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“Speaking in English for Students in the Pre-School Teacher Curriculum” -
Creating an English-Speaking Course for University Students in the Pre-School
Teacher Curriculum

MA THESIS

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ABSTRACT

The current thesis aims at compiling an optional English-speaking course for university students who are studying to become kindergarten teachers. The created course focuses on developing the learners' speaking skills in a way that the learners' self-efficacy and language strategies use both in class and independently outside classroom would increase. The course consists of 3 ECTS for which eight in-person lessons and eight optional Zoom lessons were planned.

The course is piloted on a group of pre-service kindergarten teacher students. Qualitative methods were applied to assess the effectiveness of the created course. The course is carried out with eleven kindergarten teacher university students from February 2025 to June 2025 in Narva College of the University of Tartu. A questionnaire of two parts is administered to the students at the beginning, middle and end of the course. Based on the results of the questionnaire initial spikes in regard to willingness to communicate, self-efficacy, learner autonomy, and language learning strategy use could be seen; a viewpoint which is also indicated in the form of classroom observations by the teacher.

The thesis consists of two parts. The first part focuses on Learner Autonomy, Self-Efficacy, Language Learning Strategies, Willingness to Communicate, and Course Design, while the second part focuses on the creation and implementation of the course.

Keywords: Learner Autonomy (LA), Self-Efficacy (SE), Willingness to Communicate (WTC), Language Learning Strategies (LLS), and Course Design (CD).

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LIST OF ABBREVIATIONS

EFL- English as a Foreign Language

KELA – Study curriculum “Early Years Teachers in Multilingual Learning Environment”

(in Estonian “Koolieelse lasteasutuse õpetaja mitmekeelses õppekeskkonnas”).

L1- first language

L2 –second language

LA - Learner Autonomy

SE - Self-Efficacy

TL - Target Language

WTC- Willingness to Communicate

LLS – Language Learning Strategy

INTRODUCTION

The English language is the lingua franca and important to learners at all levels of education, i.e. pre-school, primary, basic, secondary, higher education and life-long learning. Consequently, English language courses in a variety of forms, structures, and credit point ranges are an inherent part of all BA curricula taught at Narva College of the University of Tartu.

The author of the current Master's thesis has been teaching an English language course in the curriculum "Early Years Teachers in Multilingual Learning Environment" (hereby referenced as KELA¹) for three years. The majority of students of this curriculum are practising pre-school teachers who have studied English at some point in their life (e.g. school, work, etc.) but generally seem to feel uneasy when using the language. The author has noticed that there is a discrepancy between the students' speaking skills and other language skills such as reading, listening and writing or the command of grammar. When the learners have to speak, they feel reluctant or hesitant to express their thoughts, ask or answer questions, make presentations, participate in group discussions or pair activities. Students often point out that their confidence is lower if there has been a significant time gap between studying the language and using the language and/or if their prior learning experience has been negative, such as a teacher who created a negative and/or strict learning environment and/or belittled the learner.

¹ The term KELA is an abbreviation that is coined from the curricula's name in the Estonian language (in Estonian "Koolieelse lasteasutuse õpetaja mitmekeelses õppekeskkonnas"). The term is not used officially but is widely used by everyone in the college (inc. students, lecturers, administrative staff, etc.). For this reason, the use of the following term will also be implemented in the current thesis.

The reasons described above may have left the learners hesitant to advance their EFL language skills, both in a classroom setting and independently. Similarly, due to the language anxiety while using the English language, the learners may be more hesitant to attend various professional self-development programs (e.g. E-Twinning, Erasmus, etc). Therefore, the learners may not fully take advantage of life-long learning opportunities and may be less up to date with various developments in their chosen field (e.g. trends in pedagogy, modern learning environments, etc.) or knowing and understanding the world around them.

The mandatory 6 ECT course “English” in the KELA curriculum is divided between 2 semesters during the 1st year: 3 ECTS in the autumn semester and 3 ECTS in the spring semester. The number of contact hours in block mode study is 16 academic hours per 3 ECTS. Apart from that, students have to do 62 hours of individual work. Regardless of the provided English studies, there are students who are in need of extra assistance in terms of speaking the language, in order for them to reach a point where they would feel comfortable taking part in self-development programs.

Furthermore, Higher Education Act’s section §2 (1) (Riigi Teataja 2024) and the Estonian Early Years Teacher’s Estonia professional standard’s section B2.6 part 1 (SA Kutsekoda n.d.) stress that self-development of a teacher is of crucial importance. According to the Forecast System of Skills and Demand of Labor (in Estonian “Oskuste ja tööjõuvajaduse prognoosisüsteem”) report (SA Kutsekoda 2018), there is an increasing need of teachers who are proficient in English with a special emphasis on speaking competence. Meaning that participating in self-development programs (e.g. E-Twinning) and various collaboration projects requires higher English speaking and overall language skills. Similarly, it may be claimed that being proficient in the English language allows the learner

easier access to the labour market, as the expansion of the international job market and mobility of jobs have led to the need for workers to use the English language proficiently (Chaves-Yuste et al. 2024).

Throughout the teacher's experience of teaching the KELA students, it has been noted that the learners' language levels can vary from A1 level to B2+ or C1 level. Based on these indicators, it can be argued that if the learner does not have a relatively good grasp of the English language prior to their studies in the English language class, that a 6 ECTS course throughout the curriculum may not be sufficient for learners to reach the level of English proficiency in which they would feel comfortable attending self-development activities in English. This tendency has also been indicated by the author's previous interaction with KELA students as well as by an experienced lecturer of KELA students, who has taught KELA students for nearly three decades.

Thus, there is a sufficient need for extra English courses for KELA students that focus on improving their spoken language skills and self-efficacy (i.e. belief in one's capabilities to do or achieve something²) when using the language outside the class environment. Moreover, the course should not be created with the intent of reaching a pre-set language level for the students, instead, its focus should be on encouraging students to be willing to use the language if the need arises.

Developing students' speaking skills can be considered the core of the optional speaking course as it is a crucial part of language development (Burns 2019). Teaching speaking skills is an important component that should be integrated into the syllabus and outcome creation (ibid.). Speaking a language is a complex and dynamic skill that requires the speaker to use various processes simultaneously (e.g. cognitive, physical, socio-cultural);

² Self-Efficacy will be closely examined in the thesis literature review

thus, simply “doing” speaking through various speaking activities is not equivalent to learning the skills, strategies, and knowledge of speaking (ibid.). Speaking skills are often defined as a speaker’s ability to express their thoughts, views, feelings, and opinions verbally to a receiver both face-to-face or by some distance in a form that the receiver can understand (Mishra 2017). Throughout the years, many different terms have been used to describe speaking in the English language, such as spoken English, English speaking, oral English (Wang, et al. 2022). According to Common European Framework of Reference for Languages (hereafter CEFR) (2001), speaking entails interaction, mediation, and production activities; defined as follows:

“In interaction at least two individuals participate in an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication.” (e.g. conversation between two or more people, in which information is passed on, the information heard understood and reciprocated.) (CEFR 2001: 14).

“... mediation makes communication possible between persons who are unable, for whatever reason, to communicate with each other directly.” (e.g. translation, summarising information, information reformulated.) (CEFR 2001: 14).

“In oral production (speaking) activities the language user produces an oral text which is received by an audience of one or more listeners.” (e.g. presentations, monologues, discussions, etc.) (CEFR 2001: 58).

In the current thesis, the overall term *speaking skills* will be used, which will involve aspects of oral interaction, mediation, and production.

The current Master’s thesis aims at compiling an optional English language course for KELA students that focuses on developing the learners’ speaking skills and preparing the course in such a way that the students’ self-efficacy and learner autonomy (i.e. to take

charge of the learning process) in terms of language learning, and willingness to use English in and outside the classroom would increase. Furthermore, the course aims to introduce various language learning strategies to students, with the intent of aiding them in their practise of the target language (hereafter TL) independently during and after completing the course. In order to achieve these aims, interactive learning (pair work, group discussion, problem-solving tasks, etc.), mediation, production, and interaction activities both in and outside the classroom were implemented.

Throughout the course, the students tackle field-specific topics in order to improve their field-specific vocabulary. Students are introduced to various language learning strategies and given a chance to practise their speaking skills (e.g. making presentations, face-to-face speaking, interviews, discussions related to the field of pre-school education, etc.). In addition to that, their home assignments allowed them to further develop their oral production skills (through various types of video posts) along with their receptive skills (through reading and listening to field-specific texts).

The following thesis consists of two chapters. The first chapter provides a literature review on the topics of course design, self-efficacy, learner autonomy, and willingness to communicate. This was done with the aim of incorporating the processes into the course design. In chapter two, the process of designing and developing the course is described and explained in further detail. The concluding segments of the thesis are the conclusion and results, in which the results of the course are further analysed, and the conclusions based on the course drawn.

1. LITERATURE REVIEW

1.1 Learner Autonomy and Self- Efficacy

In the field of education, learner autonomy (hereafter LA) and self-efficacy (hereafter SE) may be viewed as pivotal factors that can enhance the learner's progress in reaching their learning goals and should, therefore be incorporated into learning and teaching. A correlation between the learner's levels of SE, LA, and the student's success level was identified by Getinkaya and Tilfarlioglu (2020). For this reason, SE and LA were analysed in the literature review of the current thesis to support their integration into the proposed course design.

SE, a concept originally introduced in the field of psychology, is defined by Bandura (1977:3) as, ".../beliefs in one's capabilities to organize and execute the courses of action required to produce given attainment." Bandura's definition of SE has been cited by various researchers (e.g. Zimmerman (2000), Chaves-Yueste et al. (2024), Carson (2020), Schunk (1996), etc.). Bandura's definition of SE was provided in regard to the field of psychology and not in the sole terms of educational value. Schunk (1996) was one of the later authors who opened the discussion on how to apply the original concept of SE into education. Schunk (1996:3) rephrased the original concept as: "self-efficacy refers to beliefs concerning one's capabilities to learn or perform behaviours at designated levels". This thesis adopts Schunk's definition, as it aligns better with the goals of the designed course. Based on this understanding, one of the aims of the course is to instil in learners the belief that they can achieve their language goals.

Self-efficacy, in its broad meaning, may be connected to the individual's confidence in achieving an objective they set out for themselves. Alimohammadi (2023) stresses the

growing recognition of self-efficacy in language learning, highlighting its pedagogical value. Studies by Tilfarlioglu & Cinkara (2009), Baleghizadeh & Masoun (2014), Zimmerman (2000), and Carson (2020) reinforce its importance. Chaves-Yueste et al. (2024) found in their research that anxiety, motivation, and willingness to communicate can be viewed as great predictors of SE in terms of guiding future language proficiency; in which, anxiety is a negative predictor and motivation and willingness to communicate are good predictors. Baleghizadeh and Masoun (2014) further indicated that using continuous self-assessment showed to be the reason why the subjects' SE levels improved throughout the research period. In addition, learners who have higher SE levels may be more successful when learning the TL, have lower language anxiety, have better language competencies, and get higher grades (Tilfarliglu and Cinkara 2009). Similarly, Zimmerman (2000: 86) found that SE beliefs can influence academic motivation, choice of activities, level of effort included, persistence, and emotional reactions. The students with higher SE levels are more likely to take on more challenging tasks, as compared to the students with lower SE levels (ibid.); a similar point was also indicated by Blackburn (2016), stating that learners with higher SE levels are more inclined to take on more challenging tasks and persist longer if they are struggling with the task. Graham (2022) expanded on the notion of students engaging in more challenging tasks by emphasizing that such learners should not be expected to manage these challenges independently; instead, the educator ought to offer appropriate scaffolding—such as initially demonstrating the activity and guiding students in managing and overcoming their fears. On the other hand, Schunk (1996) found that high SE alone may not be enough to ensure great learning if the student lacks requisite ability, knowledge, or skill. Therefore, it is necessary to provide the learner with requisite skills on the subject matter in order to facilitate self-efficacy development. Accordingly, Zimmerman (2000: 87)

stated that SE beliefs can motivate the learner to take control of their learning, by using self-regulatory processes, such as goal setting, self-monitoring, self-evaluation, and strategy use. Therefore, it can be claimed that teaching learning strategies to learners can have a positive effect on the learner's SE in terms of language use.

SE is a concept that also applies to teachers, where a teacher with a higher SE level is better at designing skill-based tasks that suit learners' needs (Getinkaya and Tilfarlioglu 2020). Motivation is a key component of learning (Lanarès et al. 2024), and strong self-efficacy helps sustain it (Schunk, 1996; Zimmerman, 2000; Carson, 2022).

However, the aspect of autonomy in achieving the goal should not be overlooked, as confidence to achieve the goal may be viewed to be closely intertwined with the learner's autonomy to embark and complete the tasks required to reach the ultimate end-goal. Likewise, to SE, LA is a term to which a number of definitions have been provided, as stated by Ruelens (2019). The original definition of LA is believed to be "the ability to take charge of one's learning" (Holec 1981: 3, as cited in Carson 2020: 146), an idea which is also cited by Khosima and Tiyyar (2015), Elizondo and Garita (2013), and Benson (2006). Ruelens (2019) and earlier scholars, e.g. White 1995, Little 2003, Nguyen and Gu 2013, and Murray 2014 further stated that a common ground consisting of two points between the various definitions of LA could be found:

- 1) The learner is knowledgeable and controls certain aspects of learning (e.g. planning, monitoring, and evaluating the learning process and outcomes).
- 2) The learner is willing and motivated to regulate their learning process.

This aligns with Holec's (1981) definition: "the ability to take charge of one's learning" (as cited in Carson 2020: 146). The common ground proposed by Ruelens (2019), and earlier scholars may be viewed as more comprehensive, as it gives the author a chance to analyse

LA from both affective and behavioural contexts. For this reason, the viewpoint from Ruelens (2019) was used in the current thesis.

LA has been an important focus of educational practises and research for nearly three decades (Dang 2012) and is also considered to be a part of Lifelong Learning (Saeed 2021). In the context of education, LA allows the learner to be aware and control their learning (inc. goals, methods, etc.), as indicated by Dang (2012) and Saeed (2021). Saeed (2021) further argued that learners should not learn as passive learners, who only do the minimal required amount but should also expand their knowledge base independently. Therefore, learners should have the ability to regulate their own learning. Correspondingly, Ruelens (2019) further argued that facilitating LA development in terms of higher education is vital as the teachers have a plethora of students, each with their individual needs. Due to the number of students, the teacher is unable to cater to them all; thus, the students must guide their own learning (ibid.). Ruelens (2019) added that students are in need of teaching which promotes the growth of LA, as students often need help with it. In order to assist the development of such autonomy, the students should be provided with the necessary strategies to do so, an idea that was also used in the development of the current thesis in terms of language learning strategies.

In addition, Dang (2012) argued that autonomy, in terms of language acquisition, means that the speaker is able to communicate successfully in particular situations by simultaneously employing the use of the language and adopting the right strategies for communication. Dang (2012) later found in his research that despite some difficulties of adapting to the cooperative learning environment, at the end of the course, the students showed to be better controllers of their own learning activities, and when given a chance to manage their own learning, were more willing to do so. Dang (2012) further argued that LA

may be aided by adjusting existing curricula.

Furthermore, Elizondo and Garita (2013) argued that in a curriculum that is learner-centred, the educators must be prepared to understand the learning process and aid the student's learning via developing the learner's management skill in the TL by using scaffolding and negotiation techniques. Autonomous learners should also be able to reflect and evaluate their learning outcomes and on the outcomes for others (Getinkaya & Tilfarlioglu 2020). Language learning is a complicated and important process on which a large amount of time may be spent, however at the end, the learner may still find themselves struggling to employ the language fluently and effectively (ibid.). This may be due to the reason that learners are unaware of how to manage their methods of learning (ibid.), further indicating a need for learners to be knowledgeable of how to employ various language learning strategies. Getinkaya and Tilfarlioglu (2020) conducted a study in which they argued that using LA, SE, and Grammar Learning Strategies are a crucial factor in learning a language; the authors found that the use of each of the named factors is a good predictor of academic achievement in terms of FL learning. Carson (2020) found that allowing the learners to guide their own learning has shown more benefit in terms of learning outcomes; a similar point was indicated by Elizondo and Garita (2013) in which they found that the higher the autonomy level, the higher the linguistic achievement level. Elizondo and Garita (2013) went on to state that motivation can trump confidence, and students should be allowed to choose their own tasks; meanwhile, the students' work should be tracked, and efforts encouraged (ibid.).

Overall, based on these findings, it is evident that SE and LA are important aspects of language learning and should thus be incorporated into lesson and syllabus planning. The integration of the aspects can make the learning process more valuable and engaging for the

learner.

Moreover, the implementation of learning strategies can be viewed as an important part of learning as it benefits SE and LA development. Additionally, Oxford (1990) indicated that language learning strategies (hereafter LLS) are essential for advancing communicative competence, as their implementation can improve language proficiency and raise the individual's SE. As the number of learning strategies is vast, an informed choice of selecting strategies to use or teach should be made. In addition, as previously mentioned, SE and LA are aspects that are often in correlation with each other. Meaning that if one possesses LA, but not the SE to reach the aim set, or vice versa, then the individual may not undertake the actions required to reach said aim. Furthermore, the development of each named aspect can pose some issues, as these aspects are individual centred and cannot be completely measured. However, a few methods and activities may be employed to create an environment for the student in which these aspects may develop. For example, LA may be aided by giving the student options to choose from in terms of language learning (e.g. choosing one of the article of the list to read, choosing the next topic, choosing a variant of a comprehension test, choosing one homework assignment from the list of alternatives and completing it, etc.). Moreover, SE development may be assisted by using continuous self-assessment (Baleghizadeh and Masoun 2014) or by using self-regulatory processes (e.g. goal setting, self-evaluation, strategy use, self-evaluation, etc.) (Zimmerman 2000).

Nonetheless, it should also be noted that if the student's SE and autonomy enhances, the simple fact of the improvement does not necessarily guarantee that the student is now willing to use the TL. It could further be claimed that if the student is not willing to communicate, SE and LA pose little to no advantage in language learning. Hence, there was a clear need for analysing a student's willingness to communicate (hereafter WTC) in terms

of the created course development.

1.2 Willingness to communicate.

As stated in the previous sub-chapter, if the student possesses LA and SE, but not the WTC in the TL, then the autonomy and efficacy may have little to no influence on their actual language use. As a result, WTC could be viewed as a critical factor of language learning and use. Owing to this, WTC was incorporated into process of course creation.

The ability to reach the set communicative goals can be viewed as the cardinal goal of learning and teaching a foreign language (hereafter FL) for learners of all age groups (Borkowska 2024). The aim of second language (hereafter L2) and FL learning is to ensure better communication and understanding between the speakers from different backgrounds (Yashima et al. 2004). Likewise, Yashima (2002) argued that communication is inevitably a vital part of learning how to talk in a foreign language, but the aspect of anxiety when speaking should also be examined. Yildiz (2022) added that in terms of ESL and EFL, the learners have more opportunities to practise their language skills in an ESL setting, and almost no opportunities to practise the language in an EFL setting. In view of this, there is a need for learners to be introduced to authentic study materials and learning strategies with the aim of raising the learner's SE, motivation, WTC in the TL, and provide them with a skill set to practise the language independently, both in the classroom and outside of the classroom.

The term Willingness to Communicate was originally developed to describe individual differences in first language (hereafter L1) communication (MacIntyre et al. 2001). According to MacIntyre et al. (2001:370), McCroskey and Baer (1985) were the researchers who went on to delineate WTC as a more defined construct, in which the following descriptor was provided: “/.../the intention to initiate communication given the

opportunity”; as also indicated by Yildiz (2022) and Borkowska (2024).

Later on, the notion of WTC in the context of L2 was proposed, providing the notion’s definition by Macintyre et al. (1998: 547) as “a readiness to enter into discourse at a particular time with a specific person or persons using L2”; also cited by Borkowska (2024: 126), Kubanyiova (2019), Dewaele and Dewaele (2018), and Yildiz (2022).

The notion of WTC in the context of L2 use was further explained by McIntyre et al. (1998), who created a heuristic model of variables which may influence WTC. The model was created in a shape of a pyramid because the heuristic pyramid shape allows to start the discussion in regard to WTC influences at the point of communication (MacIntyre et al. 1998: 546). The created pyramid is separated into six different levels and some sublevels of the layers were also defined. It is plausible to say that the pyramid has been widely recognised, as it has been used, explained, and researched by a number of writers, such as Borkowska (2024: 126), Dewaele and Dewaele (2018), Yildiz (2022), Kubanyiova (2019), Kõiv (2024), and Chiu and Lee (2023).

The model is divided into six different levels, consisting of Communicative Behaviour (Layer one), Behavioural Intention (Layer two), Situated Antecedents (Layer three), Motivational Propensities (Layer four), Affective-Cognitive Context (Layer five), and Social and Individual Context (Layer six) (Macintyre et al. 1998: 547). As defined by Macintyre et al (1998: 547)

These six layers further represent the two more basic structures: (a) the first three layers (I-III), which represent situation-specific influences on WTC at a given moment in time; and (b) the latter layers (IV-VI), which represent stable, enduring influences on the process (Macintyre et al 1998: 547).

