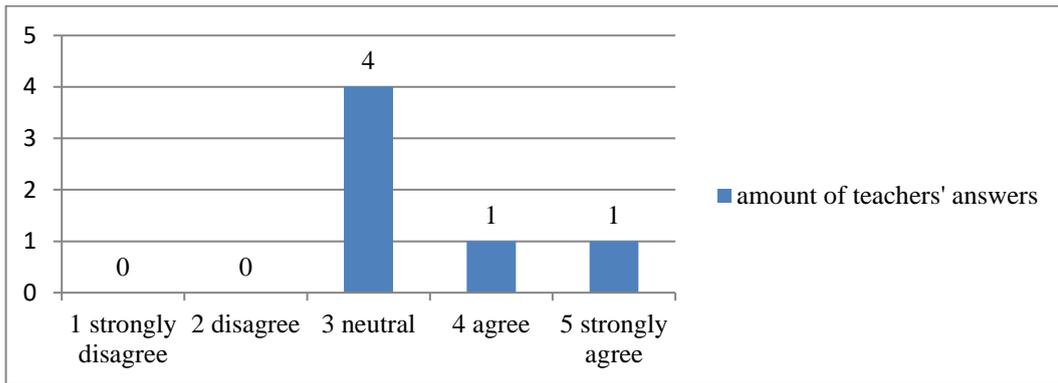
In the second part of the survey teachers were asked to express their opinion (agree/disagree) if the EFL textbooks they use follow the requirements set to study materials in the National Curriculum for Upper-secondary Schools.

Diagram 1. *EFL textbooks are connected with the National Curriculum (topic, subtopic, cross curricular topic, competences)*



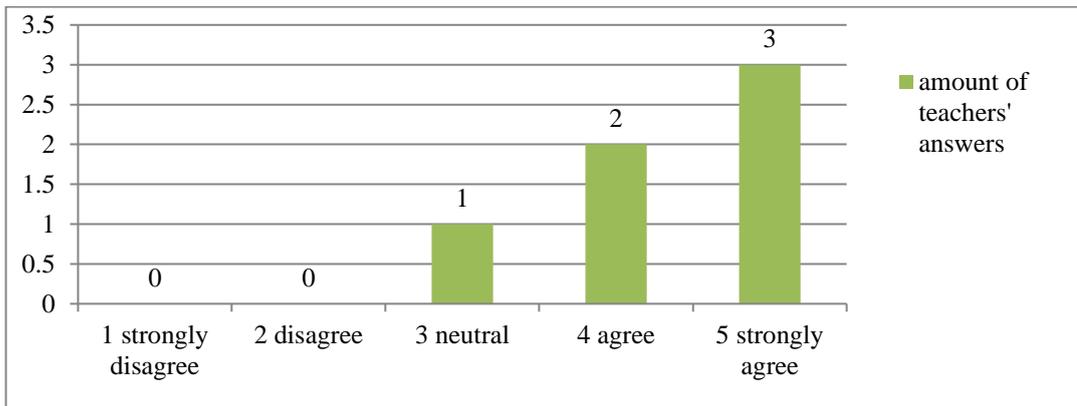
The diagram shows that all teachers do not strongly agree with the statement that textbooks are connected with the National Curriculum. EFL textbooks partially correspond to the National Curriculum.

Diagram 2. *EFL textbooks consist of learning activities similar to the National Examination in English*



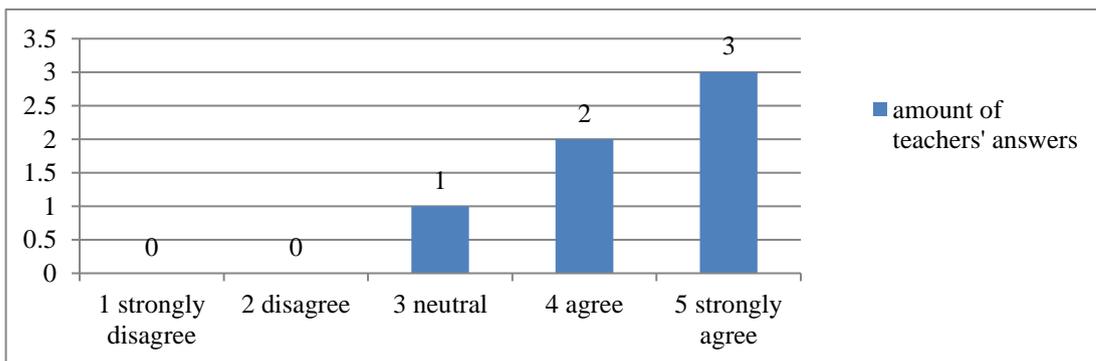
According to the results, the majority of the respondents think that EFL textbooks partially contain activities similar to the examination tasks. Only one of the respondents strongly agrees that EFL textbook he /she uses includes all activities recommended by the National Curriculum for Upper-secondary Schools. None of them disagrees that EFL textbooks do not contain exam-orientated learning activities.

Diagram 3. *EFL textbooks are age appropriate*



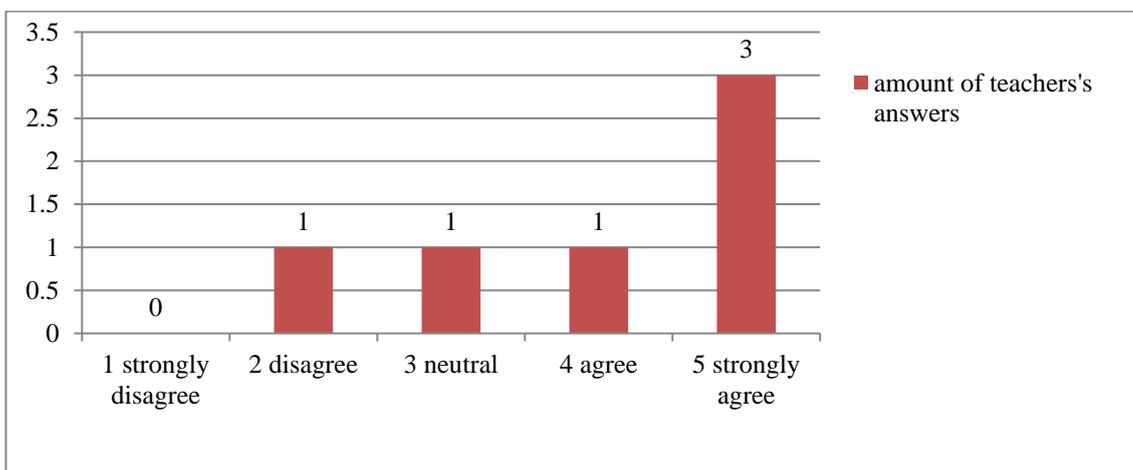
The majority of the respondents agree that EFL textbooks they use in the learning process are age-appropriate.

Diagram 4. *EFL textbooks are level appropriate*



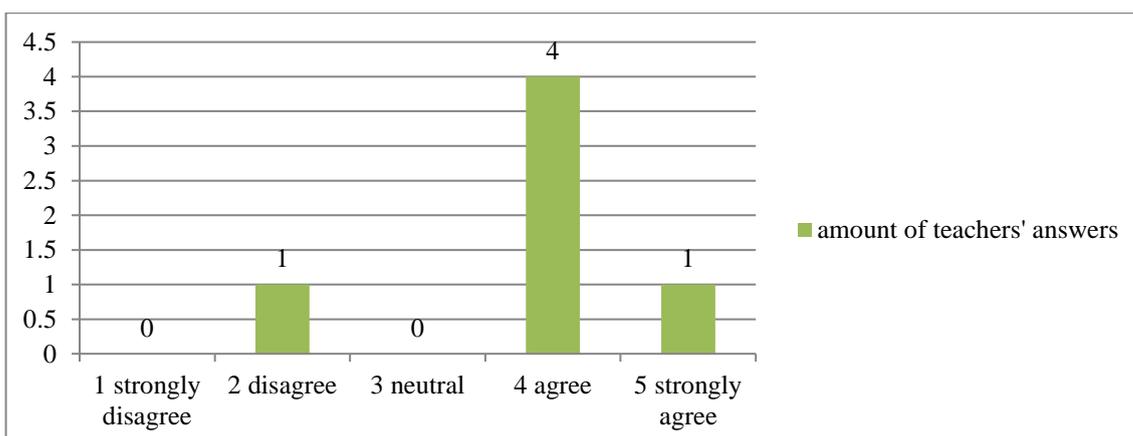
The diagram shows that respondents have different points of view because they use different EFL textbooks by different publishers. The majority of the respondents strongly agree that EFL textbooks are level appropriate. The EFL textbooks that they mentioned are of different levels of English (B2 and C1).

Diagram 5. *EFL textbooks consist of media and authentic materials*



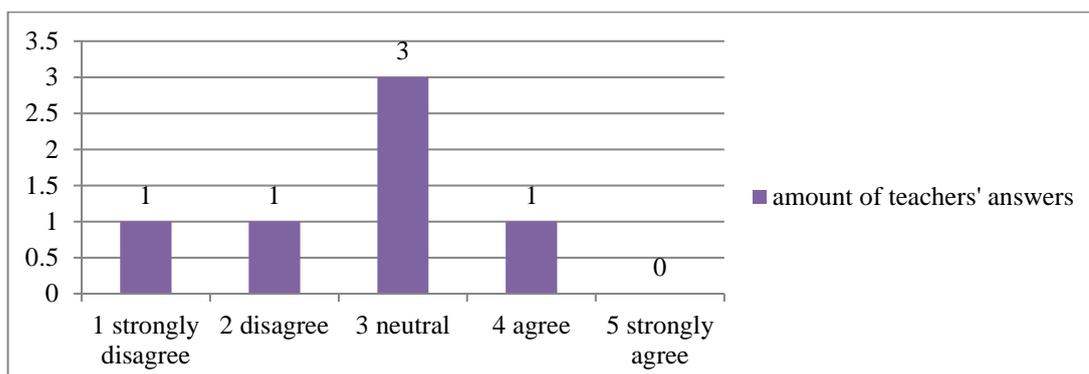
According to the results, the respondents agree that EFL textbooks consist of media and authentic materials. However, one teacher strongly disagrees with that statement. The respondents use different EFL textbooks, which explain why the answers are different. It might be concluded that EFL textbooks partially contain such kind of materials.

Diagram 6. *EFL textbooks involve different forms of active learning*



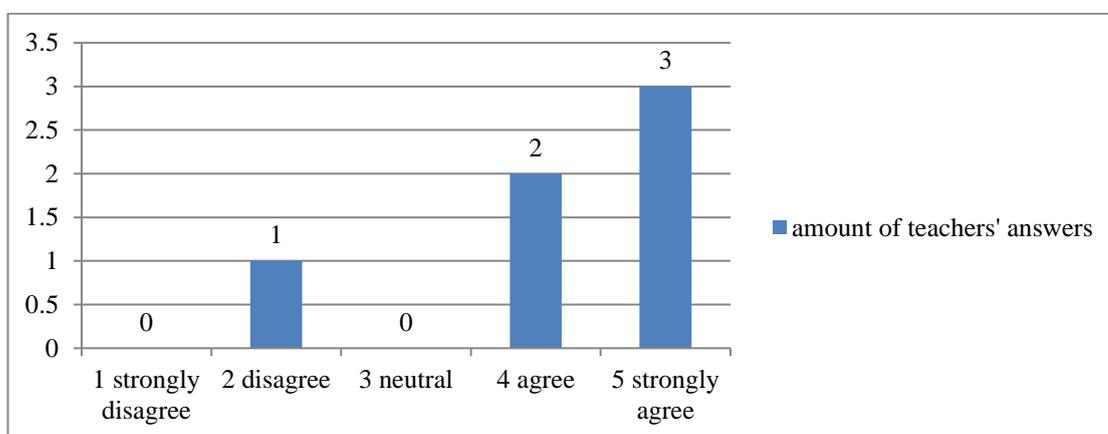
The respondents give different opinions about this statement. The majority of the respondents agree that EFL textbooks involve different forms of active learning. One teacher disagrees with the statement.

Diagram 7. *EFL textbooks are adapted to individual needs of students*



The diagram shows that most of the respondents partially agree that EFL textbooks are adapted to individual needs of students.

Diagram 8. *EFL textbooks contain versatile study materials*



According to the results, the majority of the respondents agree with this statement, which might mean that EFL textbooks include various in their form and content (diverse and flexible) materials that are modern in their approaches and activities.

To sum up, EFL textbooks partially correspond to the requirements set in the National Curriculum for Upper-secondary Schools in terms of activities given in them.

Speaking activities in EFL textbooks

The third part of the questionnaire was focused on speaking activities in EFL textbooks (grade 12). According to the results of the survey, all respondents stated that textbooks that they use in the class include speaking activities. In their point of view, speaking activities are fully connected with the topics of the Estonian National Curriculum for Upper-secondary School and the National Examination in English. They agree that speaking activities in the textbooks have a clear organization and that different types of activities are presented in the EFL textbooks they use.

On the other hand, the results show that the respondents have different points of view about three questions: 83.3% of the teachers do not think that speaking activities in the textbook are in balance with other skills; 66.7% of the teachers do not agree with the statement that types of speaking activities included in the textbook are close to the speaking tasks of the National Examination in English; 83.3% of the teachers do not agree that speaking activities presented in the textbooks count culture and students' interests.

To conclude, all EFL textbooks contain speaking activities that are clearly organized, and they are of different types. In all EFL textbooks, speaking activities are connected with the topics and subtopics of the National Curriculum for Upper-secondary Schools and the National Examination in English. Speaking activities in EFL textbooks partially count students' interests and culture. These activities are partially connected with speaking activities from the National Examination in English. In the EFL textbooks under analysis speaking activities are not in balance with other skills.

2.2. EFL Textbooks Published by Estonian publishers and International publishers

The Purpose of the Evaluation of EFL Textbooks

The main purpose of the analysis is to reveal appropriateness of EFL textbooks by Estonian publishers and International publishers used in the 12th grade to meet the requirements set to the exam preparation, the development of speaking skills and to study materials, by the National Curriculum for Upper-secondary Schools. The survey conducted among teachers was meant to receive answers to the following research questions: what kinds of study materials target both functions — to develop speaking skills and prepare for the examination; if EFL textbooks as a study material are suitable for developing students' speaking skills for passing the National Examination in English in Estonia. According to the survey the teachers who participated in the survey use EFL textbooks in the learning process in order to develop students' language skills and prepare for the exam. The aim of the following comparative analysis is to answer the research question: what kinds of EFL textbooks are more appropriate to target both functions: the ones developed and published in Estonia or abroad (e.g. by Oxford University Press, Cambridge University Press, etc). The comparative analysis also will prove or disapprove the hypothesis of the research that EFL textbooks published in Estonia better correspond to the requirements set to the National Examination in English (speaking) and development students' speaking skills to B2 level than EFL textbooks

published abroad, and, hence, need less support with activities and materials additionally designed by the teacher.

