UNIVERSITY OF TARTU

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TEACHING READING TO STUDENTS LEARNING ACCORDING TO THE SIMPLIFIED NATIONAL CURRICULUM FOR BASIC SCHOOLS:

COMPILING A STUDY MATERIAL FOR FORM SIX

MA thesis

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ABSTRACT

During the recent years, an increasing number of students with learning difficulties (LD) has been considered as a global trend. When learning difficulties occur and are proved by the consultants of special education, further learning according to the Simplified National Curriculum for Basic Schools (SNCBS) may be suggested. In Estonia, in the academic year of 2018/2019 there were 1311 students in the second and third stage of basic education studying according to the SNCBS. Although Estonian educational system is offering students an opportunity to study according to the SNCBS, teaching English as a foreign language (EFL) is not supported by suitable study materials teachers can rely on.

The aim of the present MA thesis is to discuss the principles used when teaching EFL to students with LD and to compile a study material for students with LD learning EFL according to the SNCBS. The main focus is on teaching reading. However, the created study material does not cover the entire course. The author of the present paper has just started compiling the material and on the basis of the experience the conclusions are drawn how the process of creating materials can be organized and what should be taken into account.

The introduction of the master's thesis focuses on teaching EFL to students who are learning according to the SNCBS in Estonia. The introduction provides an overview of the background information of LD, the situation connected to teaching EFL and what the choice of study materials available is. The first chapter provides a literature review of main specific issues and features of teaching EFL to the students with learning difficulties. Three subtopics will be discussed: (1) special educational needs and LD, (2) foreign language learning and students with LD, and (3) reading and students with LD. The second chapter consists of the rationale for creating a study material for students with LD and the analysis of the study material compiled as a part of the present MA thesis. The subsections will focus on: (1) adapting the layout and (2) adapting the content. Certain recommendations and analysis will be provided considering adapting the texts and the activities. The author has made an attempt to apply recommended principles in practise. Thus, three appendices are added to the MA thesis: (1) the checklist with recommendations, (2) the sample study material, and (3) the teacher´s book.

TABLE OF CONTENTS

ABBREVIATIONS

CEFR - Common European Framework of Reference for Languages

EFL – English as a foreign language

IEP - individual education plan

LD – learning difficulty

NCBS – National Curriculum for Basic Schools

SB – Student´s Book

SEN – special educational need

SNCBS - Simplified National Curriculum for Basic Schools

U - Unit

INTRODUCTION

Modern educational field is full of information about the ways teaching and learning should be carried out in relation to inclusive education. As it has been stated by UNESCO (1990) and also emphasized by the Constitution of the Republic of Estonia (*Riigi Teataja* 1992: § 37), "everyone has the right to education". The notion of the education of the 21st century – "learning how to learn" - was already mentioned in 1990 in *World Declaration on Education for All* (UNESCO 1990). Thus the concept of providing quality education equally to everyone should not be a challenge any more.

It has to be acknowledged that not all the students are equally capable. That is where special education is applied to facilitate the learning process. The general purpose of special education is to support the learner who is not capable of achieving the goals of a learning process, with additional help. That does not mean that the student with learning difficulties (LD) is somehow less important than others and such students should not be isolated (UNESCO 1990). The term used in the present MA thesis is "learning difficulty" and not "learning disability". Learning disability is a medical problem caused by disorders of "neurologically-based processing" (Wilson 2013) and may affect learner´s acquisition and the retention, organisation and use of acquired material (Hutchins et al 2005: 72). Learning difficulty may cause "auditory, reading, writing, motor, memory, and attention" difficulties (Wilson 2013) but that does not mean that students diagnosed with learning difficulty have low intelligences or are unable to learn. Learning difficulty is a more general condition and in Estonia it is used more often. In addition, according to Kormos et al (2012: 7), the diagnosis of a student having learning difficulty is more likely to be designated by educational psychologists rather than medical practitioners and the term used in the United Kingdom is also ´learning difficulty´. The present paper will focus on discussing the principles used when teaching students with learning difficulties instead of diagnosing any

disorders. Although many researchers use both the terms equally and it is rather difficult to find any differences, in the present paper the term "learning difficulty" (LD) is used.

Basic Schools and Upper Secondary Schools Act (*Riigi Teataja* 2010a: § 46 (1)) defines students with special educational needs (SEN) as follows:

> A student with special educational needs means a student whose talent, specific learning difficulties, health status, disability, behavioural and emotional disorders, longer-term absence from studies or insufficient proficiency in the language of instruction of a school brings about the need to make changes or adjustments in the subject matter, process, duration, workload or environment of study /…/ or in the expected learning outcomes or in the work plan drawn up by a teacher for working with a class.

Students with various learning difficulties are examined by different specialists (e. g. psychiatrist, speech therapist) who compose a committee. In Estonia, such committee is *Rajaleidja Keskus,* which according to *Riigi Teataja* (2010a: § 50 (1)) is "a state foundation established in each county" by the minister responsible for the field. When it is proved by the members of the committee that the student´s mental development is not in correlation with the student´s age, further learning according to the Simplified National Curriculum for Basic Schools (SNCBS) may be suggested. For implementing SNCBS, the consent of the parent is also required. When a student is designated to learn according to SNCBS, a school compiles an individual education plan (IEP) (Nielsen 2009: 15) that corresponds to the student´s mental abilities. In Estonia, according to *Riigi Teataja* (2010a: §47 (1)), students studying according to SNCBS usually study in the mainstream classrooms together with the peers who are learning according to the National Curriculum for Basic Schools (NCBS). Such organization of learning corresponds to the means of inclusive education that according to Nielsen (2009: 22) requires additional support provided to the student with SEN. The more specific guidelines are stated in the IEP.

During the recent years, the number of students with learning difficulties has been constantly increasing. Wilson (2013) presents the fact that between five or ten per cent of any population have some sort of learning difficulty. According to Chan et al (2017: 714), the causes of LD may vary from race and gender to premature birth or social class. When students with LD are studying in mainstream classrooms, teachers need to be qualified and flexible enough to be able to manage the classroom and at the same time adopt the study materials suitable for different levels of students´ knowledge (Chan et al 2017: 726). Teachers should carry out various educational accommodations.

The increasing number of students with special educational needs has been considered as a global trend. Therefore, it is relevant to discuss the matter from the local perspective as well. In Estonia, basic education is available to all children and compulsory from ages 7 to 17 or until the acquisition of basic education (*Riigi Teataja* 2010a: § 9 (2)). Estonian educational system is practising inclusive education, which means that SEN students learn and interact socially in the mainstream schools together with other, non-SEN students. A study carried out by Jürimäe (2017: 6) with the support from the Estonian Ministry of Education and Research states that although the terms and clauses about noticing and evaluating SEN have been theoretically accepted and included to documents, the approach still has not become an inseparable part of the teaching process. Although the Estonian educational system focuses rather strongly on SEN students, while talented students are often not paid enough attention, still, teachers feel stressed and claim that they do not feel confident enough when working with SEN students.

When Estonian educational system is examined, there are some problematic areas that are worth paying attention to. According to the statistics of the Estonian Ministry of Education and Research (2018), in the academic year of 2017/2018 there were 919 students in the second and third stage of basic education who were studying according to the SNCBS.

As the similar indicator in 2018/2019 is 1311 *(Eesti Hariduse Infosüsteem*: 2018), the number of students with LD is increasing. Such students are at the same time special and also equal to the students studying according to the NCBS, and therefore have a right to education that is suitable for their needs and abilities. If Estonian educational system is offering the opportunity to study according to the SNCBS, learning should be supported by study materials, which actually do not exist. In a final report discussing the research carried out by CENTAR (2016: 72), teachers of Estonian schools admitted being rather satisfied with the current educational system. However, only about 40-50% of teachers stated that there are enough teaching and study materials designed for students of SNCBS or LD in general.

The author of the present paper has traced the existing study materials designed and published for students of SNCBS. Although Koolibri Publishers (2018) has already uploaded a catalogue of 2019/2020, the study materials of "English step-by-step" are not designed for students with special needs. TEA Publishers was providing simplified workbooks of "Key English" but by now (2018) the company has gone bankrupt and therefore there will be no study materials provided by them. Foundation Innove (2018) has compiled ´A List of Study Materials for Students with Special Needs Published in Estonia´ and again there are no materials designed for teaching EFL. Studium Publishers (2018) is the only publisher who has provided three workbooks of SNCBS for forms seven to nine. Workbooks are rather challenging, for example the workbook of form seven contains topics like reported speech, etc. In conclusion, none of the publishers provide Estonian teachers of EFL with completely suitable study materials.

Paat (2018) has carried out a study about practices used in teaching English as a foreign language in the case of students with learning difficulties in Estonian basic schools. Among other topics the author discusses the issue of not having study materials created

specially for students with learning difficulties who are studying EFL according to the SNCBS. To be more exact, one conclusion of the research carried out by Paat (2018: 61) is that appropriate study materials for students with learning difficulties "should be created that teachers can easily adopt to their students´ needs and experienced teachers should act as advisors in this process". Therefore, the topic of teaching students with LD is by no means exhausted.

Abrams (2014: 426) explains that in addition to having LD, such students experience serial failures before they are diagnosed and offered help. Several studies (Dörnei 2000: 10; Chen 2008: 284) indicate that students who have experienced negative feedback and low grades, are therefore more anxious and less motivated. One of the reasons could be the use of unsuitable coursebooks. Paat´s study (2018: 34) proves that textbooks used in Estonia for teaching EFL to SEN students (e. g. *I Love English* series) are not designed for current target group, are therefore too difficult for students, which accordingly may lead to failure and low self-esteem. Hence, Estonian teachers of EFL do not have a suitable study material they can rely on.

Occasionally teachers of EFL practise parallel teaching of students of SNCBS and the students of NCBS. In that case a student with LD is in a position when she or he has to write down words and sentences incomprehensible to her or him. Hence, though the students in the mainstream classroom may learn the same topic as the student of SNCBS, the language levels are extremely different. Therefore, joining students in a way described is hardly possible because usually students of SNCBS begin learning English in the fifth grade. That is two years later than their peers do. It would be relevant to contrast NCBS (*Riigi Teataja* 2011) and SNCBS (*Riigi Teataja* 2010b). It is a fact that at the end of form 6 students of SNCBS have been studying EFL for two years two lessons in a week. For comparison, students of NCBS have had three to four lessons a week for four years. According to SNCBS,

students who have finished form seven (the requirements for form six have not been separately brought out) should meet the language level of A1.2, but the students of NCBS should have reached the language level of A2.2.

Students with LD are definitely worth teaching. Although Johnson (2008: 113) describes a situation at the beginning of twentieth century when learning EFL was left at the stage of university because there was a belief that learning another language is only possible for the most intelligent students, the author also presents the outcome of the research carried out in 1961 in the USA where the results showed that there is no strong correlation between intelligence and success in foreign language learning. Thus, learning to read in first language and acquiring the basic mathematical skills are of course the main objectives of teaching SEN students but studying a foreign language is not less relevant.