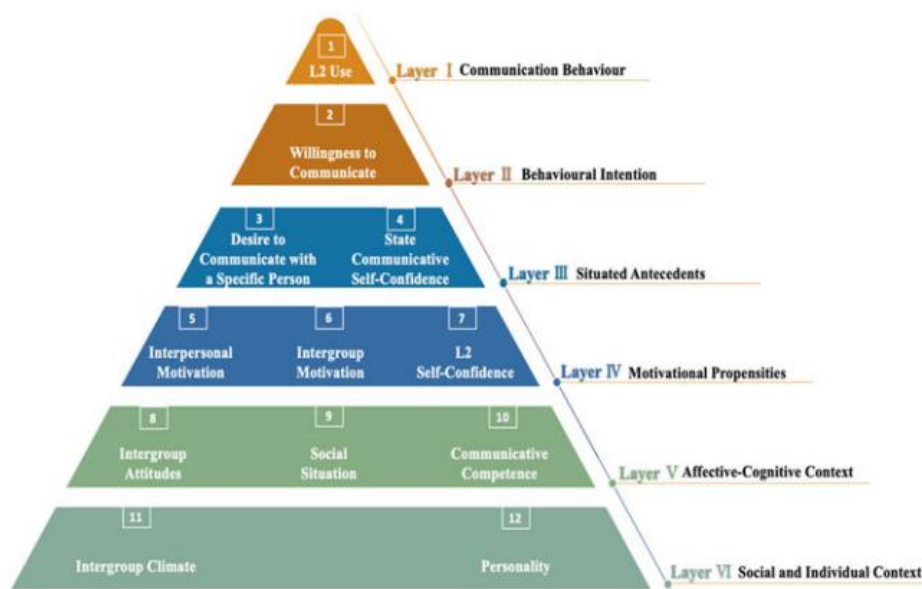


Figure 1. The pyramid framework of L2 WTC by MacIntyre et al 1998. (as cited in Chiu and Lee (2023: 65)

From the perspective of the learner, the tip of the pyramid may be viewed as the immediate situation-based context, and the bottom part of the pyramid may be viewed as stable and enduring influences the L2 (ibid.).

All in all, it could be stated that the overall goal of the WTC pyramid is to explain various factors which influence the use of L2. Moreover, it may be argued that the course’s aim should be to assist the learners in employing the factors situated on the levels one and two of the pyramids, as they are more situation-specific and can be measured more accurately. While the teacher may not guarantee the employment of the factors situated on the levels three to six, he can facilitate and support learners' progression toward these higher levels. The latter may be assisted by drawing students’ attention to the specific factors the students are engaging with at various points during the lesson and designing activities which

will place them in situations that are in correspondence with these factors.

Communication Behaviour (Layer I) – The authors referred to communication behaviour in its broad sense, encompassing activities such as speaking up in class, reading or watching television in the L2, or using the L2 in professional settings (e.g., using the language on the job) (MacIntyre et al. 1998). The authors went on to state that often times the educator cannot provide all of the mentioned opportunities for the L2 communication; thus, the aim of the learning process should be to enhance the learner's willingness to seek out the TL communication opportunities and act on those opportunities (ibid.). The authors further contended that any program which does not succeed in fostering learners' willingness to use the language is simply a failed program (ibid.), thus WTC is a key element that should be kept in mind when designing a language course.

Behavioural Intention (Layer II) – From this layer the phrase “readiness to enter into discourse at a particular time ...” was introduced. The layer represents a person's willingness to communicate when given the opportunity. The authors further argued that readiness to communicate should not be viewed only as the physical act of communicating when given the opportunity, but rather the willingness to communicate when needed should also be considered (e.g. the student who spoke when called upon in class and the students who had their hands raised and were ready to answer if need be - both showed WTC) (ibid.).

Situated Antecedents (Layer III) has been subdivided into two sections: which include the wish to communicate with a specific person (e.g. my WTC to communicate with my classmate is higher than my WTC when communicating with the teacher), and/or state communicative self-confidence. The latter of which may refer to one's impression of their communication capacity is high enough to engage in communication (ibid.: 549). This impression may be assisted if the learner has encountered the situation previously (e.g.

modelled in classroom, practised independently, etc.) and/or the learner has developed their language skills to a level in which they feel confident enough to engage in communication (ibid).

The remaining layers (IV-VI) are also likely to be influenced via the completion of various learning tasks. For example, *L2 Self-Confidence*, *Intergroup Motivation*, and *Interpersonal motivation* might be influenced by practising speaking the language via the assistance of scaffolding materials, and the creation of a supportive classroom (e.g. the students will be able to introduce themselves via the assistance of common introduction phrases, other students will assist the speaker when they need it, etc.). Moreover, *Intergroup Climate* and *Social Situations* might be enhanced by doing various challenging language learning activities as a whole (e.g. introducing their kindergarten to the other students in English, giving feedback to the one another's production activities, praising one another's work and giving them helpful tips, etc.). Lastly, *Communicative Competence* might be enhanced via doing various language learning and practise tasks (presentations, speaking, comprehension tests, etc.).

Overall, WTC can indicate a person's readiness to participate in various speaking situations, whether in their L1, L2 or in an EFL context. This may impact the learner by motivating them to use and practise the language; therefore, fostering the development of WTC should be a key focus in the design of a language course.

To sum up, WTC is an important component of speaking the TL. As previously stated, WTC, SE, and LA are all crucial aspects of language learning and its use, but they should not be implemented independently. For this reason, in order to develop the students' speaking skills, all of the aforementioned aspects' growth must be assisted in terms of the course design and thought out as how to exactly aid their development during the course.

1.3 Course Design

Designing a course or curriculum can be viewed as a step-by-step process, often described as a “how-to-do-it” activity (Macalister and Nation 2020). These steps may vary depending on the specific needs of the course/curriculum that is being worked on, and as thus, there is not an exact roadmap for one to use when designing their very own course.

Additionally, when designing a course or curriculum the distinction between the two should be kept in mind. A curriculum is connected with planning, implementing, evaluating, management, and administration of an educational program; whilst a syllabus is a narrower counterpart that focuses more selectively on the selection and grading of content, as defined by Nunan (1998).

As indicated by Macalister and Nation (2020) there is a wide range of factors that ought to be kept in mind when designing a course, such as the learner’s current knowledge and lacks, resources available (e.g. time, funding, etc.), the skill of the teacher, the course designer’s strengths and limitations, and the principles of learning and teaching. According to Lanarès et al. (2024), when a course is being designed and implemented it is crucial to create the course in such a way that it promotes the development of the learner’s autonomy and self-efficacy. If these steps are not considered when designing a course, the created course may not suit the needs of the learners, be unsuitable for the situation for which the course is created, and/or even create a negative learning experience for the learner (Macalister and Nation 2020).

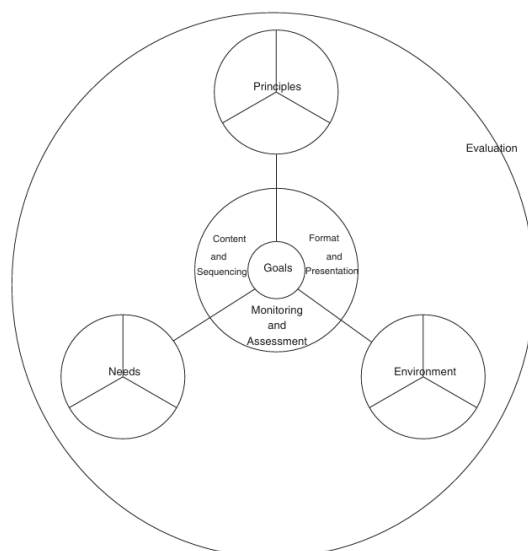


Figure 2. Language Curriculum Design (Macalister and Nation 2020: 2)

In Figure 2, a model by Macalister & Nation (2020: 2), the authors are depicting parts of a curriculum design process. As stated by Macalister and Nation (2020: 2): “Some curriculum designers distinguish curriculum from syllabus. In the model, both the outer circles and the inner circle make up the curriculum. The inner circle represents the syllabus”.

Referring to Figure 2, when designing an optional language course for adult EFL learners, no other parts of the model should be considered except the inner circle, as the inner circle of the model can be viewed as the only part connected to the syllabus design. Furthermore, aspects such as *needs*, *environment*, and *evaluation* ought to be implemented before the process of designing a syllabus.

Lanarès et al. (2024: 45) have put forward their own canvas containing five building blocks that one ought to look at when designing a course which is in alignment with principles of constructive alignment (see Figure 3.). Constructive alignment was first indicated by Biggs (1999); also cited by Gallagher (2017). According to Biggs (1999: 1)

Constructive Alignment is “an outcomes-based approach to teaching in which the learning outcomes that students are intended to achieve are defined before teaching takes place”. This approach can be viewed as student-centred in which the focus is on what the student will do, rather than what the teacher will do; essentially meaning that the student will take responsibility for his/her own studies (Gallagher 2017: 3012).

In Figure 3, the learning outcomes are the centre of canvas. Content, assessment, teaching, and learning strategy create the inner circle, and the context creates the outer

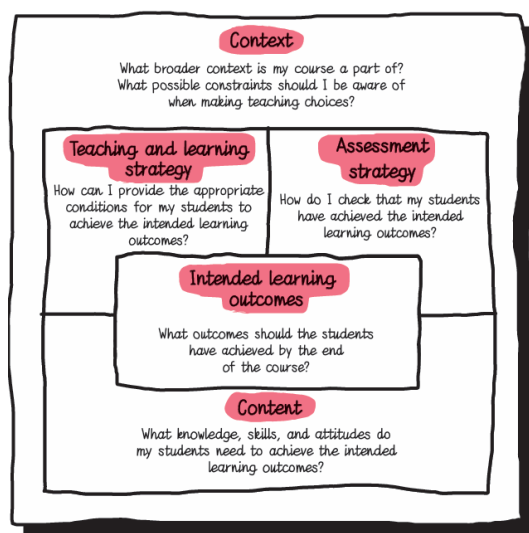


Figure 3. Canvas Lanares et al. (2024: 45)

circle. These five blocks should work together with one another seamlessly and test one another’s coherence; this in turn, ensures that the designer is providing the learning experience to the learner that they had intended (ibid.).

It can be claimed that it is essential to pinpoint the goals that the learner will reach at the end of the course; a point which was also cited by Macalister and Nation (2020). Clearly set goals and aims are vital as it shows why a course is necessary, and what is the beneficial factor for the learner. Well defined learning outcomes will allow the designer or teacher to pinpoint which knowledge, skill, etc. and the level of mastery of the goals the learner ought

to have gained by the end of the course (Lanarès 2024: 72-74). Correspondingly, clearly set learning outcomes can be used to communicate the expectations for learners on the course (e.g. choice of teaching and learning activities) and define what aspects of the course will be assessed and how (ibid.: 73).

Lanarès et al. (2024: 75) provided guidelines for defining initial course outcomes; similar guidelines were also indicated by Rutiku et al. (2009: 29). When designing a course's initial outcomes, the guidelines brought by Lanarès et al. (2024: 75) ought to be considered:

- “An action verb that defines the level and type of intended learning;
- The learning content; and
- Any additional information that describes the situation within which the student must complete the task.”

The aforementioned guidelines will be used to create initial course outcomes for the optional course.

Referring to Figure 2, it can be seen that evaluation is a vital process to be kept in mind whilst designing a new curriculum. As the optional course is not a part of a curriculum; no evaluation, in terms of curriculum, has been previously done. Hence, evaluation is also a topic that should be considered whilst creating the optional course.

Evaluation allows us to check whether the product is successful and if it needs to be improved; also indicated by Macalister and Nation (2020) and Lanarés et al. (2024). Overall, evaluation can be divided into two types of evaluation; also indicated by Macalister and Nation (2020).

1. Formative evaluation – evaluating with the intent of improving.
2. Summative evaluation – evaluating with the intent of judging the quality of the

product.

On the other hand, Lanarès et al. (2024: 124) focus on assessment, due to the support assessment can provide for the students learning process.

The authors classify three types of assessments:

1. Diagnostic assessment – used to pinpoint the student’s knowledge before the learning process or course starts.
2. Formative assessment – used to manage the learning process with the intent of helping students advance.
3. Summative assessment – used to prove a level of knowledge gained.

Evaluation may be viewed as applicable to the created course, whereas assessment may be applicable to the learners themselves. As a result, assessment and evaluation will both be used in the current thesis.

There are a few ways and methods to evaluate a course (e.g. self-report scales, observations, interviews, questionnaires, etc.). Further, continuous monitoring and assessment of the course must be considered; these named aspects can be done from the point of view and by the teacher, students, observer, etc. Monitoring and assessment have informational and affective goals (i.e. motivation, engagement, etc.); meaning it can inform the participants of the course (inc. the teacher) of the participants’ knowledge and progress at the time of the monitoring (Macalister and Nation 2020). Thus, monitoring and assessing the course can encourage self-efficacy or discourage it – whereas the two named aspects can be employed by the teacher and the student, with the aim of increasing the belief in the learner that they can achieve a set aim (e.g. via learning tasks, study strategies, motivation, beliefs, etc.)

Further, monitoring the activity which the learners are completing, or will be doing, can

have various positive effects. The process of observing the activities can signal to the teacher whether any changes should be made to the activities to encourage learning (Macalister and Nation 2020). When assessing the activities the following questions should be asked (Nation 2001: 60-74, as cited in Macalister and Nation 2020: 132):

- 1) “What is the learning goal of the activity?
- 2) What are the learning conditions that would lead to the achievement of this goal?
- 3) What are the observable signs that these learning conditions are occurring?
- 4) What are the design features of the activity that set up the learning conditions or that need to be changed to set up the learning conditions?”

Additionally, according to Macalister and Nation (2020), achievement assessment can be categorized into two types of assessment:

- a) Short-Term Achievement Assessment – looking at the activities as they are occurring; aimed at gaining feedback onto how the learners are progressing daily or weekly.
- b) Achievement Assessment – looks at the achievement’s learners during the course and at the effectiveness of the course itself.

The named assessment types may be used independently or interchangeably to assess the effectiveness of the course, its activities, aims, progression, etc. The aspects of the before mentioned evaluation and assessment may be applicable to various types of learning, syllabus, and courses (e.g. language course, medicine, architecture, etc.), as their overlapping aim is to assess or evaluate the progression of the counterparts of the course (teacher, material, student, aims, etc.).

To re-iterate, evaluation is a vital part of designing a course as it helps locate and mend the weaknesses of the course, as indicated by Macalister and Nation (2020). Moreover, it offers a chance to adjust the needs of the course and if the evaluation is well planned, it may develop the teacher professionally (ibid.).

In terms of course content and its subsequent sequencing during the course, the

environment of the course, the needs of the learners, and the principles of teaching and learning must be considered (Macalister and Nation 2020: p.85).

To assess the progression of a course, the course could be separated into a series of units of progression of the creator's choosing (e.g. words, topics, etc.). The units of progression can be divided into two main types: definite series progression (e.g. vocabulary levels), and progression of knowledge (e.g. topics) (ibid.: 86). It may be claimed that choosing the unit of progression measurement for a course is of vital importance, as it provides an overview of the course completion for the student. Similarly, the composition of the course units can be built by adhering to two main principles: a) a linear development course, in which one lesson's material is dependent on another (i.e. if the previous class is missed, gaps will be evident in the next class) or b) a modular development course, in which each lesson belongs to its own group and is separate from another (i.e. if I miss a class, I will not have gaps in the following class) (ibid.). As the created course focused on field-specific topics and speaking skill development, the modular course development was employed.

Additionally, the course activities are an important part of the course development. Making informed decisions about format and presentation can lead to the development of the learner's motivation (Macallister and Nation 2020). At the same time, it is important that a language course provides the learner with balanced opportunities to learn the language, which may be ensured by the use of *The Four Strands* method.

According to Macallister and Nation (2000) *The Four Strands* consist of Meaning-focused Input (i.e. opportunities to learn by reading and listening, in which ample input for reading and listening is provided. Additionally, input can also be gathered by speaking, in which one person is the active listener and the other the speaker – an advantage of this can be seen from the listener's opportunity to ask for clarification, repetition, or change of pace),

Meaning-focused Output (i.e. learning by speaking or writing, in which regular opportunities for meaning-focused output are provided, such as monologues, dialogues, etc.), Language-focused learning (i.e. purposeful focus on language features, such as vocabulary, parts of speech, etc.), and Fluency Development (e.g. focused speaking, speaking on something that has been spoken about previously, etc.).

Similarly, when designing lessons, a number of activities and techniques can be used (ibid.). The subsequent activities can be classified into four major types: experience (i.e. activities that are reliant on previous information), shared activities (i.e. the activity is reliant on others, such as brainstorming, sharing information, etc.), guided activities (i.e. activities that are partially complete, such as matching-, completion activities, etc.), and independent activities (i.e. activities during which the learners work with no assistance or preparation) (ibid.: 119-122.).

To re-iterate, designing a course can be viewed as a step-by-step process, in which several factors should be kept in mind and analysed (e.g. environment, needs, goals, materials, etc.). When designing a course, an overview of the course aims, methods, content, assessment, and learning outcomes should be created. Whilst designing the content of the course, aspects regarding the course type, aim (e.g. speaking, grammar, etc.), target group, time, and external factors (e.g. time, money, skill) should be thoroughly thought out. Lastly, the content created ought to be rigorously checked against previously referenced factors, with the intent of creating a course that is beneficial and engaging for the learner.

2. DEVELOPMENT AND EVALUATION OF THE SPEAKING COURSE

2.1 Planning the course

As stated previously, the author of this thesis has been teaching KELA curriculum students English for the past three years, during which time the hesitancy regarding speaking the English language was noticed and discussed with the students. This had inspired the teacher to create an optional English-speaking course for the KELA students with the aim of assisting them in practising the language and various language learning strategies both in class use, and independently. When the initial idea of designing the course was considered, an issue of content that is both useful and practical for the students arose. Therefore, the process began with a needs analysis. Unfortunately, as the target group was diverse and not yet defined the analysis could not be conducted directly with future participants. Instead, the program manager and a senior KELA lecturer were interviewed to identify the likely needs. Based on the interviews, a list of needs and initial lesson topic ideas was compiled. Further, initial learning outcomes of the course were created, and the students' timetables were looked at, with the aim of finding the best match of lesson times in the timetable for all students (1st, 2nd, and 3rd year students). Based on the lesson times, needs analysis, and initial lesson topic ideas, a subsequent list of preliminary lesson topics and its contents was created. After which, the course was created in the ÕIS II and Moodle system and the informative letter for the students about the course was compiled and sent. Lastly, the questionnaire intent on assessing willingness to communicate and language learning strategies was compiled and sent to the students.

As the curriculum is in the block study format, hours allocated to in-person study in

the students' timetables were few. For this reason, optional Zoom lessons after each in-person meeting were provided - to provide more opportunities to practise the language. Further, when choosing the material to be used in the classes, the teacher often referred to the needs analysis results and consulted with the college's English language and the KELA curriculum lecturers. All in all, 11 students registered for the course.

Classroom observations indicated that the students are all female with an average age range of approximately 20 to 40 years. The students possess various language levels varying from A1-B2+, have various EFL learning experiences (e.g. who studied German instead of English, who did quite well in school in terms of English, but haven't used the language in years, etc.), and have shown different levels of readiness to communicate in English. The indicators described above further indicate and justify the need for the course to be speaking centred, rather than language level oriented.

In the following sub-chapters, the steps taken when creating the course are explained in-depth.

2.1.1 Needs analysis of the students

As previously mentioned, a needs analysis may be viewed as instrumental to a curriculum design (Macalister and Nation 2020). Meaning that by using the needs analysis, the designer can see where they are at the current moment, what are the needs of their target group, and how they will reach the goals (ibid.). In the context of the current Master's thesis, the needs analysis was integrated into a syllabus design, as it provides a solid base for where the learners are before they join the course, where they should be at the end of the course, and it sets an idea of how to get there.

Ideally, a needs analysis should be conducted directly with future learners. However, because the participants for this course were not yet known, that was not possible. This resulted from the fact that when designing the upcoming course, it was not known who the exact learners would be, and therefore their needs could not be explored. Therefore, a secondary way of approaching the needs analysis was explored, in which the needs analysis was done with the KELA curriculum's program director and a KELA curriculum lecturer who has been teaching pre-service KELA teachers for nearly three decades.

While conducting the needs analysis for the current course, semi-structured interview questions were favoured due to their ability to allow the speaker to expand on their thoughts and views, allowing the course designer to get a better overview of the field of pre-school teachers. The interview questions were designed whilst keeping in mind the three focuses of a target needs analysis: lacks, wants, necessities; as proposed by Macalister and Nation (2020: 30) and Lanarès et al. (2024: 65).

The needs analysis questions were re-created and reviewed a number of times due to the need for the answers to be beneficial to the course design, as indicated by Macalister and Nation (2020).

Keeping these factors in mind, the following needs analysis questions were created (see the answers from the interviews in appendix one):

- 1) Where and when do the KELA learners or kindergarten teachers use English in everyday work, studies, and self-development?
 - In which situations and what type of English language skills do KELAs need in their everyday work?
 - In which situations and what type of English language skills do KELAs need during their studies?

- In which situations and what type of English language skills do KELAs need in regard to their occupational self-development (e.g. E-twinning, participating in projects and/or presenting at conferences, etc.)?
- 2) What topics or overall language skills have the students deemed to be important for them?
- 3) What has been the most difficult/troublesome, but most beneficial, during the KELAs English studies?
- 4) Which topics/themes should be covered in the optional speaking course for the KELA students?

Based on the semi-structured interviews the following conclusions were made:

- 1) The use of English is not quite common, and the kindergarten teachers do not use the language daily. If the kindergarten aims to expose the children to the English language, they commonly outsource it (i.e. morning circle). Yet, the language is increasingly needed as a lingua franca that is commonly used to communicate with families from diverse backgrounds. Consequently, teachers should be able to convey and understand vital information and requirements regarding to the kindergarten. The kindergarten may also receive visitors from partner kindergartens from various countries; thus, the teacher ought to be able to introduce the kindergarten, hold some correspondence in English, and explain their system of education (i.e. rules, structure, etc.) to the visitors. Vice-versa, the teachers may visit other countries' kindergartens, during which English might be the lingua franca of choice. In addition to visitors, the kindergarten teachers are also able to participate in various self-development programs in foreign countries. During which they might need to present something they have created, listen to others' creations, and/or participate in discussions in regard to their field. In these situations, it is important, that the teachers are able to speak, understand, and read in their field specific English. Lastly, the KELA teachers may feel uneasy when speaking the language and may lack in knowledge of field-specific vocabulary. Therefore, the created course should focus

on developing the students' self-efficacy, field-specific vocabulary, and listening skills.