Evaluation Criteria of EFL Textbooks

In the comparative analysis of EFL textbooks, published by Estonian and international publishers, it is important to distinguish three categories. The first category is connected with the general framework for analysing materials created by B. Tomlinson (Tomlinson 2011: 182-184). This category includes two aspects: analysis of publication (the physical aspect of materials and how they appear as a complete set): place of learner's materials in the set of materials, a published form of the learner's materials, subdivision of the learner's materials, and subdivision of sections into subsections, continuity, route and access; and the analysis of the design of materials: aims and objectives, principles of selection, principles of sequencing, subject matter and its focus, types of teaching/learning activities, participation (who does what with whom), learner roles, teacher roles and the role of materials as a whole. The second category is focused on the comparative analysis of textbooks according to the criteria based on the requirements set to study materials by the National Curriculum for Upper-secondary Schools and the National Examination in English. The criteria of analysis are as follows: connection with the topics/subtopics, competences and cross-curricular topics, age-appropriacy, adaptation to individual needs (communication technologies), use of different forms of active learning and versatile study materials, content of exercises developing students' language proficiency (authentic materials, speaking activities, projects). The third category considers speaking activities included in the EFL textbooks under analysis, and it includes such criteria as organization, balance of activities with other skills, types of exercises, connection with the topics from the National Examination in English, counting with students' interests and culture.

The Comparative Analysis of EFL Textbooks

The comparative analysis of EFL textbooks considers the EFL textbooks by international publishers mentioned by the respondents in the survey. As the respondents mentioned only one textbook, published in Estonia, to balance the analysis, other Estonian textbooks that are used for teaching 12th grade students are also analysed. These textbooks were provided by the library of Narva College of the University of Tartu. The following textbooks are analysed: 1) by Estonian publishers: With Flying Colours (Anu Tammleht, Michael Haagensen 2013), All the World's a Puzzle (Merike

Saar, Meeri Sild 2001), English in the Limelight 3 (Nora Toots, Dia Virkus 2001); 2) by international publishers: Upstream (Virginia Evans, Lynda Edward 2003), Focus 5 (Vern Jones, Lewis and Clark College 2017), Gold Experience (Clare Walsh, Lindsay Warwick 2018).

Table 1. EFL Textbooks' Comparative Analysis

	EFL TEXTBOOKS					
	EFL textbooks by Estonian publishers			EFL textbooks by International publishers		
General information Publication	Tammleht Anu, Haagensen Michael 2013. With Flying colours. Form 12. Student's book. Koolibri.	Saar Merike, Sild Meeri 2001. All the world's a puzzle. Form 12. Saar Graafika.	Toots Nora, Virkus Dia 2001. English in the Limelight 3. Koolibri.	Evans Virginia, Edward Lynda 2003. Upstream. Advanced C1. Student's book. Express Publishing.	Jones Vern, Colledge Lewis and Clark 2017. Focus 5. Student's book. Pearson.	Walsh Clare, Warwick Lindsay 2018. Gold experience. Student's book. Second edition. Pearson.
Design /structure of textbook/	9 units and extra speaking tasks. Unit 8 – preliminary examination. Each unit contains reading, listening and writing activities; language focus. In the end of the TB-table with irregular verbs.	4 chapters. Chapters 1-3 (3 units in each). Chapter 4 (preparation for the National Examination in English). 3 units consist of reading, grammar, listening, writing, speaking activities, revision and vocabulary exercises. After the chapter is given a paper for revision. Chapter 4 contains the writing, listening, reading, speaking papers and mock exam.	18 units. 5, 9, 13, 17, 18 –revision. Units contain 2-3 lessons. In each unit: reading, listening, grammar, speaking exercises, vocabulary, presented jokes. In the end of TB: list of problem verbs and geographical names, key to some exercises, tape script, alphabetical vocabulary	10 units, divided into 5 modules /2 topics in each/. Self-Assessment Module in the end of the unit /pp.235-238/. Each unit contains reading, listening, speaking, writing activities; language focus and English in use. In the end: grammar reference, table of irregular verbs, 2 appendices /phrasal verbs and linking words/, sets of pictures.	9 units. Each unit contains vocabulary, reading, grammar, listening, speaking, writing exercises and language focus. In the end of each chapter is Focus Review. In the end of TB: list of irregular words, grammar and language in focus reference and practice. Additionally, student's book contains one mini-book „Word Store“ with phrasal verbs, idioms, word formation ex., prepositional phrases; use of English and word stores.	10 units. Each unit contains reading, grammar, listening, speaking, vocabulary and writing exercises, use of English and switch on (video, project) exercises. In the end of TB are grammar file, extend vocabulary, exam file, activity file, speaking tasks and audio scripts. In the end of each unit is a unit check page.
II. Criteria for study materials set in the Curriculum for Upper-secondary School and National Examination in English						
Topics/sub-topics: Estonia and the World (state, people, language, other countries)	<u>Unit 2</u> : People of the world /pp.20-33/ <u>Unit 7</u> : Estonia /pp.88-99/ <u>Unit 8</u> : The English-speaking world /pp.100-115/	<u>Chapter 1 (units 1-3)</u> : The World We Live in pp.10-14 <u>Chapter 2</u> (unit 3): International organizations /partially/ p.51, 58, 60/ <u>Chapter 4</u> , Reading, Practice 2 /pp.102-103/	<u>Unit 2</u> : World Population. The People in Estonia /pp.15-25/ <u>Unit 10</u> : English-Speaking Countries in the World. Governments //pp.91-102/ <u>Unit 11</u> : Estonia. Problems, Problems and	<i>No connection to Estonia</i> <i>Topics connected with other countries /partial match/:</i> <u>Unit 2, 5</u> : Escape artists, Our Changing World (partially: travelling) /pp.27-46/ <u>Unit 4</u> : Growing	<i>No connection to Estonia</i> <i>Topics connected with other countries /partial match/:</i> <u>Chapter 6</u> : Journeys /pp.64-75/	<i>No connection to Estonia</i> <i>Topics connected with other countries /partial match/:</i> <u>Unit 4</u> : Going places (partially) /pp.49-62/ <u>Unit 5</u> : p.78-79 (landscape)

			More Problems /pp.103-111/ <u>Unit 12</u> : Estonia and Tourism. Estonia and the EU. Life in Towns /pp.112-124/	Concerns (partially: society) /pp.73-92/		
<i>Culture and creation</i> (creativity, traditions and customs)	<u>Unit 1</u> : The arts /pp.4-19/ <u>Unit 9</u> : Task 4 (Cary Grant) p.120	<u>Chapter 4</u> , Speaking: Practice 2, Task 1 /p.106/, Reading Paper: Task 3 /p.113/ <u>Chapter 1</u> , unit 3, T5 listening /pp.24-25/ <u>Chapter 2</u> , unit 3, T15 Sing along (lyrics) /p.55/ <u>Chapter 3</u> , unit 1, T17 Life in 2050 /p.74/, revision T 22 Sing along /p.92/	<u>Unit 10</u> : dialogues /pp.96-97/ <u>Unit 12</u> : Estonia and Tourism /p.112/, Dialogue /p.119/ <u>Unit 13</u> : ex.1 /pp.125-126/ <u>Unit 13</u> : sayings /p.132/ <u>Unit 5</u> : sayings /p.55/	<u>Unit 9</u> : The Image Business /pp.191-210/ <u>Unit 1</u> : Something to shout about! (partially: celebrations) /pp.7-26/ <u>Unit 2</u> : Escape Artists (partially: movies, plays) /pp.27-46/	<u>Unit 7</u> : Express yourself /pp.76-87/ <u>Unit 4</u> : ex.2 p.40-41	<u>Unit 1</u> : Passion (p.9,10) <u>Unit 3</u> : p.39, p.48 <u>Unit 6</u> : pp.82-83 <u>Unit 7</u> : pp.106-107 <u>Unit 8</u> : Entertain me /pp.105-118/ (partially) <u>Exam File</u> : Writing /p.168, 170/
<i>The environment and technology</i> (geographical and living environment, technology)	<u>Unit 5</u> : Looking after our world /pp.60-75/	<u>Chapter 3</u> (units 1-2): inventions, gifted people /pp.64-82/, revision /pp.88-90,92/ <u>Chapter 4</u> , Listening, Practice 2 /p.100/	<u>Unit 3</u> : Pollution. What we eat and drink /pp.26-36/ <u>Unit 2</u> : dialogues I-II /pp.18-20/ <u>Unit 7</u> : Technical Progress, The Changing Importance of Inventions /pp.65-74/ <u>Unit 8</u> : The Computerized World of Today. The Internet Seems to Have No Bounds /pp.75-83/ <u>Unit 6</u> : People and Energy. Nuclear Power /pp.56-64/	<u>Unit 5</u> : Our Changing World /pp.99-118/ <u>Unit 4</u> : Growing Concerns (partially: environmental problems, social problems) /pp.73-92/	<u>Unit 8</u> : Text me /pp.88-99/ <u>Unit 9</u> : Future generations /pp.100-111/ <u>Unit 4</u> : ex.3 p.48, ex.6-7 pp.50-51, ex.1-2 p.44	<u>Unit 3</u> : ex.1 p.39 <u>Unit 4</u> : pp.50-51, p.54, ex.8 p.56, p.62 <u>Unit 5</u> : p.71, p.75-76 <u>Unit 7</u> : p.97 <u>Unit 8</u> : ex.4 p.118 <u>Unit 9</u> : It's a wild world /pp.119-132/ <u>Exam File</u> : Writing /p.166/
<i>Education and work</i> (family and upbringing, education, work life)	<u>Unit 4</u> : Further education and getting a job /pp.48-59/ <u>Unit 9</u> : p.116 Task 1, p.122 Task 1, p.125 Text 2, pp.126-127 Text 3	<u>Chapter 2</u> (units 1-2): student life and organizations, career planning /pp.34-50/, <u>unit 3</u> /p.62/ <u>Chapter 3</u> , exam preparation 3, Practice 1 /pp.64-65/ <u>Chapter 4</u> , exam preparation 4, speaking /pp.94-95/, writing: Practice 1-4 /p.99/, reading,	<u>Unit 1</u> : The Last Year at School /pp.7-14/ <u>Unit 16</u> : Employment /pp.155-162/ <u>Unit 18</u> : Jobs and Careers. Jobs in the 21st Century /pp.169-178/ <u>Unit 1</u> : dialogue II /p.10/ <u>Unit 14</u> : dialogue II /p.138/ <u>Unit 15</u> : dialogue II /p.149/	<u>Unit 3</u> : People Power /pp.53-72/ <u>Unit 6</u> : A Job Well Done /pp.119-138/ <u>Unit 8</u> : Live and Learn /pp.165-184/	<u>Unit 1</u> : The ties that bind /pp.4-15/ <u>Unit 2</u> : Learning for life /pp.16-27/ <u>Unit 5</u> : All in a day's work /pp.52-63/ <u>Unit 3</u> : ex.1-3 pp.36-37 <u>Unit 9</u> : ex.1-2 pp.100-101	<u>Unit 3</u> : pp.44-45 <u>Unit 4</u> : p-p.58-59 <u>Unit 5</u> : pp.67-70 <u>Exam File</u> : Speaking /pp.163-165/ <u>Activity File</u> : p.173

		Practice 1 /pp.101-102/, practice 4 /p.104/, speaking paper: task 2 /p.105/, practice 3 task 2 /p.107/; mock exam /p.108,p.113/	<u>Unit 16</u> : dialogues /p.157/			
<i>Individual and society</i> (human beings as part of nature and individuals, communication, society)	<u>Unit 3</u> : Keeping fit /pp.34-47/ <u>Unit 6</u> : The economy /pp.76-87/	<u>Chapter 4</u> , Reading, Practice 5 /p.104/, Reading Paper: task 1 /pp.111-112/, language focus 4 /pp.96-97/, mock exam /p.117/ <u>Chapter 3</u> , exam preparation 3, Practice 2 /p.65/ <u>Chapter 3 (unit 3)</u> : Economic Thinking/ entrepreneurs /pp.83-87/ <u>Chapter 1 (unit 2)</u> /pp.18-20/	<u>Unit 4</u> : Greenpeace Movement. Nature Protection /pp.37-47/ <u>Unit 14</u> : The Most Popular Sport in the World. Keeping Fit /pp.133-143/ <u>Unit 15</u> : What is a Celebrity? Becoming a Celebrity /pp.144-154/ <u>Unit 11</u> : Reading ex /p.105/	<u>Unit 10</u> : Shop Around /pp.211-234/ <u>Unit 7</u> : Fit for Life /pp.145-164/ <u>Unit 3</u> : People Power (partially) /pp.53-72/ <u>Unit 9</u> : The Image Business (partially: body language) /pp.191-210/	<u>Unit 3</u> : Let's eat /pp.28-39/ <u>Unit 9</u> : ex.1-2 pp.102-103 <u>Unit 8</u> : ex.7 p.97, ex.1-2 p.96 <u>Unit 2</u> : ex.4 p.21 <u>Unit 1</u> : ex.2 p.8	<u>Unit 1</u> : ex.5 p.14, p.16-17 <u>Unit 2</u> : ex.5 p.24, ex.5 p.27, p.29, p.34 <u>Unit 3</u> : pp.36-38, p.43 <u>Unit 5</u> : p.78 <u>Unit 6</u> : p.90 <u>Unit 7</u> : p.92-95, p.97, p.100 <u>Unit 10</u> : Speak to me /pp.133-141/ <u>Exam File</u> : Writing /p.167/ <u>Activity File</u> : p.173
Cross-curricular topics: <i>Language and literature</i>	<u>Unit 8</u> : mother tongue /p.101/, idioms <u>Unit 9</u> : Indrek Hargla's novel „Apothecary Melchior and the Mystery of St.Olaf's Church“ /p.117/ <u>Unit 9</u> : The life of Dan Brown. Task 2 and 3 /pp.118-119/	<u>Chapter 4</u> , language focus 4 /pp.96-97/ <u>Chapter 4</u> , mock exam, task 5 /p.114/	*In TB is used Estonian-English. Jokes in each unit (short funny stories) <u>Unit 13</u> : sayings /p.132/ <u>Unit 5</u> : sayings /p.55/	In each unit: idioms <u>Unit 2</u> : The book of the Century (p.28) <u>Unit 3</u> : Shakespeare's Legacy (p.67)	<u>Unit 1</u> : pp.6-7 ex.2-3. <u>Unit 7</u> : ex.2,6 pp.84-85	<u>Unit 1</u> : pp.8-9 <u>Unit 2</u> : p.22-23 <u>Unit 3</u> : p.39, p.48
<i>Mathematics</i>	<u>A report</u> – describing a graph – Unit 3 (pp.46-47), unit 5 (p. 74). <u>Unit 6</u> : Listening (graph) p.86	Report: <u>Chapter 4</u> . Mock exam, Task 2 /p.108/	-	<u>Unit 4</u> : work with graph /p.96/	<u>Unit 2</u> : work with graph /p.23/	-
<i>Nature Sciences and Social Studies</i>	<u>Unit 7</u> (Nature Sciences) <u>Unit 3</u> (Social Studies) <u>Unit 4</u> (Social Studies) <u>Unit 5</u> (Nature Sciences) <u>Unit 6</u> (Social Studies)	<u>Chapter 1</u> , units 1-3 (Social Studies) <u>Chapter 2</u> , unit 2 (Social Studies) <u>Chapter 3</u> /partially/ (Nature Sciences)	<u>Unit 2</u> (Social Studies) <u>Unit 3</u> (Nature Sciences) <u>Unit 4</u> (Social Studies/Nature Sciences) <u>Unit 6</u> (Social Studies/Nature Sciences) <u>Units 16, 18</u> (Social Studies) <u>Units 10-12</u> (Social Studies)	<u>Unit 5</u> : Dinosaurs and Satellites /p.113/, weather /p.112/ <u>Unit 6</u> : Redundancy and the Law /p.132/ <u>Unit 7</u> : Eureka! (p.147)	<u>Unit 9</u> : Future generations (Nature Sciences, partially) <u>Unit 5</u> : All in a day's work (Social Studies, partially)	<u>Unit 9</u> : It's a wild world (Nature Science) <u>Unit 7</u> : Mind and Body (Nature Science) <u>Unit 3</u> : Influence (Social Studies) <u>Unit 2</u> : Perceptions (Social/Nature Studies)