1. LITERATURE REVIEW

1.1 Special educational needs and learning difficulties

The notion of ´special education´ is not a contemporary invention. Karlep et al (2005: 4-5) claim that since the beginning of the 12th century some additional help was provided for handicapped people by monasteries and local lords. The authors also state that in 1970s Lev Vygotsky, a Soviet psychologist, suggested that instead of being taught slower or less, SEN students need to be taught differently. Such insight to teaching is generally the main basis for special education provided nowadays.

Eggen et al (2010: 139) state that at the beginning of the 1960s the term ´learning disability´ was virtually unknown but 50 years later in means of exceptionality it was already a broadly known category. In defining the term ´learning difficulty´ researchers have slightly different interpretations. Brumen et al (2014: 80) provide an accurate definition of ´learning difficulty´ and describe LD students as "a heterogeneous group of children who exhibit developmental delays in attention, memorisation, thinking, coordination, communication, social abilities, and emotional maturation". Eggen (2010: 138) refers to the state of having ´learning disability´ as a "difficulty in acquiring and using reading, writing, reasoning, listening, or mathematical abilities". Students with LD mostly experience difficulties with reading, writing, and listening. Eggen et al (2010: 142) describe students with LD as "educationally or intellectually handicapped". Mitchell (2014: 18) complements the theory by indicating that "SEN students´ biological structures and functions, motivational states, cognitive strategy and memory are not working on an optimal level". The author (Mitchell 2014: 23) adds that if somehow the brain does not function at its highest capability, the student´s ability to learn is affected. On the other hand, developing brain is a flexible organ and if any part of the brain is somehow damaged, the other parts are able to acquire at least some functions needed. Therefore, brain can be developed by building up new connections.

At the same time not all the aspects affecting academic performance are connected to mental abilities (e. g. socioeconomic issues). Therefore, the reasons for a deficit in academic skills can by no means be easily explained.

Still, there are some factors that tend to be relevant for students with LD and have a significant impact on learning process. Kormos et al (2012: 64) point out the most common factors influencing language learning: (1) motivation; (2) language learning anxiety; and (3) self-confidence. In addition, students with LD often experience problems with the functions of memory. Leppik (2000:114) defines ´memory´ as an "ability of a living organism to acquire and keep useful skills, habits, information, and knowledge". According to Abrams (2008: 415), acquisition of vocabulary is one factor affected by weak memory. Memory is the most important factor for any kind of learning. Therefore, teachers should pay a lot of attention to developing students´ ability to use the strategies of remembering.

One way of understanding the concept of memory is to divide it into two: short-term memory (working memory) and long-term memory (permanent memory). According to Kormos et al (2012: 25), among cognitive components working memory is the key component and is often a key for most types of SEN. Mitchell (2014: 29) explains that short-term memory is limited to last approximately 20 seconds or to "hold" maximum of seven items. Students with LD might experience even smaller capacity of short-term memory and they tend to forget the information what they have recently received. Leppik (2000: 175) claims that students forget less if the selection of methods and materials is versatile. The key strategies for prolonging the short-term memory are rehearsing and organising the information. According to Mitchell (2014: 29), the capacity of long-term memory is infinite. How to use such an endless resource must also be taught to students with LD. The key strategies are the same as with short-term memory: through revision and creating systems.

The second factor being extremely important for successful learning is motivation to learn. Valk (2012) argues that motivation is considered the most important factor influencing the success of EFL learning. Lightbown (2009: 63) defines motivation as a complex phenomenon, a combination of learners´ communicative needs and their attitudes towards the foreign language community. Mitchell (2014: 24) provides a formula of motivation (Figure 1) explaining that students are more likely to be motivated when they are aware of their goals, they feel confident and know what they are capable of.

> motivation = goals + emotions + personal agency beliefs

Figure 1. A formula of motivation (Mitchell 2014: 24)

In connection with motivation, the author (Mitchell 2014: 25) adds six reasons why students with LD experience low school performance: (1) inadequate ambition; (2) fear of failure; (3) inadequate curiosity; (4) disorganized behaviour; (5) irresponsible attitude; and (6) combativeness. Amongst previous factors, fear of failure and inadequate ambition may certainly influence students´ motivation. For example, when students experience or are afraid of failure, the emotions are negative and motivation is negatively affected as well. On the other hand, when students have inadequate ambition (they are not aware of what they are capable of or what they want to achieve), two other parts of the formula of motivation – goals and personal agency beliefs – are affected. Mitchell (2014: 135) also mentions the notion brought out by Russian psychologist Vygotsky – the ´zone of proximal development´ – which refers to "the area between the actual development of the learner and his/her level of potential development", which means that although the goals set for students must be rather high, they still need to be achievable for the student.

Students with LD often suffer from low self-esteem and are not eager to communicate in EFL. Therefore, teachers should pay attention to creating positive learning environment in EFL classrooms, which means that the atmosphere of the language classrooms should be supportive and relaxed. Leppik (2000: 116) claims that emotional state strongly affects acquisition. Dörnei (2000: 13) draws attention to teacher´s own behaviour (e. g. humour) by stating that this is one of the main aspects for providing an ´emotional safety zone´ where students are not embarrassed and/or treated with sarcasm when making mistakes. Mitchell (2014: 40-41) states that in EFL classrooms students are constantly taking additional risks. For example, when providing various statements, it is rather easy (if not to say obligatory) to make mistakes because factors like pronunciation, intonation, grammar, and content need attention simultaneously. Lightbown et al (2009: 64) add that students are more likely to enjoy language learning when they can learn an interesting and relevant content which is suitable for their language level. In addition, the author encourages teachers to set challenging goals but at the same time keep them manageable.

Nielsen (2009: 145) broadens the discussion by stating that in terms of special education LD is not only one disability but rather a set of different problems (e. g. dyslexia and attention deficit). Still, Nielsen (2009: 146) claims that although the LD may vary, the person experiencing LD has IQ of average or above-average. Such statement refers to a phenomenon that although some students may have LD, they might not be less intelligent and cannot be excluded from education. Lightbown (2000:14) describes teaching a language as imposing elements of another culture into the students´ own ´lifespace´. For example, while learning English, students will get acquainted and understand better the manners and nature of the British, American, Australian, and other English-speaking people and society. Therefore, students´ low abilities are not a reason why foreign languages should not be taught to students with LD.

1.2 Foreign language learning and students with learning difficulties

There is not a single person in the world whose everyday life is not influenced by languages. Today English is everywhere. Teenagers listen to music, watch films, read short instructions, play games online, etc. The experience of students with LD is the same but apparently it is not enough for them for picking-up the language by overhearing it. De Valoes (2014) explains that with the help of the language we can express our feelings, ask questions and understand the answers, feel more confident when applying for jobs, etc. The author also emphasizes the security gained from speaking a foreign language in today´s "uncertain economic times". For example, when applying for a job, proficiency of foreign language

(e. g. the English language in Estonian context) is certainly useful. However, as one goal of education is to prepare citizens who are able to cope, it is schools´ and teachers´ responsibility to support students with LD when learning EFL.

Wilson (2013) states that the area affected most by the learning disability is language acquisition. Johnson (2008: 78) mediates the explanation of the term given by the applied linguist Stephen Krashen and states that ´language acquisition´ is "the process by which individuals ´pick up´ a language through exposure to it". Kormos et al (2012: 61) add that a learner is not always aware of learning at all and gives an example of acquiring vocabulary through reading. In general, there are two main aspects of gaining the competence of a foreign language – language learning and acquisition. Learners receive language from different sources, for example communication partners, oral and written texts. Johnson (2008: 79) defines such process of receiving language as a language ´input´. Accordingly, the opposite process - ´output´- occurs when learners produce the language themselves. The author also emphasizes the ´interaction´ (2008: 79) which, being part of language acquisition, is a combination of receiving and producing language. It is relevant to discuss the aspect of language acquisition because students with LD often lack the experience of

both oral and written communication. In addition to that, SEN students are not eager to read in EFL because they are basically not capable of it. Therefore, both receiving and producing language is challenging and needs to be supported by teachers during the learning process.

Not all people are equally capable of learning foreign languages. Johnson (2008: 113) suggests that the ability of being a successful language learner depends on several variables: (1) cognitive aspect (person´s mental abilities, e. g. intelligence and language aptitude); (2) affective aspect (person´s feelings, e.g. motivation and attitudes); (3) personality (e.g. extraversion, introversion). One common cause of LD in EFL learning – ´foreign language anxiety´ - is defined by Chen et al (2008: 279). Accordingly, foreign language anxiety is "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process". As it has been stated by Brumen (2014: 79), there is a positive correlation between language anxiety and LD because students feeling anxious tend to have lower language aptitude and weaker language skills (e. g. problems with reading) in their native language. Apparently, there are no approaches that could instantly help students with language anxiety. Hence, the same recommendations as suggested for creating positive and supportive learning environment would be suitable.

According to Valk (2012), learning difficulties caused by special needs can be temporary or permanent. In case of students learning according to the SNCBS, the learning difficulties tend to be permanent. Still, that is not the reason why foreign language should not be taught to SEN students. Valk (2012) has discussed the topic thoroughly and states that learning foreign languages helps SEN students to improve communication skills, promotes personal development and supports the acquisition of versatile education. She adds that according to SNCBS, after graduating from basic school SEN students´ foreign language level should be at the level A2.1 or A2.2. According to SNCBS, by the end of 5th grade

students must read familiar texts fluently. Jürimäe (2017: 63) argues that when teaching language communicatively and not sticking to the coursebooks and texts only, students with LD could start learning EFL earlier and thereby reach a higher level. At the same time, it must not be forgotten that the majority of teaching students of SNCBS is conducted in mainstream classrooms where teachers have to teach in parallel. Teaching communicatively requires verbal interaction between the teacher and the student of SNCBS and might disturb the work of students of NCBS and vice versa. Hence, it would be realistic to teach students with LD at a reasonable pace and set achievable goals.

Students´ difficulties in foreign language learning occur most commonly either in receptive (decoding: listening and speaking) or productive (encoding: speaking and writing) processing (Abrams 2008: 415; Chen 2008: 280). Decoding problems, in turn, deepen the problems with low motivation and language anxiety. Klinger et al (2014: 93-94) suggest that teachers of EFL should assist students with LD foremost by providing supportive learning environment and providing linguistically responsive instruction which is understandable for students with LD and appropriate for their level of EFL. She adds that support with the mother tongue is not less important and bilingualism should be viewed as an asset. Hence, teachers should explain to students how reading in their home language resembles to or differs from reading in EFL.