- 2) Based on the interviewees' experience it cannot be said if one part of language use (i.e. production, reception, etc.) outweighs another. In truth, all the aspects should be addressed. However, an area that is most lacking is speaking. In addition to speaking, the aspect of field-specific vocabulary ought to be addressed. Expanding the learner's field-specific vocabulary aids them in reading academic research in their field and educating them further.
- 3) In terms of difficulties when learning the language, the issues with reading and comprehending field-specific research and books are often seen. In addition, in the block study format there is a limited amount of contact lessons the learners will have to learn the language; this in turn raises the amount of independent work the learners must complete at home. If the learner has never studied the English language before, then this workload may be unsettling and demotivating. The learner may not know how to motivate themselves to learn the language independently.
- 4) A total of 18 lesson topic ideas were offered during the semi-structured interviews. Of the 18, eight were chosen due to their educational value and necessity for the learner (see all 18 topics in appendix one).

The skills of public speaking and presentation in English, oral production, self-expression in English, field-specific language, and self-efficacy skills should be developed during the optional course.

2.1.2 Learning outcomes of the course

Referring back to subtopic 1.3, it can be claimed that it is essential to pinpoint the

goals the learner will reach at the end of the course. As the created course employs the constructive alignment principle, it can be claimed that identifying the course's initial learning outcomes before the study process starts is of vital importance.

Keeping in mind the guidelines provided by Lanarès et al. (2024), three main learning outcomes were created. Due to the inexperience of the author, and the importance of the learning outcomes, the learning outcomes were thoroughly discussed with the thesis supervisors and later on reviewed by the University of Tartu's Academic Developer.

The set three learning objectives are the following (see the full syllabus in appendix two):

1. Uses the vocabulary learned during the course in the course's learning activities.
2. Is aware of various types of language learning strategies and uses them accordingly.
3. Participates in discussions relating to the field of pre-school education.

In the set outcomes the first and third outcome fulfil the set goal of practising the TL in its oral production form. The second outcome fulfils the set goal of learning language learning strategies and using them accordingly, with the aim of improving the learners' language usage probability both in classroom use and outside of the classroom use.

Regrettably, upon greater reflection of the learning outcomes, it was found that the set outcomes are more focused on speaking interaction; thus, neglecting mediation and production. This mistake will be rectified if the course is re-opened again next year.

Considering that the future learners were believed to be from various backgrounds and possessed different language levels, no precise TL level was set for the learners whilst the development of the course. However, when designing the course activities, the language level of A2-B1 was aimed at as a vast majority of the students showed to be at those levels.

Furthermore, when designing scaffolding (inc. materials, activities, models, etc.) the language level of A2-B1 was kept in mind. Complex activities were provided with more scaffolding, as opposed to the simpler activities. For example, introducing yourself or others and introducing the motivation behind studying to become a kindergarten teacher was provided with ample scaffolding (e.g. phraseology notes, multiple-choice worksheets, model by the teacher, etc.) and dividing character traits into positive and negatives had less scaffolding (e.g. discuss with partner, use translation devices, etc.).

Additionally, some tasks could be completed at various language levels (i.e. those who possessed higher language levels could complete the activities at a higher level and those whose level was lower could complete them at a lower level). For example, writing interview questions for a kindergarten teacher for which higher and lower-level questions could be created, asked, answered. Moreover, reading field-specific academic articles or journal posts could be divided into higher and lower level (i.e. students who possessed higher levels could read academic articles and summarize it more comprehensively, as opposed to lower-level possession where journal posts could be read, and a less comprehensive summary could be provided).

2.1.3 Course structure and lesson planning

The created optional course consists of 3 ECTS, in which each ECTS is equivalent to 26 academic hours. Thus, 3 ECTS is worth 78 academic hours. During the course eight in-person meetings were planned. Each in-person meeting is equal to two academic hours. Considering that the course has eight in-person meetings and one meeting's length is equal to two academic hours. Therefore, 16 academic hours of the full 78 academic hours are used

for in-person meetings. Consequently, 58 academic hours will be fulfilled via homework assignments and activities.

For each in-person session, a lesson plan was developed, including aims, tasks, and learning outcomes. The lessons were designed with a focus on field-specific situations for pre-school educators, such as introducing my kindergarten and the Estonian kindergarten education system.

All in all, the in-person lessons were scheduled to take place on the following dates: 27.02, 1.03, 20.03, 10.04, 8.05, 9.05, 29.05, 30.05. Each lesson was two academic hours long, except for the final in-person meeting, which was equivalent to four academic hours and two lessons. Moreover, the optional Zoom lessons were held on Thursday evenings starting at 19:00 till 20:30, as agreed upon with the students of the course.

The created lesson topics for the course were as follows:

- 1) I and My Speciality
- 2) Educational System in Estonia
- 3) My Kindergarten, Kindergarten Group, and Our Projects
- 4) A Good Kindergarten Teacher
- 5) The Perfect Kindergarten
- 6) A Special Child in Our Group
- 7) The Developmental Journey of a Kindergarten Child
- 8) Study Activities in The Kindergarten.

After each in-person meeting the next lesson topic from the set of eight was chosen with the students via a voting system (i.e. the lesson topic will be chosen by the number of repetitions – the topic that gathered the most votes wins). Lastly, each created lesson plan was written via following an adapted model from Kitty (2013).

As the aim of the optional course was to enhance the learners' English speaking skills, whilst increasing the students' self-efficacy and use of various learning strategies in terms of language learning, during and after the completion of the course. To support the learners' speaking skills development, a variety of activities were used both in the in-person lessons and home assignments. For example:

- a) pair work (e.g. the students will have to introduce themselves in English to their partner, after which the partner will introduce their partner to the rest of the class. Scaffolding materials was provided to assist the learners, such as introductory phrases list for introducing one's self and their partner)
- b) group work (e.g. sharing the experience of kindergarten work life with other students. Scaffolding materials were provided.)
- c) presentations (e.g. presenting a kindergarten and its structure)
- d) role play activities (e.g. one person introduces their kindergarten in English, and the other students pretend to be foreign visitors who ask questions about the kindergarten)
- e) find someone who (e.g. create ten sentences about a person, and find the person who fits the created sentence by talking to various learners in the class)
- f) guide me (i.e. one student guides the other through a maze by using instructional phrases in English.)
- g) asked and answered (each student writes ten questions, the students change questions and answer the questions in English), etc.
- h) listen and draw (e.g. one person draws, and the others describe)
- i) I am a figure (e.g. figures are provided in the classroom, the learners will choose the figure they feel like represents themselves, each group of students will have to explain why chose this specific figure), etc.; all the aforementioned lesson activity ideas a – i, have been taken from Kärtner (2000).

All activities are provided with scaffolding (i.e. the teacher models the activity, the learners are provided with assisting materials, etc.).

Furthermore, as a secondary aim of the course was to introduce the learners to various language learning strategies, various language learning strategies in regard to grammar, reading, vocabulary, and speaking were introduced. The strategies were taken from Oxford (1990) and discussed with the learners after classes with the subsequent aim of reflecting on their experiences of using LLS-s and give insight to the other learners. Based on the teacher's observations, the most commonly use strategies were (see the full list of strategies in appendix five):

- If I forget a phrase/word when speaking English, I will try to re-phrase the missing word/phrase or use my body language/mother tongue to express myself.
- When I see a phrase/word in English that I do not know I'll translate the word in translation platforms.
- When reading in English, I will create maps, graphs, or pictures about the text I read in order to better understand it.
- When reading in English, I will highlight things in the text that are important and underline the most important fact or idea in the highlighted area.
- I make connections between the grammar of my mother tongue and the target language/other foreign languages.
- I watch and listen to audio and video materials in English (e.g. movies, TV shows, music).
- When I cannot understand what the speaker said to me, I will ask them to re-phrase a word/phrase or repeat/clarify what they said.

Referring back to subtopic 1.3, it could be said that evaluation and assessment are a vital part of designing a course. To re-iterate, evaluation could be used to check whether the product is successful and if it needs to be improved upon (Macalister and Nation 2020 and Lanarès et al. 2024); whereas assessment could be used to assess the learner's progression. In the created course summative evaluation was used to evaluate the effectiveness of the

created course. In terms of assessment, formative assessment was used, as diagnostic and summative assessment couldn't be used with the created course, due to the variety of students' skills in terms of EFL use.

As previously mentioned, when planning the optional course lessons the framework of Kitty (2013) was adapted due to its detailed nature, which allowed the author to supplement it as necessary. Moreover, the detailed lesson plan example further provided insight for the author on how to plan more detailed lesson activities (inc. prior and after class activities).

Background:⁸

Context: ESL or EFL setting
Institution: name of school, institute, or program
Course/level: e.g., Intermediate Reading, or Literacy & Citizenship, or ESL 2
Students: number of students (Ss), and relevant details such as male/female, first language, age, and education level
Overall course goals: e.g., prepare students for university level writing, or develop students' conversational fluency, or meet standards
Texts/materials: details of textbooks, supplemental books, media, or websites used for this lesson
Lesson aim(s): e.g., students will learn ten housing-related words; students will be able to report a housing-related problem using the pattern, "The stove is broken."
Previous class work/what do Ss know that prepares them for the lesson: e.g., Ss are familiar with vocabulary related to rooms and furniture

Procedures					
Activity/timing	Objective(s)	Materials/equipment	Step-by-step details	Interaction/seating	Contingency plans/other notes
Icebreaker 10 min	Ss will be able to ... using x, y, z language	Handout 1	T does: Ss do:	Ss in pairs, T + whole class, etc.	Be sure to...
Etc.					

Follow-up, future ideas
 What was not included in this lesson that will be covered soon?

Notes
 What happened during the lesson? How long did things actually take? How did students respond? What could be improved next time? What worked well?

Figure 4. Lesson Planning in Second/Foreign Language Teaching (Kitty 2013: 370).

Regarding the adaption, the sections *context*, *institution*, *course/level*, *notes*, and *follow-up, future ideas* were removed from the lesson plan. This was done because the first three aspects do not change lesson-by-lesson, and the latter two aspects have been incorporated into the *Step-by-step* section of the lesson plan. Moreover, sections *Contingency plans*, *Interaction/seating* were also removed from the *Procedures* section. This was done due to the fact that these aspects were added to the *Step-by-step* section and

keeping these aspects in the lesson plan would have made the plan un-readable in the physical lesson. Lastly, the sections *WTC* and *LLS* were added to the lesson plan to give a better overview of *WTC* and *LLS*-s used in each lesson and its corresponding activities (see lesson plans in appendix seven):

Texts/Materials:

Lesson aim(s):

Previous class work/what do students know that prepares them for the lesson:

Activity/timing	Objective(s)	WTC	LLS	Materials/equipment	Step-by-Step details

Regrettably, upon greater reflection, it could be argued that the section “WTC” could be removed from the lesson plans as WTC is not an activity that can be analysed based on lesson activities, but rather a resource with which the author can analyse the changes in the learners’ willingness to communicate.

In regard to course assignments, the Four Strands Method was employed, in which the lesson structure followed the outline of meaning-focused input (e.g. viewing videos and reading text about material covered in class), meaning-focused output (i.e. practise), language-focused learning (e.g. scaffolding), and fluency development (e.g. vocabulary, phraseology, pronunciation drilling, etc.). Also, while the assignments were created, tasks were used in the process to aid implementation of various language levels.

Additionally, after each lesson a revision exercise was planned for the learners with the intent of further revising learned knowledge or adding on it (e.g. create a video instruction whilst keeping in mind the material before and during the class). Lastly, extra

assignments for learning were created (e.g. field-specific vocabulary tests and assignments, reading academic articles or journals about the field and making video summaries of them, etc.) A few examples of lesson plans (inc. pre and post lesson activities) and extra assignments can be found in appendix seven.

2.1.4 Opening the Course and Student Questionnaire

Before starting the course, a syllabus of the created course was designed in the Tartu University's Study Information system (inc. initial learning outcomes, short description grading system, topics of the lessons, etc.) (visible in appendix two). The subsequent course was opened for registration and an informational email in regard to the course (inc. its aims, reasoning, etc.) was created and sent to the KELA curriculum students (see informational letter in appendix three). The informational letter about the course was sent to the KELA curriculum manager, who forwarded the letter to all of the curriculum students (inc. first-, second-, and third-year students). The course was launched with 11 students enrolled out of a maximum of 18.

In order to determine the students' initial attitudes and opinions in regard to their LLS use and WTC, a questionnaire was designed. The questionnaire assessed the learners' willingness to communicate in English, their perceived self-efficacy, and learner autonomy. The created questionnaire was separated into two separate blocks; in which the first block focused on the learner's willingness to communicate in various situations whilst using the English language and the second block focused on the learner's language learning strategies (see questionnaire in appendix four).

The questions for the questionnaire's first part were based on the willingness to communicate pyramid proposed by Macintyre et al. (2001). The created questions were combined with field-specific topics from the course's lesson topics and assessed both the

student's WTC and SE to complete a set out objective. For example, the question "To which degree are you ready to present in English the projects your kindergarten is partaking in?" (in Estonian: milline on teie valmisolek tutvustada inglise keeles projekte, kus teie lasteaed osaleb) is connected to lesson topic three, and "My kindergarten, projects, and kindergarten group" (in Estonian: Minu lasteaed, projektid ja rühm) is also connected to WTC levels one and two. The questions for the second part of the questionnaire were adapted from a list of learning strategies created by Rebecca Oxford (1990: 283-291) and similarly to SE, were also used to assess the student's learner autonomy.

The questionnaire was completed at the beginning of the course and at the end of the course [due to the reason that the defence of the current thesis was prior to the final lesson of the optional course, the learners were asked to fill out the questionnaire prior to the end of the course. This was done in order to analyse the effectiveness of the course up until that point in time. A final questionnaire at the very end of the course is administered with the intent of further understanding the course's effectiveness]. The answers to the questionnaire were gathered in the OneDrive Form platform; thus, the questionnaire could be filled out over the web. The submitted answers were only accessible by the author. The students were not asked to write their names in the questionnaire as they answered and no emails (inc. other personal information) were recorded. The students were asked to write their study book code, which was used to create a separate code for each responder to compare the questionnaire answers at a later date.

2.2 The Teacher's Notes and Results of the Questionnaires

The questionnaire was designed using a Likert scale format and comprised two sections, each containing 12 questions. The first part of the questionnaire asked the student to grade willingness to communicate in different situations, for which a point scale of 1 to 5

was provided. In the scale number “1” could be viewed as the lowest willingness and number “5” the highest. The second part of the questionnaire asked the student to grade the frequency of using language learning strategies. This scale was composed of a word scale, in which *Never* – equal to point “1”, *Seldom* - equal to point “2”, *Often* - equal to point “3”, *Very Often* - equal to point “4”, and *Always* - equal to point “5”.

The questionnaire administered at the beginning of the course brought eight responses out of eleven. At the second administering, five responses out of a total of eleven were gathered. Of these, only four respondents had completed both stages of the questionnaire (i.e. beginning of the course and prior to thesis submission). This may be due to various reasons, such as the students’ developments with the TL, the time of questionnaire administration, students’ workload, etc. As the questionnaire’s second administration was not at the end of the course, and only four submissions could be analysed, the results cannot be used to create deductions of the course’s effectiveness but could be used to show a possible initial trend and give insight to the author.

Based on the author’s notes it could be seen that in the earlier stages of the course, an issue of having too little time could be seen. Additionally, issues with the internet connection during the Zoom lessons were present. In terms of activities, pair, group work, and role play activities could be viewed as favoured by the students; in which the activities were often accompanied by a smile and few jokes – thus, adding to the supportive learning environment. Activities such as presentations, monologues, and group discussions were not favoured. Upon greater reflection it was seen that by employing more scaffolding (i.e. phrase base, model, open-ended questions, etc.) could raise the student’s willingness to participate in the activities. During the lessons, LLS use could be subtly spotted, of which the most common were connected to vocabulary learning and listening; thus, raising the need for

employing more strategy use in terms of grammar, and reading. However, a positive increase of using LLS-s more commonly with each lesson could be noted. Meaning that the students LLS use improved.

In terms of the Zoom lessons, a significant disadvantage could be seen. In the online lessons, opportunities to have the students to physically complete pair activities, and completing group activities was quite a hazard (due to internet issues, overlapping speaking, etc.) Moreover, the lessons provided the students with opportunities to switch back to their comfort zone (i.e. mother tongue) when completing activities in separate Zoom rooms. Although, keeping in mind that Zoom lessons were optional, a large number of students willingly participated in the Zoom lesson (participation rarely dropped below 50% of course attendees). Further, as the course was offered to all three courses of students simultaneously, an issue with timetables was often seen. Therefore, a number of planned in-person lessons were held online, making it harder for the author to plan interactive lessons (i.e. initial ideas had to be re-worked to fit into a digital scenario). Overall, based on classroom observations, the lessons over Zoom have shown improvement in the learners speaking skills, SE, LLS and WTC. The examples of this were the ever so active participation in activities, and the lower-level students' wish to present first and using LLS when listening to others (e.g. asking someone to clarify, translate, repeat, etc.). Lastly, on a personal note, the author noticed that alongside the other learners' advancement, one learner who had previously no contact with the English language (i.e. studied German in school) and always tried to not answer or asked someone else to answer for them, was now more than happy to answer first, often starting with the phrase "Oeh, let's try".

Therefore, it can be claimed that the course was of benefit towards the learners' self-efficacy, language autonomy, willingness to communicate, and language learning strategy

use. However, in the future progression of the course, or its re-administering, some changes should be made to the course, such as timetable issues, internet issues, and a more varied LLS use.

Lastly, as the questions in the created questionnaires were lengthy, the visual look of the results in the graph were un-readable. Thus, the questions were separately listed by the division of the parts of the questionnaire. Questions used in the first part of the questionnaire were titled with Q1 for question one, Q2 for question two, and so on. Questions used in the second part of the questionnaire were marked with A1 for answer one, A2 for answer two, and so on. Moreover, titles “S1 B” and “S1 L” were created to conserve graph space and make the graph more reader friendly. Titles “S1 B” and “S1 L” are equal to *Student 1 results before* and *Student 1 results later during the course*.

Questionnaire part one questions and their abbreviations:

- Q1 - How willing are you to communicate with your classmate in English, during English lessons?
- Q2 - How willing are you to communicate in English with a foreigner who speaks English?
- Q3 - How willing are you to communicate in English with a foreigner who speaks English as a mother tongue?
- Q4 - How willing are you to introduce yourself in English?
- Q5 - How willing are you to speak in English about why you chose to study in Early Childhood Educator curriculum?
- Q6 - How willing are you to talk about your studies in English?
- Q7 - How willing are you to introduce the work, and its importance of a Pre-K teacher in English?
- Q8 - How willing are you to introduce your kindergarten to foreign visitors in English?
- Q9 - How willing are you to speak about your everyday work and/or its organisation in English?
- Q10 - How willing are you to introduce projects that your kindergarten takes part in, in English?
- Q11 - How willing are you to participate in self-development programs in Estonia, which are held in the English language?
- Q12 - How willing are you to participate in self-development programs that are held in foreign countries, and in which the programs are held in the English language?

Questionnaire part two questions and their abbreviations:

A1 - When studying the English language, I read various materials in English outside of the language course (e.g. English textbooks, fiction).

A2 - If the read text in English is difficult for me, then I will guess the meaning of the word/phrase I do not know with the help of the previously read text.

A3 - When I am reading a text in English and see a word or phrase I do not know, I will look up the definition from a dictionary.

A4 - When viewing a film that is in English, for which I can choose subtitles, I will choose English subtitles to aid my language learning.

A5 - I listen and watch audio and video materials in English (e.g. songs, YouTube videos, audio books, etc.) outside classwork.

A6 - When viewing video materials in English, I won't choose subtitles in my native tongue and will try to understand the material without relying on the text provided.

A7 - I try to find people with whom I can speak in English; thus, developing my language skills.

A8 - If when speaking in English, a situation in which I cannot understand what has been said, I will stop the speaker and ask them to repeat or further explain what they said.