<i>Art subjects</i>	<u>Unit 1</u> (art gallery and museums, review of a work of art; making, appreciating and consuming art)	<u>Chapter 1, unit 2, T2 Sing along</u> <u>Chapter 2, unit 3, T15 Sing along</u> (lyrics) /p.55/ <u>Chapter 3, unit 1, T17 Life in 2050</u> /p.74/, revision T 22 Sing along /p.92/	<u>Unit 15: dialogues</u> /p.147-149/	<u>Unit 8: listening</u> „Dramatic Arts“ (p.172), in defense of Geography (p.178) <u>Unit 9</u> (Visual Arts); Matisse and Picasso /p.203/	<u>Unit 7: Express yourself</u> /pp.76-87/	<u>Unit 6: ex.4</u> p.86, p.77 <u>Unit 8: p.110</u> <u>Exam File: Writing</u> /p.170/
<i>Physical education</i>	<u>Unit 3, Simo’s</u> blog (p.40) <u>Unit 7: Estonian</u> kayak. Electric marathon. (pp.93-94)	-	<u>Unit 14: The Most Popular Sport in the World. Keeping Fit</u> /pp.133-143/	<u>Unit 3: David Beckham</u> /football player/ (p/70) <u>Unit 7</u> (sport and exercise): Listening about exercising (p.152), keep on running (p.153), Colin McRae (p.158)	<u>Unit 3: ex.2-3</u> p.35, ex.5 p.37 <u>Unit 4: p.43</u>	<u>Unit 1: p.12-13,</u> p.16 <u>Unit 7: p.99,</u> p.103-104 <u>Unit 9: p.131</u> <u>Exam File: Writing</u> /p.167/
Age of students	Form: 12	Form: 12	Form: 12	not specified	Not specified	Not specified
Level of material	not specified	Not specified	Not specified	C ₁ Advanced	B2 – C1	B2+
Media and authentic materials	<u>Audio material</u> (listening tasks) <u>Authentic materials:</u> CV, blogs, writing rap lyrics, Web Quest, articles for a magazine, interview, a cover letter, own graph of rises and falls in profits.	<u>Audio material</u> (listening tasks) <u>Authentic materials:</u> Essay, a letter of complaint, songs, articles, letter of application, job descriptions	<u>Audio material</u> (listening tasks) <u>Authentic materials:</u> Report, complaint, short research, some of questions: <i>Examples:</i> *name natural material in the classroom; *nuclear/power stations in Estonia *unemployment in Estonia *electrical appliances at home or at school	<u>Audio material</u> (listening tasks) <u>Authentic materials:</u> Extracts from the articles, review, interview, talking (life when you were at primary school), letters of applications, book entries, competition entries,, questionnaire, a brochure, recommendations and diary entries	<u>Audio material</u> (listening tasks) <u>Authentic materials:</u> A blog post, articles, a radio program, a proposal, a review about book, essay, interview, announcement on a website	<u>Audio material</u> (listening tasks, video) <u>Authentic materials:</u> Online travel photos, self-help book, projects, report, storytelling, review, proposal, article, blog entry
Active learning forms	Role Play, performance of own rap, monologue presentation, a group work; tell partner about...; debate (art evaluation)	Group work, projects, a pair discussion	Projects (poster creation), a pair and group discussion, story creation, acting out a dialogue	Presentations (ex.“key to success“ list), role plays („interrupting“), making a brochure (project), group work, role plays, game (commiserating), project: design a robot and presentation, acting out an interview; product advertisement.	A pair discussions, a group work, role play (situation-based)	Projects, a pair and group discussion, brainstorm, slide show/presentation, debates, role play, game on exercises

Adaption to Individual needs of students	Big pictures, table of irregular verbs, examples of writing texts, exam tips, warm-up and pre-exercises, explanation of writing structure and description of photos	Limit of pictures, grammar rules, new vocabulary analysis (in the units), exam preparations (clear instructions) but not enough samples; revision activities in the end of unit; preparation for exam (chapter 4)	a few pictures only, grammar rules are given, no exam tips or writing samples, revision of units, given key to exercises (self-assessment), tape script and vocabulary list with transcription (in each unit and in the end of the TB); list of problem words.	grammar rules, self-assessment module, dictionary (linking and phrasal words), limit of pictures, table of irregular verbs, plan of writing assignments, no samples of writing, only short advices.	Grammar rules, big pictures, table of irregular verbs, word list with a transcription, focus review (to revise studied material), writing tips, samples of writing texts, mini-book (revision of studied material, additional practice), speaking focus (tips)	Grammar rules, audio script, self-assessment table, unit revision, exam tips are given, no table of irregular verbs, many pictures, pre-exercises, vocabulary list, activity, speaking and writing files (exam preparation)
III. Speaking						
Location of speaking activities	In each unit at least 4 speaking activities (topic, text or exam-based). Location of exercises in units is different. The end of the TB- extra speaking tasks (exam-based)	In each unit. Location of exercises is practically the same. TB provides Speaking Papers.	In each unit. Location is different (different number of exercise).	Sets of pictures (the end of the TB). Each unit contains speaking activities.	In each unit. Location is the same (chapter 6 in each unit).	In each unit, speaking files in the end of TB. Location is the same.
Balance with other skills	Balanced (approximately equal number of skills-based exercises) in each unit.	Not balanced. Other skills dominate in the TB.	Not balanced. Other skills dominate in the TB.	Not balanced. Speaking activities are mostly presented as a part of other assignments (other skills).	Balanced (all skills-based exercises are equally presented).	Balanced (all skills-based exercises are equally presented)
Types of speaking activities + similarity to the speaking part of the National Examination of English	<u>Connection to exam:</u> Monologues Description of pictures + answering questions_ <u>No connection to exam:</u> Warm-up activities /questions/ Pre-and post-reading questions Topic-based discussions /ex, analysis of a painting/ Role plays /situation-based/ Group work Retell/conclusion /graph based/	<u>Connection to exam:</u> Monologues Description of pictures +discussion Warm-up questions <u>No connection to exam:</u> Pre-and post-reading discussions (questions) Group/pair discussions (topic-based)	<u>Connection to exam:</u> - <u>No connection to exam:</u> Post-reading discussions (questions) Pair work Monologue (other format) Explanation of sayings Topics for discussion	<u>Connection to exam:</u> Description of pictures+ answering questions /a list of 5-6 questions/ Some discussions (similarity to monologue), but partially. <u>No connection to exam:</u> Lead-in activities (discussion of pictures, questions), topic-based discussions (as a part of a project), role plays Paraphrasing the quotations Oral description of things (ex, my ideal weekend),	<u>Connection to exam:</u> Comparing and contrasting pictures_ <u>No connection to exam:</u> Pre- and post-reading exercises, role plays, discussion of a list of questions about photos, a pair discussion (topic-based), post-listening discussion	<u>Connection to exam:</u> Comparing and contrasting pictures (more than 2 pictures), interview (introductory part), a pair discussion (partially) <u>No connection to exam:</u> Pre- and post-reading exercises, group work, projects, a pair and a group discussion, warm-up and sum-up activities, role-plays, collaborative tasks.

				Group discussions Topic-based discussions		
Connection of topics (National Examination)	6 topics from curriculum –not specified. Only subtopics (partial match). In each unit 1 pair of pictures, in extra-speaking activities also 1 pair of pictures for each subtopic.	6 topics from curriculum-not specified. Subtopics are partially connected to the national curriculum. In Chapter 4 (preparation for examination) topics of speaking activities are not specified.	Topics are not clearly specified. Subtopics are partially connected to the national curriculum.	5 topics from curriculum-not specified. Most subtopics are partially connected to the national curriculum. No connection to Estonia (topics „Estonia and the world“. Sets of pictures have no topics. There are more than 2 pictures for a description.	5 topics from curriculum-not specified. No connection to Estonia (topic „Estonia and the world). Subtopics are partially connected to the National curriculum.	Topics from curriculum are not clearly specified. No connection to Estonia. Subtopics are partially connected to the National curriculum.
Culture and students' interests	<u>Interests:</u> -music /unit 2/ -reading /unit 9, listening/ -art /unit 1/ -sport /unit 3/ <u>Culture:</u> -history /unit 4/ -famous people /unit 9,7/ -art /unit 1/ -culture objects, art /unit 2/	<u>Interests:</u> -music /songs/ <u>Culture:</u> -history /chapter 1, chapter 3: units 1-2/ -culture objects /chapter 1: unit 3/ -famous people /chapter 3: unit 2/ -traditions /chapter 4/	<u>Interests:</u> -jokes -interesting exercises: puzzle, word search, crossword <u>Culture:</u> Close connection of units to Estonia and other countries (history, architecture, landmarks, famous people, traditions)	<u>Interests:</u> -travelling /unit 2/ -art, fashion /unit 9/ -sport, healthy lifestyle /unit 7/ -technology /unit 5/ <u>Culture:</u> -landmarks /unit 2/ -celebrations /unit 1/ -culture objects, art /unit 9/	<u>Interests:</u> Cartoons, you tubers /pp.92-93/ Films /p.84, p.76/ Travelling /pp.64-66/ Apps /pp.46-48/ Music /pp.102-103/ <u>Culture:</u> Landmarks /unit 6/ History /unit 4/ Famous people /pp.102-103/	<u>Interests:</u> Sport: p.12-13, p.16, p.99, p.103-104, p.131 Reading: p.22 Blogging: p.42 Films: p. 87 Music: p. 112 Memes: p. 138 <u>Culture:</u> Landmarks /unit 4/ Town's sights /unit 6/

The comparative analysis of EFL textbooks can be summarized as follows. The EFL textbooks published by Estonian and international publishers are similar in their structure. They contain units which include exercises based on the development of different language skills. The Estonian EFL textbooks correspond more to the topics of the National Curriculum for Upper-secondary School than the EFL textbooks by international publishers. The main difference between the textbooks is that the EFL textbooks by international publishers do not contain the topic “Estonia and the World”. Other topics of the National Curriculum are equally presented in the textbooks by Estonian and international publishers. Both kinds of textbooks contain activities connected with cross-curricular topics, provide authentic and media materials, and contain active learning forms. In the Estonian EFL textbooks, the age level of students (form 12) is specified, but the level of material is not mentioned. It is easy for teachers to choose an appropriate textbook, when the form (grade) of students is specified. As the National Curriculum for Upper-secondary School mentions that 12th grade students

should know English at B2 level, its specification in textbooks is not necessary. The EFL textbooks by international publishers are aimed at the specific level only, which might be of a different level and not suitable for 12th grade students. The EFL textbooks by Estonian publishers and international publishers are adapted to individual needs of students: they contain grammar rules, the list of irregular verbs, vocabulary lists and any other supportive materials. The textbooks support students' interests and cultural aspects. All textbooks contain activities connected with the development of students' speaking skills, and they are varied. The Estonian textbooks correspond more to the requirements of the National Examination in English, because they contain activities similar to the examination ones. The EFL textbooks by international publishers do not fully correspond to the requirements set to the National Examination. One of the reasons is that the National Examination in English in Estonia has another structure than the Cambridge Examination (comparison and contrast of more than two pictures, a pair discussion instead of monologue). In the Estonian textbooks, topics are more connected to the National Examination, especially in the topic "Estonia and the World".

Based on the analysis and its conclusion, it is possible to state that the EFL textbooks published in Estonia are more appropriate to the National Curriculum for Upper-secondary School and National Examination requirements, than the EFL textbooks, published by international publishers. EFL textbooks published by Estonian publishers need less support with activities and materials additionally designed by the teacher.

CHAPTER III

GAME AS A TOOL FOR EXAM PREPARATION AND SPEAKING SKILLS DEVELOPMENT

3.1. The Need for Supplementary Study Materials

The first aim of development of supplementary study material is connected with the lack of different kinds of exercises in EFL textbooks. According to the survey conducted among teachers of English, they use supplementary study materials in order to practise language skills, vocabulary and grammar. Also, from their point of view, the textbooks do not offer enough exercises, and they are difficult for students. The comparative analysis shows that the EFL textbooks have exercises to practice every language skill, and they are presented in balance with each other. However, the amount of activities is not often enough in order to practise difficult grammar structures, to widen students' vocabulary or practice their writing skills. Students might need more time and practice to develop language skills. The same can be also said about speaking activities in the textbooks: there are exercises, connected with the speaking part of the National Examination, but their amount is not always enough for students to develop their communicative competence. A supplementary study material is aimed to provide more practice exercises for students.

The analysis of the EFL textbooks showed that both textbooks published by Estonian publishers and international publishers contain different kinds of speaking activities aimed to develop students' speaking skills. Most of speaking activities presented in the EFL textbooks (by Estonian and International publishers) are based on answering questions or discussion of statements/plan, such as topic-based discussions, group discussions, post-reading or post-listening discussions, a pair or a group discussion, role plays, a retelling, monologue, interview. Exercises are mostly formulated as "discuss in pairs", "what you think about...", "discuss in group". Such activities are ordinary, students can lose their interest in doing it, and they can decrease students' motivation in speaking. The speaking part is usually associated only with the tasks to answer questions and to discuss a statement. Also, according to the results of the survey, the teachers mentioned that they use additional materials in order to make lessons of English more interesting. One of the reasons that was stated in the survey is that textbook's materials are old-fashioned, boring and difficult. Supplementary study material is aimed to increase students' motivation and interest in doing speaking

activities.

In order to prepare for the examination, aside from EFL textbooks, the teachers use such supplementary study materials as previous examination papers, practice tests, special textbooks for exam preparation and Internet resources. Students work in pairs or independently, compare and contrast pictures, answer questions. This approach to preparation for the National Examination in English is also predictable. Students do similar exercises from lesson to lesson and also may lose interest in doing such activities.

In conclusion, textbooks do not contain enough exercises for the development of students' language skills, the same can be said about speaking activities. Textbooks provide ordinary speaking activities that might be boring for students and decrease their motivation in learning. Materials for exam preparation are usually connected with the practice of exercises from the speaking part. Students discuss in pairs/independently, state their point of view, compare and contrast pictures. There is a need to develop such supplementary study materials that will be universal, interesting for students, connected with the speaking part of examination and the topics of the National Curriculum for Upper-secondary Schools; and will be original in material supply and support the development of students' speaking skills.