Researchers (Abrams 2008: 414; Brumen et al 2014: 79) claim that there is a lack of literature related to LD that affect learning foreign languages. Although students at college or university level have been included to several studies, the area of teaching EFL to younger students with LD is not covered yet. According to Häidkind et al (2016: 62), inclusive education combines the fields of general and special pedagogy Therefore, it is useful to combine information provided for teaching EFL and students with LD.

1.3 Reading and students with LD

In foreign language teaching, four basic language skills are usually distinguished: speaking, writing, listening, and reading. The present MA thesis focuses on developing language learners' reading skills because several studies (Nielsen 2009: 144; Brumen et al 2014: 80) indicate that the skill often most affected by LD is reading and more specifically – reading comprehension. If reading is difficult for a student, he or she tries to avoid it, especially reading aloud. Although there is no direct connection between reading aloud and reading comprehension, reading aloud is necessary for practising vocabulary and pronunciation. To develop students´ reading skills versatilely, sufficient help should be provided by the teacher to avoid students´ uncertainty connected to reading.

In Estonia, EFL is being taught according to the Basic Schools and Upper Secondary Schools Act, which has been compiled by taking into account some suggestions (e. g. specifying language levels) offered by the Common European Framework of Reference for Languages (CEFR) in 2001. In 2018, a companion volume of CEFR was provided by the Council of Europe (2018: 54) where reading is defined as a visual receptive skill, which means that the reader receives information through the written text. Main reasons for having problems with reading can be seen on the following scheme (Figure 2). Kormos et al (2012: 28) explain that when reading students have to decode the information by using several processes at the same time. Thereto, in addition to reading process, children with reading

| Phonological processing problems | → | Reduced phonological short term memory

Reduced phonemic awareness

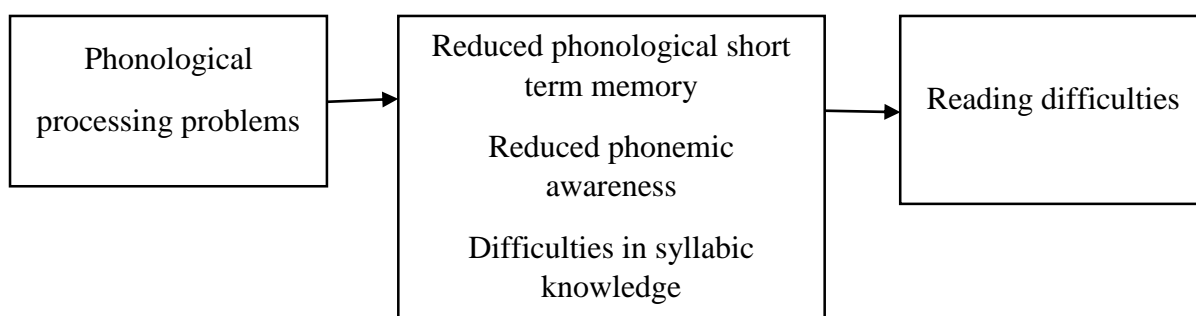Difficulties in syllabic knowledge | → | Reading difficulties |

Figure 2. An illustration of the Phonological Deficit Hypothesis. (Kormos et al 2012: 34)

difficulties have additional language problems. For example, several authors (Eggen et al (2010: 139; Fletcher et al 2007: 93) indicate that students with LD are not capable of reading fluently and they might reverse words. Such problems refer to ´dual-route theory´ and occur because of the connection between deficits of visual system and the ability to sound out words automatically.

When students are not able to read at word-level they are dyslexic (Fletcher et al 2007: 87), which is a form on LD. The authors explain that dyslexia – also called as "word blindness", "visual agnosia for words" and "specific reading disability" - is a disability of reading on word level and is characterized by "difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities" (Abrams 2008: 415). Students with dyslexia struggle with connecting letters and sounds necessary for decoding texts (e. g. instead of reading out the word *´saw´,* they might read *´was´* instead; see ´b ´ as a ´d´**.**). Word reading is easier in languages like Spanish or Estonian rather than English. The English language orthography is non-transparent (Kormos et al 2012: 67), and therefore the spelling of one sound can be different and one letter can be sounded differently. In addition, compared to the majority of students, the lexis of the students with dyslexia is considerably smaller in the first language. Hence, there is a "reciprocal relationship" between the size of the vocabulary in first language and reading comprehension (Kormos et al 2012: 73). Texts are easier to understand when students know more words.

On the other hand, reading itself is a source of lexis and a tool for expanding vocabulary. Fletcher et al (2007: 12) acknowledge that according to research, problems with reading are preventable to some extent and when dealing with older children interventions can be effective as well. Mitchell (2014: 134-135) suggests that to improve comprehension teachers should use reciprocal teaching (a guided practice for improving the reading comprehension) that consists of four parts: (1) predicting; (2) clarifying; (3) questioning and

(4) summarizing. At the beginning, the role of the teacher would be rather substantial but should be reduced while students acquire the appropriate tools.

One basic skill for adequate reading fluency and comprehension is automatization. According to Johnson (2008: 102), mastering ´automation´ means that "learners do not have to think on how to say something but they can concentrate on what to say". To be more precise, students have to pay a lot of intentional attention (focus) to a skill that is new. Later, when the new skill has been practised a lot, conscious attention can be used for comprehension instead of decoding. Kormos et al (2012: 36) suggest that automatization difficulties derive from either (1) phonological problems; (2) reduced speed; (3) working memory problems; or (4) skill development problems. Such aspects are the reason of reading and spelling difficulties and have been discussed above.

Leppik (2000: 55) warns teachers not to forget Piaget´s conclusion that children are able to distinguish between reason and consequence when they are 11-12 years old. Leppik (2000: 175) agrees that although LD students may accomplish some operations of thinking (e. g. analysis, synthesis, and comparing), they might have serious difficulties with abstraction and generalisation. Hence, as SNCBS students´ developmental stage is usually two years behind the average, it should be carefully considered how much of reasoning can be expected from a student of form six with LD. The abilities of some students probably allow such tasks but generally the student studying according to SNCBS is not capable of abstract thinking and tasks that need analysis should be carried out with the guidance of the teacher.

Reading cannot be conducted without sufficient vocabulary. In turn, Lightbown (2009: 188) argues that reading is highly important for learning new lexis. Automatization plays a significant part of recognising and understanding words. Kormos et al (2012: 68-69)

suggest that new words can be learned either intentionally (paying conscious attention) or unintentionally (´incidental learning´). The second type of learning vocabulary is difficult for SEN students because of the problems they might have in phonological processing (e. g. mixing up sounds). The author explains that students with LD often do not have a ´net´ in the memory where new words could be integrated and therefore vocabulary has to be revised continuously. Although there is seemingly no strong relationship between general intelligence and learning foreign languages, Johnson (2008: 115) claims that the correlation between intelligence and ´academic language skills´ (e. g. reading) does exist. In other words, a higher level of intelligence can be a great help when learning to read and using different reading strategies.

When discussing teaching reading in general, Klinger´s et al (2014: 94) suggestions are (1) providing explicit instruction of spoken language and in reading comprehension strategies; (2) extra support in word reading and reading connected texts; and (3) repeated reading (rote reading) for developing speed, fluency, and prosody (stress, rhythm). Kormos et al (2012: 74) agree that selecting an appropriate reading strategy (e. g. identifying and reading attentively in key places, using knowledge about text structure and background knowledge, etc.) is a key aspect of reading comprehension. Antoniou et al (2007: 43) implement the suggestion of mastering reading strategies by indicating to the study carried out by the authors and confirms the long-lasting effects of reading strategies explicitly taught to students.

2. EMPIRICAL STUDY: RATIONALE AND ANALYSIS OF STUDY MATERIAL CREATED FOR STUDENTS OF FORM SIX STUDYING EFL ACCORDING TO THE SNCBS

The aim of the empirical chapter of the present MA thesis is to discuss the rationale for creating a study material for form six to meet the requirements of the SNCBS and to attempt to apply recommended principles in practice while creating the sample study material.

According to Watson (2000), it is difficult for students with LD to generalize their learning. Therefore, having study materials designed specially for them is necessary for the student to realize what has been learned and where the program is heading. The idea is supported by the aspects of social constructivist pedagogy, according to which pupils (even if they are learning according to SNCBS) should be aware and in control of their own learning. The theory supports the opinion of the author of the present MA thesis that study materials provided for students studying according to the SNCBS should involve a lot of revision activities which are doable individually without continuous guidance of the teacher. One aspect to support the idea is also the fact that rather a large proportion of SNCBS students are studying in mainstream classrooms. Therefore, teachers must divide their attention between students of different levels and it is not possible to guide students of SNCBS constantly.

Häidkind et al (2016: 76) explain that according to the main principles of today´s education, it is not possible to change child´s development and learning by putting the new knowledge into student´s head. Instead, teachers can create conditions for a child to develop. Mitchell (2014: 21) describes the situation of students studying according to SNCBS in mainstream classrooms where they have to attend to, perceive and understand the task in the

middle of the classroom where other students are dealing with something else. Häidkind et al (2016: 76) carried out research in Estonian kindergartens and basic schools and the results indicated that teachers´ views on accommodations doable at schools and kindergartens are not just rearranging the furniture but also varying the amount of study materials and prolonging the time for personal instruction. Generally, teachers may be aware of the methods suitable for students with LD, but they certainly need to be encouraged more.

Leppik (2000:90) claims that suggesting something completely new concerning teaching in general is probably fairly impossible because during the last 350 years all imaginable techniques have been tried out. However, such statement does not completely reflect the area of teaching languages to students with LD. Educational science is constantly evolving and the rationale of teaching SEN students is being broadly investigated. The reasons causing LD are widely discussed and according to the new findings, educators are more aware of approaches and techniques appropriate for students with LD.

The aim of the present thesis is by no means creating a brand new educational path towards the ultimate success when teaching students with LD. The main goals are rather to (1) compile a collection of suggestions and ideas to support teachers who are teaching EFL to students with LD; (2) reduce the time teachers spend on searching or creating study materials; (3) raise teachers' confidence when teaching EFL to students with LD; and (4) compile three study units as the examples of how reading skills could be developed. The reason for creating the study material for students studying according to SNCBS derives mainly from the research carried out in Estonia by Paat (2017: 61) where one of the main findings was that there is a strong need for the study materials suitable for students with LD. According to the study carried out in Slovenia by Brumen et al (2014: 80), teachers of EFL admit knowing the general guidelines for teaching students with LD, but there is still a lack of specific recommendations. Thus, Estonian teachers of EFL are not the only ones claiming

that there should be some more materials provided for teaching EFL to students with LD. It would be naïve to assume that there could be one single coursebook that would respond to the needs of all students. Still, students with LD need to be taught differently. Certain principles should be followed when teaching and tailoring or designing materials for students with LD. The present paper will discuss several suggestions useful for teaching and creating study materials of EFL to students with LD.