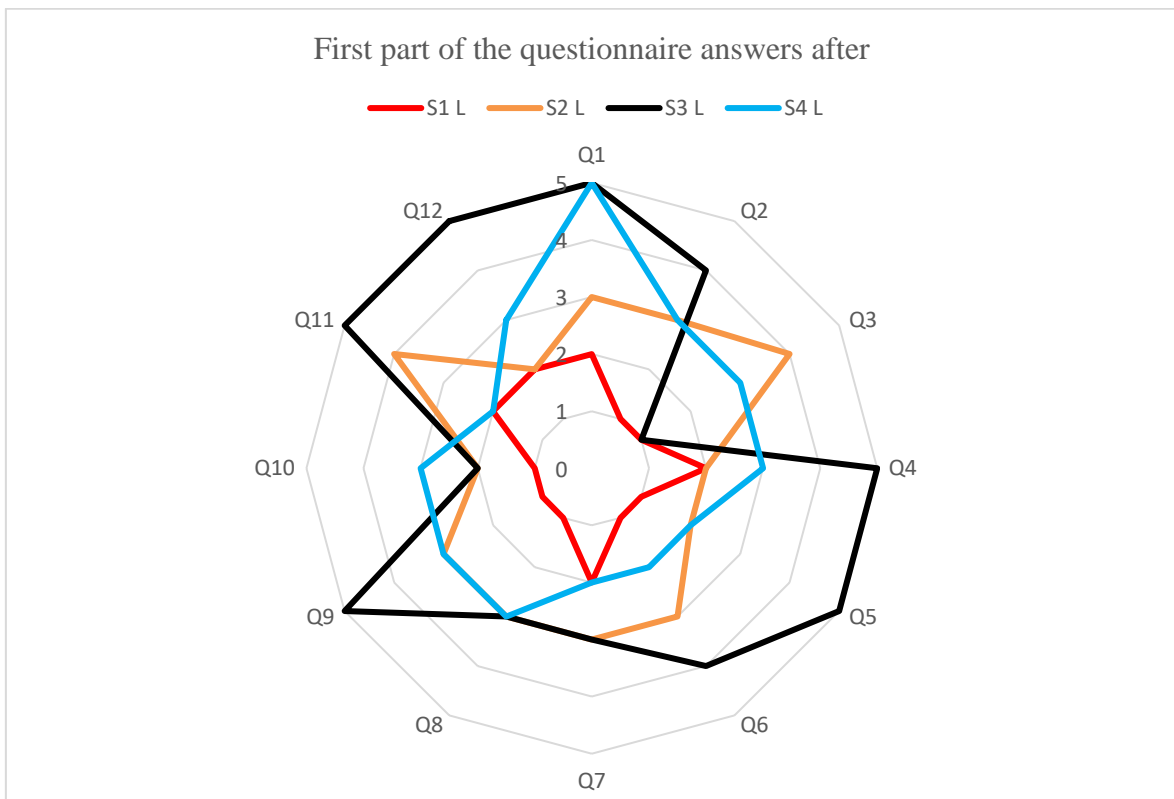
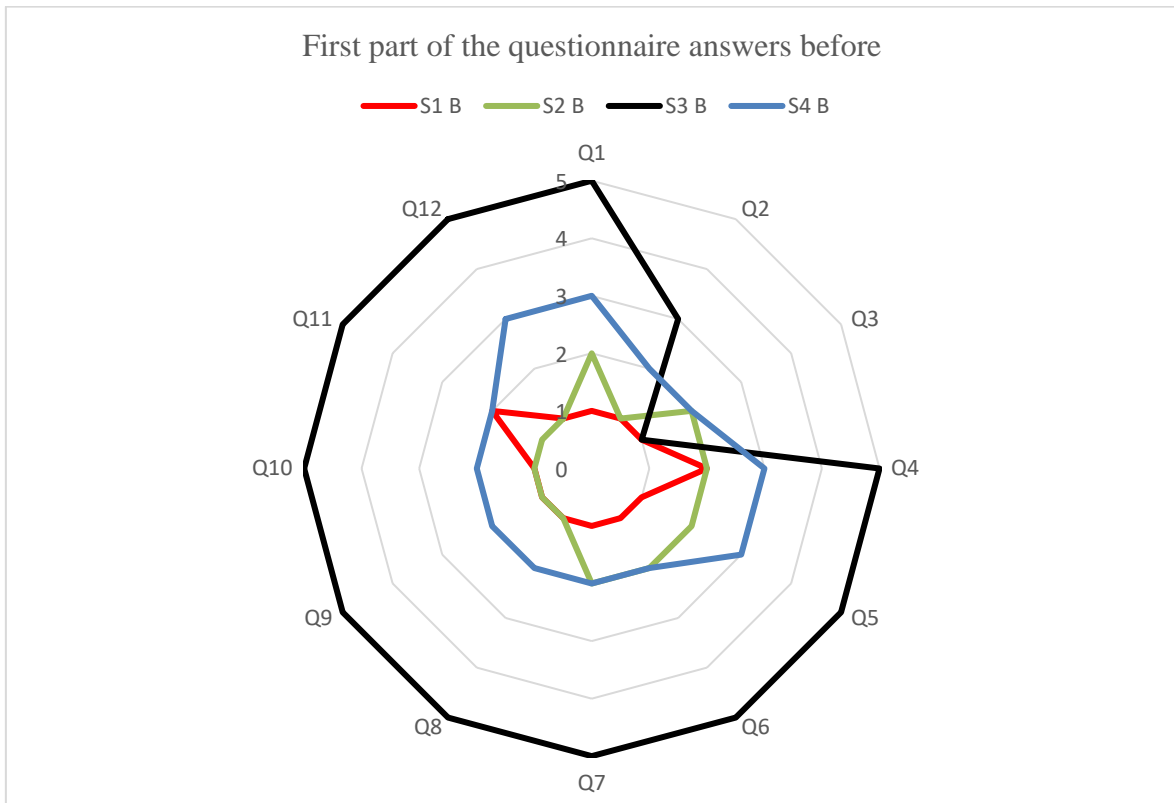
A9 - If when speaking in English, a situation in which I forget a phrase or word, I will try to re-phrase the word or phrase, or use my mother tongue/body language to explain my thought.

A10 - I have created a system for studying words and phrases and use it continuously.

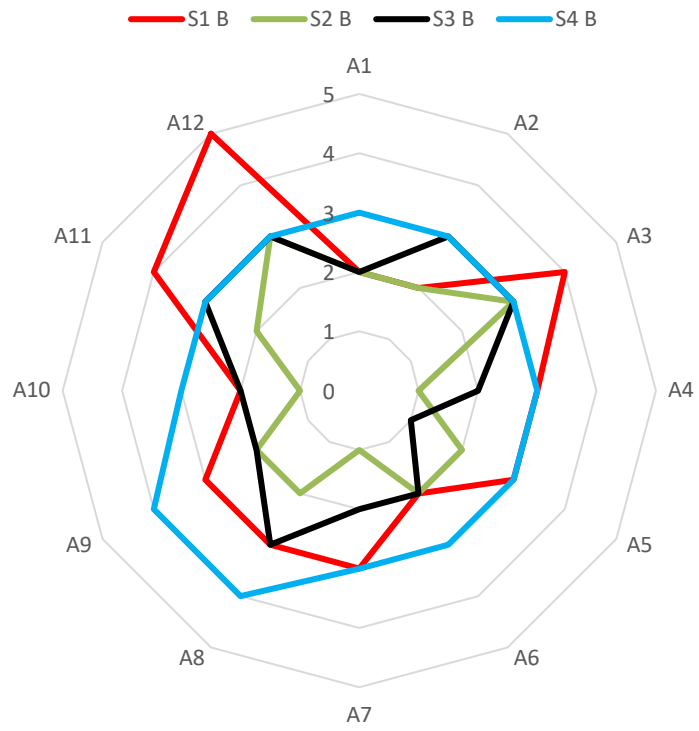
A11 - I try to develop my language skills by using new phrases or words when speaking.

A12 - When learning English, I will guide myself to take risks regarding language learning (e.g. predicting what has been said or will be said, guessing the meaning of words or phrases I don't yet know, using opportunities to speak the language, etc.), even though I know that I might make mistakes.

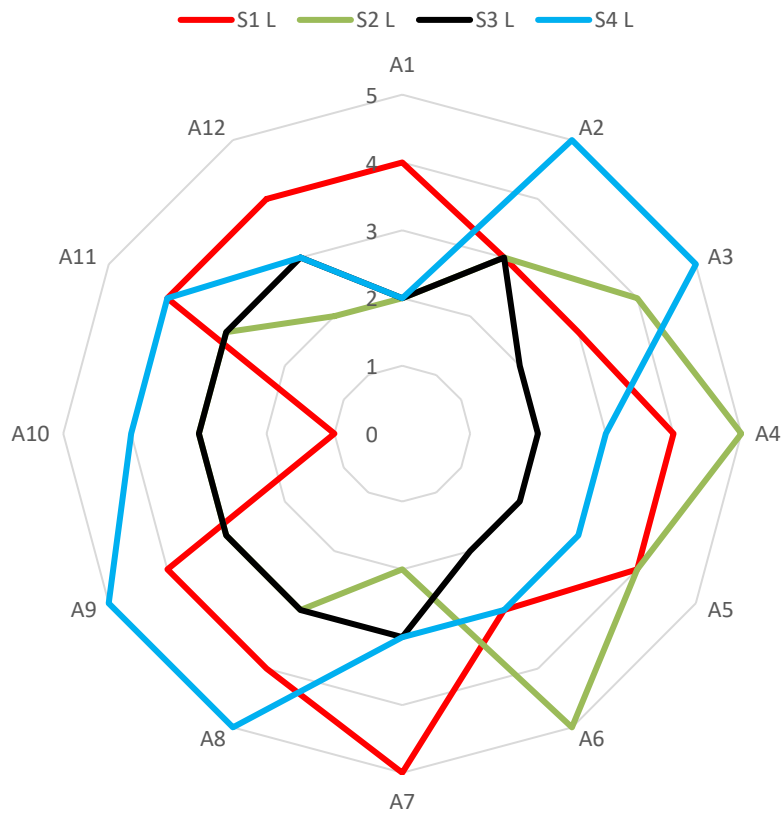
2.1.6 Results and Discussion of the Questionnaire



Second part of the questionnaire answers before



Second part of the questionnaire answers after



In the first part of the questionnaire

- Student 1 has shown a one-point increase in questions 1,7, and 12.
- Student 2 has shown a one-point increase in questions 6,7,10, and 12, a two-point increase in questions 2,3,8,9, and a three-point increase in question 3.
- Student 3 has shown a one-point increase in question 2, a two-point decrease in questions 7,8,10, and a one-point decrease in question 6.
- Student 4 has shown a one-point increase in questions 3,8,9, and 10, a two-point decrease in question two, a three-point increase in question one, and a one-point decrease in question five.

In the second part of the questionnaire

- Student 1 has shown a two-point increase in questions 1,7, and 9, one-point increase in questions 2,3,4,5,6, and 8.
- Student 2 has shown a one-point increase in questions 2,3,7,8,9,11,12, a three-point increase in questions 4 and 6, and a two-point increase in questions 5 and 10.
- Student three has shown a one-point decrease in question 3 and a one-point increase in questions 5,7,9, and 10.
- Student four has shown a one-point increase in questions 8,9,10, and 11, a two-point increase in questions 2 and 3, and a one-point decrease in question one.

Based on these figures, it can be seen that there is small an uptick trend in terms of willingness to communicate. The biggest increase in willingness can be seen in student two and four, who have shown one-, two-, and three-point increases. Additionally, students one to three share an uptick in question seven (i.e. “How willing are you to introduce the work, and its’ importance of a Pre-K teacher in English?”), and question 12 (i.e. “How willing are you to participate in self-development programs that are held in foreign countries, and in which the programs are held in the English language?”) in which an uptick was shared by

two students. Regretfully, a downtrend can be seen in question three (i.e. “How willing are you to communicate in English with a foreigner who speaks English as a mother tongue?”). This may be attributed to the progression of the course, and to challenges of learning new content. Correspondingly, the downtrend showcases the need for additional support for the learners during the course and improving upon the course.

Overall, based on the pre-liminary data, it can be seen that on the whole, many willingness to communicate aspects have risen at least one point, and in some cases two or three points. This statistic may be viewed as bigger than a one- or three-point increase, as the starting grade point given to the question at the first implementation of the questionnaire may impede the student from giving a higher point than five; thus, decreasing the indication of increase. This instance may have happened in student four, who indicated that at the second administering that the willingness to communicate with a classmate in English had risen from 3 to 5 points. Moreover, on the basis of the students as a whole, a similar increase of willingness could be seen in questions 7 (i.e. WTC to introduce the work and importance of kindergarten teachers in English), 10 (i.e. WTC to introduce projects your kindergarten takes part in), and 12 (i.e. WTC to participate in professional development programs held in a foreign language). These improvements could be viewed as instrumental, as they directly correspond with the aims of the thesis (i.e. increase WTC to participate in professional development programs in the EFL context, introduce your kindergarten and work, introduce projects). Moreover, the findings shown correspond with the classroom observations taken by the teacher, where WTC and SE increase has been gradually noticed lesson by lesson. These developments may indicate that the learners’ belief in their abilities to achieve an aim set out had increased; a point which is in correlation with Schunk’s (1996) concept. Furthermore, the findings correspond with Tilfarlioglu & Cinkara (2009), who argued that

higher SE levels are beneficial to overall language competencies. Lastly, based on the increase in statistics and classroom observations, it can be said that ample scaffolding can benefit the learner in overcoming their language use fears; a point which corresponds to Graham (2022).

On the other hand, a decrease in questions 6,5,7,8,10, and two can be seen. This may be due to the progression of the course and the student's perception of their abilities. Additionally, certain topics which would cover those aspects had not been covered prior to the thesis submission (e.g. Talking about everyday work and of its organisation in English).

In terms of language learning strategies, all students are showing a one to three point up-tick in language learning strategy use throughout the course. Students one and two have showcased an uptick of various sizes in at least 7 strategies, meaning that they have increased the use of over half of the strategies provided. Moreover, strategies seven (i.e. I try to find people with whom I can speak in English; thus, developing my language skills.") and eight (i.e. "If when speaking in English, a situation in which I forget a phrase or word, I will try to re-phrase the word or phrase, or use my mother tongue/body language to explain my thought.") have shown to be the most effective strategies developed during the course. This may be due to the fact that students are provided ample opportunity to use the language, both in class and via homework assignments. Moreover, the uptick in using language learning strategies is especially important, as the strategies are applicable to real life scenarios and may assist the learner in tackling situations they may face in real life.

Similarly to WTC, it can be seen that on the whole, each strategy has increased at least from one point up to four points, with the exception of answer four. This may be due to the learner's experience or preference up to the point of administering the questionnaire.

Moreover, similarly to WTC, the increase in points may be higher than indicated due to the answers given at the first administering and the gap amount of five points. This may have happened in student four in regard to answer 3, 8, and 9, student two in regard to answer 4 and 6, and student one in regard to question 7. On the basis of the answers as a whole, similar increases in strategy use could be seen in answers 2 (i.e. when reading, I will try to guess the meaning), 3 (i.e. When reading if I see a phrase unknown, I will translate it via a translation platform), 5 (i.e. I watch and listen to audio and video materials in the TL), 8 (i.e. I cannot understand what has been said, I will ask for repetition or clarification), 7 (i.e. finding people with whom I can speak the TL), 11 (i.e. use new phrases and words when speaking), 9 (i.e. If a word or phrase is forgotten, use my body language or mother tongue), and 10 (i.e. I have created my own system for studying words and phrases). These improvements further indicate the fulfilment of the thesis aims (i.e. increasing strategy use).

Regretfully, a one-point decrease in question three (“When I am reading a text in English and see a word or phrase I do not know, I will look up the definition from a dictionary.”) and one (i.e. “When studying the English language, I read various materials in English outside of the language course (e.g. English textbooks, fiction).”); this may be due to the fact that students often favour online translation platforms as opposed to dictionaries, and the definition the learner may place on the strategy of reading materials outside the language course.

Correspondingly, these findings correspond with the teacher’s classroom observations, in which an increase of using LLS has been seen and correspondingly an increase in communicative competence has been noted; an idea that is supported by Oxford (1990). Lastly, taking into account the uptick in the students’ SE, it could be argued that the

uptick of SE has had a positive influence on the learners' LLS use; a point which corresponds with Zimmerman's (2000) notion of SE effects on the learners' ability to control their own learning.

To summarize, it is evident that the number of answers provided in terms of the questionnaire cannot speak to the effectiveness of the course and its fulfilment of these aims. Moreover, the classroom observations are described from the perspective of the teacher and could be argued to be ineffective. However, based on these indications an uptick trend in learners' LA, WTC, SE, and LLS could be seen. To add, the initial upticks correspond with the literature findings of the current thesis. Therefore, it may be claimed that although the course was not yet finished at the time of the thesis submission, a benefit for the learners SE, LA, WTC, and LLS use could be seen.

In the future, if the course is re-opened a few changes should be made. Starting with administrative lacks that were caused due to the piloting of the course: the time of the lessons in the learners' timetables should be ensured prior to the study year start and the course should be opened to a select year of learners, as opposed to all three-year students simultaneously. The issue present with timetables created a need for more online lessons for the learners, which caused some issues for the teacher to carry out. Correspondingly, the Zoom lesson availability should be re-considered as they proved to be difficult when creating interactive lessons (e.g. internet issues, learning activities, groupworks, etc). This is not to say that the online lessons should not be had, but their exact method of implementation should be re-considered. Furthermore, as introduced in the thesis subchapter 2.1.2, the learning outcomes of the course should be rectified to better coincide with the course aims. Lastly, the lesson plan format chosen should be re-considered, due to its detailed nature.

CONCLUSION

In the introduction of the current thesis, the topic of increasing kindergarten teachers' English speaking skills is discussed. The author argues, that in the context of the Narva College of Tartu University, the learners are generally from vastly different backgrounds and have had various language learning journeys (i.e. studied English at some stage in school, or later in life), and generally felt uneasy when using the language. Based on the author's experience teaching the learners, the different journeys of learning the TL may have left the learners hesitant to participate in speaking activities (e.g. participating in group discussions, answering questions, make presentations, participate in pair activities, etc.).

Moreover, as the learners' language levels vary upon admission into the curriculum, the mandatory 6 ECTS English subject may not be enough to ensure that the learners will reach the language level in which they would feel confident enough to participate in professional development programs (e.g. Erasmus, E-Twinning, projects, etc.) in English or practise the language later on independently; thus, meaning that the learners may not be up to date with various development in their field (e.g. pedagogy, new learning environments, etc.).

For this reason, the thesis aimed to create an English language course for the learners, with the aim of developing the learners' speaking skills and combine the course in a way that their self-efficacy and language learning strategy implementation, both inside and outside the classroom, would increase. Consequently, the first chapter of the thesis focused on providing an overview (inc. research, findings, thoughts of the authors, and ideas of implementation of the topics), of self-efficacy, learner autonomy, willingness to communicate, and course design. These aspects were analysed with the aim of incorporating them in the course development, with the subsequent aim of creating an

English course that would increase the learners' speaking skills, self-efficacy, learner autonomy, willingness to communicate, and language learning strategy use in terms of the TL, both in the classroom and independently later on.

The second chapter of the thesis introduces the steps taken to create the course, its effectiveness, activities, and outline. Further, the chapter describes the questionnaires used to pinpoint the needs of the course and to assess its effectiveness. Based on the latter and classroom interaction (inc. observation), an increase in self-efficacy, learner autonomy, willingness to communicate, and language learning strategy was seen. Throughout the course the learners showed to guide their own learning, speak in English with more ease, and show signs of higher self-efficacy, and language learning strategy use as opposed to prior to the course. At the same time, significant findings, in terms of the administered questionnaire, showed that a similar increase in willingness to introduce kindergarten teacher's work and its' importance in English, introduce the kindergarten teacher's kindergarten projects in English, and participate in professional development programs held in English, could be seen in the learners' answers. These findings could be viewed as instrumental, as they directly correspond with the aims set out in the thesis.

Although the piloted course showed to increase the learners' SE, WTC, LA, and LLS development, it must be kept in mind that the aforementioned increase was small-scale, and the course was piloted on small sample group of eleven pre-service kindergarten teachers. Therefore, the findings of this study cannot be taken as a premise to indicate the effectiveness of similarly created courses. The topics of SE, WTC, LA, and LLS effectiveness in terms of raising a learner's English speaking confidence need further research, hopefully on a much wider scale, with various age groups, and settings.

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APPENDICES

Appendix one – Course needs analysis

Needs analysis of optional speaking course.

1. Kus ja millal on vaja KELAdel igapäevatoos, õpingutes ja täiendkoolitustel inglise keelt?
 - Mis olukordades ja millist keelt/oskusi on neil vaja igapäevatoos?
 - Mis olukordades ja millist keelt/oskusi on neil vaja õpingute jooksul?
 - Mis olukordades ja millist keelt/oskusi on neil vaja täiendkoolitustel (töölased täiendkoolitused, õpiränded jm enesetäiendus)?
2. Mis teemasid/oskuseid inglise keeles on tudengid ise oluliseks pidanud?
3. Mis on KELAde jaoks inglise keele õpingutes kõige keerulisem, aga vajalik, olnud?
4. Mis (sisu) teemasid/valdkondi peaks käsitlema KELA suhtluskursuse valikaines?
5. Mis konkreetseid oskuseid peaks käsitlema KELA valikkaines (sh suhtlemine, ettekanne jms)?
6. Kas Teil on lisa ettepanekuid ja/või kommentaare intervjuerijale?

English version:

- 1) Where and when do the KELA learners or kindergarten teachers use English in everyday work, studies, and self-development?
 - In which situations and in what type of English language skills do KELAs need in their everyday work?
 - In which situations and in what type of English language skills do KELAs need during their studies?
 - In which situations and in what type of English language skills do KELAs need in regard to their occupational self-development (e.g. E-twinning, participating in projects and/or presenting at conferences, etc.)?
- 2) What topics or overall language skills have the students deemed to be important for them?
- 3) What has been the most difficult/troublesome, but most beneficial, during the KELAs English studies?
- 4) Which topics/themes should be covered in the optional speaking course for the KELA students?
- 5) Which specific language skills should be covered in the upcoming optional speaking course (e.g. presenting, speaking competencies, etc.)?
- 6) Do you have any other remarks you would like to bring out or draw the interviews attention on?

Answer one:

1. Kus ja millal on vaja KELAdel igapäevatoos, õpingutes ja täiendkoolitustel inglise keelt?
 - Mis olukordades ja millist keelt/oskusi on neil vaja igapäevatoos?
Tänapäeval ei ole veel inglise keele kasutamine laste õpetamisel populariseerinud ning keelelised tegevused (nt laulmine) ostetakse sisse kui tasuliste ringidena. Seega ei saa hetkel väita, et lasteaias õpetaja kasutab inglise keelt igapäevasel, kuid kindlasti ei jookse see neil mööda külgi maha ning arendaks õpetajat. Keelt oskav õpetaja võib omakorda enda keeleoskusega tärgatada õppuris uudishimu uute keelte vastu.
 - Mis olukordades ja millist keelt/oskusi on neil vaja õpingute jooksul?
*Inglise keelt on koguaeg vaja, näiteks:
Eriala kirjanduse mõistmine, uuemate uuringute tulemuste lugemine, eesti keelde ei ole ka tõlgitud ka uuemaid pedagoogilisi lähenemiseviise või uuemaid õppemeetodeid. Erialakirjandust on võimalik leida inglise keeles väga palju, mida ei ole näiteks võimalik leida eesti keeles.*

Sessioon üliõpilaste seas on enamik neid, kes ei tunne ennast keelt kasutades mugavalt. See oleks kindlasti asi mida peaksime üliõpilastes arendama, silmas pidades ka arendada nende eriala keelelisi oskuseid arendades.