3.2. Learning Game as a Language Learning Tool

Game as a language learning method

A learning or educational game is a game with concrete learning goals and rules. It is responsive and challenging; it motivates the player to engage, enables player actions and provides system feedback and responses. (Plast et al. 2019: 3). Game as a learning tool has many advantages. Games "help teachers to create contexts in which the language is useful and meaningful; provide one way of helping the learners to experience language; provide the key features of drill with the added opportunity to sense the working of language as living communication; provide intense and meaningful practice of language" (Wright et al. 2006: 2). Game-based learning increases students' motivation and support students' psychological, social and intellectual development (Pivec et al. 2004: 35-36). Games are rarely presented in EFL textbooks, especially textbooks for the upper-secondary school.

It is thought that games are suitable for young learners and not for adults. However, students and adults can also be involved into learning games if to provide an age-appropriate game that answers their interests. Through games, students (grade 12) can practice their speaking skills in a non-standard format. Such approach is not suggested in the analysed EFL textbooks.

“Speak Out” Board Game

Board games as an educational tool develop students’ critical thinking, problem solving, analysis, reasoning, planning, social and communication skills, creative thinking skills, strategy skills, language art skills (Hinebaugh 2009: 10-11). In addition, board games develop “the very social skills that students need to achieve and perform not only in the academic setting but also in life (Hinebaugh 2009: 19). Such board games can be played with as young learners as students and adults. Board games as an educational tool can be observed and used in sociology and psychology studies; economics, maths and critical thinking courses (Hinebaugh 2009: 11-12).

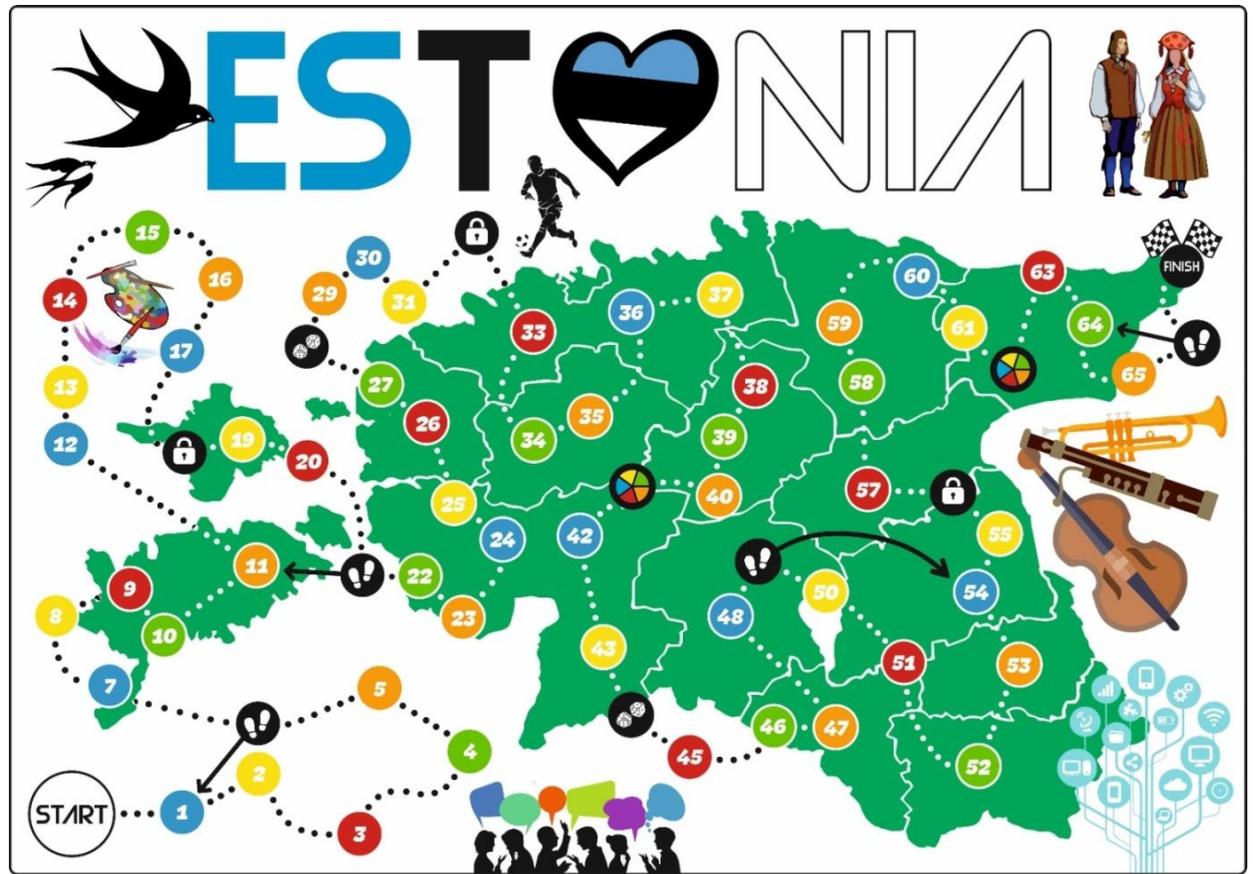
To prepare students for the speaking part of the National Examination in English and develop students’ communicative competence, the board game “Speak Out” was developed during the present Master’s study. This board game is universal and includes material that corresponds to the requirements set in the National Curriculum for Upper-secondary School: age-appropriate, active learning form, versatile study material (it can be reused), authentic material, adaptation to individual needs and students’ interests. In addition, the board game gives students the opportunity to work in groups, express and exchange opinions, be initiative, take part in decision-making and acting with companions (National Curriculum for upper secondary schools, 2014). The content of the board game involves topics, subtopics and cross curricula topics from the National Curriculum. The board game offers speaking activities similar to the speaking part of the National Examination in English: comparing, contrasting pictures and follow-up questions, monologue, questions. This board game makes easier for a teacher to listen to students and assess their speech. It also optimizes time spent on speaking in the class. The teacher does not have to provide a structured speaking part, to listen to pairs of students.

The board game “Speak out” is a tabletop game. The board game consists of a pre-marked board with 65 steps. In the board game, the steps are coloured in five colours,

which present five topics listed in the National Curriculum: Estonia and the World (blue), Culture and Creation (yellow), the Environment and Technology (red), Education and Work (green), Individual and Society (orange). Some of steps differ from others. Speaking cards are coloured in the same way. Material for these cards is taken from the previous year exams that can be found at the Innove website. There are three types of speaking cards for each topic: comparing and contrasting pictures, statement for a monologue, answering questions. Cards are presented in Appendix 1. In the future teachers can modify cards to their purposes: add cards taken from EFL textbooks, for instance. In the board game there is also a sandglass (time limit: 1 minute), the dice and pieces (5 pieces). The board game is designed for a group of no more than five students.

Image 1. "Speak Out" Board Game

-  – move back / move ahead
-  – skip the move
-  – choose a card of your choice
-  – throw the dice twice.



Students are divided into groups of five people. Each student chooses a piece and puts

in on the step “Start”. The play goes to the clockwise. A student throws the dice (1-6) and makes as many steps as the dice shows. A student picks up a card with the same colour as the step and does one of these exercises: compare and contrast two pictures, answer questions as quickly as possible (task 1, task 2) and express own opinion about the statement (monologue). He or she answers during a minute, using the sandglass. If the step is black-coloured, students do not pick up a card. There is a time limit for the answer because students have a limited time for an answer at the examination. At the examination students compare, contrast pictures and give a monologue during two minutes. However, in the board game students speak only for a minute, because they will have to speak a lot with different speaking cards and a long playing time can make them tired. The main purpose of the speaking activity is to encourage students to speak, express own opinion and not be afraid to do exam activities; develop fluency of speech and prepare for the speaking part of examination. A student talks during a minute; he or she takes a card and keeps it till the end of the game. If a student has finished earlier or could not answer, he or she places this card back into the pack again. There are also such steps as — return back, move ahead, skip the move, a double throw of the dice, choose a colour of a card. Students should reach the last step “Finish“. There are two categories to distinguish a winner — he or she should reach “finish“ first; he or she should pick up more speaking cards than others.

To conclude, the board game as a learning game is suitable for students, grade 12. The level of difficulty is age-appropriate. It is a non-standard format of exam preparation so students will be interested in the game. It is a form of active learning, versatile material, adapted to needs of students (to encourage them not to be afraid to talk, to give more practice). The game corresponds to the requirements set in the National Curriculum for Upper-secondary School, and, at the same time, it prepares students for the speaking part of the National Examination in English.

Board Game Testing

The aim of the board game testing is to explore its suitability for students’ preparation for the exam and development of students’ communicative competence. For the test, observation was chosen as a tool. In order to observe game’s suitability, an observation list was created. The criteria for the observation list were created according to the assessment criteria and requirements set in the National Examination in English. The observation list is attached in Appendix 2. In the end, students are asked to leave their

feedback about the board game. Students' feedback is necessary in order to see whether students are interested in such gaming activities, and if it increases their motivation in practising speaking.

The board game was tested in Narva Soldino Upper-secondary School by the author of the present paper (the intern) in March 2020. There was a meeting with an upper-secondary school teacher of English on March, 9, at which the date of testing, and participants were discussed, and the board game and observation lists were introduced. It was decided that the testing would be conducted during consultation time, on March, 10 (13:55-14:40). The teacher was asked to fill in the observation list and assess students' speech according to the criteria in it. As a result, there are two versions of students' speech assessment made by the intern and the teacher. On March, 10 the teacher asked students about their wish to participate in testing and four students agreed to take part in it. As the testing was voluntary, students were not forced to take part in it.

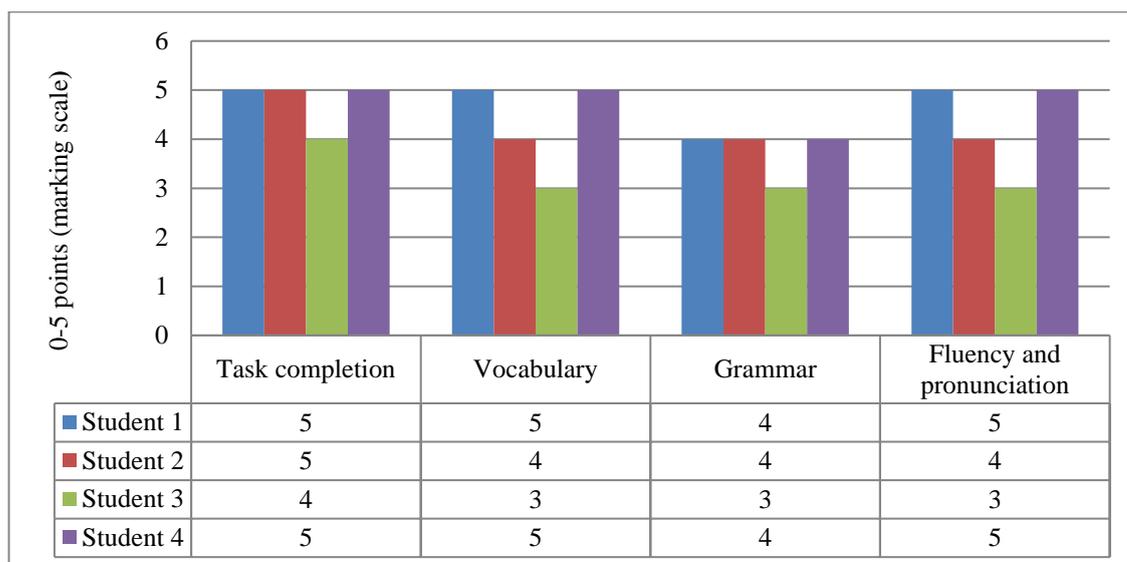
On the 10th of March four students from grade 12, the teacher of English and the intern participated in the exam consultation. At the beginning of the consultation students were informed on the aims of the testing, rules of playing in a form of a presentation (see Appendix 3). During playing the game, the teacher and the intern were observing the students, filling in the observation list. In order to assess correctly, the teacher and the intern made a list of mistakes that students did during the speaking time. At the end of the game, the winner was distinguished. The results of the observation were discussed. The observation lists filled by the teacher and the intern are presented in Appendix 4. During the observation time the students became more active, they started to help each other, helped to find a correct word. They learnt to keep the track of time; they knew what to say in order to speak during a minute. During playing the game, students discussed all topics from the National Examination in English and completed different kinds of tasks. The most difficult task for the students was the description of pictures. It was hard to do because of the time limit and because it required the knowledge of appropriate vocabulary and grammar structures. Students were asked about usefulness of the game. To sum up their opinions, the game is good for exam preparation; it develops fluency and spontaneity of speech. They said that it was difficult to keep the track of time and commented that they were not afraid to speak with each other. Students felt relaxed and confident as they were smiling, joking during playing. From the teacher's point of view, the game prepares students for the speaking part of

examination; however, it is not suitable for students (grade 12), because of the time limit of one minute. The teacher agrees that this method increases students' motivation to speak in English, increases their interest in exam preparation and develops spontaneity and fluency of speech.

Testing of the Board Game: Discussion of Results

Four students from grade 12 participated in the game testing. The teacher and the intern agreed that students were interested in playing the board game, and they were actively involved into playing. Students showed different levels of English. Students' performance was assessed by the teacher and the intern with the help of the criteria used for assessing of the speaking part of the National Examination in English: task completion (5 points), vocabulary (5 points), grammar (5 points), fluency and pronunciation (5 points).