The project of compiling a study material for students studying EFL according to the SNCBS is directed to form six. The reason for that choice is that in form five students have just begun studying English and according to SNCBS (*Riigi Teataja* 2010) they are required to achieve language level A1.1. Thus, study materials needed when teaching EFL according to SNCBS in form five may be rather simple. At the end of form seven students' English should correspond to language level A1.2, meaning that teaching EFL since form six must be more systematic. While there are at least some materials provided for forms seven to nine, none is found for the beginners – including form six. The content of the study material derives from the literature review of the present MA thesis. Different aspects of designing study materials for students with SEN are taken into account.

The first subsection will focus on the analysis of suggestions provided in the methodological materials analysed in the chapter of literature review considering teaching students with LD. In the second subsection the techniques in correlation with the suggestions given in literature review will be used to give more certain recommendations for compiling study materials for teaching reading to students with LD. As a result of the analysis, a checklist for teachers who intend to create similar study materials is composed. Not all the recommendations are obligatory but still, both students and teachers would benefit from them. The checklist is also applied when compiling the sample study units for the present paper. Three appendices have been added to the present paper: the checklist (Appendix 1),

the study material (Appendix 2), and the teacher´s book (Appendix 3). In the following analysis, the abbreviations U (Unit) and SB (Student´s Book) are used.

Three units of study materials concerning teaching reading are created during the process of writing the present MA thesis. The choice of the topics corresponds to the suggestions made by the Council of Europe (2010: 26; 69) and SNCBS (*Riigi Teataja:* 2010b). The first unit is based on reading a recipe. The second unit deals with shopping online. The third unit focuses on understanding the directions. All the study units have an answer key and tests provided in the teacher´s book. There are no time limits set for completing the activities.

Thus, due to the time constraints, the present study materials will not cover the whole course of learning EFL during form six and having two or three lessons per week (70 or 105 lessons in a school-year). Plado (2005: 7) emphasizes that study material used for teaching SEN students must correspond to the curriculum. In Estonia, the IEPs and individual curricula for learning EFL are compiled on the basis of SNCBS or NCBS. However, such documents are not spread and published because they have been compiled to meet the specific needs of the learner.

As students studying according to SNCBS usually learn in mainstream classrooms, the materials will allow students to work individually for the majority of time. However, teachers should provide some help when students need additional instructions. For audio files accompanying reading activities, texts will be recorded by a native speaker of English. Thereby, students will have an authentic model and supplementary material for practising pronunciation. The listening files will be uploaded into the school tablet (used only by the students of SNCBS) and are also added to the webpage compiled by the author of the present MA thesis. In that case, the address of the webpage will be provided in the study material.

Several additional materials provided in the study material are presented as QR codes. For scanning (and creating) QR codes, special apps (e.g. QR Extreme) are available online and could be freely downloaded to ICT devices (e.g. school´s tablets, students´ personal smart devices). The other option is to access some materials on the websites which have been provided in addition to the QR codes. Furthermore, if the teacher decides to use the *Dyslexie* font, that requires downloading as well.

In the following subsections the principles of creating the study material and the study material designed will be discussed in parallel. The majority of the adaptions under the discussion are also provided in the checklist (see Appendix 1).

2.1 Adapting the layout

For a student with LD, the layout of the page and the text should be adjusted according to certain aspects. Kormos et al (2012: 135) recommend finding texts from the Internet claiming that such texts are often accompanied with **pictures**[1] and sometimes even have audio files. When reading the text from a tablet, students themselves can enlarge the texts to the level it is comfortable to read.

In general, the layout of the page on a paper or on the web should be "**easy to navigate**" so that students do not feel stressed about the information overload. By Kormos et al (2012: 109), the aspects to avoid are bright busy pages and texts divided into small sections but laid over the page with no logical order because students with LD are not capable of focusing on too many items at a time. Due to the recommendation, generally, the designed study material has the maximum of two activities on one page (SB: 33). The text is mainly printed in black. For highlighting, the blue colour is used.

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[1] Several terms are typed in bold because these have been also discussed in the Checklist (see Appendix 1).

According to Plado (2005: 9), sentences should be placed on the same line. When designing the study material, in some cases the recommendation was not doable because of the size of the page (e. g. SB: 49). Whereas the text should not continue overleaf, according to Paldo´s suggestion, the sentences were divided into syntagmas (the parts of the sentences where the words belong together) and not broken apart. However, most of the sentences in the study material are on a separate line. Hyphenation was avoided at all because students with LD benefit more when the word is one item and has not been divided into several parts.

When teachers compile the study material, the key aspect should be finding the appropriate font and avoid using too many different fonts. The font commonly used is Time New Roman but, for example, when analysing the layout of the letter "a" in Times New Roman and "ɑ" in Comic Sans MS, the second variant is more suitable because it looks similar to the letters on one´s handwriting (Kormos et al 2012: 110). In addition, suitable fonts designed for dyslexic people are downloadable on the Internet. Such fonts also have larger spaces between the words to keep the layout of the text clearer and easier to follow for students with LD. For the study materials developed for the present project, the font style *Dyslexie* was downloaded (Dyslexie Font, B. V. 2017) and tried out. When designing the page layout, the font is rather difficult to customise. For example, if one word in a line was enlarged, the word rose up and the general layout of the text became less clear. Thus, while designing the study material for present paper, only the font *Comic Sans MS* was used. However, it is the teacher´s decision which font to use.

The study material is printed on pastel-tinted paper as it has been suggested by Kormos et al (2012: 109). The author claims that students with LD may feel more comfortable when they do not see glare black-and-white contrast. The **lines** should be thicker and tables, mind-maps, and diagrams clear; for example, unnecessary information should be excluded. It is suggested to **highlight** all the important information (e.g. names, key points,

new words) again to ease the comprehension. In the designed study material, current suggestion has been applied. The newly learnt words or the key points are printed in bold and the font is slightly bigger. For instance, in the sentence in Activity 8 (U3, SB: 49) ´When you get off the bus, **turn right** and **go straight** along North Street.´ the phrases ´turn right´ and ´go straight´ are new but relevant and are therefore highlighted. Such design has been used throughout the study material (e. g. Activities 9, 12, 14 (U1) SB: 11, 13, 14; Activities 4, 6 (U2) SB: 28, 29). In the revision parts, where new information has not been added, highlighting is used less often.

The **size of the font** of the text should be 14-16 points depending on the type and range of LD. The size of the font used in present study material varies: in the main headings (e.g. SB: 41) the size is 20, in subheadings and instructions the size is 18, in general texts the size is 16 or 14. For example, font size 16 is used when presenting new relevant vocabulary in texts (e. g. Activity 6 (U2) SB: 29). Generally, spacing 1.5 is used between the lines. However, when compiling the study unit, the focus should be on the layout of the page as well. The materials will be printed out and generally one activity must not continue overleaf. Deriving from the discussion, when working with the layout of the page, the line spacing may vary. Therefore, in some cases (e. g. lines between the main heading and subheading) single spacing was used. In addition, empty spaces between the last words of the instructions and punctuation marks (specially the exclamation mark) were used. It would be challenging for the student with reading difficulties to decode the word where the letters ´l´ or ´t´ are placed next to "!" (e. g. ´text!´). Such minor adaptions should make reading easier as well.

When presenting a list or several instructions at a time, using **bullet-points** or numbering has been suggested by Kormos et al (2012: 115). Both bullet-pointing and

numbering are used when designing the present study material. In the first study unit, the text is a recipe and all the steps of making a chocolate cake are marked with numbers (e. g. Activity 9 (U1) SB: 11). Bullet-points are used when the order of the actions is not relevant but yet it is important to complete all the actions. For example, in Activity 22 (U3, SB: 60), a student is required to read five instructions and complete the picture. All the sentences are on a separate line and students are required to work with one instruction at a time.

Gersten et al (2001) suggest ticking after completing short activities. The front page of each study unit begins with a "roadmap" that has been adapted from Daloisio (2017: 79; a lesson roadmap). A little box after the name of the activity and has been provided what should be ticked when a student has completed the activity. In addition, there are similar boxes after each instruction. The rationale for adding small boxes after each activity derives from the theory of Eggen et al (2010: 154), who emphasize the importance of the feeling of achievement. The student can follow the instructions step-by-step and after completing the activity, tick the box. Although giving several instructions at a time to SEN students should be avoided, there are several activities in the compiled study material where the activities are accompanied by step-by-step instructions (e. g. Activity 22 (U3) SB: 60). Therefore, ticking after completing each instruction helps the student to focus on one instruction at a time. According to Johnson (2008: 186), using such an element is useful for SEN students because as a result they can monitor their learning progress. Ticking after completing an activity is also one opportunity for raising the motivation and the sense of achievement of a student.

When providing longer texts, the paragraphs should be clearly allocated. Therefore, the text is easier to follow for the student with LD. Teachers could also consider numbering the lines of the text. Not all the texts of the example study material have numbered lines but when the text (e. g. Activity 8 (U3) SB: 49) is at first presented as a whole and afterwards

divided into sections, numbering could be useful. The text in Activity 8 (U3, SB: 49) does not have numbers in front of each line. However, adding the line numbers to the longer texts (one page is relatively long for the student with LD) could be useful to keep the students focused.

2.2 Adapting the content

2.2.1 Adapting the texts

The years spent in basic school are often a challenge to most of the students. According to Eggen et al (2010: 157), ´adaptive behaviours´ like taking notes or managing with daily school life are even more difficult for students with LD. Although learners need to raise motivation and self-confidence, generalization of the language skills learnt recently is not less relevant (Mitchell 2014: 136). Students who are successful in learning use different strategies. According to Johnson (2008: 148), students can be taught how to become a faster and more self-directed learner and how to transfer their knowledge into new situations. Largely, teachers have a significant impact on learning process. In addition, students learning on the basis of SNCBS study according to the IEP which has been compiled specially on the basis of the needs and abilities of the certain student. Such organization is strongly approved by Abrams (2008: 414) by claiming individual approach being the key factor of student´s success and positive emotions. When teaching students with LD, IEP provides several guidelines and suggestions for teaching and learning. The following discussion will focus on general suggestions recommended when teaching EFL for SEN students.

The basis of teaching reading is the **selection of the appropriate text**. The main aspect when teaching reading to students at the language level of A1.2, CEFR (Council of Europe 2010: 26; 69) suggests, is choosing simple short texts what consist of high frequency everyday words. Such texts could be found among:

- personal letters, emails (e. g. confirmation of a booking, on-line purchase);

- practical, concrete texts (e. g. recipes, travel guidebooks);

- timetables, menus;

- description of people and places;

- descriptions of goods (e. g. shopping online);

- step-by-step instructions illustrated with pictures (e. g. installing new technology);

- everyday signs and messages (e. g. at the airport);

- etc.