Oskus:

Rääkimine on hästi oluline (grammatikast iseenesest ei piisa), kuid rääkimine peaks olema aktiivne ning tehtud niiviisi, et üliõpilasel on kõrval mentor kes saab teda aidata või juhendada.

- Mis olukordades ja millist keelt/oskusi on neil vaja täiendkoolitustel (töölased täiendkoolitused, õpiränded jm enesetäiendus)?

Inglise keele oskus on väga tähtis, et osaleda rahvusvahelistest enesetäiendus projektides. Lasteaias on populariseerinud koostööprojektide, välismaal töövarjaks olemine, erinevatele koolitustel osalemine ja eriala seminaridel või kõiksugustel koolitustel osalemine.

Oskus:

Esmaoluline on suuline eneseväljenduse julgus, kuid selleks on ka vaja alustalad sõnavaras ja grammatikas. Oluline on eneseväljenduse oskus ja julgus.

- 2. Mis teemasid/oskuseid inglise keeles on tudengid ise oluliseks pidanud?

Artiklike kontekstis: ei ole ühtegi valdkonda mis ei oleks vajalik. Oluline on, et üliõpilane oleks võimeline selles orienteeruma (sh mitte ainult suhtluskeelt, vaid ka erialakeelt).

Suulise oskuse arendamine on vägagi oluline (anda neile see keelekeskkond ja võimalust keelt juhendajaga arutada).

- 3. Mis on KELAde jaoks inglise keele õpingutes kõige keerulisem, aga vajalik, olnud?

Kontaktundide arv on väike ja sellele kaasnev iseseisva õppe koormus on väga suur. Eriti on murettekitav see, et kui oled keeleliselt algaja tasemel, siis enese motiveerimine keelt õppima on vägagi keeruline.

- 4. Mis (sisu) teemasid/valdkondi peaks käsitlema KELA suhtluskursuse valikaines?

Lähtudes lasteaia õpetaja professionaalsusest, siis:

- 1) *Lapse arenguga seotud sõnavara (vaime, füüsiline, sotsiaalne areng), et õpetajal oleks millega kirjeldada lapse arengut.*
- 2) *Lapse arengut toetava keskkonda kirjeldamise oskus (sõnavara)*
- 3) *Teaks inglise keeles erinevate koolieelses õppes rakendavate meetodite nimetusi (nt vaatlus, õppekäik jne)*
- 4) *Sõnvaras: erinevad pedagoogilised lähenemise viisid*
- 5) *Teema: Laps ja tema areng*
- 6) *Teema: Erinevad pedagoogilised lähenemisviisid*
- 7) *Teema: Aktiivõppe meetodid varases lapse eas (sh projektõppe, avastusõppe, probleemi põhine õppe)*
- 8) *Teema: Mäng kui õppemeetod*

- 5. Mis konkreetseid oskuseid peaks käsitlema KELA valikkaines (sh suhtlemine, ettekanne jms)?

Eneseväljenduse oskused, esinemise tehnikad, ladus esitlus, esinemise oskus, sõnavara pagasi laiendamine.

- 6. Kas Teil on ettepanekuid ja/või kommentaare intervjuerijale?

Ma tänan võimaluse eest jagada enda kogemust. Kursuse koostamisel peaks kindlasti otsima eriala sõnavara ja seda integreerida.

Answer two:

- 1. Kus ja millal on vaja KELAdel igapäevatoos, õpingutes ja täiendkoolitustel inglise keelt?

- Mis olukordades ja millist keelt/oskusi on neil vaja igapäevatoos?

Järjest rohkem on rühmades muudest riikidest ja rahvustest lapsi, seega on inglise

keelest tekkinud nn vahenduskeel. See keel peaks siis olema selline praktiline inglise keel, mis on seotud lasteaia igapäeva eluga. Seda keelt kasutatakse enamjaolt meie kultuuri, õpetamise ja üleüldise lasteaia elu tutvustamiseks vanematele. Lastega räägitakse enamjaolt eesti keeles, kuid vanematega võidakse sellisel juhul kasutada ka lingua francana inglise keelt.

Oskus:

Osata inglise keeles suhelda eesmärgiga tutvustada vanemale lasteaia elu. Muukeelsetele vanematel lingua franca toel antud selgitusega ennetatakse võimalike tulevase segadusi ja mööda rääkimisi. Samuti käivad ka lasteaia väliskülalised, kes on vaja tarvis vastu võtta ning neile lasteaeda tutvustada. Ka sellisel juhul on vaja inglise keele suhtlusoskust lasteaia õpetajale.

Kõige suurem puudus on rääkimisest, grammatika ja lugemine on samuti tähtis oskus keeleliselt, kuid hetkel võib teda võtta kui sekundaarset probleemi kuna rääkimise oskust on raske üksinda arendada.

☞Kursusel võiks ka käsitleda näiteks kuidas kirjutada kirja (nt väliskülalistega kirjavahetus).

- Mis olukordades ja millist keelt/oskusi on neil vaja õpingute jooksul?

Rääkimine. Mingil määral ka kirjutamine ja lugemine (võib ka olla nt lihtsate teadete koostamine) – põhilise info edasi andmine, mida kirjutaja ootab lugejalt jms.

Oskus:

Esinemisejulgus (tutvustades haridussüsteemi või lasteaeda nt giidituurina või slaidi ettekandena). See võiks olla ka hea ülesanne mida kursusel läbi teha (giidituur või ettekande tegemine) kuna see on praktiline ja kasulik neile tulevikus.

Lugemine ja kirjutamine ka loomulikult.

- Mis olukordades ja millist keelt/oskusi on neil vaja täiendkoolitustel (töölased täiendkoolitused, õpiränded jm enesetäiendus)?

Erialase keel ja teadusartiklike mõistmine (erialane sõnavara).

Oskus:

Teksti mõistmine lisaks kõigele muule mis siin enne arutasime (rääkimine, kirjutamine jms).

2. Mis teemasid/oskuseid inglise keeles on tudengid ise oluliseks pidanud?

Võõrkeelse kirjanduse mõistmine ja lugemine. Tegelikult kõik osaoskused.

Keele kehvem oskus: koolis on olnud muu keel, pikk aeg õpingute vahele jäänud.

3. Mis on KELAde jaoks inglise keele õpingutes kõige keerulisem, aga vajalik, olnud?

Teadusartikli või teoreetilisi arusaamist edasi andev raamatu mõistmine.

4. Mis (sisu) teemasid/valdkondi peaks käsitlema KELA suhtluskursuse valikaines?

Üldine koostöö kodu ja perega. Kultuuriline mitmekesisus. Õpetamise ja/või õppimise meetodika. Erinevad pedagoogilised lähenemisviisid. Avatud õpikeskkond. HEV.

5. Mis konkreetseid oskuseid peaks käsitlema KELA valikkaines (sh suhtlemine, ettekanne jms)?

Igapäevane lihtne keel (eneseväljendus igapäevaselt. Kasvõi valesti, aga et julgeksid seda keelt kasutada) ja erialane keel (teaduskeel).

Oskus:

Suuline eneseväljendus, kirjutamine, erialane sõnavara, esinemise oskus (igapäevane, ettekanne ja/või giidituur).

6. Kas Teil on lisa ettepanekuid ja/või kommentaare intervjuerijale?

Head sisukad küsimused. Kohati on küsimustel natukene kattuvust, kuid küsimused arendavad eri aspekte.

Minu peamine eesmärk ainele oleks, et üliõpilased õpiksid neid asju mis neil tulevikus kasulikud ja praktilised oleksid.

Kui tekkib aega, siis soovitan arutada ka kursust õpilastega.

Teemade ideed kursusele:

1. Enda lasteaia tutvustamine väliskülalistele või lastevanematele inglise keeles.
Tunnis käsitletakse kuidas läbi viia güidituuri (sh tervitused, tutvustused, tänased eesmärgid, päevaplaan jms) ning pidada külalistega kohtumise asjaolusid paika seadvat kirjavahetust inglise keeles (sh kirjatüübid, tervitused, vastuste koostamine ja kirja vestluse algatamine).
2. Lasteaia elu Eestis ja Teie lasteaias
Tunnis tutvustatakse lasteaia struktuuri Eestis (kes haldab lasteaedu, toitlustamine lasteaias, kellele lasteaiaad kuuluvad, õppekorraldus jms). Tunnis tutvustavad üliõpilased enda lasteaeda ning selle struktuuri inglise keeles ette antud fraaside ja juhiste abil.
3. Tervist edendavad lasteaiaad. programmid/ projektid lasteaedades (nt kiusamise vaba lasteaed, liikuma kutsuv lasteaed)
4. Eesti traditsioonid ja kultuuri tundlikus
Kuidas tutvustada inglise keeles lastevanematele või väliskülalistele Eesti traditsioone. Kuidas suhelda eri kultuuritaustaga lastevanematega meie lasteaia korraldusest ja hea tava kokkulepetest.
5. Koostöö kodu ja perega
6. Avatud õpikeskkond
7. HEV + Eakohane lapseareng
8. Erinevad pedagoogilised lähenemisviisid
9. Mäng kui õppemeetod
10. STEM
11. Kuidas lasteaia lapsele tutvustada teist keelt (nt baasväljendite kasutus)
12. Aktiivõppe meetodid varases lapse eas (sh projektõppe, avastusõppe, probleemi põhine õppe)

Appendix two – Course syllabus on SIS II

The created course syllabus according to the Tartu University's Study Information System

(2019: 1).

Töölaud > Opeained > SVNC.00.320 > Erialase inglise keele suulise eneseväljend...

Minu opeained

Erialase inglise keele suulise eneseväljenduse kursus KELA üliõpilastele (3 EAP) SVNC.00.320

2024/2025 kevad · Sessioonõpe · Eesti keel · Sotsiaalteaduste valdkond · Kinnitatud · Uuendatud: 16.12.2024 · Toimumised · Tagasiside · Teade · Võrde · PDF

Õppeaine versiooni info Kooskõlastamine

Väljõppeaine versioon
2024/2025 kevad, Sessioonõpe, E..

Õppeaine liik	Tavaline aine
Õppeaine toimumise sagedus	Üks kord
Kestus semestrites	1
Struktuuriüksus	Narva kolledž (SVNC)
Lõpphindamise skaala	Eristamata (arv, m.arv, m)
Kas on VÕTA korras arvestatav?	Ei
Võimalik läbida täiendusõppijana	Ei
Võimalik läbida välisküalisüliõpilasena	Ei
Õppekeeled	Inglise keel
Teised vajalikud keeled	Eesti keel
Õppetöö vorm	Sessioonõpe
Õppeastmed	Bakalaureuseõpe

Õppeaine on eeldusaineks järgmistele õppeainetele

Õppeaine kuuluvus

Üldinfo

Eesmärgid
Arendada õppijate kõnekeeleoskust, enesetõhusust ja erialapõhist sõnavara tasemele, kus õpilane on võimeline ja piisavalt enesekindel, et osaleda aruteludel ja vestlustel inglise keeles alg- kuni kesktasemel.

Õpiväljundid
Õppeaine läbinud õppija:
Kasutab kursusel õpitud sõnavara kursuse õpitegevustes.
Teab eri tüüpi keeleõppe strateegiaid ning kasutab neid vastavalt kontekstile.
Osaleb erialaga seotud aruteludes.

Sisu lühikirjeldus
Kursuse vältel osaleb õppija inglise keele tundides, mille eesmärgiks on arendada õppuri ingliskeelse eneseväljenduse oskust. Kursuse ajal keskendutakse õppuri erialase sõnavara arendamisele autentsete tekstide kuulamise ja lugemise toel ning keelepraktika võimaluste pakkumise abil, nii kodus kui ka koolis. Õpilane õpib erinevaid õpistrateegiaid, mida saab kasutada, et harjutada enda inglise keele oskust nii kursuse vältel kui ka iseseisvalt peale kursuse lõppu.

Sihtrühm
Aine sobib ainult Narva kolledži KELA eriala üliõpilastele

Muu info
Õppeaine sihtrühmaks on õppekava "Koolieelse lasteasutuse õpetaja mitmekeelses õppekeskkonnas" esimese, teise ja kolmanda aasta üliõpilased.

Üldinfo

Eesmärgid

Arendada õppijate kõnekeeleoskust, enesetõhusust ja erialapõhist sõnavara tasemele, kus õpilane on võimeline ja piisavalt enesekindel, et osaleda aruteludel ja vestlustel inglise keeles alg- kuni kesktasemel.

Õpiväljundid

Õppeaine läbinud õppija:

Kasutab kursusel õpitud sõnavara kursuse õpitegevustes.

Teab eri tüüpi keeleõppe strateegiaid ning kasutab neid vastavalt kontekstile.

Osaleb erialaga seotud aruteludes.

Sisu lühikirjeldus

Kursuse vältel osaleb õppija inglise keele tundides, mille eesmärgiks on arendada õppuri ingliskeelse eneseväljenduse oskust. Kursuse ajal keskendutakse õppuri erialase sõnavara arendamisele autentsete tekstide kuulamise ja lugemise toel ning keelepraktika võimaluste pakkumise abil, nii kodus kui ka koolis. Õpilane õpib erinevaid õpistrateegiaid, mida saab kasutada, et harjutada enda inglise keele oskust nii kursuse vältel kui ka iseseisvalt peale kursuse lõppu.

Sihtrühm

Aine sobib ainult Narva kolledži KELA eriala üliõpilastele

Muu info

Õppeaine sihtrühmaks on õppekava "Koolieelse lasteasutuse õpetaja mitmekeelses õppekeskkonnas" esimese, teise ja kolmanda aasta üliõpilased.

Registreerumise info

Registreerumise algus

16.12.2024

Registreerumise lõpp

09.02.2025

Esimese semestri üliõpilaste õppeainetele registreerumise tähtaeg

09.02.2025

Registreerumise lõpp külalistele

23.02.2025

Registreeringu tühistamise lõpp

31.03.2025

Kas registreerimise järjekord lubatud?

Ei

Kas rühma valimine on avatud?

Ei

Registreerunute arv

0

Osalejate piirarv

18

Õppetöö vormid ja mahud tundides



Maht 3 EAP | 78 t

Loengud 20 t

Iseseisev töö 58 t

Õpikeskkond

Õppevorm

Põimõpe

Seos Moodle'iga

Jah

Õpikeskkond

SVNC.00.320_SO

<https://moodle.ut.ee>

Hindamine

Iseseisvate tööde loetelu ja juhised nende tegemiseks

Koduste tööde sooritamine:

Forumipostituste (sh videopostituste) tegemine ja tagasisidestamine suuliselt või kirjalikult

Enesekontrolli testide sooritamine

Temaatiliste tekstide/salvestiste põhjal kokkuvõtete tegemine ja/või aruteludel osalemine.

Hindamismeetodid ja -kriteeriumid

Lõpphindamisele pääsemise tingimused

Hindelised tööd on esitatud tähtajaliselt ning on hinnatud hindegaga "arvestatud".

Kontakt tundides osalemine vähemalt 70% ulatuses.

Lõpphindamise skaala

Eristamata (arv, m.arv, mi)

Hindamistulemuste teatamise aeg

Info puudub

Lõpphinde kujunemine

Info puudub

arvestatud

mittearvestatud

mitteilmunud

kõik hindelised tööd on esitatud ning hinnatud hindegaga "Arvestatud".

hindeline/hindelised tööd on esitamata ja/või hinnatud hindegaga "Mittearvestatud".

kõik hindelised tööd on esitamata.

Võlgnevuste likvideerimine

Vastavalt ÖKE-le

Select course version
2024/2025 kevad, Sessioonõpe, E., ✕

Course type	Regular course
Frequency of teaching the course	Only once
Course duration in semesters	1
Structural unit	Narva College (SVNC)
Final assessment scale	Non-differentiated (pass, fail, not present)
Can previous learning be recognised?	No
Can be taken by continuing education learners?	No
Can be taken by international visiting students?	No
Languages of instruction	English
Other necessary languages	Estonian
Form of teaching	Block mode study
Levels of study	Bachelor's studies

General info

Objectives

To develop students' spoken language skills, self-efficacy, and speciality-based vocabulary to a degree where student is knowledgeable and confident to participate in discussions and conversations in English at the beginner to intermediate level.

Learning outcomes

By the end of the course the student:

- Uses the vocabulary learned during the course in the course's learning activities.
- Is aware of various types of language learning strategies and uses them accordingly.
- Participates in discussions relating to the field of pre-school education.

Brief description of content

Throughout the course, the learner will participate in English lessons aimed at improving the student's speaking skills. The course focuses on expanding the students' field-specific vocabulary through reading and listening to authentic texts and providing language practise opportunities both at home and in class. The student will learn about various study strategies that they can use to practise their English skills, both during the course, and independently after the completion of the course.

Target group

Aine sobib ainult Narva kolledži KELA eriala üliõpilastele

Other information

Õppeaine sihtrühmaks on õppekava "Koolieelse lasteasutuse õpetaja mitmekeelses õppekeskkonnas" esimese, teise ja kolmanda aasta üliõpilased.

Registration info

Registration begins

16.12.2024

Registration deadline

09.02.2025

Course registration deadline for first semester students

09.02.2025

Registration deadline for visiting students

23.02.2025

Cancellation deadline

31.03.2025

Can registered persons be put on a waiting list?

No

Is group choice allowed?

No

Registered students

11

Maximum number of participants

18

Minimum number of participants

8

Forms and volume of study in hours

Volume 3 ECTS | 78 h

● Lectures	20 h
● Independent work (incl. e-learning)	58 h

Learning environment

Form of study

Blended learning

Connection with Moodle

Yes

Learning environment

SVNC.00.320_S0

<https://moodle.ut.ee>

Assessment

List of independent assignments and instructions for their completion

Koduste tööde sooritamise:

Foorumipostituste (sh videopostituste) tegemine ja tagasisidestamine suuliselt või kirjalikult

Enesekontrolli testide sooritamise

Temaatiliste tekstide/salvestiste põhjal kokkuvõtete tegemine ja/või aruteludel osalemine.

Assessment methods and criteria

Requirements to be met for final assessment

Hindelised tööd on esitatud tähtajaliselt ning on hinnatud hindegga "arvestatud".

Kontakt tundides osalemine vähemalt 70% ulatuses.

Final assessment scale

Non-differentiated (pass, fail, not present)

Assessment results available from

Info is missing

Formation of final result

Info is missing

arvestatud

mittearvestatud

mitteilmunud

kõik hindelised tööd on esitatud ning hinnatud hindegga "Arvestatud".

hindeline/hindelised tööd on esitamata ja/või hinnatud hindegga "Mittearvestatud".

kõik hindelised tööd on esitamata.

Options for taking tests/exams at later date

Vastavalt ÕKE-le

Appendix three - Informational letter sent to the target group

Informal letter introducing the course.

„Head üliõpilased

Kevadsemestril algab õppekava „Koolieelse lasteasutuse õpetaja mitmekeelses õppekeskkonnas“ üliõpilastele vabaaine „**Erialase inglise keele suulise eneseväljenduse kursus KELA üliõpilastele**“ (SVNC.00.320). Vabaaine eesmärgiks on pakkuda teile erialase inglise keele suhtluspraktikat ning tutvustada kursuse läbijatele erinevaid keeleõppe strateegiaid. Kursus toetab suulise inglise keele arendamist sõltumata sellest, milline on osaleja varasem keeleoskus.

Kursusel saate:

- Arendada ingliskeelset sõnavara ja rääkida inglise keeles
- Õppida erinevaid keeleõppe strateegiaid.
- Tutvuda lasteaiaõpetajate õpetamispraktikat ja metoodikat tutvustavate videoallikatega, tutvuda erialase kirjandusega, tutvustada enda lasteaedu, projekte ja paljut muud.

Kursusel kasutatav õppemetoodika ja temaatika arvestab koolieelse lasteasutuse õpetaja keeleliste vajadustega ja teemadega, millega lasteaiaõpetajad igapäevatoos kokku võivad puutuda (täpsem teemade loetelu on kirja lõpus).

Kursuse jooksul on meil kaheksa auditoorset kohtumist, keskmiselt üks kolme nädala jooksul. Soovijad saavad osaleda täiendavates Zoom'i tundides (vorm, kestvus, aeg räägitakse läbi esimesel kohtumisel). Zoom'i kohtumised toetavad eelnevas tunnis arutatud teemat ning toetavad teie inglise keele õppimist ja praktiseerimist.

See vabaaine on osa minu magistritööst ja seetõttu palun teilt kursuse jooksul tagasisidet teie arvamuste ja hoiakute kohta, mis on seotud inglise keele kasutamise ja õppimisega. Kinnitan teile, et kogutud andmed jäävad konfidentsiaalseks.

Kursuse maht on 3 EAP. Palun tutvuge loodud kursuse ainekavaga ning huvi korral registreeruge ainele. Küsimuste korral võtke julgelt minuga ühendust (rando.otti@ut.ee).

Heade soovidega

Rando Otti

Kursuse ainekava link: <https://ois2.ut.ee/#/courses/SVNC.00.320/version/c250f924-59e1-30fe-ae93-5c0831226faa/details>

Kursusel läbitavad teemad:

Teema 1. Mina ja eriala

Teema 2. Haridussüsteem Eestis

Teema 3. Minu lasteaed, rühm ja meie projektid

Teema 4. Hea lasteaia õpetaja

Teema 5. Ideaalne lasteaed

Teema 6. Eriline laps rühmas

Teema 7. Lasteaialapse arenguteekond

Teema 8. Õpitegevused lasteaias”

Appendix four - Questionnaire

Õppejõu magistriröö küsimustik (SVNC.00.320)

Hea üliõpilane

Magistriröö raames soovin hinnata õppeaine „Erialase inglise keele suulise eneseväljenduse kursus KELA üliõpilastele” mõju. Selleks palun teil täita järgnev küsimustik. Tagan, et teie andmed ja vastused jäävad konfidentsiaalseks, analüüsin neid vaid kodeeritud kujul ning analüüsi tulemusi ei seostata teie isikuga. Küsimustiku täitmiseks kulub maksimaalselt 10 minutit.