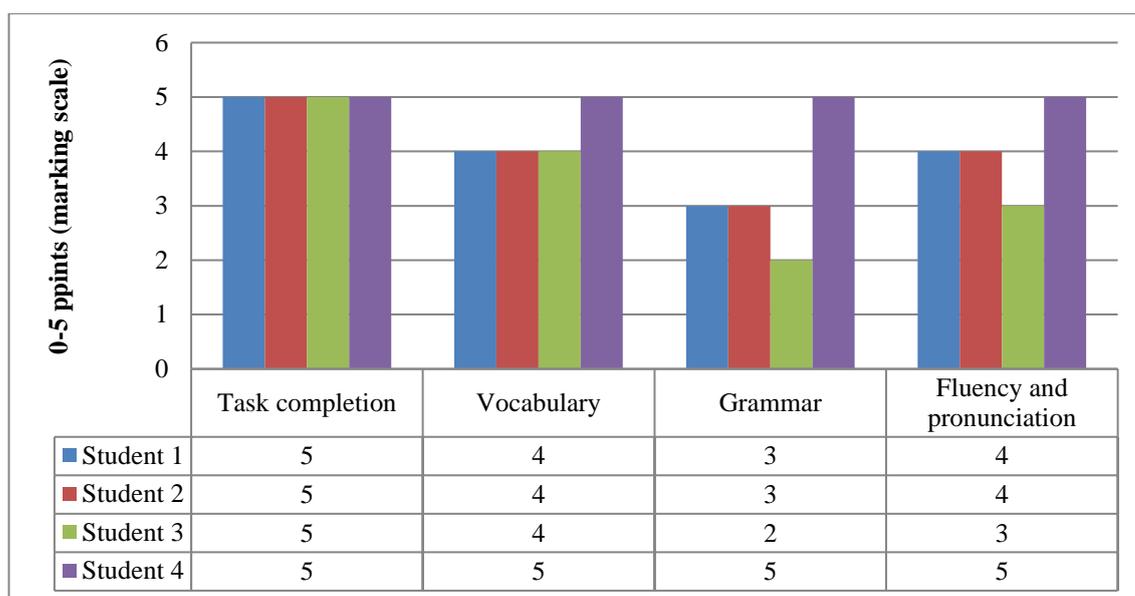
Diagram 1. Assessment of students' speaking skills by the intern



According to the data, all students are prepared for the speaking part of the National Examination in English. Students completed tasks well. They understood the difference between tasks and what they were supposed to say. Only one of the students received four points from the intern: he/she responded to all aspects without expanding them. Students showed different levels of vocabulary. It is connected with students' ability to paraphrase, to use complicated words in their speech, to avoid register problems. All students made mistakes in grammar structures, but some mistakes were rarely made, some errors resulted from the understanding of the sentence, some mistakes were made in complex sentences. None of the students had an excellent control of grammar, but it was a predictable result, because students spoke without preparation. Students showed

different results in fluency and pronunciation. Two students spoke very fluently, without noticeable pauses, expressed thoughts spontaneously. One of the students spoke fluently but sometimes he had to search for expressions and did some noticeable pauses. One of the students had problems with self-correction, pronunciation and long pauses. The speaking tempo was slow. In conclusion, it can be said that students showed good results. In total, the lowest result was 13 points (student 3), and students 1 and 4 received 19 points each, with student 2 having 17 points.

Diagram 2. Assessment of students' speaking skills by the teacher



According to the data, all students completed tasks well. Three students showed good knowledge of vocabulary — they had enough vocabulary to discuss different topics and could paraphrase if necessary. One of the students demonstrated a wide vocabulary. One of the students had an excellent control of grammar. Two students had a good control of grammar with errors that caused misunderstanding. One of the students spoke with reasonable accuracy in familiar contexts and made mistakes in complex sentences. In general, students spoke fluently. One of the students showed an excellent result. Two students spoke with a fairly tempo, mostly spoke with correct pronunciation and intonation. One of the students spoke mostly fluent. In total, the lowest result was 14 points (student 3), and students 1 and 2 received 16 points each, with student 4 having the maximum of 20 points.

As it is seen from the diagrams, the intern and the teacher assessed students differently. One of the reasons is that the teacher knew students, their ability in English. She had own expectation about students' communicative skills during playing the board game.

She assessed more strictly than the intern. The second reason is that the intern did not know about students' level of English. Also, it was her first experience to assess students' communicative skills in grade 12. The difference in assessment is normal for teachers, because it involves the element of subjectivity. Each teacher has own expectations about the use of vocabulary, grammar structures, norms of fluency and pronunciation.

“Speak Out” Board Game: Conclusion

The game as a tool for learning consists of concrete learning goals and follows certain rules. It can be played by students and adults. It develops students' critical thinking, communication skills and social skills. Such games are not used in EFL textbooks and were not used by practising teachers according to the results of the survey among teachers. The boarding game “Speak out” is aimed to develop students' communicative skills, prepare for the speaking part of the National Examination, and increase students' motivation in speaking English. The game is universal, because it is age-appropriate, an active learning form, authentic and adapted to students' needs (prepare for the speaking part of examination). It prepares for the speaking part, because it includes topics, speaking activities from the examination and sets a time limit.

The aims of the game were achieved. Students were encouraged to speak with each other, express own opinion and were not afraid to do speaking activities. They were interested in playing it, which confirms that the boarding game was age-appropriate and motivated students to speak. Students' communicative skills were assessed according to the assessment criteria taken from the marking scale (speaking part of examination). It means that during playing the board game the teacher can observe students' performance, mark errors. The game “Speak out” can be viewed as a supplementary study material for exam preparation, because it targets both functions — development of students' communicative competence and preparation for the National Examination in English.

CONCLUSION

The EFL textbook is the most common and available study material for teaching English at school. As upper-secondary school teachers of English should prepare their students for the National Examination in English and develop students' communicative skills, EFL textbooks should have these both functions. In order to answer the research questions, the Master's Thesis discusses such topics as speaking as a skill, EFL textbooks as a study material and a source for exam preparation, supplementary study materials.

Speaking is one of productive skills and it is complex, including knowledge of vocabulary, morphology, phonology, syntax and discourse structures (Saville-Troike 2012). Speaking as a skill also consists of subskills such as fluency, accuracy, appropriacy, turn-taking skills, relevant length, repair and repetition, range of words and grammar and discourse markers (Lackman 2010: 3). Because of its complexity, it is a difficult skill to acquire and assess. The National Examination in English is aimed to check students' abilities in oral performance in English according to the marking scale. For exam preparation students can use textbooks and workbooks and examination papers of previous years (SA Innove testide keskus. Eristuskiri n.d.). Difficulties, principles of assessment, main approaches to develop students' speaking skills are described by researchers Eileen Ariza et al. (2015), Barry O'Sullivan et al. (2012), Sari Luoma (2004), Judy B. Gilbert (2005). Analysis of articles published in Estonian newspapers (*Õpetajate Leht*, *Keele Kõlin*) on the topic of preparation for the National Examination in English showed that it was not widely researched in Estonia, but there can be found some pieces of advice of how to prepare students for the speaking part of the National Examination in English. However, no research has been conducted to check whether teaching speaking in upper-secondary schools and preparing for the speaking part of the National Examination through EFL textbooks contributes to better examination results. It is the reason, why EFL textbooks are analysed in the present Master's Thesis.

The EFL textbook is the most available study material that should follow general requirements. In order to compare EFL textbooks and define their suitability to these needs, it is necessary to consider, what the purposes of EFL textbooks, requirements and criteria of evaluating are. The roles of EFL textbooks in the learning process, criteria of evaluating and the structure of EFL textbooks are described by researchers Kathleen

Graves (2000), Leslie E. Sheldon (1988), Ian McGrath (2013), Brian Tomlinson (2013), Alan Cunningsworth (1995). In the National Curriculum for Upper-secondary Schools there are requirements set to study materials, which became the main criteria of the comparative analysis of EFL textbooks (Chapter 2). It should be age-appropriate, adapted to individual needs, contain forms of active learning and versatile study materials, be connected with topics and subtopics defined in the National Curriculum for Upper-secondary School and should be focused on the development of social and communicative competences, necessary for passing the National Examination in English.

On the basis of the criteria, presented in Chapter I, the comparative analysis of EFL textbooks published in Estonia and by international publishers was conducted in order to answer the research questions. In order to list EFL textbooks used by teachers of upper-secondary schools in Ida-Viru County and to define their aims and usefulness, a questionnaire-based survey among teachers was conducted. The results of the survey showed that EFL textbooks have a clear organization, include the variety of exercises, but speaking activities presented there do not fully meet the requirements set in the National Curriculum for Upper-secondary Schools and the National Examination in English. The comparative analysis of EFL textbooks shows that the hypothesis is true — EFL textbooks published in Estonia are more appropriate to the National Curriculum for Upper-secondary School and National Examination requirements than EFL textbooks published by international publishers. However, the results also show that EFL textbooks do not include enough amount of speaking activities for exam preparation, and they are mostly the same. For this reason, a board game was developed as a supplementary study material for exam preparation.

Game as a tool for exam preparation is a non-standard way to prepare students for exams. The board game “Speak out” as an educational game was created in order to combine two functions — to develop students’ communicative competence and prepare them, for the speaking part of the National Examination. The game was tested in the 12th grade in one of Narva upper-secondary schools (Narva Soldino Upper-secondary School). In order to test students’ communicative competence, an observation list was created where the main criteria were taken from the marking scale for the speaking part of the National Examination in English. According to the students’ responses, they are aware of the structure of the examination. The results of testing showed that the game

can be viewed as a supplementary study material for exam preparation because it follows requirements (age-appropriateness, active learning form, authentic, adaptation to students' needs), and it is connected with the National Curriculum for Upper-secondary School (topics, subtopics) and the National Examination in English (structure of examination, topics, subtopics, time limit, marking scale), it increases students' motivation to speak (communicative competence). As students performed the unplanned monologue, the teacher could see and mark students' speech errors in order to work on their elimination.

In order to succeed in the National Examination and develop students' speaking skills, the following recommendations could be made:

- EFL textbooks can be used as a study material and a source for exam preparation. It should be supplemented with additional supportive material;
- Teachers should use different EFL textbooks published in Estonia and by international publishers, because they complement each other;
- Teachers should not be afraid to use active learning forms such as game in the learning process, because it will increase students' interest in learning English and preparing for the exam;
- It is necessary to create such learning environment in which students feel comfortable and are not afraid to speak English.

In general, EFL textbooks are focused on the development of students' speaking skills for the National Examination in English, but they should be supplemented with other supportive study materials. In order to choose appropriate EFL textbooks it is necessary to check if they correspond to the requirements set in the National Curriculum for Upper-secondary School and the National Examination in English.

SUMMARY IN ESTONIAN

Uurimistöö teema on „Inglise keele õpikud gümnaasiumile (12. klass): Õpilaste rääkimisoskuse arendamine inglise keele riigieksamiks“. Käesoleva uurimistöö eesmärk on analüüsida õpilaste rääkimisoskuse arengut gümnaasiumi tasemel vastavalt riiklikus õppekavas määratletud pädevustele, ülesannetele ja teemadele ning inglise keele riigieksamile seatud nõuetele. Uurimistöö eesmärk on vastata järgmisele uurimisküsimustele: millised õppematerjalid on suunatud mõlemal õpieesmärgi saavutamisele – rääkimisoskuse arendamine ja riigieksamiks valmistumine; kas inglise keele õpikud õppematerjalina sobivad õpilaste rääkimisoskuse arendamiseks inglise keele riigieksami sooritamiseks; millised inglise keele õpikud on mõlema õpieesmärgi saavutamiseks sobilikumad: kas Eestis koostatud ja välja antud või välismaal koostatud ja välja antud. Neid küsimusi silmas pidades püstitatid uuringus hüpotees, et Eestis ilmunud inglise keele õpikud vastavad paremini inglise keele riigieksamile seatud nõuetele (rääkimisosa) ja õpilaste rääkimisoskuse arendamisele B2-tasemel kui välismaal ilmunud inglise keele õpikud ning järelikult, - on Eestis koostatud õpikute puhul õpetajal vaja vähem kasutada enda koostatud toetavaid materjale. Uurimistöös analüüsiti rääkimisoskust ning selle arendamise ja hindamise viise vastavalt inglise keele riigieksami nõuetele. Samuti selgitati inglise keele õpikute rolle õppeprotsessis, tutvustati õpikute ülesehitust ja analüüsiti teadlaste ning gümnaasiumi riikliku õppekava seatud õpikute hindamiskriteeriume. Uurimistöös võrreldi Eesti ja rahvusvaheliste kirjastuste välja antud inglise keele õpikuid. Käesolevas magistrisöö analüüsi järgmisi õpikuid: 1) Eesti kirjastuste välja antud: *With Flying Colours* (Anu Tammleht, Michael Haagensen 2013), *All the World's a Puzzle* (Merike Saar, Meeri Sild 2001), *English in the Limelight 3* (Nora Toots, Dia Virkus 2001); 2) rahvusvaheliste kirjastuste välja antud: *Upstream* (Virginia Evans, Lynda Edward 2003), *Focus 5* (Vern Jones, Lewis and Clark College 2017), *Gold Experience* (Clare Walsh, Lindsay Warwick 2018). Uurimistöös käsitleti õppemängu täiendava õppematerjalina ja uuriti, kuidas mäng vastab – õpieesmärkidele, ning kavandati mäng, mida kasutati klassitoimingus juhtumianalüüsina.

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APPENDICES

Appendix 1. "Speak Out" Board Game: Cards

All the materials are taken from previous years examinations available at web-site of Innove Foundation (years 2014-2019).

Estonia and the World *Year: 2014*
Task: Compare and contrast these pictures

How do such environments influence a person's mood?



Estonia and the World *Year: 2014*
Task: Compare and contrast these pictures

What are the advantages of active holidays?



Estonia and the World *Year: 2015*
Task: Compare and contrast these pictures

Why do people want to challenge themselves?



Estonia and the World *Year: 2015*
Task: Compare and contrast these pictures
Why do people take part in such role plays?



Estonia and the World *Year: 2016*
Task: Compare and contrast these pictures
What makes a place worth visiting?

Estonia and the World *Year: 2016*
Task: Compare and contrast these pictures

What are the benefits of living in such environment?



Estonia and the World *Year: 2017*
Task: Compare and contrast these pictures

Why are the advantages of learning outdoors?



Estonia and the World *Year: 2017*
Task: Compare and contrast these pictures

Why are some people unwilling to visit exotic places?



Estonia and the World *Year: 2018*
Task: Compare and contrast these pictures
Why do schools not have a school uniform in Estonia?



Estonia and the World *Year: 2019*
Task: Compare and contrast these pictures
What should foreigners buy as souvenirs from Estonia?

Individual and Society *Year: 2014*
Task: Compare and contrast these pictures

Should everybody grow some of their own food?



Individual and Society *Year: 2014*
Task: Compare and contrast these pictures

How might growing up in such families influence a person's future relationships?



Individual and Society *Year: 2015*
Task: Compare and contrast these pictures

What might be difficult about fighting different crimes?



Individual and Society *Year: 2015*
Task: Compare and contrast these pictures
Why is it sometimes difficult to remain calm?



Individual and Society *Year: 2016*
Task: Compare and contrast these pictures
Should all fathers stay at home with their children for some time?

Individual and Society *Year: 2016*
Task: Compare and contrast these pictures

What are the advantages of being able to vote at 16?



Individual and Society *Year: 2017*
Task: Compare and contrast these pictures

Why are the advantages of learning practical skills?



Individual and Society *Year: 2017*
Task: Compare and contrast these pictures

Why can people learn from making presentations?



Individual and Society *Year: 2018*
Task: Compare and contrast these pictures
What are the disadvantages of using social media?



Individual and Society *Year: 2019*
Task: Compare and contrast these pictures
Is marriage a thing of the past?

Culture and Creation *Year: 2014*
Task: Compare and contrast these pictures

How can creativity be learnt?



Culture and Creation *Year: 2014*
Task: Compare and contrast these pictures

Do you think that opera and ballet will disappear?



Culture and Creation *Year: 2015*
Task: Compare and contrast these pictures

What are the advantages of being able to create music or art?



Culture and Creation *Year: 2015*
Task: Compare and contrast these pictures
What are the disadvantages of doing professional sports?



Culture and Creation *Year: 2016*
Task: Compare and contrast these pictures
What are the disadvantages of doing a sport that is not common in your area?

Culture and Creation *Year: 2016*
Task: Compare and contrast these pictures

What are the advantages of making one's own clothes?