On the contrary, several authors (Valk 2012; Kormos et al 2012: 136) suggest using easy (2-3 unknown words per page) but rather long texts. The rationale for such recommendation is that students with LD are often not capable of guessing the meaning from context and may therefore lose the motivation which, according to Kormos et al, is one key factor of reading. Nevertheless, the teachers should acknowledge that for students with LD learning according to the SNCBS one page is a sufficiently long text. Reading texts which are too long could easily be another factor of the loss of motivation. Denton et al (2011:10), declare that when choosing the text, it should correspond to students´ reading level. Students should be capable of reading the text independently. Thus, if the student is able to read long texts, choosing such texts would be reasonable. On the other hand, the students learning according to the SNCBS are hardly capable of comprehending the texts longer than one page.

The recommendations of the Council of Europe (2010: 69) – reading for information and reading for following the instructions - were taken into account while selecting texts for the study units compiled for the purpose of the present paper. The texts used in the study material are practical and concrete (e.g. recipes), as it is suggested by Council of Europe in CEFR (2001: 69). The texts are related to real life (e. g. shopping online (U2, SB: 37)), give

information or explanation (e. g. visiting a friend (U3, SB: 49)), and generally correspond to the principles of expository text structure recommended by Gersten (2001: 281), who divides texts into two: (1) narrative text structure (e. g. stories) and (2) expository text structure (designed to inform and explain); and suggests informing students of the basic aspects of text structure in order to improve comprehension. For example, it would be useful for the student to know that important information is often presented in the first sentence of the paragraph and that in the coursebook, the relevant information is often highlighted. What concerns the choice of the type of the text, the suggestions differ. For example, Valk (2012) states that well-known stories or fairy tales would be a good choice because they are known in student´s mother tongue and therefore the development of vocabulary is easier. Leppik (2000: 57) complements that fairy tales often include moral problems which are in connection with child´s emotional sphere and therefore the texts are easier to follow. Although narrative texts are easier to comprehend and remember, several authors (Gersten 2001: 281; Valk 2012) suggest that students benefit much more from authentic texts related to real life. However, if finding the texts is teachers´ own decision, choosing among the expository texts would be wise.

Kormos et al (2012: 136) emphasize that reading activities for students with LD should be "short but focused". Mitchell (2014: 29) agrees that dividing the text into paragraphs and revision and organisation the information helps to prolong the short-term memory of the students with LD. To rehearse and comprehend the information, each reading phase should be followed by a discussion. If oral discussion is not enabled (e. g. in case of the SNCBS student in a mainstream classroom), special short activities should be added into the study material (e.g. questions which require short answers). For example, in the compiled study material, the texts of Unit 1 and Unit 2 are first divided into sections and afterwards joint as a whole. Each short paragraph of the text has been accompanied by a short activity

to check the comprehension (e. g. Activities 12 and 13 (U1, SB: 13); Activities 6 and 7 (U2, SB: 29). Completing short activities after reading the paragraph provides students with clear criteria of success (Dörnei 2000: 58), students can monitor the learning process and are assured that after completing the activities and ticking the small boxes they can continue with reading and the goals set for previous paragraph have been achieved.

Several researchers (Denton et al 2011:10; Lightbown et al 2009: 64; Klinger et al 2014: 93-94) claim that texts selected for teaching students with LD should be appropriate for students´ language level so that students would be capable of reading the text independently. The abilities of the students learning according to SNCBS mostly differ and therefore the adaption and presentation of the text is presumably not suitable (too challenging, too easy) for each student. However, researchers also recommend not making learning too easy and providing goals that are slightly above the level of the student. Otherwise there would be no development. Accordingly, not all the new words used in the present study material are translated by the compiler. For example, in Activity 9 (U1, SB: 11), the words ´put´, ´take´, or ´mixer´ are printed in bold and the activity has the sign referring to the online dictionary. The student might know the word already but he or she is also encouraged to use the dictionary and write down the meaning of the word. The words printed in bold will be used and practised in the activities that follow.

According to Leppik (2000: 192), the presentation of a new topic is highly important to raise students´ motivation and interest. Teachers should pay attention to the **first presentation** of a new topic because that could be the moment where a student decides whether the topic is worth studying at all, although at the stage of first perception he or she may not yet understand the new material. The first presentation of the new material should be verbal, illustrated, visual, and finally students should read about the topic individually. Therefore, before reading two texts of the designed study material, students have an

opportunity to watch a video and familiarize with the topic of the text (e. g. Activity 8 (U1) SB: 11; Activity 4 (U3) SB: 46). In addition to the introductory videos, logos, maps and other visuals (e. g. Activity 1 (U3) SB: 45; SB: 26) were used to draw students´ attention. Making the connections between the topic and the student's personality could be used as well. When the student can first think about his or her food preferences (e. g. Activity 1 (U1) SB: 5) or draw where he or she lives (e. g. Activity 1 (U3) SB: 45) the topic becomes more related to the student´s person and is therefore worth studying.

Kormos et al (2012: 115) caution teachers to avoid metaphorical language. Students with LD are often not able to receive symbolic information and therefore may fail to comprehend the content. SEN students benefit more from **explicit instruction** (Daloiso 2017: 61). According to Dörnei (2000: 58), providing students with LD with **clear criteria** and **"expectancy of success"** would likewise be useful. For example, students feel more confident when they are sufficiently prepared and assisted for a task which in turn could be achieved by pre-task activities (which will be discussed in the following subsection). Valk (2012) agrees that SEN students should work on feasible tasks. Eggen et al (2010: 154) implement that students with LD feel more equal to other students when they can experience success and manage with the tasks.

Several theories suggest using multi-sensory approach. Kormos et al (2012: 112) also uphold the use of ´**multi-sensory**´ teaching approach and claim that different parts of brain will be stimulated by sounds, visuals, *etc.* to provide several channels for receiving information. According to Krashen´s theory, language acquisition is facilitated when students experience explicit input through listening and/or reading (Lightbown 2009: 143). Therefore, students benefit from reading and listening to the same text simultaneously and in addition to reading, an **opportunity for listening** should be provided. Gersten et al (2001: 285) mention repeated reading which will lead to a result when students' decoding skills,

fluency, and comprehension improve. In addition to the illustrative videos, listening files have been provided for the present study material. The files are available on the website (see http://bit.ly/2VBFPhI) created by the author of the present paper. Students are allowed to listen to the files several times.

If providing a tool for listening is not possible, Kormos et al (2012: 137) advise that the teacher could read out the text. When the text is familiar for the student and has been read aloud as well, Brumen et al (2014: 85) suggest students to **record their own reading**. After listening to student´s recording, a teacher can provide relevant feedback and draw attention to mistakes. However, Kormos et al (2012: 136) remind that in some cases, students with LD should not be asked to read aloud if they are not willing to do so. As it has been discussed previously, students with LD may experience language anxiety and therefore, reading aloud (and making mistakes) is not beneficial.

It can be quite difficult to choose activities which are multi-sensory but on the other hand not ´multitasks´ which expect students to use several skills simultaneously. According to Dalosio (2017: 42), tasks which use a large amount of working memory may be too challenging for students with LD. In addition, Dalosio insists on avoiding setting time limits, instant activation of recently acquired skills and multitasking procedures (e. g. writing and listening at the same time) as being too demanding tasks for a student with LD. Nevertheless, teachers should distinguish between ´multitasking´ and ´multi-sensory´ approach because multitasking may cause stress and failure, but multi-sensory approach, on the other hand, supports students´ ability to gain information. In the present study material, students are required to listen and read simultaneously (e. g. Activity 12 (U3) SB: 52; http://bit.ly/2VBFPhI). Although two skills are activated at a time, the activity should not be too challenging for the students. The topic has been introduced to the students beforehand and in this case, listening is the bonus for following and comprehending the text.

The text used in Study Unit 1 is taken from the Internet. Although the majority of materials available on the Internet must not be used without the author´s permission, there are some exceptions to copyright. For example, Intellectual Property Office (2015: 3) suggests that there are exceptions like ´fair use´ when the images are copied from the Internet for educational use. Hence, when the materials are kept in the classroom and the target group comprises of teachers and students, it is allowed to use materials provided on the Internet. The texts used in Study Units 2 and 3 have been written by the author of the present paper. The reason for writing the texts instead of copying was the lack of appropriate texts available. For the author, writing the texts did not take as much time as searching on the Internet or course books available. The layout and content of the texts is accommodated to correspond to the needs of students with LD. The images needed for illustrating the teaching units are also randomly copied from the Internet or created by the author by using the PowerPoint programme. The list of the websites visited when copying the images could be provided but as the aim of the present thesis is not to publish the study material, the list is not that relevant.

2.2.2 Adapting the activities

According to several authors (Daloisio 2017: 61; Delaney 2014; Eggen et al 2010: 154), students with SEN need clear, unambiguous **step-by-step instructions**, **short tasks** (Eggen et al 2010: 154), the feeling of achievement, multi-sensory presentation and practice of study material, sufficient amount of examples, etc. It has been also noted that some of the deficiencies of learning can be successfully overcome through the use of ICT by introducing students with LD alternative ways of learning. In addition, Denton et al (2011: 5) state that the instruction in the language classroom should be both "effective and efficient". Gersten (2001: 284) claims that students learn the meaning of new words when they have met the word six to ten times within a text. When adapting texts for students with LD and dividing the text into sections, the requirement of repeating a word six to ten times (in one paragraph)

is generally unattainable. Therefore, short focused activities after each paragraph give additional opportunity to work with the comprehension of the text and practise new vocabulary. Different types of activities have been used in the present study material even if the information worked with or asked is similar. For example, Activities 4-6 (U1, SB: 8-9) deal with the same vocabulary presented in Activity 3 (U1, SB: 6). Activity 4 asks the student to sort the ingredients of the cake according to whether they are ´dry ingredients´ or ´other ingredients´. In Activity 5, several letters are missing from the words. In Activity 6, the student is expected to fill in the crossword with the same words used in the previous activities. The same aspect has been used in Activities 6 and 7 (U3, SB: 48). The activities are rather short but the aim of repeating one word several times is fulfilled.

Plado (2014) states that when designing study materials specially for the students learning according to SNCBS, the lesson structure should be predictable and frequently used. The study units of the study material designed and analysed share sufficiently common features to correspond to the suggestion. The front pages and the general structure are similar. Each study unit has been divided into three subsections – new words, reading, revision. Although the sequence of the types of the activities (e. g. gap-fill, crossword, translation) is not similar throughout the units, the types of activities are still familiar to the students. The teachers of students with LD must remember that learning should not be made too easy. The SEN students need to make an effort as well. However, certain predictability is necessary.