Küsimustik on jagatud kaheks osaks. Esimese osa eesmärk on kaardistada, kui võrd olete valmis ilma ettevalmistuseta osalema erialastes ja eraelulistes suhtlussituatsioonides, kus suhtluskeel on inglise keel. Antud küsimustiku kontekstis tähendab „valmisolek” seda, et tunnete ennast keeleoskuse raames piisavalt enesekindlalt ning teil on ka soov seda tegevust inglise keeles täita. Teise osa eesmärk on saada infot selle kohta, kuidas te inglise keelt õpite ja mil määral see toetab teie keeleoskuse arengut.

* Required

Küsimustiku esimene osa

Palun vastake järgmistele küsimustele skaalal 1–5 punkti, kus 1 punkt võrdub kõige madalama valmisolekuga ja 5 punkti võrdub kõige kõrgema valmisolekuga.

1. Palun lisage siia enda matrikli number

Matrikli number on leitav ÕIS II üliõpilase profiili sektsiooni alt. *

Enter your answer

2. *

Palun vastake järgmistele küsimustele skaalal 1–5 punkti, kus 1 punkt võrdub kõige madalama valmisolekuga ja 5 punkti võrdub kõige kõrgema valmisolekuga.

	1 punkt	2 punkti	3 punkti	4 punkti	5 punkti
1) Milline on teie valmisolek suhelda oma kursusekaaslastega inglise keeles inglise keele tundides?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Milline on teie valmisolek suhelda inglise keelt kõneleva välismaalasega inglise keeles?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Milline on teie valmisolek suhelda inglise keelt emakeelena kõnelejaga inglise keeles?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Milline on teie valmisolek ennast inglise keeles tutvustada?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Milline on teie valmisolek rääkida miks tulite õppima koolieelse lasteasutuse õpetaja õppekavale?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Milline on teie valmisolek rääkida inglise keeles oma õpingutest?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Milline on teie valmisolek tutvustada inglise keeles lasteaiaõpetaja tööd ja selle olulisust?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Milline on teie valmisolek tutvustada inglise keeles väliskülastele lasteaeda, kus te töötate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Milline on teie valmisolek rääkida inglise keeles oma tööpäevast ja/või töökorraldusest?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9) Milline on teie valmisolek rääkida inglise keeles oma tööpäevast ja/või töökorraldusest?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Milline on teie valmisolek tutvustada inglise keeles projekte, kus teie lasteaed osaleb?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) Milline on teie valmisolek osaleda Eestis ingliskeelsetel täienduskoolitustel?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Milline on teie valmisolek osaleda välismaal toimuvatel ingliskeelsetel täienduskoolitustel?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Küsimustiku teine osa

Palun vastake, kui võrd kehtivad teie kohta järgmised väited skaalal "üldse mitte", "harva", "sageli", "väga tihti", "alati".

3. *

Palun vastake, kui võrd kehtivad teie kohta järgmised väited skaalal "üldse mitte", "harva", "sageli", "väga tihti", "alati".

	üldse mitte	harva	sageli	väga tihti	alati
1) Õppides inglise keelt, loen inglise keelt arendavaid õppetööliseid materjale (nt ilukirjandus, inglise keele õpik jms).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Kui ingliskeelne tekst on minu jaoks keeruline, siis tuletan arusaamatuks jäänud sõna või fraasi tähenduse toetudes varem loetud ja mõistetud teksti sisule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Lugeses ingliskeelset teksti ja nähes tundmatut sõna või fraasi, otsin vaste sõnaraamatust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Vaadates ingliskeelset filmi, millel on võimalik valida subtiitrid, valin ingliskeelsed subtiitrid, et toetada enda keelearengut.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Kuulan ja vaatan ingliskeelseid audio- ja videomaterjale (nt laulud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 5) Kuulan ja vaatan ingliskeelseid audio- ja videomaterjale (nt laulud, YouTube videod, audioraamatud, TV sarjad jms) väljaspool õppetööd. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6) Vaadates ingliskeelseid videomaterjale ei vali emakeelseid subtiitreid ning püüan filmist aru saada ilma tekstile toetumata. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7) Püüan leida inimesi, kellega saaksin inglise keeles suhelda ja seeläbi enda keeleoskust arendada. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8) Kui inglise keeles suheldes tekib olukord, kus ma ei saa kõneleja öeldust aru, siis ma peatan ta ja palun korrata või täpsustada. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9) Juhul, kui inglise keeles suheldes ununeb vajalik sõna või väljend, siis püüan puuduoleva sõna või väljendi ümber sõnastada, kasutada kehakeelt või emakeelt. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10) Olen loonud sõnade ja väljendite õppimiseks süsteemi ning kasutan seda järjepidevalt. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11) Püüan arendada oma keeleoskust kasutades uusi sõnu ja väljendeid suhtlemisel. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 10) Olen loonud sõnade ja väljendite õppimiseks süsteemi ning kasutan seda järjepidevalt. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11) Püüan arendada oma keeleoskust kasutades uusi sõnu ja väljendeid suhtlemisel. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12) Õppides inglise keelt, suunan ennast võtma keeleõppega seotud riske (nt loetu või kuuldu sisu ennustamine, sõnade ja väljendite tähenduste tuletamine, kõnelemisvõimaluste kasutamine jne) isegi kui tean, et võin teha vigu. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Appendix five – List of language learning strategies employed in the course.

A list of language learning strategies which have been taken from Rebeca Oxford (1990: 283-291).

1. I try to find people with whom I can talk to in English.
2. If I forget a phrase/word when speaking English, I will try to re-phrase the missing word/phrase or use my body language/mother tongue to express myself.
3. I try to use newly learnt words when speaking English.
4. When learning English I will encourage myself to take risks, even though I may make mistakes (e.g. guessing the meaning of a word I forgot).
5. While speaking, I try to predict what will be said based on what has been said before.
6. I read different texts in English (fiction, scientific articles, manuals, media, etc)
7. When I see a phrase/word in English that I do not know I'll translate the word in translation platforms.
8. When I see a phrase/word in English that I do not know I'll try to guess the meaning
9. When reading in English, I will ask myself questions about the text and try to answer the questions.
10. When reading in English, I will create maps, graphs, or pictures about the text I read in order to better understand it.
11. When reading in English, I will create short summaries of the read paragraph or text to better understand what I read.
12. When reading in English, I will highlight things in the text that are important and underline the most important fact or idea in the highlighted area.
13. When I am learning a new word in English, I will use the new word in a sentence.
14. When I am learning a new word in English, I use flash cards or create a mental picture of the word to help me remember it.
15. When I am learning a new word in English, I will place the new word in a group of similar words that I already know in order to remember the new word with more ease.
16. I make use of grammar handbooks when learning English.
17. I learn the rules of the language.
18. When learning English, I will try to look for patterns in the language use.

19. I consciously make use of new structures in the language.
20. I make connections between the grammar of my mother tongue and the target language/other foreign languages.
21. I try to memorize the specific grammatical categories, e.g. principal forms of irregular verbs (do-did-done), comparison of adjectives (good-better-the best), etc.
22. I watch and listen to audio and video materials in English (e.g. movies, TV shows, music).
23. When I cannot understand what the speaker said to me, I will ask them to re-phrase a word/phrase or repeat/clarify what they said.
24. When in public, I notice when people speak in English and try to follow them.
25. I try to make notes in English.
26. I look for opportunities to write in English.
27. While reading I put down words I want to learn or ideas I'd like to remember.

Appendix six – Initial course overview

<i>Topic: I and my speciality</i>				
<i>ILO</i>	<i>Activities</i>	<i>LLS</i>	<i>Assessment</i>	<i>Assignments prior and after the lesson</i>
<ul style="list-style-type: none"> • Can introduce themselves/their viewpoints in English using helpful phrases and structures. • Develops their vocabulary of describing and introducing oneself. • Summarizes other's introductions/thoughts. 	Introducing yourself in pairs. Introducing others in pairs Participating in group discussion	Discussion of LLSs already known, and that could be used.	Lesson observation, guiding as needed. Hearing that everyone speaks, participated in group discussions and introduced themselves.	Watching a video on introducing yourself and making notes. Uploading a video introduction of yourself.
<i>Topic: I and my speciality (Zoom)</i>				
<i>ILO</i>	<i>Activities</i>	<i>LLS</i>	<i>Assessment</i>	<i>Assignments prior and after the lesson</i>
<ul style="list-style-type: none"> • The student can compare, analyse, summarise, and introduce motivations to become an ECE (inc. their own and others). • The student can write a short text in which they introduce their reasoning to become an ECE. • The students will apply newly learnt words in a group discussion. 	Introducing your motivation to become an ECE in pairs. Introducing other students' motivation to become an ECE in pairs. Writing a short text on why you wanted to become an ECE (independent work). Participating in group discussion.	Discussion of LLS that could be used during these lesson activities.	Lesson observation: guiding as needed. Seeing that everyone has introduced their motivation, the others' motivation, written the text, and participated in group discussion.	Watching videos and reading a blog post on motivation to become an ECE; making notes.
<i>Topic: A good kindergarten teacher</i>				

<i>ILO</i>	<i>Activities</i>	<i>LLS</i>	<i>Assessment</i>	<i>Assignments prior and after the lesson</i>
<ul style="list-style-type: none"> The student can justify their choices and present them. The students can create a small interview, and answer interview questions in English regarding their field. The students will apply newly learnt words in a group discussion. 	<p>Group discussion: list new words and explain them.</p> <p>Introduce your qualities to a partner – pair work.</p> <p>Introduce your partner’s qualities.</p> <p>List character traits into negative and positives (worksheet) – individual work.</p> <p>Compare lists, pick 5 most important – pair work.</p> <p>Create interview questions, carry out interview (role play) – individual/pair work.</p> <p>Recipe of a great kindergarten teacher, introduce recipe – pair work.</p> <p>Participating in a group discussion.</p>	<p>Discussion of LLS that could be used during these lesson activities.</p> <p>Discussion of LLS used during the lesson.</p>	<p>Lesson observation: guiding as needed. Everyone has participated in the activities.</p>	<p>Create a perfect kindergarten teacher, think of a backstory, introduce them.</p> <p>Watching a video, make note. List new or difficult words/phrases.</p>
<i>Topic: A good kindergarten teacher (Zoom)</i>				
<i>ILO</i>	<i>Activities</i>	<i>LLS</i>	<i>Assessment</i>	<i>Assignments prior and after the lesson</i>
<ul style="list-style-type: none"> Can construct a backstory (inc. qualities, motivation) and introduce it to others in English. 	<p>Embody the perfect famous ECE and their character (role play) – pair work.</p> <p>Create interview questions, carry out interview (role play) – individual/pair work.</p> <p>Comparison of notes based on HW, bring out 1-3 most important aspects –</p>	<p>Discussion of LLS that could be used during these lesson activities.</p> <p>Discussion of</p>	<p>Lesson observation: guiding as needed. Everyone has participated in the activities.</p>	<p>Watch videos, read blogs, answer questions and make notes.</p>

<ul style="list-style-type: none"> • Can combine interview questions in regard to their field and summarize the heard answers. • Can develop their path towards part-taking in professional development programs in regard to their field. 	pair work. Participating in a group discussion.	LLS used during the lesson		
Topic: Perfect kindergarten				
<i>ILO</i>	<i>Activities</i>	<i>LLS</i>	<i>Assessment</i>	<i>Assignments prior and after the lesson</i>
<ul style="list-style-type: none"> • Can justify their choices regarding place of employment. • Can summarize and analyse kindergartens from their point of view. • Can explain and described their perfect kindergarten. 	Group discussion: list new words and explain them. Introduction of HW answers to partner – pair work. Partner summarises and introduces the heard introduction – pair work. Introducing your perfect kindergarten as partner draws and makes notes – in pairs. Introducing your partner’s perfect kindergarten – pair work. Participating in a group discussion.	Discussion of LLS that could be used during these lesson activities. Discussion of LLS used during the lesson	Lesson observation: guiding as needed. Everyone has participated in the activities.	Watch videos, read blogs, answer questions, and make notes. Note down difficult words/phrases. Forum post (text or video): how would you improve your classroom?
Topic: Perfect kindergarten (Zoom)				
<i>ILO</i>	<i>Activities</i>	<i>LLS</i>	<i>Assessment</i>	<i>Assignments prior and</i>

				<i>after the lesson</i>
<ul style="list-style-type: none"> • Can explain the meaning of new words in regard to their field. • Can describe and justify their kindergarten and a quality classroom. • Can participate in discussions related to kindergarten design and its qualities. 	<p>Group discussion: list new words and explain them.</p> <p>Introduction of HW answers to partner – pair work.</p> <p>Partner summarises and introduces the heard answers – pair work.</p> <p>Comparison of notes based on second HW aspect, bring out 1-3 most important aspects – pair work.</p> <p>Looking at pictures, analysing them, answering questions, introducing choices – pair work.</p> <p>Participating in a group discussion.</p>	<p>Discussion of LLS that could be used during these lesson activities.</p> <p>Discussion of LLS used during the lesson</p>	<p>Lesson observation: guiding as needed. Everyone has participated in the activities.</p>	<p>Watch videos, read blogs, answer questions, and make notes. Note down difficult words/phrases.</p> <p>Interview a fellow kindergarten teacher.</p>
<i>Topic: My kindergarten, group, and projects</i>				
<i>ILO</i>	<i>Activities</i>	<i>LLS</i>	<i>Assessment</i>	<i>Assignments prior and after the lesson</i>
<ul style="list-style-type: none"> • Can introduce their kindergarten and group. • Can describe their kindergarten group and traditions. • Can participate in discussions related to establishing a good learning environment in kindergarten groups 	<p>Group discussion: list new words and explain them.</p> <p>Group discussion: what is a video tour and what key elements are in a tour? How to create a tour?</p> <p>Introducing your group/kindergarten traditions and backstory – pair work.</p> <p>Partner summarises and introduces the heard answers – pair work.</p> <p>Introducing your kindergarten or kindergarten group – pair work.</p>	<p>Discussion of LLS that could be used during these lesson activities.</p> <p>Discussion of LLS used during the lesson</p>	<p>Lesson observation: guiding as needed. Everyone has participated in the activities.</p>	<p><i>Watch video introductions of a tour in a kindergarten. Make notes and list new words/phrases.</i></p> <p><i>Create a video tour of your kindergarten.</i></p>

	The partner listens and asks questions (role play) – role play. Group discussion: how to create a good learning environment in the kindergarten group.			
Topic: My kindergarten, group, and projects (Zoom)				
<i>ILO</i>	<i>Activities</i>	<i>LLS</i>	<i>Assessment</i>	<i>Assignments prior and after the lesson</i>
<ul style="list-style-type: none"> • Can introduce their kindergarten's group or project. • Can analyse kindergarten's projects. • can apply newly learnt words in a group discussion. 	<p>Group discussion: list new words and explain them.</p> <p>Introduction of HW answers to partner – pair work.</p> <p>Analysing a sample kindergarten's projects – group work.</p> <p>Introducing your kindergarten's or a sample kindergarten's, projects, and justification.</p> <p>Group discussion: which projects have we attended, would like to attend, have created or would like to create (why?)</p>	<p>Discussion of LLS that could be used during these lesson activities.</p> <p>Discussion of LLS used during the lesson</p>	<p>Lesson observation: guiding as needed. Everyone has participated in the activities.</p>	<p>Watch video and read blogs on other kindergarten group's daily schedule and projects the take part in. Answer questions, make note, note new words/phrases.</p> <p>Introduce a project you are a part of or would like to be a part of.</p>
Topic: Study activities in the kindergarten.				
<i>ILO</i>	<i>Activities</i>	<i>LLS</i>	<i>Assessment</i>	<i>Assignments prior and after the lesson</i>
<ul style="list-style-type: none"> • Can list and justify learn by play activities and effect. 	<p>Group discussion: list new words and explain them.</p> <p>Introduction of HW answers to partner – pair work.</p>	<p>Discussion of LLS that could be used during these lesson</p>	<p>Lesson observation: guiding as needed. Everyone has participated in the</p>	<p>Watch video and read blog posts, make notes and answer questions. Note new</p>

<ul style="list-style-type: none"> • Can describe how to implement learn by play in ECE. • The students can apply newly learnt words in a group discussion. 	<p>Compare learn by play activities, list benefits and negatives, offer ways of implementation – pair work.</p> <p>Find someone who – each person will embody a learning activity, who will justify their presence and effect.</p> <p>Summarise each activity and benefit, choose one and introduce – pair work.</p> <p>Individual – choose an activity, how would you implement it (text writing/presentation).</p> <p>Group discussion: Study activities in the kindergarten.</p>	<p>activities.</p> <p>Discussion of LLS used during the lesson</p>	<p>activities.</p>	<p>words/phrases.</p> <p>Video post: pick one learn by play activity and introduce it to foreign visitors.</p>
<p><i>Topic: Study activities in the kindergarten. (Zoom)</i></p>				
<p><i>ILO</i></p>	<p><i>Activities</i></p>	<p><i>LLS</i></p>	<p><i>Assessment</i></p>	<p><i>Assignments prior and after the lesson</i></p>
<ul style="list-style-type: none"> • can apply newly learnt words in a group discussion. • Can explain and justify the importance of physical fitness development in kindergarten. 	<p>Group discussion: list new words and explain them.</p> <p>Introduction of HW answers to partner – pair work.</p> <p>Pair discussion: the importance of physical exercise in ECE (i.e. walking, playing, etc.).</p> <p>Pair presentation of key factors.</p> <p>Group discussion: how to plan study activities that promote walking, playing.</p> <p>I am a figure – group work/individual</p>	<p>Discussion of LLS that could be used during these lesson activities.</p> <p>Discussion of LLS used during the lesson</p>	<p>Lesson observation: guiding as needed. Everyone has participated in the activities.</p>	<p>Watch video or read blog post, make notes, list new words.</p>

	work. Group discussion: how to can ECE establishment ensure development of physical fitness in children.			
<i>Topic: The Developmental Journey of a Kindergarten Child</i>				
<i>ILO</i>	<i>Activities</i>	<i>LLS</i>	<i>Assessment</i>	<i>Assignments prior and after the lesson</i>
<ul style="list-style-type: none"> • Can differentiate between various stages of a child’s developmental stages in ECE. • Can explain and justify development enhancing and decreasing activities. • can apply newly learnt words in a group discussion. 	<p>Group discussion: list new words and explain them.</p> <p>Introduction of HW answers to partner – pair work.</p> <p>Listen and draw: explain the child’s backstory and stage of development.</p> <p>Introduce factors which will advance their development – pair work.</p> <p>Partner introduces the child and the factors – pair work.</p> <p>Role play: explain your kindergarten’s activities used and their effect on child’s development.</p> <p>Group discussion: which activities are used in which stage (why)?</p>	<p>Discussion of LLS that could be used during these lesson activities.</p> <p>Discussion of LLS used during the lesson</p>	<p>Lesson observation: guiding as needed. Everyone has participated in the activities.</p>	<p>Watch video, read blog post. Answer questions, make notes, list new words or phrases.</p> <p>Interview a fellow teacher.</p>
<i>Topic: The Developmental Journey of a Kindergarten Child</i>				
<i>ILO</i>	<i>Activities</i>	<i>LLS</i>	<i>Assessment</i>	<i>Assignments prior and after the lesson</i>
<ul style="list-style-type: none"> • Can explain a child’s 	Groupwork: present a child’s various	Discussion of	Lesson observation:	Watch video, read blog

<p>developmental stages and corresponding ECE activities that could be implemented.</p> <ul style="list-style-type: none"> • Can answer questions in regard to the child’s developmental stages and learning activities applied. 	<p>developmental stages in ECE and activities that could be implemented.</p> <p>Role play: as a parent, interview an ECE on their choice of learning activities. interviewee answers.</p> <p>Group discussion: ways of supplementing classroom activities per development stage, how to find help and materials.</p>	<p>LLS that could be used during these lesson activities.</p> <p>Discussion of LLS used during the lesson</p>	<p>guiding as needed. Everyone has participated in the activities.</p>	<p>post. Answer questions, make notes, list new words or phrases.</p> <p>Interview a fellow teacher</p>
<i>Topic: Education system in Estonia</i>				
<i>ILO</i>	<i>Activities</i>	<i>LLS</i>	<i>Assessment</i>	<i>Assignments prior and after the lesson</i>
<ul style="list-style-type: none"> • Can explain the education system in Estonia. • Can introduce the aims of ECE. • can apply newly learnt words in a group discussion. 	<p>Group discussion: list new words and explain them.</p> <p>Introduction of HW answers to partner – pair work.</p> <p>Role play/ presentation: introduce educational system in Estonia and ECE. – group work.</p> <p>Role play: interview the presenter. – group work</p> <p>Role play: summarize on presenter’s ideas and thoughts for your blog post.</p> <p>Group discussion: aims of ECE.</p>	<p>Discussion of LLS that could be used during these lesson activities.</p> <p>Discussion of LLS used during the lesson</p>	<p>Lesson observation: guiding as needed. Everyone has participated in the activities.</p>	<p>Watch video, read blog post. Answer questions, make notes, list new words or phrases.</p> <p>Make a presentation, where you introduce the aims of ECE (inc. educational system aims).</p>
<i>Topic: Education system in Estonia (Zoom)</i>				
<i>ILO</i>	<i>Activities</i>	<i>LLS</i>	<i>Assessment</i>	<i>Assignments prior and after the lesson</i>

<ul style="list-style-type: none"> • Can explain how the aims of ECE are ensured in their kindergarten. • Can introduce skills and competencies important to ECEs. • can apply newly learnt words in a group discussion. 	<p>Group discussion: list new words and explain them. Introduction of HW answers to partner – pair work. Pair discussion: skills and competencies an ECE should have. How to achieve them. Introduction to the rest of the class – pair work Roleplay: help a fellow ECE on their PD journey. – pair work. Reflect on the help, introduce experience to class – individual. Pair work: aims of ECE and their implementation. Group discussion: aims of ECE and the implementation in your kindergarten.</p>	<p>Discussion of LLS that could be used during these lesson activities. Discussion of LLS used during the lesson</p>	<p>Lesson observation: guiding as needed. Everyone has participated in the activities.</p>	<p>Watch video, read blog post. Answer questions, make notes, list new words or phrases. <i>Introduce one to five most important competencies an ECE should have, which competencies you possess and would like to advance (how).</i></p>
<i>Topic: Special child in our group</i>				
<i>ILO</i>	<i>Activities</i>	<i>LLS</i>	<i>Assessment</i>	<i>Assignments prior and after the lesson</i>
<ul style="list-style-type: none"> • Can describe a multicultural kindergarten. • Can introduce how knowledge of different cultures and beliefs are introduced in their kindergarten. 	<p>Group discussion: list new words and explain them. Introduction of HW answers to partner – pair work. Pair discussion: what is a multicultural kindergarten. Summarize partners viewpoints on the topic.</p>	<p>Discussion of LLS that could be used during these lesson activities. Discussion of LLS used</p>	<p>Lesson observation: guiding as needed. Everyone has participated in the activities.</p>	<p>Watch video, read blog post. Answer questions, make notes, list new words or phrases. Explain the differences between a multicultural</p>

<ul style="list-style-type: none"> • can apply newly learnt words in a group discussion. 	<p>Group work: list ways of teaching cultures and beliefs in kindergarten. Presentation of aspects. Group discussion: how to teach different viewpoints and acceptance to children.</p>	during		kindergarten and a “regular” kindergarten.
<i>Topic: Special child in our group (zoom)</i>				
<i>ILO</i>	<i>Activities</i>	<i>LLS</i>	<i>Assessment</i>	<i>Assignments prior and after the lesson</i>
<ul style="list-style-type: none"> • Can introduce learning activities to be used with a special child. • Can introduce supportive activities/opportunities for a special child in ECE. • can apply newly learnt words in a group discussion. 	<p>Group discussion: list new words and explain them. Introduction of HW answers to partner – pair work. Pair work: introducing learning activities to be used with a special child in ECE. Role play: interview a special child’s ECE. Groupwork: find/explain/justify learning activities for a special child in ECE. Role play: introduce your ECE’s use of learning activities to help a special child’s development. Group discussion: How can you help children understand and accept a special child in their group to other children.</p>	<p>Discussion of LLS that could be used during these lesson activities. Discussion of LLS used during</p>	<p>Lesson observation: guiding as needed. Everyone has participated in the activities.</p>	<p>Watch video, read blog post. Answer questions, make notes, list new words or phrases.</p>

Appendix seven – Lesson plans

Lesson plans

Lesson one: Mina ja eriala

Texts/Materials: Worksheets

Learning outcomes:

By the end of the seminar students have

- Can introduce themselves/their viewpoints in English using helpful phrases and structures.
- Develops their vocabulary of describing and introducing oneself.
- Summarizes other’s introductions/thoughts.