Culture and Creation *Year: 2017*
Task: Compare and contrast these pictures

Are there any activities that are more suitable for boys or girls only?



Culture and Creation *Year: 2017*
Task: Compare and contrast these pictures

What can team sports teach people?



Culture and Creation *Year: 2018*
Task: Compare and contrast these pictures
Should everybody do some arts and crafts sometimes?



Culture and Creation *Year: 2019*
Task: Compare and contrast these pictures
Why is important to read books?

Education and Work *Year: 2014*

Task: Compare and contrast these pictures

Which aspects of these jobs might the people in the pictures find difficult?



Education and Work *Year: 2014*

Task: Compare and contrast these pictures

How much does the school environment influence students' study results?



Education and Work *Year: 2015*

Task: Compare and contrast these pictures

Is it important to be actively involved in the learning process?



Education and Work *Year: 2015*
Task: Compare and contrast these pictures
What are the disadvantages of studying at these schools?



Education and Work *Year: 2016*
Task: Compare and contrast these pictures
What makes a kindergarten good?

Education and Work *Year: 2016*
Task: Compare and contrast these pictures

What makes a good childminder?



Education and Work *Year: 2017*
Task: Compare and contrast these pictures

What are the advantages of such jobs?



Education and Work *Year: 2017*
Task: Compare and contrast these pictures

Who should teach children rules?



Education and Work *Year: 2018*
Task: Compare and contrast these pictures
What are the disadvantages of these jobs?



Education and Work *Year: 2019*
Task: Compare and contrast these pictures
What skills should students learn in school?

Environment and Technology Year: 2014
Task: Compare and contrast these pictures

Why is it important to have zoos?



Environment and Technology Year: 2014
Task: Compare and contrast these pictures

How do our choices of transport influence the environment?



Environment and Technology Year: 2015
Task: Compare and contrast these pictures

Who is responsible for keeping the environment clean?



Environment and Technology Year: 2015
Task: Compare and contrast these pictures
What are the disadvantages of robotic pets?



Environment and Technology Year: 2016
Task: Compare and contrast these pictures
What makes a childhood happy?

Environment and Technology Year: 2016
Task: Compare and contrast these pictures

What are the disadvantages of such means of transport?



Environment and Technology Year: 2017
Task: Compare and contrast these pictures

In what way is the use of technology a problem?



Environment and Technology Year: 2017
Task: Compare and contrast these pictures

Why do people like to spend time outdoors?



Environment and Technology Year: 2019
Task: Compare and contrast these pictures

How should children spend their free time?



Environment and Technology Year: 2018
Task: Compare and contrast these pictures
What are the advantages of using such means of transport?



Estonia and the World *Year: 2014*
Task: Speak on a topic for a minute.

Some people say that **having a university education guarantees a good standard of living**. Why do you think they say that?
Do you agree?
Give reasons.

Estonia and the World *Year: 2014*
Task: Speak on a topic for a minute.

Some people say that **people in Estonia are very uncritical**. Why do you think they say that?
Do you agree?
Give reasons.

Estonia and the World *Year: 2015*
Task: Speak on a topic for a minute.

Some people say that **Estonia is the best country to live in because of its fast technological advancement**. Why do you think they say that?
Do you agree?
Give reasons.

Estonia and the World *Year: 2016*
Task: Speak on a topic for a minute.

Some people say that **people should stop using cash altogether**. Why do you think they say that?
Do you agree?
Give reasons.

Estonia and the World *Year: 2015*
Task: Speak on a topic for a minute.

Some people say that **people should not get involved in politics before they are 40 years old**. Why do you think they say that?
Do you agree?
Give reasons.

Estonia and the World *Year: 2016*
Task: Speak on a topic for a minute.

Some people say that **the easiest way for children to learn about money is for their family not to have any.** Why do you think they say that?
Do you agree?
Give reasons.

Estonia and the World *Year: 2017*
Task: Speak on a topic for a minute.

Some people say that **a person who has not travelled is not educated.** Why do you think they say that?
Do you agree?
Give reasons.

Estonia and the World *Year: 2017*
Task: Speak on a topic for a minute.

Some people say that **school holidays should not be longer than a month in summer.** Why do you think they say that?
Do you agree?
Give reasons.

Estonia and the World *Year: 2018*
Task: Speak on a topic for a minute.

Some people say that **Estonia is the best place to live in the world.** Why do you think they say that?
Do you agree?
Give reasons.

Estonia and the World *Year: 2018*
Task: Speak on a topic for a minute.

Some people say that **it is not a good idea to make big changes in one's life.** Why do you think they say that?
Do you agree?
Give reasons.

Estonia and the World *Year: 2019*
Task: Speak on a topic for a minute.

Some people say that **all young people should spend some time working abroad**. Why do you think they say that?
Do you agree?
Give reasons.

Estonia and the World *Year: 2019*
Task: Speak on a topic for a minute.

Some people say that **it is important to have friends from other countries**. Why do you think they say that?
Do you agree?
Give reasons.

Individual and Society *Year: 2014*
Task: Speak on a topic for a minute.

Some people say that **you must take risks in order to be successful**. Why do you think they say that?
Do you agree?
Give reasons.

Individual and Society *Year: 2015*
Task: Speak on a topic for a minute.

Some people say that **watching reality shows is the best way to learn about life**. Why do you think they say that?
Do you agree?
Give reasons.

Individual and Society *Year: 2014*
Task: Speak on a topic for a minute.

Some people say that **more jobs should be created outside big cities**. Why do you think they say that?
Do you agree?
Give reasons.

Individual and Society *Year: 2015*
Task: Speak on a topic for a minute.

Some people say that **living in the countryside is more expensive than living in the city**. Why do you think they say that?
Do you agree?
Give reasons.

Individual and Society *Year: 2016*
Task: Speak on a topic for a minute.

Some people say that **life has become less stressful today**. Why do you think they say that?
Do you agree?
Give reasons.

Individual and Society *Year: 2016*
Task: Speak on a topic for a minute.

Some people say that **citizens should always vote in elections**. Why do you think they say that?
Do you agree?
Give reasons.

Individual and Society *Year: 2017*
Task: Speak on a topic for a minute.

Some people say that **we should always obey laws**. Why do you think they say that?
Do you agree?
Give reasons.

Individual and Society *Year: 2017*
Task: Speak on a topic for a minute.

Some people say that **young families should live together with their parents for some time**. Why do you think they say that?
Do you agree?
Give reasons.

Individual and Society *Year: 2018*
Task: Speak on a topic for a minute.

Some people say that **having a lot of money is the only sign of success**. Why do you think they say that?
Do you agree?
Give reasons.

Individual and Society *Year: 2018*
Task: Speak on a topic for a minute.

Some people say that **we should not trust friendships made online**. Why do you think they say that?
Do you agree?
Give reasons.

Individual and Society *Year: 2019*
Task: Speak on a topic for a minute.

Some people say that **it is good to have some stress in life**. Why do you think they say that?
Do you agree?
Give reasons.

Culture and Creation *Year: 2014*
Task: Speak on a topic for a minute.

Some people say that **women are more creative than men**. Why do you think they say that?
Do you agree?
Give reasons.

Individual and Society *Year: 2019*
Task: Speak on a topic for a minute.

Some people say that **it is difficult to choose gifts for people**. Why do you think they say that?
Do you agree?
Give reasons.

Culture and Creation *Year: 2014*
Task: Speak on a topic for a minute.

Some people say that **people do not listen to the radio any more**. Why do you think they say that?
Do you agree?
Give reasons.

Culture and Creation *Year: 2015*
Task: Speak on a topic for a minute.

Some people say that **all paper-based media will soon be replaced by online media**. Why do you think they say that?
Do you agree?
Give reasons.

Culture and Creation *Year: 2015*
Task: Speak on a topic for a minute.

Some people say that **creativity can be taught at school**. Why do you think they say that?
Do you agree?
Give reasons.

Culture and Creation *Year: 2016*
Task: Speak on a topic for a minute.

Some people say that **all people should be members of a music group during their life**. Why do you think they say that?
Do you agree?
Give reasons.

Culture and Creation *Year: 2016*
Task: Speak on a topic for a minute.

Some people say that **all novels should be turned into films**. Why do you think they say that?
Do you agree?
Give reasons.

Culture and Creation *Year: 2017*
Task: Speak on a topic for a minute.

Some people say that **every family should grow their own vegetables**. Why do you think they say that?
Do you agree?
Give reasons.

Culture and Creation *Year: 2017*
Task: Speak on a topic for a minute.

Some people say that **video games are a good way to spend one's free time**. Why do you think they say that?
Do you agree?
Give reasons.

Culture and Creation *Year: 2018*
Task: Speak on a topic for a minute.

Some people say that **everybody should go to the theatre regularly**. Why do you think they say that?
Do you agree?
Give reasons.

Culture and Creation *Year: 2019*
Task: Speak on a topic for a minute.

Some people say that **celebrities have too much influence on what people expect from life**. Why do you think they say that?
Do you agree?
Give reasons.

Culture and Creation *Year: 2018*
Task: Speak on a topic for a minute.

Some people say that **it is not necessary to have a TV set at home**. Why do you think they say that?
Do you agree?
Give reasons.

Culture and Creation *Year: 2019*
Task: Speak on a topic for a minute.

Some people say that nowadays **it is very easy to become famous**. Why do you think they say that?
Do you agree?
Give reasons.

Education and Work *Year: 2014*
Task: Speak on a topic for a minute.

Some people say that **everyone should change their job every two years**. Why do you think they say that?
Do you agree?
Give reasons.

Education and Work *Year: 2014*
Task: Speak on a topic for a minute.

Some people say that **nowadays it is the salary that matters most when looking for a job**. Why do you think they say that?
Do you agree?
Give reasons.

Education and Work *Year: 2015*
Task: Speak on a topic for a minute.

Some people say that **everybody benefits from studying in a group**. Why do you think they say that?
Do you agree?
Give reasons.

Education and Work *Year: 2015*
Task: Speak on a topic for a minute.

Some people say that **all students should be taught publish speaking skills**. Why do you think they say that?
Do you agree?
Give reasons.

Education and Work *Year: 2016*
Task: Speak on a topic for a minute.

Some people say that **all students should learn to drive in secondary school**. Why do you think they say that?
Do you agree?
Give reasons.

Education and Work *Year: 2016*
Task: Speak on a topic for a minute.

Some people say that **tablets should be used instead of textbooks in all lessons**. Why do you think they say that?
Do you agree?
Give reasons.

Education and Work *Year: 2017*
Task: Speak on a topic for a minute.

Some people say that **there is no point in going to university**. Why do you think they say that?
Do you agree?
Give reasons.

Education and Work *Year: 2018*
Task: Speak on a topic for a minute.

Some people say that **students have very limited summer job opportunities**. Why do you think they say that?
Do you agree?
Give reasons.

Education and Work *Year: 2017*
Task: Speak on a topic for a minute.

Some people say that **it is more important to study mathematics than arts**. Why do you think they say that?
Do you agree?
Give reasons.

Education and Work *Year: 2018*
Task: Speak on a topic for a minute.

Some people say that **work is the most important thing in life**. Why do you think they say that?
Do you agree?
Give reasons.

Education and Work *Year: 2019*
Task: Speak on a topic for a minute.

Some people say that **people learn best by making mistakes**. Why do you think they say that?
Do you agree?
Give reasons.

Education and Work *Year: 2019*
Task: Speak on a topic for a minute.

Some people say that **schools should teach students how to solve problems instead of teaching facts**. Why do you think they say that?
Do you agree?
Give reasons.

Environment and Technology *Year: 2014*
Task: Speak on a topic for a minute.

Some people say that **plastic products should be banned**. Why do you think they say that?
Do you agree?
Give reasons.

Environment and Technology *Year: 2014*
Task: Speak on a topic for a minute.

Some people say that **smartphones should never have been invented**. Why do you think they say that?
Do you agree?
Give reasons.

Environment and Technology Year: 2015
Task: Speak on a topic for a minute.

Some people say **that there is no untouched nature in Europe any more**. Why do you think they say that?
Do you agree?
Give reasons.

Environment and Technology Year: 2015
Task: Speak on a topic for a minute.

Some people say that **science will solve all the world's problems**. Why do you think they say that?
Do you agree?
Give reasons.

Environment and Technology Year: 2016
Task: Speak on a topic for a minute.

Some people say that **wearing fitness tracking devices should be compulsory**. Why do you think they say that?
Do you agree?
Give reasons.

Environment and Technology Year: 2017
Task: Speak on a topic for a minute.

Some people say that **countries should introduce internet-free days once a week**. Why do you think they say that?
Do you agree?
Give reasons.

Environment and Technology Year: 2016
Task: Speak on a topic for a minute.

Some people say that **mobile phones should be banned at school**. Why do you think they say that?
Do you agree?
Give reasons.

Environment and Technology *Year: 2017*
Task: Speak on a topic for a minute.

Some people say that **we worry too much about environmental problems.** Why do you think they say that?
Do you agree?
Give reasons.

Environment and Technology *Year: 2018*
Task: Speak on a topic for a minute.

Some people say that **robots are a threat to the future of mankind.** Why do you think they say that?
Do you agree?
Give reasons.

Environment and Technology *Year: 2018*
Task: Speak on a topic for a minute.

Some people say that **being surrounded by nature makes people happy.** Why do you think they say that?
Do you agree?
Give reasons.

Environment and Technology *Year: 2019*
Task: Speak on a topic for a minute.

Some people say that **the more we use technology, the lonelier we become.** Why do you think they say that?
Do you agree?
Give reasons.

Environment and Technology *Year: 2019*
Task: Speak on a topic for a minute.

Some people say that **there is no such thing as global warming.** Why do you think they say that?
Do you agree?
Give reasons.

Estonia and the World *Year: 2014*
Task: Answer as many questions as possible during a minute.

1. What was the first trip you remember? Why / Why not?
2. Why do people sometimes need to get away from their everyday environment? Explain.
3. How would you spend your dream holiday? Why?

Estonia and the World *Year: 2014*
Task: Answer as many questions as possible during a minute.

1. What was your favourite subject at school? Why?
2. How easy is it for young people to make choices about their future studies? Explain.
3. Do Estonian schools provide a good quality of education? Explain.
4. Why do some students want to continue their education abroad? Explain

Estonia and the World *Year: 2015*
Task: Answer as many questions as possible during a minute.

1. What kind of online services do you use? Explain.
2. What are the most popular sources of information for your friends? Explain.
3. Can the Internet sometimes be a threat to a national culture? Why/Why not?
4. How can information technology influence international cooperation? Explain

Estonia and the World *Year: 2016*
Task: Answer as many questions as possible during a minute.

1. What e-products or services do you use most? Why?
2. How do your friends feel about starting their own company in the future? Explain.
3. Why are some people in Estonia not comfortable using electronic services? Explain.
4. Should everyone in the world have access to the Internet? Why? / Why not?

Estonia and the World *Year: 2015*
Task: Answer as many questions as possible during a minute.

1. What have been some of the biggest challenges in your life? Explain.
2. Is it important to travel the world before settling down to a job and family? Explain.
3. Will it be challenging for small countries to keep their identities in the globalising world? Why/Why not?