Texts consist of words and comprehending the text is not achievable without knowing the meanings of words. Reading is highly important for learning new vocabulary and at the same time reading comprehension is not achievable without knowing the vocabulary. The main suggestion (Lightbown 2009: 160) is that teachers should teach what is teachable and pre-teaching independent **vocabulary** items (what can be taught anytime)

is therefore appropriate for pre-reading activities in order to provide sufficient support before reading (e.g. background knowledge). It is not advised to **pre-teach** more than six to eight words. The emphasis should be on key vocabulary items. In order to facilitate learning new vocabulary, Lightbown (2009: 132) recommends practising the words extensively, which means that new words taught in one lesson should be revised at least three to four times in the following lessons. In the analysed study material, each unit begins with the introductory activities with the aim of activating students´ schemata (background knowledge about the topic) (e. g. Activities 1 and 2 (U1) SB: 5). In addition, a rather strong emphasis is on pre-teaching and rehearsing vocabulary. Activities 3-6 (U1, SB: 6-9) are pre-reading activities which pre-teach the new vocabulary. The new words are first presented, translated by the students with the help of an online dictionary, and then practised (sorting, writing missing letters, filling the crossword). In Unit 2 new vocabulary is first presented as a mind-map (to help the student to organize the knowledge) (e. g. Activity 2 (U2) SB: 27). However, not all the unfamiliar vocabulary has been presented at a time. For example, in Activity 2 (U3, SB: 45) only two new words are learnt (´north´, ´south´) and practised in the next activity. Then, in Activity 5 seven new vocabulary items are presented in the pre-reading activity and practised versatilely (translating, matching with the pictures, spelling, matching with the meanings) in the following activities. Another example of pre-teaching vocabulary is in Activity 11 (U3, SB 51), where the new relevant vocabulary (e. g. ´turn left´, ´go straight´) for comprehending the text is first presented, then read in the texts, and finally used to mark the path to the map and to translate the sentences (e. g. Activities 11-15 (U3) SB: 51-53).

Generally, it would be beneficial to teach the maximum of seven vocabulary items at a time. Although the list of Activity 3 in Unit 1 (SB: 6) consists of ten words and phrases, some words (e.g. *milk, egg, dark chocolate*) are not completely new for students and are added to the list with the aim of revision. Completing the table with cutting out and gluing

pictures that refer to the vocabulary is another activity to review the learnt vocabulary and to provide input through different channels (e. g. text + visual images). In addition, students with LD often benefit from activities where they are required to use practical actions (e. g. cutting, drawing, gluing). Such activities allow the brain some rest and later students are more capable of focusing again.

SEN students benefit a lot when they have been taught different learning strategies. Therefore, according to Lightbown (2009: 100), it is important to teach students with LD how to use different **dictionaries** (e. g. online, paper-back, monolingual, bilingual). Monolingual dictionaries would be too difficult for the target group of the present paper – students studying in form six according to the SNCBS. Nevertheless, using additional resources (e. g. dictionary) is one of the main aspects for SEN students to support the learning process. Therefore, when teaching SEN students, bilingual dictionaries should be preferred at least at lower language levels. The present study material suggests using Glosbe online dictionary (glosbe.com). In addition, the student can use the word lists provided as tables to revise or check the meaning of the words later in the study unit.   Johnson (2008: 148) acknowledges that one aspect of learning is knowing how to transfer knowledge into new situations and mastering the use of dictionaries could be one of the aspects (e. g. travelling). When students get sufficient practice, they gain self-confidence and are hereafter capable of using the dictionary independently. In addition, online dictionaries provide an opportunity to check the pronunciation of words, which is likewise effective when learning EFL.

The use of visual support has been recommended by researchers (Brumen et al 2014: 85; Kormos et al 2012: 137). According to **multi-sensory approach**, pictures, illustrations, mind-maps, and graphs are indispensable for students with LD. Lightbown (2009: 143) indicates to Krashen´s theory of language acquisition and explains that when students experience explicit input through listening and/or reading, the content becomes more

comprehensible. The illustrative video to the recipe used in Unit 1 was found from Youtube (Allrecipes: 2013). Although the video provided does not allow listening and reading simultaneously, all in all, students receive the information from different sources. Both sources support each other and that is a good opportunity to introduce topic in general. In addition, the audio files have been provided that later allow the student to listen to the text and read simultaneously (The supplementary listening files have been discussed beforehand in the section 2.1.) The word lists with illustrative pictures (and in case of a digital tool, the pronunciation) are the most useful. In the present study material, tables have been provided to present the new words (e. g. Activity 3 (1) SB: 6; Activity 5 (U3) SB: 47). The tables consist of three columns: the word in English, the word in Estonian, and the picture of the word. The activity has been accompanied with the sign referring to the use of dictionary where the student can also listen to the pronunciation of the word. In addition, when the student has glued the image, the visual support is also provided. In addition to the illustrated word-lists, the example study material is illustrated with tables and pictures to provide visual support to the information gained from the text. For example, Activity 9 (U2, SB: 31) contains an illustrative image of a T-shirt to help the students understand what measures are relevant when ordering clothes online. However, when creating a study unit, using too many and rather irrelevant images should be avoided. The present study material uses several signs and symbols to provide students with help for understanding instructions. The symbols are first presented on the second page of the study material and then used throughout the study material. Thus, teachers should provide some help when working with the first study unit. Afterwards, students are already familiar with the material and symbols and can work more independently.

When teachers are compiling a study material, it should be remembered that in addition to learning the meanings of new words, students need to know how the words are

used and how to use the words themselves when completing the activities or interacting independently outside the classroom. Gersten (2001: 284) claims after carrying out a study that students learned the meanings of new words when they had met the word six to ten times within a text. Hence, although it is necessary to pre-teach vocabulary, the words must be used in the text. For additional revision students may be provided with (or make themselves) word cards and/or flash cards which can be paperback or electronic ones (e. g. in the platform of www.quizlet.com). Though, the teacher should first choose the appropriate wordlist because in Quizlet, words are presented as units or thematically and students learning according to SNCBS may have difficulties in choosing the correct wordlist.

According to Denton et al (2011: 2), the goal of reading is understanding printed text. Texts are sets of dense symbols and may therefore be difficult to understand to students with LD (e. g. dyslexia). The elements that may be confusing should be **separated.** According to the recommendation that similar words may confuse students, in the table provided in Activity 3 (U1, SB: 6) similar phrases (e. g. cocoa powder and baking powder) are separated and longer words alternate with shorter words (e. g. baking soda, milk, and cocoa powder).

Johnson (2008: 186) suggests using the aspects of task-based-learning (TBL). Such activities often correspond to the suggestions recommended for teaching SEN. For example, the tasks of TBL usually have a certain goal or an outcome so that students can monitor their learning process. In addition, the activities relate to the actions people carry out in real life and are therefore authentic and motivating. Indeed, the use of different methods depends on a student´s level of language proficiency but several learning activities (e.g. listing, ordering, sorting, comparing) would be appropriate for students with LD. The texts used in the compiled study material refer to the real life (e. g. shopping online in (U2) SB: 37) and have been accompanied by the activities that have a certain goal and due to the shortness and concreteness of the activities, the student can monitor his or her progress and practise actions

what are used in everyday life. For example, Activity 9 (U2, SB: 31) gives the measures of the boy the text is about and the image provides the support on how the body should be measured. The next Activity 10 (U2, SB: 32) asks the student to decide which size of the T-shirt should be suitable for the boy described in the text. In addition, the following Activity 11 (SB: 32) asks the student to measure himself or herself to decide which size should the student take when shopping online. Activities 14-16 (U2, SB: 34) use the student´s knowledge in mathematics and provide short activities of how to fill in the ordering form and do the calculations. Even though being taught as ´reading´ activities, all the procedures described are necessary in the everyday life and prepare the students to carry out such actions in their future lives.

The majority of factors teachers should pay attention to when compiling a study material for teaching reading to students with LD derive from the teacher´s experience and courage to implement study materials. Experienced teachers know that when working with a student studying according to SNCBS, multiple-choice activities (e. g. Activity 19 (U1) SB: 18); Activity 20 (U2) SB: 39) are recommended, but there should not be too many options; otherwise, students may be confused. The study material analysed has mainly provided two options. Gap-fill exercises could be useful likewise, yet they cannot be too difficult. Johnson (2008: 319) recommends using "**skeleton notes**", which means that students are given notes with the blanks instead of some information. Activity 10 (U3, SB: 50) asks the student to fill in the gaps according to the text. As a hint, the gaps are provided with the numbers of the lines where the answers can be found in the text. Note-taking while reading or listening falls under the category of multitasking and is therefore not suitable for students with LD. Students may be asked to read the text in order to get general understanding or to find specific information. However, asking students to read unknown

text with the immediate purpose of finding specific information is definitely too challenging for a student with LD.

As it has been stated by Kormos et al (2012: 112), one of the key techniques to use with students with LD is **frequent revision** of recently learned material. Such statement also refers to another common strategy, which is teaching students with LD through examples. Leppik (2000: 231) does not approve of teaching by using **drills** and **modelling**. He states that such teaching does not develop students because of the low need for thinking**.** On the contrary, several authors (Eggen et al 2010: 154; Jürimäe 2017: 22; Plado 2014; etc.) suggest using drills, modelling and use of **algorithms** as the main method when teaching students with LD. In conclusion, Mitchell (2014: 24) and Klinger et al (2014: 94) offer a reasonable solution and state that although teachers should help students with LD to be able to decode several language items (e. g. syllable constructions) automatically by conducting sufficient practice, for instance, drills and **rote learning** (repeatedly reading the same text), over-doing such exercises should be avoided. Sufficient number of practice activities have been provided in the present study material. However, using all the activities is not obligatory. For example, Activity 5 (U1, SB: 8), can be easily skipped because all the phrases are also represented in Activity 4 (SB: 8). Several activities have an example provided (e. g. Activities 4 and 16 (U1) SB: 8, 15; Activity 7 (U3) SB: 48) so that the student could easily understand what is being expected. Rote reading has been used in every unit. At first, the students have to read (and listen) each text (or part of the text) twice. Afterwards certain paragraphs have been repeated. For example, the text in Unit 3 (an email, SB: 49) is rather long. After reading the text (Activity 8 (U3) SB: 49) for the first time, the activities concentrate on the information gained from the first and easier paragraphs. Then, the most difficult (but also the most relevant) paragraph (Activity 12 (U3) SB: 52) is being read (and listened) again twice. In the revision chapter the student reads the whole text for the third

time (SB: 55). Reading the text several times, the student has an opportunity to concentrate on the general comprehension first and later, when the text is more familiar, focus on finding specific information. The paragraphs of the texts and the complete texts are followed by revision activities. For example, in Activity 18 in Unit 3 (SB: 56), after reading the email for the third time, the student is expected to answer the questions about the text. To make such activity easier, answers and hints have been provided because otherwise finding the answers to the questions from the text one page long could be too challenging for students with LD.