Previous class work/what do students know that prepares them for the lesson: Watch the [YouTube video](#) and put down the phrases the speaker uses in order to introduce themselves, where they are from, their family, their job, their education, their interests.

Activity	Objective(s)	WTC	LS	Materials	Step-by-Step details
Comparison of notes	The students share and compare their notes that they have put down.	L2 Self-confidence, L2 Use, WTC.	Sharing and learning strategy	The students’ notes	The students will form groups (up to three people) and compare their notes. The students will improve their notes based on the note comparison. The students will be provided with helpful phrases to be used when comparing and/or introducing.
Modelling	The students will	L2			The teacher will model the activity by introducing himself in

introducing yourself	listen to the model.				English. The introduction will be based off the video the students previously watched at home.
Completing a worksheet	The students will complete a worksheet. The students will translate the new phrases/vocabulary in a form of their choosing (translation apps, friend, etc.).	Seeing a new phrase or word in English that is unfamiliar to me, I will use translation methods to understand the phrase /word.	L2 Use, L2 Self-confidence	Worksheet	The students are provided with a worksheet depicting specific phrases used when describing oneself. The students will get acquainted with the phrases, and further understand some phrases that are unknown with the assistance of classmates or translation platforms
Pair work	The students will introduce themselves in English. The students will listen to their	L2 Use, Desire to communicate with a specific person, L2 Self-		Worksheet and a partner	The students are split into pairs. The students will introduce themselves to their partner. When the first speaker speaks, the listener will make notes about the speaker's introduction; the listeners will have to introduce their teammate to the other classmates at the end of the activity. After the activity is concluded the pairs switch roles and repeat the activity.

	<p>partner's introduction and make a summary of the heard introduction.</p> <p>The students will present the summary</p>	<p>confidence. WTC. Interpersonal Motivation.</p>			<p>The learners will now introduce the people they listened to. The learners have a worksheet containing key phrases on how to introduce someone else to assist them.</p> <p>After the speaker introduced their partner, the partner has the opportunity to add to, or correct, the previous speaker.</p>
<p>Character trait descriptive adjectives worksheet</p>	<p>The learners will be met with a number of descriptive adjectives.</p> <p>The learners will list the adjectives into positive and negatives.</p> <p>The learners will</p>	<p>Seeing a new phrase or word in English that is unfamiliar to me, I will use translation methods to understand the phrase or word.</p>	<p>L2 self-confidence Interpersonal motivation. Communicative competence WTC</p>	<p>worksheet</p>	<p>The learners are handed a worksheet on the topic of character trait's descriptive adjectives. The students will list the provided list of adjectives in two boxes; one for positive adjective and one for the negatives.</p>

	understand the adjective (this may be done via translation devices or asking for clarification from a friend).				
Comparison	The students share and compare their lists.	Sharing and learning strategy Seeing a new phrase or word in English that is unfamiliar to me, I will use translation methods to understand the phrase or	L2 Use. Self-confidence. Interpersonal motivation.	worksheet	The students will compare their lists in pairs. If any adjective is not understood, the learners are encouraged to translate the meaning via a translation platform of their choice.

		word.			
5 traits a kindergarten teacher needs (5 min)	The learners will decide upon the 5 most important traits for a kindergarten teacher.	L2 Use, L2 Self - confidence. Intergroup Motivation	L2 Use. Intergroup motivation.	None needed	In the same pairs, the learners will pick five of the most important traits a kindergarten teacher needs.
Describing oneself	The students will describe themselves. The students will describe their partner.	L2 Use, L2 Self - confidence. WTC	L2 Use, Desire to communicate with a specific person. L2 Self-Confidence	worksheet	The learners will form new pairs and describe themselves to their partner. The structure of this block follows the same outline as in the block “pair work” (inc. the learners are provided with a worksheet containing common phrases for describing oneself).
Picking the next topic	The learners will guide their own learning steps for the next topic-lesson.			None needed	The learners are introduced to the lesson topics of the course. The learners will vote for the lesson topic they would like to cover in the next lesson.

Revision exercise at home: The learners are instructed to upload a video introduction of themselves on the Moodle course (the video follows the format used in the lesson); the teacher will upload an introduction of themselves as a modelling activity.

Sources:

- mmmEnglish (2021) Tell me about yourself! Introduce yourself in English with EASE! Available at: <https://www.youtube.com/watch?v=Tj1w86bw4EM>, accessed February 2025.

Notes:

First lesson was eventful. Low confidence in terms of lesson participation could be seen at the beginning of the lesson. On a personal note, I was also nervous, which faded as the lesson progressed. Upon discussion, it could be seen that the students favoured the model and worksheets, stating that they helped with nervousness and completing lesson activities. Homework was beneficial, but nerve racking as an understanding of what will be done in the upcoming lessons will be done. In the future lessons, more model, scaffolding, and pair work activities should be given, as they seemed to raise student engagement. Giving students the opportunity to choose next lesson topic worked well, and the topic was picked almost unanimously. Initial pair separation game did not work well – too intricate; alternatives should be thought of in the future.

Common phrases to introduce yourself.

- > I am / I'm ... NAME.
I am Mark.
- > I am from ... CITY/COUNTRY
I am from Estonia. I'm from Tallinn
- > I am ... years old.
I am thirty years old.
- > My friends call me ... NAME.
My friends call me Marky
- > I am ... NATIONALITY.
I am Estonian.
- > I come from ... PLACE.
I come from Tartu.
- > I was born in ... PLACE.
I was born in America.
- > I grew up in ... PLACE.
I grew up in a village.
- > I was raised in ... PLACE.
I was raised in Võrumaa.
- > I spent my childhood in ... PLACE.
I spent my childhood in Võrumaa.
- > I live in ...
I live in Narva.
- > I moved to ..., years/months/days ago.
I moved to Estonia two years ago.
- > I have ... A THING (e.g. a car, a cat, etc).
I have a cat.
- > I have been ... for...
I have been a teacher for three years.
- > I have NUMBER siblings.
- > I enjoy ...
I enjoy cooking
- > I like ...
I like reading
- > I love ...
I love playing with my kids
- > I'm really into ...
I'm really into hiking.
- > One thing you may not know about me is ...
... that I love eating tomatoes.
- > I work ...
I work as a kindergarten teacher.
- > I have a degree in ...
- > I am studying ...
I am studying to become a kindergarten teacher.

USE THIS BOX TO MAKE NOTES OF YOUR PARTNER'S INTRODUCTION

The phrases visible on this worksheet have been taken from the following source:
www.youtube.com/watch?v=Tj1w86bw4EM (2021) *Tell me about yourself! Introduce yourself in English with EASE!* Available at: <https://www.youtube.com/watch?v=Tj1w86bw4EM>, accessed February, 2025.

Common phrases to introduce your teammate.

- His/her name is ...
- He/she likes ...
- He/she loves ...
- He/she is ... old
- He/she is from ...
- He/she grew up ...
- He/she has ... siblings
- One thing you may not know about my teammate is ...

OPTIONAL: You can use this section to make notes

The phrases visible on this worksheet have been taken from the following source:
www.youtube.com/watch?v=Tj1w86bw4EM (2021) *Tell me about yourself! Introduce yourself in English with EASE!* Available at: <https://www.youtube.com/watch?v=Tj1w86bw4EM>, accessed February, 2025.

Lesson two (Zoom): mina ja eriala

Texts/Materials: worksheets

Lesson aim(s):

- The student can compare, analyse, summarise, and introduce motivations to become an ECE (inc. their own and others).
- The student can write a short text in which they introduce their reasoning to become an ECE.
- The students will apply newly learnt words in a group discussion.

Previous class work/what do students know that prepares them for the lesson:

The students will watch the YouTube videos [one](#), [two](#), listen to the [audio recording](#), and read the [article](#). The students will bring out two reasons that coincide with their reasons to become a kindergarten teacher and add one of their own reasons that was not mentioned in the materials.

The students will watch YouTube videos [one](#) and [two](#). The viewed videos will be used as assisting materials at the end of the lesson.

Activity	Objective(s)	WTC	LS	Materials	Step-by-Step details
Comparison of reasons	The students share and compare their notes that they have put down.	L2 Self-confidence, L2 Use, WTC.	Sharing and learning strategy	The students' notes	The students will compare their reasons to become a kindergarten teacher in pairs (inc. two that coincide with homework materials and one which did not coincide with the homework materials). The students will pick out a reason that they feel is the most important. The students will tell the chosen reason to the other learners.
Worksheet	The students will complete a worksheet. The students will translate the new	Seeing a new phrase or word in English that is unfamiliar	L2 Use, L2 Self-confidence. WTC.	Worksheet	The students will fill out a multiple-choice worksheet on the topic of why they wanted to become a kindergarten teacher.

	phrases/vocabulary in a form of their choosing (translation apps, friend, etc.).	to me, I will use translation methods to understand the phrase /word.			
Modelling	The students will listen to the model.	If I do not understand what has been said, I will ask for re-phrasing or repetition.	L2	worksheet	The teacher will model a presentation on why he wanted to become a teacher. The model follows the outline provided in the worksheet.
Pair work	The students will introduce their reasons of why they wanted to become kindergarten teachers in English.	If I do not understand what has been said, I will ask for re-phrasing or repetition.	L2 Use, Desire to communicate with a specific person, L2 Self-confidence.	Pair work	The students will be split up into pairs and introduce their reasoning for the wish to become a kindergarten teacher. One student will present whilst the other listens and makes notes. After the activity concludes, the students will switch pairs and repeat the action. The listeners will share to the class why their partner wanted to become a kindergarten teacher.

	<p>The students will listen to their partner's reasons and make a summary of the heard introduction.</p> <p>The students will present the summary</p>	<p>I will try to make notes in English.</p> <p>If I forget a phrase/word, I will use my body language or mother tongue to assist me.</p>	<p>WTC.</p> <p>Interpersonal Motivation.</p>		
Worksheet	<p>Written production task via guided writing: the learners will write their reasons to become a kindergarten teacher.</p>	<p>I will try to use newly learnt words.</p> <p>I try to make notes in English. I look for opportunities to write in English. I</p>	<p>L2 Use. WTC.</p> <p>Self-confidence.</p>	Individual work	<p>Individual work: each student will write a six-sentence long text about themselves. The text will follow the outline provided in the multiple-choice worksheet.</p> <p>The teacher will model the activity</p>

		use translation. I compare TL with my mother tongue.			
Group discussion	<p>The students will learn and use new vocabulary.</p> <p>The students articulate their viewpoints of the matter.</p>	<p>If I cannot understand what has been said, I will ask for repetition or clarification. I find people with whom to speak English. I try to us newly learnt words. If I forget a word/phrase,</p>	<p>L2 Use,, L2 Self-confidence. WTC. Intergroup Motivation. Communicative competence.</p>		<p>A group discussion with all of the students will be held on the topic of “Why is it important to work as a kindergarten teacher”. The video two watched at home will be used as an assisting material in the discussion.</p> <p>Before the discussion: The students will write the new words on the whiteboard. The words will be defined and translated together with all of the students (the first point of translation are other students, if that fails the teacher will assist).</p>

		I will re-phrase or use my mother tongue/ body language.			
LLS					Listening and note making strategies were introduced to the students with open-ended questions (e.g. what are listening strategies? Do you use strategies? If you read/listen a text in a foreign language what do you do? How do you ensure comprehension of the text?).

Reflection exercise at home: At home, create a short video explaining why you wanted to become a kindergarten teacher. Use the model provided by the teacher and the worksheet. Additionally, share your favourite day as a kindergarten teacher.

Notes:

Zoom lesson started with issues in regard to internet connection. Group/Pair separation was made easier due to the randomised break out room selection with the students. Students seemed excited to share their motivation, and their justification of choices. Motivation presentation went especially well, as interaction from pupils who had previously been less interactive increased. The students indicated a wish for a field-specific vocabulary list. In the future, a vocabulary list should be made available, internet issues on the teacher's side fixed, and the amount of scaffolding kept the same (students indicated that the amount currently is sufficient, more than that would make it hard to comprehend). Issues with Moodle should be fixed, homework assignments did not notify the students of their availability, whereas for some, it was open. LLS-s are evident in students already, improvements on how to use strategies more effectively were met with enthusiasm. Introducing a list of strategies for the students showed to be beneficial (notes and questions were asked).

Fill out the worksheet. Underline the answers that are correct for you.

- I wanted to become a kindergarten teacher
 - Since I was a child.
 - After I finished gymnasium.
 - After I finished university.
 - While as I was working as an assistant kindergarten teacher.
- I chose to become a kindergarten teacher because
 - I love teaching children.
 - I enjoy raising young children and seeing them grow up.
 - I think my job has a big impact.
 - My family member was a kindergarten teacher.
 - My friend or family member told me I would be a wonderful kindergarten teacher.
 - It was the only job for me.
- I chose to study in Narva because
 - It is clos(er) to my home.
 - The college was recommended to me.
 - I like a town, it's nice, small, and friendly.
 - Although I applied to similar to curricula in Tartu/Tallinn, I did not get in.
 - I have friends who are already studying in Narva.
 - Because I knew that the Narva college has very professional lecturers.
- After I graduate
 - I will enter some Master's program.
 - I will continue to work as a kindergarten teacher.
 - Look for a kindergarten teacher's job.
 - Continue working as a kindergarten teacher in the kindergarten I work at now.
 - Find another kindergarten to work for.
- It's easy to study for my degree because
 - All the study materials are easily accessible.
 - The timetable is very flexible.
 - For me, it works well to study and learn at the same time.
 - I enjoy taking time off work.
 - I have good course mates who support my studying.
- It is challenging to study for my degree because
 - It is difficult to balance studying and working.
 - The days are really long.
 - My family misses me.

Helpful phrases to introduce your reasons.

- I completely agree with...
- I found these reasons I agree with
- I loved the reason ...
- I chose ... because ...
- I picked ... because ...
- I added ... because...
- We think the most important is ... because ...
- We love the reason ...

Helpful phrases to introduce your partner's motivation or choices.

- ✓ He/She chose to become...
 - He chose to become a teacher, because ...
- ✓ He/She chose to study...
 - She chose to study in Tartu, because...
- ✓ After SOMETHING they will ...
 - After five years they will buy a house.
- ✓ It is easy for them because ...
- ✓ It is hard for them because ...

Helpful phrases to use in group discussions.

- ❖ I believe that ... / I don't believe that ...
- ❖ What do you think?
- ❖ Do you agree?
- ❖ That's a good point.
- ❖ Sounds like a good idea.
- ❖ What do you mean by...?
- ❖ Could you explain that to me again?
- ❖ I'm sorry to interrupt, but...
- ❖ I don't think that's a good idea.

Classwork: writing a six-sentence text

Write a six-sentence text about yourself. Use the phrases given in the first worksheet.

The teacher's example:

My name is Rando and I have wanted to become a teacher since I was a child. I chose to become a teacher because I think my job has a big impact. I chose to study in Narva because it is closer to my home. After I graduate, I will continue working at the school I work at now. It is easy to study for my degree because the timetable is very flexible. It is challenging to study for my degree because it is difficult to balance studying and working.

Lesson three: hea lasteaia õpetaja

Texts/Materials: worksheets

Lesson aim(s):

- The student can justify their choices and present them.
- The students can create a small interview, and answer interview questions in English in regard to their field.
- The students will apply newly learnt words in a group discussion.

Previous class work/what do students know that prepares them for the lesson:

Watch the [video](#) and read the [blog post](#). Based on the video, note down what are the qualities that a good kindergarten teacher should have? Are there any qualities that were not mentioned; if so, note down qualities that were not mentioned in the material and bring the notes to class. Note down qualities you already have, you need to develop, how will you develop them?

Activity	Objective(s)	Materials	Step-by-Step details	WTC	LS
Comparison of notes and plans	The students introduce and compare their notes. The students will articulate their plan on how to improve	Student's notes	List new words; writing them on the whiteboard and explaining them. In pairs, introduce the qualities that were missing from the homework material to your partner. Introduce which qualities you already have and which you will need to improve upon. The partner listening will introduce the qualities that their partner has and wishes to improve upon to the rest of the class.	L2 Use, L2 Self-confidence. Desire to communicate with a specific person. Communicative Competence. Intergroup	Sharing and learning strategy. Try to find people with whom to speak English. Using new

	certain qualities in themselves.			motivation.	words. I encourage myself to take risks, even though I may be mistaken.
Completing a worksheet	The students will list character traits into positive and negatives. The students will pick ten-character traits that are essential for KELA teacher	Worksheet	Complete a worksheet in which several character traits are mentioned. List the character traits into positive and negative character traits. Pick ten most important character traits a kindergarten teacher must have.	L2 Use, L2 Self-confidence. WTC.	Make notes. Translate new words or phrases.

	The students will translate traits they do not know				
Comparison of lists and selecting 10 traits	<p>The students will compare their lists.</p> <p>The students will list 10 most vital traits and list them in corresponding order.</p> <p>The students will introduce their lists.</p>		<p>Compare the list with a partner and create a list of ten final characteristics a kindergarten teacher must have. List the characteristic in terms of importance; in which, 1 equals the most important and 10 equals least important.</p> <p>Introduce your list to the rest of the class.</p>	<p>L2 Use.</p> <p>WTC.</p> <p>Intergroup motivation.</p>	<p>I try to take risks when learning.</p> <p>Use new words. If I do not understand, I will ask for clarification rephrasing.</p> <p>I use my body language or mother tongue.</p> <p>Making</p>

					notes and translation as needed.
Interview	The students will create interview questions for KELA teachers and carry out the interview.		Write ten questions you would like to ask a fellow kindergarten teacher about their day-to-day job at the kindergarten (e.g. where do you work? What do you most love about working as a kindergarten teacher, etc.). Switch papers with a classmate and answer the questions. <i>Teacher will model the activity.</i>	L2 Use. WTC. Self-confidence- Desire to communicate with a specific person. Communicative competence.	Try to use new words. Take risks. Use my mother tongue or body language. Ask for rephrasing, clarification. Make notes.
Recipe	The students will create a recipe of a great kindergarten teacher and	Worksheet	The students will follow the outline provided in the worksheet to create a recipe of a great kindergarten teacher. The students will introduce their recipe and their reasoning behind the choices.	L2 Use. WTC. Self-confidence- Desire to communicate with a specific	Sharing and learning strategy. Making notes. Translation.

	introduce it.			person. Communicative competence. Intergroup motivation.	Using body language or mother tongue.
Group discussion	The students will use new vocabulary. The students articulate their viewpoints of the matter		<i>Group discussion: what makes a good kindergarten teacher.</i>	<i>L2 Use, L2 Self- confidence. WTC. Intergroup Motivation. Communicative competence.</i>	If I cannot understand what has been said, I will ask for repetition or clarification. I find people with whom to speak English. I try to us newly learnt words. If I forget a word/phrase,

					I will re-phrase or use my mother tongue/body language
Picking the next lesson topic and the Zoom meeting time.					