Estonia and the World *Year: 2016*

Task: Answer as many questions as possible during a minute.

1. What was your most memorable childhood trip like? Explain.
2. Do schools organise enough field trips for their students? Explain.
3. Where will you go on holiday next summer? Explain.

Estonia and the World *Year: 2017*

Task: Answer as many questions as possible during a minute.

1. Which school subjects are important for your future career? (Why?)
2. When should young people start thinking about their future career? (Explain.)
3. How realistic are young people in Estonia about their career choices? (Explain.)
4. Which is more important – job satisfaction or a high salary? (Explain.)

Estonia and the World *Year: 2017*

Task: Answer as many questions as possible during a minute.

1. Did you enjoy school when you were a child? (Why/Why not?)
2. Why do many students want to study abroad? (Explain.)
3. How will school change in the future? (Explain.)

Estonia and the World

Year: 2018
Task: Answer as many questions as possible during a minute.

1. Were clothes important to you as a child? (Explain.)
2. Do Estonian young people want to become fashion models? (Why/Why not?)
3. Will people buy all their clothes online in the future? (Why/Why not?)

Estonia and the World

Year: 2018
Task: Answer as many questions as possible during a minute.

1. Are you a good decision maker? (Why/Why not?)
2. Who or what influences young people's decisions today? (Explain.)
3. Are people in Estonia open to new ideas? (Why/Why not?)
4. Does international cooperation help countries make better decisions? (Explain.)

Estonia and the World *Year: 2019*

Task: Answer as many questions as possible during a minute.

1. Where would you like to travel in the near future? (Why?)
2. Why are young people usually interested in travelling? (Explain.)
3. Is Estonia a popular travel destination? (Why/Why not?)
4. How much does weather influence people's choice of where to live? (Explain.)

Estonia and the World *Year: 2019*

Task: Answer as many questions as possible during a minute.

1. Tell me about the best trip you have ever had.
2. What makes a good trip? (Explain.)
3. Will hiking be a popular free time activity in the future? (Why/Why not?)

Individual and Society *Year: 2014*

Task: Answer as many questions as possible during a minute.

1. Did you spend much time outdoors when you were a child? Why/Why not?
2. How have people's eating habits changed over time? Explain.
3. Will the ecological lifestyle become more popular in Estonia in the future? Why/Why not?

Individual and Society

Year: 2015

Task: Answer as many questions as possible during a minute.

1. Do you usually watch shows on TV or on the Internet? Why?
2. Why are young people sometimes not interested in the news? Explain.
3. Which products should not be advertised in the Estonian media? Why/Why not?
4. Should parents have control over what their children watch on TV? Why/Why not?

Individual and Society

Year: 2014

Task: Answer as many questions as possible during a minute.

1. How easy is it for you to learn something new? Explain.
2. What kind of help can young people be given when they are choosing their career? Explain.
3. How common is it for people in Estonia to change jobs during their lifetime? Explain.
4. Is it easier to have an international career or a career at home? Give reasons.

Individual and Society *Year: 2015*

Task: Answer as many questions as possible during a minute.

1. How honest were you as a child? Explain.
2. Do young people today trust strangers? Explain.
3. How will fighting crime be different in the future? Explain.

Individual and Society *Year: 2016*

Task: Answer as many questions as possible during a minute.

1. Are you an emotional person? Explain.
2. How often do young people discuss their personal matters with each other? Explain.
3. Is life very difficult for some people in Estonia? Explain.
4. What can employers do to minimize the risk of nervous breakdown in their workers? Why?

Individual and Society *Year: 2016*

Task: Answer as many questions as possible during a minute.

1. What kind of chores did you have to do as a child? Explain.
2. How often do young people help their grandparents? Explain.
3. Will it become more popular among school leavers to do voluntary work in the future? Why / Why not?

Individual and Society

Year: 2017

Task: Answer as many questions as possible during a minute.

1. Do you like visiting your relatives? (Why/Why not?)
2. Who do teenagers listen to more: friends or parents? (Explain.)
3. How common are family reunions in Estonia? (Why?)
4. What can the younger generation teach their parents and grandparents? (Explain.)

Individual and Society

Year: 2017

Task: Answer as many questions as possible during a minute.

1. How easy was it for you to learn to read? (Explain.)
2. How much time do you spend on reading nowadays? (Explain.)
3. Will we still be reading books in 25 years' time? (Explain.)

Individual and Society

Year: 2018

Task: Answer as many questions as possible during a minute.

1. Have you ever given money to support a charity? (Explain.)
2. What kind of voluntary work do young people do? (Explain.)
3. Are people in Estonia generally supportive of those in need? (Why/Why not?)
4. What does a person need to make a lot of money? (Explain.)

Individual and Society

Year: 2018

Task: Answer as many questions as possible during a minute.

1. When did you get your first phone? (Explain.)
2. What other electronic devices do young people use today? (Why?)
3. Will robots take over all housework in the future? (Why/Why not?)

Individual and Society

Year: 2019

Task: Answer as many questions as possible during a minute.

1. What situations do you find stressful? (Explain.)
2. How do young people deal with stress? (Explain.)
3. Do schools in Estonia teach students how to cope with stress? (Explain.)
4. Is life more stressful now than in the past? (Explain.)

Culture and Creation

Year: 2014

Task: Answer as many questions as possible during a minute.

1. Which games did you like to play when you were a child? Explain.
2. Why are some works of art so highly valued? Explain.
3. Will art galleries and museums still exist in the future? Explain.

Individual and Society

Year: 2019

Task: Answer as many questions as possible during a minute.

1. What was the last important family event you attended? (Explain.)
2. Do young people today prefer big or small parties? (Why/Why not?)
3. Will volunteering at cultural or sports events be popular in the future? (Why/Why not?)

Culture and Creation *Year: 2014*

Task: Answer as many questions as possible during a minute.

1. Are you a creative person? Why/Why not?
2. Which forms of art are most popular among young people? Why?
3. Should handicraft be taught in secondary school? Why/Why not?
4. Why are craft shops popular among foreign tourists? Explain

Culture and Creation *Year: 2015*

Task: Answer as many questions as possible during a minute.

1. What kind of newspapers do you read? Explain.
2. How popular is becoming a journalist as a career choice for young people? Why?
3. What kind of TV programmes do people in Estonia like? Why?
4. Should there be more positive news in the media? Why?

Culture and Creation *Year: 2015*

Task: Answer as many questions as possible during a minute.

1. What was your favourite sports event as a child? Explain.
2. Are young people today eager to try new sports? Why/Why not?
3. Will the Olympic Games disappear in the future? Why/Why not?

Culture and Creation

Year: 2016

Task: Answer as many questions as possible during a minute.

1. What did you make in handicraft classes at school? Explain.
2. How skillful are your friends at making something with their own hands? Explain.
3. Will handicraft disappear in the future completely? Why?/ Why not?

Culture and Creation

Year: 2016

Task: Answer as many questions as possible during a minute.

1. How often do you read newspapers or magazines? Explain.
2. Do many young people dream about a career as a journalist? Why?/ Why not?
3. What stories are typically covered by the Estonian media? Explain.
4. What would be the best ways to motivate someone to read in a foreign language? Why?

Culture and Creation *Year: 2017*
Task: Answer as many questions as possible during a minute.

1. What kind of food do you like? (Why?)
2. How common is it among young people to work in a café? (Explain.)
3. Would you agree to pay more for food produced in Estonia? (Why/Why not?)
4. How important is it to have exotic food available in shops? (Why?)

Culture and Creation *Year: 2017*
Task: Answer as many questions as possible during a minute.

1. Did you like team sports or individual sports when you were a child? (Why?)
2. Do young people prefer doing sports or watching sports? (Why?)
3. Which sports events will disappear in the future? (Why?)

Culture and Creation *Year: 2018*
Task: Answer as many questions as possible during a minute.

1. Would you be good as an actor/actress? (Why/Why not?)
2. Are young people creative? (Explain.)
3. Should students in Estonia get marks in their music and art lessons? (Why/Why not?)
4. Should all museums be free for visitors? (Why/Why not?)

Culture and Creation *Year: 2019*
Task: Answer as many questions as possible during a minute.

1. Who are your role models? (Explain.)
2. Why are YouTubers so popular among young people? (Explain.)
3. What kind of people are celebrities in Estonia? (Explain.)
4. What are the disadvantages of being a celebrity? (Explain.)

Culture and Creation *Year: 2018*
Task: Answer as many questions as possible during a minute.

1. Did you like art classes at school? (Why/Why not?)
2. Do many young people go to art exhibitions or museums? (Why/Why not?)
3. Will art and music still be taught at school in the future? (Why/Why not?)

Culture and Creation *Year: 2019*
Task: Answer as many questions as possible during a minute.

1. What was the first dish that you cooked? (Explain.)
2. Do families need to have meals together every day? (Why/Why not?)
3. How popular will fast food be in the future? (Explain.)

Education and Work *Year: 2014*
Task: Answer as many questions as possible during a minute.

1. What are some of your earliest memories of school life?
2. What are the advantages of outdoor learning? Explain.
3. Would you like your future job to be the same as your hobby? (Why/Why not?)

Education and Work *Year: 2014*
Task: Answer as many questions as possible during a minute.

1. What are your earliest memories of doing household chores? Explain.
2. How do young people mostly gain work experience? Explain.
3. What are the most critical problems in the labour market in Estonia? Why/Why not?
4. Why should people be ready for life-long learning? Explain

Education and Work *Year: 2015*
Task: Answer as many questions as possible during a minute.

1. What are your earliest memories of school? Explain.
2. What makes a good school? Explain.
3. Will small schools in the countryside disappear in the future? (Why/Why not?)

Education and Work *Year: 2015*
Task: Answer as many questions as possible during a minute.

1. How easily can you persuade others to change their mind? Explain.
2. How often do young people in Estonia take part in formal celebrations? Explain.
3. Why are speeches a necessary part of a celebration in Estonia? Explain.
4. Where is the line between a discussion and a quarrel? Explain

Education and Work *Year: 2016*
Task: Answer as many questions as possible during a minute.

1. How important is having a driving licence for you? Explain.
2. Is it common among your friends to get a car as an end-of-school present? Why / Why not?
3. What is the traffic situation like in Estonia? Explain.
4. How could the number of traffic accidents be reduced? Explain.

Education and Work *Year: 2016*
Task: Answer as many questions as possible during a minute.

1. What games did you like playing when you were a child? Explain.
2. Do you have any babysitting experience? Explain.
3. What skills will you teach your children at an early age? Why?

Education and Work *Year: 2017*
Task: Answer as many questions as possible during a minute.

1. What things do you usually plan ahead? (Why?)
2. How can young people influence each other's future? (Explain.)
3. Are people in Estonia usually dreamers or practical people? (Why?)
4. Why do certain jobs pay a better salary than others? (Explain.)

Education and Work *Year: 2018*
Task: Answer as many questions as possible during a minute.

1. What plans have you made for your future? (Explain.)
2. When do you think young people should get their first job? (Explain.)
3. Which jobs are best paid in Estonia? (Explain.)
4. Can hobbies be turned into careers? (Explain.)

Education and Work *Year: 2017*
Task: Answer as many questions as possible during a minute.

1. Did you enjoy school when you were a child? (Why/Why not?)
2. Why do many students want to study abroad? (Explain.)
3. How will school change in the future? (Explain.)

Education and Work Year: 2018

Task: Answer as many questions as possible during a minute.

1. What did you want to become as a child? (Explain.)
2. Do young people today usually have a summer job? (Why/Why not?)
3. Will many people work outdoors in the future? (Why/Why not?)

Education and Work Year: 2019

Task: Answer as many questions as possible during a minute.

1. Do you like learning new things? (Why/Why not?)
2. Why are young people interested in studying or working abroad? (Explain.)
3. Why do people speak about the need for lifelong learning in Estonia? (Explain.)
4. Is it important for people to love the job they are doing? (Why/Why not?)

Education and Work Year: 2019

Task: Answer as many questions as possible during a minute.

1. What was your favourite subject in primary school? (Explain.)
2. What do you think is good about Estonian education? (Explain.)
3. Will children in Estonia start school at an earlier age in the future? (Why/Why not?)

Environment and Technology Year: 2014

Task: Answer as many questions as possible during a minute.

1. How easy would it be for you to live without electricity for a week? Explain.
2. Which modern gadgets have become essential for young people? Why?
3. Is Estonia a technologically advanced country? Explain.
4. What are some of the disadvantages of technological progress? Explain.

Environment and Technology Year: 2014

Task: Answer as many questions as possible during a minute.

1. Have you ever shopped online? Why/Why not?
2. Do you think that young people are addicted to technology? Explain.
3. How does the older generation in Estonia cope with the development of technology? Explain.
4. Do you think the Internet has made people smarter? Explain

Environment and Technology Year: 2015

Task: Answer as many questions as possible during a minute.

1. What do you like about the place you live in? Explain.
2. How interested are your friends in a green lifestyle? Explain.
3. Why do we still have so much untouched nature in Estonia? Explain.
4. How does wider use of alternative energy sources help to preserve nature? Explain.

Environment and Technology Year: 2015

Task: Answer as many questions as possible during a minute.

1. When did you first learn about environmental problems? Explain.
2. Should school students take part in cleaning campaigns? Why/Why not?
3. Will the environment be cleaner or dirtier in the future? Explain.

Environment and Technology Year: 2016

Task: Answer as many questions as possible during a minute.

1. How visible are you on the Internet? Explain.
2. What do your peers use social media for? Explain.
3. How has electronic media changed everyday life in Estonia? Explain.
4. Should there be areas where all gadgets and electronic devices are banned? Explain.

Environment and Technology Year: 2017

Task: Answer as many questions as possible during a minute.

1. What do you mostly use the Internet for? (Explain.)
2. How important are good computer skills for young people's future? (Explain.)
3. Do you think Estonia is a leading e-country? (Why/Why not?)
4. Has the Internet made the world a better place? (Why/Why not?)

Environment and Technology Year: 2016

Task: Answer as many questions as possible during a minute.

1. What were your favourite toys as a child? Why?
2. Why do some people buy electronic pets for their children? Explain.
3. What new skills will people need in the future? Explain.

Environment and Technology Year: 2017

Task: Answer as many questions as possible during a minute.

1. What were the first electronic devices that you used? (Explain.)
2. Is technology ruling our world? (Why/Why not?)
3. How much e-learning will there be at schools in 10 years' time? (Explain.)

Environment and Technology Year: 2018

Task: Answer as many questions as possible during a minute.

1. Did you like science subjects at school? (Why/Why not?)
2. Are young people interested in scientific discoveries? (Why/Why not?)
3. Why is Estonia often called a leading e-country? (Explain.)
4. Is it possible for scientists to solve all the problems that people have created? (Explain.)

Environment and Technology Year: 2018

Task: Answer as many questions as possible during a minute.

1. Did you like cycling when you were a child? (Why/Why not?)
2. Which means of transport is the most environmentally friendly in your opinion? (Explain.)
3. Will electric cars replace traditional cars in the future? (Why/Why not?)