There is one additional aspect that should be remembered when creating study materials. For example, the table provided in Activity 4 (U1, SB: 8) has one extra line. The reason is not to give students an opportunity to elicit answers on the basis of ´wrong logic´. When there are five lines in a column, students may automatically think that the words could be divided equally. Hence, an extra line should be created for encouraging students to think more thoroughly. Such theory works well with students who are not with the lowest mental abilities. However, for weaker students, the table may consist of an equal number of lines as well.

An additional support provided by teachers is **feedback**. Feedback can be either oral or written. According to Nielsen (2009: 148), teachers of students with LD should provide instant positive feedback if any sign of progress is noticed. Häidkind et al (2016: 75) agree that the analysis of mistakes is one of the best opportunities to understand what was difficult for the students and what needs to be taught additionally. Johnson (2008: 65) carries on the discussion about mistakes and adds that further process of teaching and learning will benefit only when an error has been noticed and the reason of it has been worked out.

Before providing feedback, students' abilities are tested. Chen et al (2008: 285) suggest that students gain positive experience from frequent mini-quizzes and pretesting

(containing similar testing items) rather than from long tests. Teachers should also use alternative testing methods, for example, self-evaluation forms where a student can express the opinion on their achievements and difficulties. Daloiso (2017: 41) disapproves of unexpected tests and claims that testing new content without any preparation is challenging for a student with LD and therefore should be avoided. Accordingly, each study unit provides a self-correction activity "Test yourself!" (SB: 21; SB: 41; SB: 61) where a student can complete the activity with using all the materials presented before. The answer keys to self-correction tests have been added to each study unit. However, there is a test provided and checked by the teacher at the very end of each study unit. Such tests are not included into student´s study unit but are provided in the teacher´s book (see Appendix 3). When the student has completed all the activities (including self-correction test), the teacher will provide the test that has to be completed without any additional help and the chapter ends with a mark. The test itself is not challenging and after the student has successfully completed previous exercises, the experience of success and future motivation will be guaranteed. Abrams (2008: 423) complements that as with teaching, when testing, alternative assessment plans suitable for certain learner must be used. In addition, the author states that teachers should observe a student´s progress as if there is a progress within his or her abilities, the learning process is appropriate and testing according to the principles discussed above would be adequate.

Generally, when teaching weaker students, the main modifications and adaptions recommended by Klinger et al (2014: 94) to students with LD are giving extra time to complete the activities, explaining complex instructions explicitly, providing visual support, and breaking longer presentation into smaller units. The majority of the suggestions presented and discussed in paragraph two are listed in the checklist (see Appendix 1).

CONCLUSION

Not all students are equally capable of achieving goals of a learning process. During the recent years, the number of students with learning difficulties (LD) has been constantly increasing. The causes of LD may vary and the reasons for a deficit in academic skills cannot be easily explained. When discussing learning languages, students with LD may experience difficulties in acquiring and using reading, writing, speaking, and listening skills. SEN students benefit from making adjustments in the subject content, learning environment, duration, etc. In addition, the success of learning depends on several factors such as, for example, memory, motivation, and positive learning environment. In Estonia, students with various learning difficulties are examined by different specialists (e. g. psychiatrist, speech therapist). When learning difficulties are proved, further learning according to the Simplified National Curriculum for Basic Schools (SNCBS) may be suggested. However, when the student needs additional help, applying elements of special education is necessary. The main basis for special education provided nowadays is that SEN students need to be taught differently. Thus, teachers should carry out various educational accommodations with the aim of facilitating students´ learning process. Unfortunately, when teaching EFL to students with LD, none of the publishers provide teachers with completely suitable study materials.

The area affected most by the learning disability is language acquisition. On the other hand, the proficiency of a foreign language (e. g. the English language in Estonian context) is certainly useful. Although learning EFL may be challenging for students with LD, they would definitely benefit from learning a foreign language. Teachers should examine the student´s individual abilities and then decide what skills are realistic to teach to students with LD. Teaching and learning carried out at a reasonable pace and with suitable adaptions would help the student to reach the achievable goals.

The skill most affected by LD is often reading and more specifically – reading comprehension. For that reason, the present paper focuses on teaching reading to students with LD. Students cannot read without having sufficient vocabulary. In turn, reading is the major process for learning new words. In addition, automatization plays a significant part of recognising and understanding words. Thus, through extensive practice, students´ automatization skills are being developed and the ability of comprehension improves as well.

When creating EFL study materials for students with LD, several suggestions should be taken into account. The aims of the present MA thesis were to (1) compile a collection of suggestions and ideas to support teachers who are teaching EFL to students with LD; (2) reduce the time spent on searching or creating study materials; (3) raise teachers' confidence when teaching EFL to students with LD; and (4) compile three study units as examples of how reading skills could be developed. The present paper discussed several suggestions and techniques in correlation with the suggestions provided in the methodological materials. The checklist for teachers who intend to create similar study materials was composed and also applied when compiling the sample study units for the present paper.

Three units of study materials concerning teaching reading were created during the process of writing the present MA thesis. When adapting the layout of the present study material, texts were adjusted according to certain aspects. Students would benefit from pages that are clear and are not overloaded with information. At the same time, it is useful to accompany texts with relevant pictures and other visual support. Generally, the sentences were placed on the same line and hyphenation was avoided. The compiler of such a study material should also choose the appropriate font and avoid using too many different fonts. According to the recommendations, the size of the font of the text should be 14-16 points. In the study material, only headings and instructions were typed in larger fonts. The study material was printed on pastel-tinted paper. Thicker lines and boarders were used. All the

important information (e. g. new words in the text) was highlighted. When presenting lists, bullet-points and numbering were used. The lines of the longer text were numbered to ease the reading process. To emphasize the importance of the feeling of achievement, there were small empty boxes added after every activity. Therefore, the student can monitor his or her learning process and tick the box when the activity has been completed.

The basis for teaching reading is a text. According to the recommendations of scholars, in the compiled study material rather simple and short texts were chosen. At the same time, the texts are slightly above the level of the student to facilitate development. The texts used are practical and concrete (e.g. recipes) and related to real life (e. g. shopping online). The texts were divided into paragraphs and sufficient number of practice and organising activities were provided to prolong the short-term memory of the student. The activities for checking the comprehension are short. Hence, the student receives clear criteria of success. The first presentation of the topic is either visual (e. g. video) or illustrated (e. g. map). The instructions are clear and short.

The front pages and the general structure of the compiled study units are similar to help the student to follow the expected path. Several signs and symbols are provided to help the students to understand the instructions. Each unit begins with pre-teaching vocabulary or activating student´s schemata. Generally, six to eight words have been taught at a time. The vocabulary is being practised versatilely. When working with the present study units, students are encouraged to use bilingual online dictionaries. The visual support has been provided by adding pictures, illustrations, tables, mind-maps, etc. The study material uses multiple-choice activities and provides frequent revision by using drills, modelling, and rote learning. For feedback, the student completes the self-correction activity and then a test is being provided by the teacher.

When compiling the study materials, teachers should remember that the content of the material is often affected by the demands of the layout. For example, the paragraphs of the text in Unit 3 are not separated with an empty line because otherwise the text would have not fitted to one page. Therefore, the compiler of the present unit decided that printing the text on one page is more relevant than leaving empty lines between the paragraphs. In addition, when trying out different fonts, the decision was made not to use the font suggested for people with dyslexia because the font was not adjustable enough. After all, a lot of aspects considered when compiling study materials depend on teachers´ decisions and choices. However, the students with LD need the majority of the adjustments discussed in the present MA thesis.

Generally, students with LD learning according to the SNCBS mostly benefit from giving extra time to complete the activity, clear step-by-step instructions, visual support, and breaking longer presentation into smaller units. Due to the time constraints, the present study material does not cover the whole course of learning EFL during form six. Therefore, compiling a similar study material for teaching listening or teaching speaking should be considered.

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APPENDIX 1

Checklist

Creating Study Materials for students with LD		
I Adapting the layout		
1.	Use pastel-tinted paper.	
2.	Page should be clear and easy to navigate.	
3.	Do not use too many different fonts but bigger/other font can be used when presenting new words in the text.	
4.	Use fonts designed for dyslexic people (e.g. *Dyslexie*) or which have the shapes of the letters similar to students´ handwriting (e.g. *Comic Sans MS*).	
5.	Highlight all the important information. Use thicker lines.	
6.	When presenting lists, use numbering or bullet-points.	
7.	Add a little box after each instruction so that a student can tick/colour it.	
8.	Use short activities and tasks.	
9.	If necessary, divide sentences into syntagmas and avoid hyphenation.	
10.	Lists of new words should consist of the word, its meaning and a picture.	
11.	Paragraphs should be clearly allocated.	
12.	The lines of the text could be numbered (e.g. 1...5...10).	
II Adapting the content		
Text		
1.	Use expository text structure (designed to inform and explain) and texts related to real life.	
2.	Use texts appropriate for students' level of EFL (students should be capable of reading the text independently).	
3.	The content of the text should be interesting and relevant.	

4.	Pay attention to the first presentation of a new topic.	
5.	Use approximately 2 % of unfamiliar words per text.	
6.	Provide explicit input - reading and listening to the same text simultaneously (if possible, add audio files to the texts).	
Activities		
7.	Provide clear criteria and expectancy of success.	
8.	Use multi-sensory teaching approach (e.g. sounds, visuals, etc.).	
9.	Use step-by-step instructions.	
10.	Use short but focused activities (after each paragraph) and tasks.	
11.	Use pre-reading activities to pre-teach new vocabulary.	
12.	Provide constant rehearsing, use of drills, modelling, algorithms, and rote reading.	
13.	Let students use dictionaries (e.g., online, paper-back, bilingual).	
14.	Use different types of activities (may ask for the similar information).	
15.	Alter easy and more challenging activities.	
16.	Each unit could end with a fun activity (e.g. QR codes, crosswords)	
17.	Provide sufficient preparation for tests (avoid providing unexpected tests).	
18.	Use self-correction activities before testing.	
19.	In tests – use multiple-choice (maximum of 3) version answers.	
20.	Avoid time limits and give extra time (if needed).	

APPENDIX 2

Study Material

The Student´s Book has been compiled for students with learning difficulties (Form 6).