Homework: Draw or create your own perfect kindergarten teacher (on paper, Canva, crafts). Introduce your perfect kindergarten teacher to the rest of the class (e.g. what is their name, how old are they, what traits they possess and why are they important). Each classmate will have to ask one question about one of their classmate’s perfect teacher. (e.g. what is their favourite hobby). *The exercise will be done via Forum posts.*



The recipe of a great kindergarten teacher

15 g	Compassionate
100g	Caring
5dl	Helpful
20kg	Considerate
5ts	Hard-Working
90g	Creative
1kg	Generous
180dl	Patient
3kg	Confident
8kg	Respectful
5g	Funny
8l	Leader

What is the recipe of a great kindergarten teacher?

What skills should a great kindergarten teacher have?

The recipe of a great kindergarten teacher 23. Kärtner, Piret (2000). *Keeleõpetaja metoodikavihik. Kõnelemisõhuse arendamine* Tallinn: TEA Kirjastus

Write five questions you would like to ask a kindergarten teacher.

- 1) Where do you work?
- 2) What do you love most about your job?
- 3) Why did you choose to become a kindergarten teacher?
- 4) What has been your most memorable day of being a kindergarten teacher (explain)?
- 5) Which thing or activity do you most love to teach (why)?
- 6) What advice would you give someone who wants to become a kindergarten teacher?
- 7) What is the hardest thing about being a kindergarten teacher (explain)?
- 8) If you could go back to your first day at work in a kindergarten, what would you do differently?

Lesson four: Hea lasteaia õpetaja (Zoom)

Texts/Materials: Worksheets

Learning outcomes:

By the end of the seminar students

- Can construct a backstory (inc. qualities, motivation) and introduce it to others in English.
- Can combine interview questions in regard to their field and summarize the heard answers.
- Can develop their path towards part-taking in professional development programs in regard to their field.

Previous class work/what do students know that prepares them for the lesson: Watch the YouTube videos one and two. Read the article, and answer the following questions:

- 1) Why is professional development for Early Childhood Educators important? Note down five reasons you find most important and bring them to class.
- 2) What opportunities are available for Early Childhood Educators to develop themselves professionally? Note down three to five opportunities and bring them to class (this question may also be answered based on your previous experience).

Activity	Objective(s)	WTC	LS	Materials	Step-by-Step details
Role Play	Introducing a random KELA teacher. Introducing their character trait and backstory.	Communicative competence. L2 self-confidence. Intergroup climate. L2 Use. WTC.	Finding a person who I can practise the language with.		The students will pick a random famous person of their choosing. This person will now be a perfect kindergarten teacher. The students will be in pairs, in which they will introduce themselves and one character trait that they believe is vital for a good kindergarten teacher. They will introduce their backstory. The partners will later introduce their partner's trait and backstory.

			<p>If I do not understand, I will ask to repeat or change pace.</p> <p>If I do not understand, I will translate. I direct myself to take risks when learning a language. I will use body language to assist my speaking.</p>		
Interview	Asking questions	Communicative	<i>Same as in</i>		The students will write 3 interview questions on the topic of “What

	in English from a kindergarten teacher. Answering questions in English.	competence. L2 self-confidence. Intergroup climate. L2 Use. WTC. Interpersonal Motivation.	<i>activity one</i>		makes a good kindergarten teacher?”. The students will be in pairs and ask their questions. Later they switch roles, and the other partner will be the interviewer. Later, the interviewer will summarize their partner’s ideas/thoughts. <i>Interview question formation and examples are modelled by the teacher previously.</i>
Pair work	Comparison and improvement of list	Communicative competence. L2 self-confidence. Intergroup climate. L2 Use. WTC.	<i>Same as in activity one</i>	HW materials	In pairs, the students will compare their lists they created at home. If needed, they will improve their lists with ideas gathered from the partner. Together, they will bring out three main ideas on why PD is important for ECE-s.
Interview	Asking questions in English from a kindergarten teacher. Answering questions in English.	Communicative competence. L2 self-confidence. Intergroup climate. L2 Use. WTC.	<i>Same as in activity one</i>		The students will create 2-3 interview questions they would like to ask of an ECE on the topic of “What options of PD exist for ECEs”? They will act out the interview in pairs, where one person asks the other answers. Later they switch roles. The pairs will introduce their answers to the rest of the class.

<p>Group discussion</p>	<p>The students will use new vocabulary.</p> <p>The students articulate their viewpoints of the matter</p>	<p>L2 Use, L2 Self-confidence. WTC. Intergroup Motivation. Communicative competence.</p>	<p>If I cannot understand what has been said, I will ask for repetition or clarification. I find people with whom to speak English. I try to use newly learnt words. If I forget a word/phrase, I will rephrase or use my mother tongue/</p>		<p>Group discussion on the topic of “What makes working as a kindergarten teacher fun/difficult? How do you overcome these difficulties?”</p> <p><i>Throughout the lesson a handout is provided with scaffolding phrases for group discussions and interview formations.</i></p>
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			body language		
LLS					The students fill out a worksheet in regard to LLS use both prior to the lesson and during it.

Notes:

There were significant issues with internet; a problem thought to have fixed. The lesson started well, and student engagement seemed to be excellent. The learners quite liked the role play activity, and the interview activity. My favourite part of the lesson was that everyone was participating, and less and less hesitation to speak or ask clarifications can be seen. Unfortunately, the internet cut out nearing the end of the lesson, leaving the students confused and the PD- section of the lesson was less than hoped for. Students did not understand the directions, thus creating interview questions in terms of PD was instructed to the learners. After switching networks, and a laptop, the interview summaries could be heard and a hasty group discussion had with the students, but the lesson time had run out. Regretfully, the new way of solidifying the acknowledgement of learning strategy use, could not be done. Thus, the lesson ended. In my personal opinion, the lesson did not fulfil its purpose and should be re-done (during this course if possible).

Lesson five: Ideaalne Lasteaed

Texts/Materials: Worksheets

Learning outcomes:

By the end of the seminar students have

- Can justify their choices regarding place of employment.
- Can summarize and analyse kindergartens from their point of view.
- Can explain and described their perfect kindergarten.

Previous class work/what do students know that prepares them for the lesson: Watch the YouTube videos one and two. Read the article, and answer

the following questions:

- If you could choose, which kindergarten would you choose to work at? Why? (note down at least three reasons)
- Think back to the kindergarten that you would NOT like to work at: what things about the kindergarten do not make you want to work there (note down at least three reasons)?
- In your opinion, which kindergarten of the two is the perfect kindergarten? Note down, why do you think so?

Activity	Objective(s)	WTC	LS	Materials	Step-by-Step details
Vocabulary revision	Introduce new words	L2 Use Self-confidence.	Sharing and learning. Using newly learnt words. Making notes.	Notes at home	The students will introduce words or phrases that were new/difficult. Other will improve their lists of new words. <i>Vocabulary LLS use is encouraged to translate new words or phrases.</i>
Pair work	Introducing their notes/answers Introducing your partner's choices	L2 Use. WTC. Self-confidence- Desire to communicate with a specific person. Communicative competence.	Sharing and learning strategies. If I do not understand, I will ask for clarification, re-phrasal. Making	Notes	The students will introduce their notes/answers and justifications in regard to the HW exercises. The listener will introduce which ECC their partner would like to work at and why. The partner will state whether they agree with their partner and give reasons. <i>Note taking LLS use is encouraged.</i>

			<p>notes.</p> <p>Using new words.</p> <p>Finding chances to speak the language</p>		
Worksheet	Complete the worksheet with optional answers				<p>The students will complete the worksheet with optional answers.</p> <p>The students will translate any words/phrases they do not know.</p>
Modelling	Listen to the model	<p>WTC</p> <p>L2 Use</p>			<p>The teacher will model the description of their perfect kindergarten´s outer building. The others will draw the kindergarten described.</p> <p>The modelling will be done based on the worksheet.</p> <p><i>The students are reminded of notetaking, listening, and speaking strategies.</i></p>
Pair work	The students will describe their perfect kindergarten.	<p>L2 Use. WTC.</p> <p>Self-confidence-</p> <p>Desire to communicate</p>	<p>Sharing and learning strategies. If I do not</p>		<p>The students will describe their perfect kindergarten´s outer building whilst the listener draws the building. The listener will ask questions of their choosing (comprehension, detail, rephrasing, etc.).</p> <p>The roles are switched, and activity repeated.</p>

	The students will ask comprehension questions and apply LS-s	with a specific person. Communicative competence.	understand, I will ask for clarification, re-phrasal. Making notes. Using new words. Finding chances to speak the language		The listener will introduce their partner's kindergarten to the rest of the class.
Group discussion	The students will use new vocabulary. The students articulate their viewpoints of the matter	L2 Use, L2 Self-confidence. WTC. Intergroup Motivation. Communicative competence.	If I cannot understand what has been said, I will ask for repetition or clarification. I find people with whom		Group discussion on the topic of "What is needed to create the perfect kindergarten?"

			<p>to speak English. I try to us newly learnt words.</p> <p>If I forget a word/phrase, I will re-phrase or use my mother tongue/ body language</p>		
LLS					<p>The students will reflect on the LLSs used prior to the lesson and during the lesson. Each student will bring out one new strategy they used.</p>

Homework: Imagine that you are standing in your kindergarten classroom, and you have 10 000€ for classroom improvement. How would you improve the building or classroom to make it the perfect kindergarten in your eyes? (Forum Post).

Notes:

The lesson worked wonderfully. Student engagement is increasing by lesson. The use of LLSs is more active. Students are trying out new LLSs and provide notes for one another. A significant improvement can be seen in students who have little to no experience with English. One student, who has been hesitant in the earlier lessons, is now more than ready to speak before everyone else: often starting with the phrase “Oeh, no proovime siis”. The course environment is pleasant, a lot of humour and support for everyone involved can be seen. Some students try to supplement their speaking with new words form the glossary provided. In the future, more in-person lessons should be aimed for, as Zoom lessons do not provide enough opportunities for the students to physically interact with each other and carry out activities in person.

Fill out the worksheet. Underline the answers that are correct for you.

I

- 1) My perfect kindergarten is located in
 - a) The city centre.
 - b) The outskirts of a town
 - c) The countryside
 - d) The middle of the woods
- 2) My perfect kindergarten is
 - a) Small
 - b) Big
 - c) Huge
 - d) Tiny
 - e) Other:
- 3) My perfect kindergarten has
 - a) A fence
 - b) A sandbox
 - c) A swing
 - d) A slide
 - e) Climbing frame
 - f) Playground
 - g) Bike path
 - h) Sports field
 - i) Other:
- 4) Around my perfect kindergarten there are
 - a) Trees
 - b) Cars
 - c) Flowers
 - d) Lakes
 - e) Apartment buildings
 - f) Other:

- 5) My perfect kindergarten building is COLOUR (add your colour) and made of
 - a) Wood
 - b) Cement
 - c) Bricks
 - d) Straws
 - e) Other:
- 6) My perfect kindergarten building has
 - a) Pictures of (cars/flowers/racetracks/kids/OTHER)
 - b) Figures of (squares/triangles/rectangles/circles/OTHER)

Lesson six: Ideaalne Lasteaed (Zoom)

Texts/Materials: Worksheets

Learning outcomes:

By the end of the seminar students have

- Can explain the meaning of new words in regard to their field.
- Can describe and justify their kindergarten and a quality classroom.
- Can participate in discussions related to kindergarten design and its qualities.

Previous class work/what do students know that prepares them for the lesson: Watch the YouTube [video](#) and read the [article](#). Answer the following questions:

- When you are watching the video, note down the kindergarten goals mentioned in the video.
- Read the section "aims and objectives in pre-school" in the article "Aims & Objectives of Early Education".
- Reflect on your previous knowledge, experience, the watched video, and read article. Note down the goals you are developing in your kindergarten or study group, and goals you wish to develop.

Read the article "[How to Set Up a Quality Preschool Classroom](#)" and note down the tips the author gives to create a quality classroom.

- In your opinion, what are the benefits of classroom centres (note down 1-3 reasons)?
- In your opinion, what could be the downside of classroom centres (note down 1-3 reasons)?

Activity	Objective(s)	WTC	LS	Materials	Step-by-Step details
Vocabulary revision	Introduce new words	L2 Use Self-confidence.	Sharing and learning.	Notes at home	The students will introduce words or phrases that were new/difficult. Other will improve their lists of new words.

			Using newly learnt words. Making notes.		<i>Use of vocabulary LLS employed.</i>
Pair work	Comparison of notes. Introducing development ideas	L2 Use. WTC. Self-confidence- Desire to communicate with a specific person. Communicative competence.	If I cannot understand what has been said, I will ask for repetition or clarification. I find people with whom to speak English. I try to use newly learnt words. If I forget a word/phrase, I will re-phrase or use		The students will compare notes noted down prior to the class. Students will improve on their notes as needed. Students will introduce their development ideas. The partner will introduce their partner's development ideas and justifications. <i>Use of speaking, listening, and notetaking LLS employed.</i>

			my mother tongue/ body language		
Pair work	Comparison of notes	L2 Use. WTC. Self-confidence- Desire to communicate with a specific person. Communicative competence.	<i>As previous section</i>		The students will compare their notes on the topic of “how to create a quality classroom” and introduce their list of negatives/positives in regard to classroom centres. The students will compose their pair’s answer to the question “how to create a quality classroom” and bring out 1-3 reasons on why classroom centres are good/bad. The students will introduce their answers to the rest of the class.
Pair work	Description of the picture. Justifying their thoughts based on the seen information	L2 Use. WTC. Self-confidence- Desire to communicate with a specific person. Communicative competence.	<i>As previous section</i>		The students, in pairs, will look at a picture of a “perfect kindergarten classroom”. The students will discuss whether the picture is of a quality classroom, if they would like to work in that classroom, and what they would like to change in the classroom. Per each answer, justifications are provided to the listener.
Comparison of two	Description of the picture.		<i>As previous section</i>		In pairs, the students will compare two pictures of “perfect kindergarten classrooms”. The students, in pairs, will look at a

pictures	Justifying their thoughts based on the seen information				picture of a “perfect kindergarten classroom”. The students will discuss whether the picture is of a quality classroom, if they would like to work in that classroom, and what they would like to change in the classroom. Per each answer, justifications are provided to the listener.
Group discussion	The students will use new vocabulary. The students articulate their viewpoints of the matter	L2 Use, L2 Self-confidence. WTC. Intergroup Motivation. Communicative competence.	If I cannot understand what has been said, I will ask for repetition or clarification. I find people with whom to speak English. I try to us newly learnt words. If I forget a word/phrase,		“What skills does a perfect kindergarten develop in learners? Through which activities/things is it done?”

			I will re-phrase or use my mother tongue/ body language		
LLS					The students will reflect on the LLSs used prior to the lesson and during the lesson. Each student will bring out one new strategy they used.

Homework: Interview a fellow kindergarten teacher on the topic of “How to create a quality kindergarten or kindergarten classroom”. Introduce their answers via a written text or a video post. Give your opinion on the ideas, do you agree/disagree, why?

Notes:

In the lesson, more and more independence from the students can be seen. The students have grown accustomed to the system employed, and almost no hesitancy in terms of speaking or completing the activities can be seen. The students did not provide new words/phrase that were new, so I had to provide some. In the future, a previously made list of phrases and words should be created in case no words are brought out. The act of describing, justifying, and participating in speaking is more natural. Some Fluency and pronunciation mistakes can be spotted, but SE in terms of using the language is more and more evident.

Examples of extra study materials

▼ Study materials



Early Childhood Education Vocabulary List

Dear students

This is a list of commonly used terms connected to your field of study. These terms can be used to describe your field of study, both in written and spoken form. Knowing these terms will help you when you are reading academic literature about your field of study, and words from these lists will be used in homework assignments. Therefore, please familiarize yourself with these terms. If you wish to check your knowledge, feel free to complete optional word test below this vocabulary list.



Optional: Revision of vocabulary list words 1-30

This is an optional exercise you can do to revise words 1-30 from our vocabulary list.



Optional: Revision of vocabulary list words 31-60

This is an optional exercise you can do to revise words 31-60 from our vocabulary list.



Optional: Revision of vocabulary list words 61-88

This is an optional exercise you can do to revise words 61-88 from our vocabulary list.




Academic articles and journal posts about Early Childhood Education



Introducing an academic article or forum post that I read

Choose one academic article or forum post from the folder above to introduce to your classmates. Upload the introduction to this forum. If you want to introduce an article that is not in the folder, then you can search your own article and introduce it instead of the ones given in the folder.

 Rando Otti – 28.04.2025 01:00:58

Dear students

Please choose one article or journal post from the folder above this assignment to introduce to your classmates. *If you want to introduce an article that is not in the folder, you can search for your own article and introduce it instead of the ones in the folder.*

To introduce the article, please upload a video post of yourself introducing the article.

In your introduction:

- Introduce the article you chose and why you chose it (e.g. name of the article and author(s). I chose this article because I can use it in my Bachelor's thesis, etc.)
- Summarize the article's key point(s) (e.g., what they talked about, why they talked about it, what they found, what they did to find this information, etc.)
- Talk about what you learned from this article and how it is useful to you (e.g. in terms of work, study, everyday life, etc.).
- Talk about which learning strategies/strategy you used when reading the article (e.g. translation, making notes, etc.). Was the learning strategy/strategies helpful for you?

Below this forum post is an example of my introduction.

[Püsilink](#) | [Muuda](#) | [Kustuta](#) | [Vasta](#) | [Ekspordi portfooliosse \(Lisavõimalus isiklikuks säilitamiseks\)](#)

Dear students

Let's take a moment to reflect on our lesson.

Do to this, please draw a perfect kindergarten teacher, or find a picture online of a perfect kindergarten teacher (if you use a picture from the internet, please cite it). Think about the teacher (e.g. their name, age, backstory, character traits, etc.) and introduce them on this Forum via a video post.

When you are introducing the teacher, a few topics that you should mention are:

- Their name and age
- Where do they work?
- Why did they become a kindergarten teacher?
- What is something that they love about their job?
- What character traits do they have? Are the character traits useful to their everyday job (if yes/no, please note at least one example)?
- What is one uncommon thing about them that no one knows?
- *Add any other information you wish.*

After you have uploaded the introduction, please watch at least two introductions from your classmates. Choose one introduction and ask a question about their perfect kindergarten teacher (e.g. what is their favourite hobby? What learning activity do they most commonly use with the children? etc.).

When a classmate asks a question about your kindergarten teacher, please answer the question via the forum post.

[Püsilink](#) | [Muuda](#) | [Kustuta](#) | [Vasta](#) | [Ekspordi portfooliosse \(Lisavõimalus isiklikuks säilitamiseks\)](#)


Meeting one on Zoom (06.03.25) 

Please watch the videos and read the text in this folder, before our next lesson (06.03.25).

When you are watching and reading the materials, write down two reasons to become a kindergarten teacher that you share with the speakers. Also, write down one reason that you became a kindergarten teacher that was not mentioned in these materials.

 Why are you a preschool teacher? 

 Why did you decide to become an early childhood educator? 

 Why I will always choose to teach in early childhood 

Please also watch this video before our next lesson (06.03.25)



When you are watching this video, if you hear a word that is new to you, then write it out on a piece of paper and bring the paper to class.

 The Importance Of Early Childhood Educators 

 On Being a Kindergarten Teacher 


Õppijate eest peidetud

Classwork on 06.03.25

 Classwork: writing a six-sentence text 

 Classwork: writing a six-sentence text 

Upload your text here.

 Helpful phrases 

 Worksheet - 06.03.25 

 Lisa vahend või tegevus

RESÜMEE

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Rando Otti

ENG: “Speaking in English for Students in the Pre-School Teacher Curriculum” -

Creating an English-Speaking Course for University Students in the Pre-School Teacher Curriculum

EST: „Inglise keeles rääkimine koolieelse lasteasutuse õppekava üliõpilastele“ – inglise keelse suhtluskursuse loomine koolieelse lasteasutuse õppekava üliõpilastele.

2025

Lehekülgede arv: 129

Käesoleva lõputöö eesmärgiks oli luua inglise keele suhtluskursus koolieelse lasteasutuse õpetaja õppekaval õppivatele üliõpilastele, kellel oli võimalus loodud kursust läbida vabaainena. Kursuse maht oli 3 EAP-d, mille käigus toimus kaheksa auditoorset ja kaheksa veebitundi. Loodud kursuse eesmärk oli arendada üliõpilaste rääkimise oskust viisil, kus nende enesetõhusus ja keeleõppestrateegiate kasutamine keeletunnis ja iseseisva õppimise käigus areneks. Hea sihtkeeleline keeleoskus võimaldab üliõpilastel tulevikus paremini toetada enda erialast arengust (nt õpirännetel osalemine, võõrkeelsetel erialastel seminaridel osalemine jms).

Kursust katsetati 2024/2025 õppeaasta kevadsemestril koolieelse lasteasutuse õpetajateks õppivate üliõpilaste rühmas. Kursusel osales 11 üliõpilast. Loodud kursuse tulemuslikkuse hindamiseks kasutati kvalitatiivseid uurimismeetodeid, mille käigus paluti üliõpilastel täita õppetöö alguses, keskel ja lõpus kaheosaline küsimustik.

Loodud lõputöö koosnes kahest osast. Esimene osa keskendus enesetõhususele,

õppija autonoomiale, keeleõppestrateegiatele, suhtlemisvalmidusele ja kursuse disainile. Teine osa keskendus kursuse loomisele, läbiviimisele ja tulemuslikkuse analüüsimisele.

Vastuste põhjal oli märgata esialgseid muutusi õppijate suhtlemisvalmiduses, enesetõhususes, õppija autonoomias ja keeleõppestrateegiate kasutamises. Küsimustiku vastused olid kooskõlas ka autori omapoolsete tähelepanekutega, mis tekkisid läbiviitud tunde analüüsis.

Märksõnad: suhtlemisvalmidus, enesetõhusus, õppija autonoomia, kursuse disain.

Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks

Mina, Rando Otti,

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Rando Otti

13.05.25

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Allkirjastatud digitaalselt

Rando Otti

13.05.25

Lõputöö on lubatud kaitsmisele.

[Juhendaja allkiri]

[Juhendaja nimi]

[pp.kk.aaaa]