Environment and Technology Year: 2019

Task: Answer as many questions as possible during a minute.

1. What was your favourite free time activity when you were a child? (Explain.)
2. Is it possible to manage without the Internet in Estonia? (Explain.)
3. Will technology replace teachers in the future? (Why/Why not?)

Environment and Technology Year: 2019

Task: Answer as many questions as possible during a minute.

1. What is your best summertime memory? (Explain.)
2. Is it common among young people to go hiking? (Explain.)
3. Why do some people dislike the weather in Estonia? (Explain.)
4. What is the most urgent environmental problem in the world now? (Explain.)

Appendix 2. Observation list

Assessment criteria are taken from the Marking Scale for Speaking (Marking Scale for Speaking 2019).

OBSERVATION LIST № _____

Date: _____

Teacher / Observer: _____

Date: _____					
Criteria					Checklist
					<i>Group 1</i>
Participants: 4 students					
<i>Reaction of students' to the game:</i> Interested					
<i>Reaction of students' to the game:</i> Not interested					
<i>Involvement of students during the game:</i> Active					
<i>Involvement of students during the game:</i> passive					
1. Task completion:					
• Deals with the task <u>effectively</u> . Responds to all aspects of the tasks. Expresses ideas and opinions with precision. Presents complex lines of argument convincingly (5 p)					
• Deals with the task <u>well</u> . Responds to most aspects of the tasks accurately and effectively. OR responds to all aspects without expanding them. (4 p)					
• Deals with the task <u>unevenly</u> . Responds to some aspects of the tasks well but has problems responding to others. Sometimes illogical answer.(3 p)					
• Deals with the task in a <u>limited</u> way. Frequently illogical answer. Limited personal contribution. (2 p)					
• <u>Attempts the task</u> but is disorganized and illogical. Mentions aspects of the tasks without development or ignores them. (1 p)					
• <u>Does not attempt</u> the task. Misinterprets the tasks completely. The answer is too short to allow evaluation. (0 p)					
2. Vocabulary:					
• <u>Wide vocabulary</u> . Has a good command of a broad range of vocabulary and can express him/herself clearly in an appropriate register without having to restrict what he/she wants to say (5 p)					
• <u>Good vocabulary</u> . Has enough vocabulary to discuss both everyday and some abstract topics. Can paraphrase when necessary. Only occasional misuse of words. Mostly appropriate register. (4 p)					
• <u>Basic vocabulary</u> . Has a good command of vocabulary on everyday topics. Has some ability to paraphrase. More complicated words and expressions not attempted or misused. Some register problems. (3 p)					

<ul style="list-style-type: none"> • <u>Limited vocabulary</u>. Has enough language to discuss everyday topics in a straightforward way. Words often misused. Frequent register problems. (2 p) 					
<ul style="list-style-type: none"> • <u>Very limited vocabulary</u>. Use very simple memorised phrases. Use mother tongue to replace words. Occasional breakdown due to lack of vocabulary.(1 p) 					
<ul style="list-style-type: none"> • The <u>vocabulary is inappropriate</u> all though. The answer is too short to allow evaluation. (0 p) 					
3. Grammar:					
<ul style="list-style-type: none"> • <u>Excellent control of grammar</u>. Maintains a high degree of grammatical accuracy. Errors are rare and occur in complex structures only.(5 p) 					
<ul style="list-style-type: none"> • <u>Good control of grammar</u>. Does not make errors which cause misunderstanding. Simple structures error-free. Complex structures are frequently attempted but these may contain errors. (4 p) 					
<ul style="list-style-type: none"> • <u>Mostly grammatical</u>. Communicates with reasonable accuracy in familiar contexts. Complex structures if they are attempted often contain an error.(3 p) 					
<ul style="list-style-type: none"> • <u>Limited control of grammar</u>. Simple structures mostly used correctly. Complex structures not attempted.(2 p) 					
<ul style="list-style-type: none"> • <u>Very limited control of grammar</u>. Uses only some simple structures correctly. Uses memorized formulaic utterances. Systematically makes basic mistakes. Most utterances contain an error. (1 p) 					
<ul style="list-style-type: none"> • <u>No control of grammar</u>. The answer is too short to allow evaluation. (0 p) 					
4. Fluency and pronunciation:					
<ul style="list-style-type: none"> • <u>Very fluent</u>. Can express him/herself fluently and spontaneously, almost effortlessly. Appropriate pronunciation and intonation and only natural pauses.(5 p) 					
<ul style="list-style-type: none"> • <u>Fluent</u>. Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses. Pronunciation and intonation mostly correct. (4 p) 					
<ul style="list-style-type: none"> • <u>Mostly fluent</u>. Can communicate with some confidence or familiar routine and non-routine matters. Can make their ideas clear to the listener, but is not able to maintain an even tempo. Self-correction, hesitation and pronunciation problems may lead to misunderstanding. (3 p) 					
<ul style="list-style-type: none"> • <u>Hesitant</u>. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. Self-correction, hesitation and pronunciation problems sometimes lead to misunderstanding. (2 p) 					
<ul style="list-style-type: none"> • <u>Laconic</u>. Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Frequent self-correction, hesitation and pronunciation problems often lead to misunderstanding. (1 p) 					
<ul style="list-style-type: none"> • <u>A non-speaker</u>. Impossible to follow. The answer is too short to allow evaluation. (0 p) 					

Appendix 3. Presentation of the game to 12 grade students

A board game

"SPEAK OUT"

Teacher Natalja
Student of Tartu University, Narva College

The board game:

- It is aimed to prepare students for the speaking part of the examination in a non-traditional way
- It is aimed to develop students' speaking skills.



- move back / move ahead
- skip the move
- throw dice twice
- choose a card of your choice

A sandglass (1 min)
A gaming board
Pieces
Dice
Cards / 5 colours /:

- Estonia and the World (blue)
- Culture and Creation (yellow)
- The Environment and Technology (red)
- Education and Work (green)
- Individual and Society (orange)

Rules of the game "Speakout":

- Choose a piece and put it on the step "Start"
- Throw the dice and make as many steps as it has shown (1-6)
- Look at the **colour** of the step. **Pick one card up of this colour.**
- **If your step is black-coloured, you don't have to pick up a card.**
- **Look at the task on the card and start speaking.** You should speak for a minute without stop.

- Others should take a sandglass and keep track of time.
- **If you speak for a minute without stop, you keep this card till the end of the game.**
- **If you cannot do the task or speak less than a minute, return the card.**

• move back / move ahead

• skip the move

• throw dice twice

• choose a card of your choice

Winner 1 - reached the step "Finish"
Winner 2 - picked up more cards, than others

Appendix 4. Observation lists of the intern and the teacher

OBSERVATION LIST №1

Teacher / Observer: Natalja Juhhimenko

Date: 10.03.2020					
Criteria	Checklist				
	Group 1				
Participants: 4 students	Student 1	Student 2	Student 3	Student 4	
<i>Reaction of students' to the game:</i> Interested	X	X	X	X	
<i>Reaction of students' to the game:</i> Not interested					
<i>Involvement of students during the game:</i> Active	X	X	X	X	
<i>Involvement of students during the game:</i> passive					
1. Task completion:	X	X		X	
• Deals with the task <u>effectively</u> . Responds to all aspects of the tasks. Expresses ideas and opinions with precision. Presents complex lines of argument convincingly (5 p)					
• Deals with the task <u>well</u> . Responds to most aspects of the tasks accurately and effectively. OR responds to all aspects without expanding them. (4 p)			X		
• Deals with the task <u>unevenly</u> . Responds to some aspects of the tasks well but has problems responding to others. Sometimes illogical answer.(3 p)					
• Deals with the task in a <u>limited</u> way. Frequently illogical answer. Limited personal contribution. (2 p)					
• <u>Attempts the task</u> but is disorganized and illogical. Mentions aspects of the tasks without development or ignores them. (1 p)					
• <u>Does not attempt</u> the task. Misinterprets the tasks completely. The answer is too short to allow evaluation. (0 p)					
2. Vocabulary:	X			X	
• <u>Wide vocabulary</u> . Has a good command of a broad range of vocabulary and can express him/herself clearly in an appropriate register without having to restrict what he/she wants to say. (5 p)					
• <u>Good vocabulary</u> . Has enough vocabulary to discuss both everyday and some abstract topics. Can paraphrase when necessary. Only occasional misuse of words. Mostly appropriate register. (4 p)		X			
• <u>Basic vocabulary</u> . Has a good command of vocabulary on everyday topics. Has some ability to paraphrase. More complicated words and expressions not attempted or misused. Some register problems. (3 p)			X		
• <u>Limited vocabulary</u> . Has enough language to discuss everyday topics in a straightforward way. Words often misused. Frequent register problems. (2 p)					
• <u>Very limited vocabulary</u> . Use very simple memorised phrases. Use mother tongue to replace words. Occasional breakdown due to lack of vocabulary.(1 p)					
• The <u>vocabulary is inappropriate</u> all though. The answer is too short to allow evaluation. (0 p)					

3. Grammar:					
• <u>Excellent control of grammar.</u> Maintains a high degree of grammatical accuracy. Errors are rare and occur in complex structures only. (5 p)					
• <u>Good control of grammar.</u> Does not make errors which cause misunderstanding. Simple structures error-free. Complex structures are frequently attempted but these may contain errors. (4 p)	X	X		X	
• <u>Mostly grammatical.</u> Communicates with reasonable accuracy in familiar contexts. Complex structures if they are attempted often contain an error.(3 p)			X		
• <u>Limited control of grammar.</u> Simple structures mostly used correctly. Complex structures not attempted. (2 p)					
• <u>Very limited control of grammar.</u> Uses only some simple structures correctly. Uses memorized formulaic utterances. Systematically makes basic mistakes. Most utterances contain an error. (1 p)					
• <u>No control of grammar.</u> The answer is too short to allow evaluation. (0 p)					
4. Fluency and pronunciation:	X			X	
• <u>Very fluent.</u> Can express him/herself fluently and spontaneously, almost effortlessly. Appropriate pronunciation and intonation and only natural pauses.(5 p)					
• <u>Fluent.</u> Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses. Pronunciation and intonation mostly correct. (4 p)		X			
• <u>Mostly fluent.</u> Can communicate with some confidence or familiar routine and non-routine matters. Can make their ideas clear to the listener, but is not able to maintain an even tempo. Self-correction, hesitation and pronunciation problems may lead to misunderstanding. (3 p)			X		
• <u>Hesitant.</u> Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. Self-correction, hesitation and pronunciation problems sometimes lead to misunderstanding. (2 p)					
• <u>Laconic.</u> Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Frequent self-correction, hesitation and pronunciation problems often lead to misunderstanding. (1 p)					
• <u>A non-speaker.</u> Impossible to follow. The answer is too short to allow evaluation. (0 p)					

Date: 10.03.2020					
Criteria	Checklist				
	Group 1				
Participants: 4 students	Student 1	Student 2	Student 3	Student 4	
Reaction of students' to the game: Interested	X	X	X	X	
Reaction of students' to the game: Not interested					
Involvement of students during the game: Active	X	X	X	X	
Involvement of students during the game: passive					
1. Task completion:	X	X	X	X	
• Deals with the task <u>effectively</u> . Responds to all aspects of the tasks. Expresses ideas and opinions with precision. Presents complex lines of argument convincingly. (5 p)					
• Deals with the task <u>well</u> . Responds to most aspects of the tasks accurately and effectively. OR responds to all aspects without expanding them. (4 p)					
• Deals with the task <u>unevenly</u> . Responds to some aspects of the tasks well but has problems responding to others. Sometimes illogical answer. (3 p)					
• Deals with the task in a <u>limited</u> way. Frequently illogical answer. Limited personal contribution. (2 p)					
• <u>Attempts the task</u> but is disorganized and illogical. Mentions aspects of the tasks without development or ignores them. (1 p)					
• <u>Does not attempt</u> the task. Misinterprets the tasks completely. The answer is too short to allow evaluation. (0 p)					
2. Vocabulary:				X	
• <u>Wide vocabulary</u> . Has a good command of a broad range of vocabulary and can express him/herself clearly in an appropriate register without having to restrict what he/she wants to say. (5 p)					
• <u>Good vocabulary</u> . Has enough vocabulary to discuss both everyday and some abstract topics. Can paraphrase when necessary. Only occasional misuse of words. Mostly appropriate register. (4 p)	X	X	X		
• <u>Basic vocabulary</u> . Has a good command of vocabulary on everyday topics. Has some ability to paraphrase. More complicated words and expressions not attempted or misused. Some register problems. (3 p)					
• <u>Limited vocabulary</u> . Has enough language to discuss everyday topics in a straightforward way. Words often misused. Frequent register problems. (2 p)					
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• The <u>vocabulary is inappropriate</u> all though. The answer is too short to allow evaluation. (0 p)					
3. Grammar:				X	
• <u>Excellent control of grammar</u> . Maintains a high degree of grammatical accuracy. Errors are rare and occur in complex structures only. (5 p)					

<ul style="list-style-type: none"> • <u>Good control of grammar.</u> Does not make errors which cause misunderstanding. Simple structures error-free. Complex structures are frequently attempted but these may contain errors. (4 p) 					
<ul style="list-style-type: none"> • <u>Mostly grammatical.</u> Communicates with reasonable accuracy in familiar contexts. Complex structures if they are attempted often contain an error. (3 p) 	x	x			
<ul style="list-style-type: none"> • <u>Limited control of grammar.</u> Simple structures mostly used correctly. Complex structures not attempted. (2 p) 			x		
<ul style="list-style-type: none"> • <u>Very limited control of grammar.</u> Uses only some simple structures correctly. Uses memorized formulaic utterances. Systematically makes basic mistakes. Most utterances contain an error. (1 p) 					
<ul style="list-style-type: none"> • <u>No control of grammar.</u> The answer is too short to allow evaluation. (0 p) 					
<p>4. Fluency and pronunciation:</p> <ul style="list-style-type: none"> • <u>Very fluent.</u> Can express him/herself fluently and spontaneously, almost effortlessly. Appropriate pronunciation and intonation and only natural pauses. (5 p) 				x	
<ul style="list-style-type: none"> • <u>Fluent.</u> Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses. Pronunciation and intonation mostly correct. (4 p) 	x	x			
<ul style="list-style-type: none"> • <u>Mostly fluent.</u> Can communicate with some confidence or familiar routine and non-routine matters. Can make their ideas clear to the listener, but is not able to maintain an even tempo. Self-correction, hesitation and pronunciation problems may lead to misunderstanding. (3 p) 			x		
<ul style="list-style-type: none"> • <u>Hesitant.</u> Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. Self-correction, hesitation and pronunciation problems sometimes lead to misunderstanding. (2 p) 					
<ul style="list-style-type: none"> • <u>Laconic.</u> Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Frequent self-correction, hesitation and pronunciation problems often lead to misunderstanding. (1 p) 					
<ul style="list-style-type: none"> • <u>A non-speaker.</u> Impossible to follow. The answer is too short to allow evaluation. (0 p) 					

I, Natalja Juhhimenko
(*author's name*)
(date of birth: 10.04.1991),

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