Compiler: Kairit Thealane

Time and place: Tartu 2019

YOUR GUIDE:

cut (*lõika*)

draw (*joonista*)

glue (*liimi*)

listen (*kuula*)

http://bit.ly/2VBFPhI - listening files (*kuulamisfailid*)

"Well done" box (*tee* ✓ *pärast ülesande täitmist*)

hints (*vihjed*)

glosbe.com/en/et – online dictionary (*veebipõhine sõnaraamat*)

UNIT 1. COOKING

Tick ✔ the small boxes when you have finished the activity!
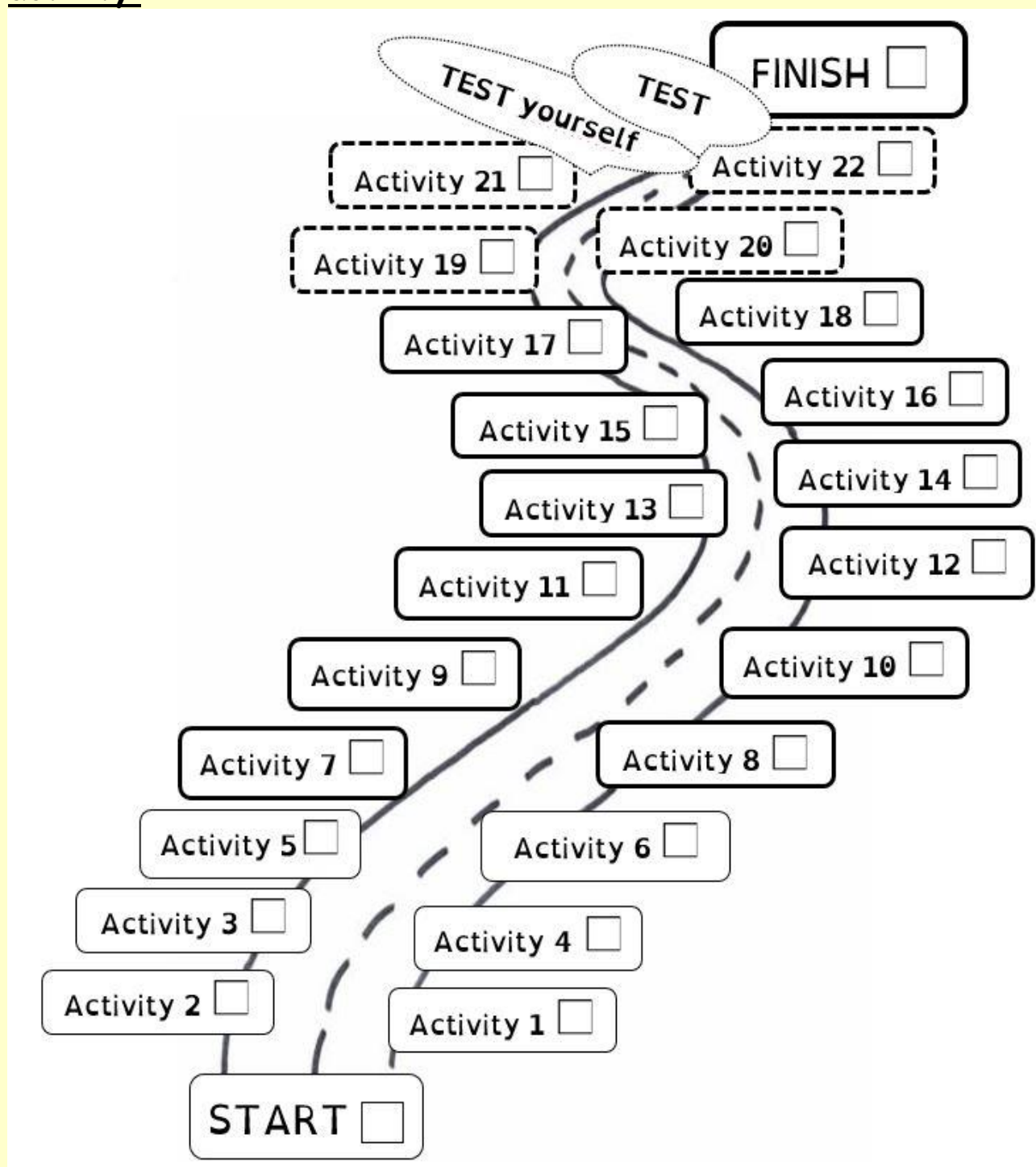
PART I – NEW WORDS

Activity 1

What is your favourite food ?

Draw !

Activity 2

Answer the questions !
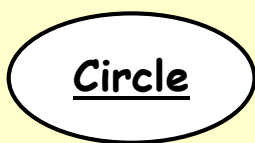
Circle the correct answer !

Do you like hamburgers ?	Yes, I do.	No, I don´t.
Do you like apples ?	Yes, I do.	No, I don´t.
Do you like bananas ?	Yes, I do.	No, I don´t.
Do you like chocolate ?	Yes, I do.	No, I don´t.
Do you like chocolate cake ?	Yes, I do.	No, I don´t.

You are going to make a **chocolate cake.**

For that, you need to buy some **ingredients** *(koostisaineid).*

Activity 3

glosbe.com/en/et

Translate the words !

☐

SHOPPING LIST ⇩

baking soda	*söögisooda*	
milk		
cocoa powder		
dark chocolate		

vegetable oil	7	
flour		
caster sugar		
egg(s)		
baking powder		
double cream		

Cut out the pictures at page 22 ! ☐

Glue the pictures to the right squares ! ☐

Activity 4

Are the ingredients dry or not ?

Dry ingredients	Other ingredients
baking powder	

Activity 5
Write the missing letters !

co _ _ a powder   v _ _ _ table oi _

baking po _ der   dark   _ ho _ olat _

baking s _ _ _   d _ uble c _ e _ m

_ _ _ ter sugar   e _ g

_ _ our   _ i _ k

Check the answers at page 6-7 !

Activity 6
Complete the crossword !
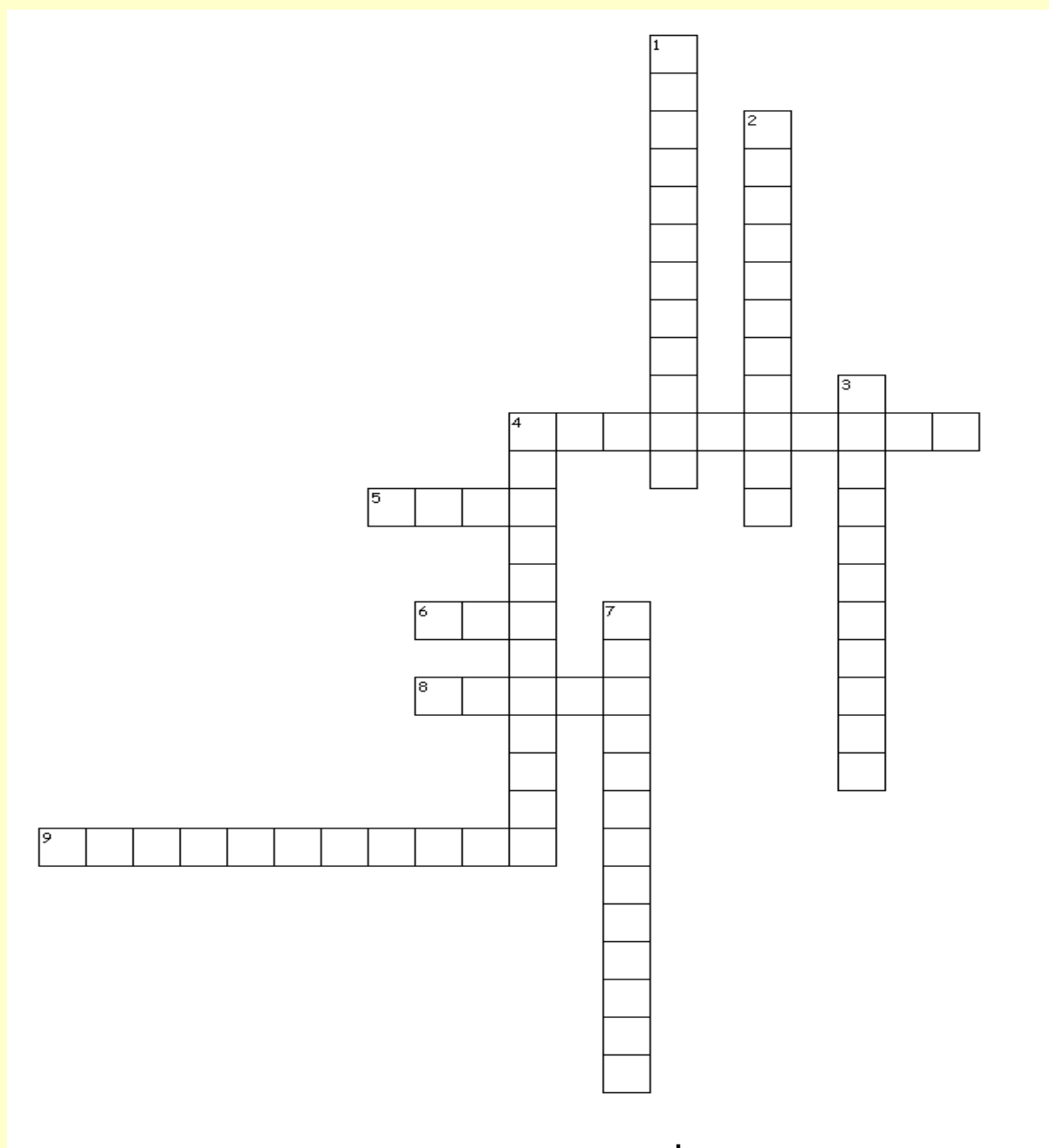
Across ⟶

4. söögisooda
5. piim
6. muna
8. jahu
9. kakao

Down

1. taimeõli
2. tuhksuhkur
3. vahukoor
4. küpsetuspulber
10. tume šokolaad

PART II – READING

Activity 7

Read the recipe !

Recipe of the chocolate cake:

g = gram

tsp = teaspoon

200 ml = 1 glass

For making the batter you need:

INGREDIENTS	HOW MUCH?
flour	225g (=2 cups)
caster sugar	350g (=2,5 cups)
cocoa powder	85g (=3/4 cups)
baking powder	1½ tsp
baking soda	1½ tsp
eggs	2
milk	250ml
vegetable oil	125ml
boiling water	250ml

Activity 8

How to make it?

Scan the QR code to watch the video !

(or go to: **http://bit.ly/2DcPdwG** *)*

Activity 9

Read the instructions twice (2x) !

STEP 1:

1. **Turn on** the oven (180°).
2. **Cover** 2 **moulds** with flour.
3. **Put** all the ingredients (but not **the boiling water)** into a big bowl.
4. **Take** a wooden spoon or an electric **mixer** and mix the ingredients.
5. **Add** the **boiling water** to the mixture little by little.
6. **Divide** the cake batter between 2 cake moulds.
7. **Put** the moulds into the oven for 25–35 minutes.

Activity 10

Match the words with the pictures !

oven   **mould**   bowl   spoon   mixer

Activity 11

Draw a bowl !

Write what ingredients are in the bowl !

Activity 12

Read the instructions twice (2x) !

☐

STEP 2:

1. Take the cakes out from the oven.

2. **Let** the cakes **cool**.

3. **Remove** cakes from the moulds.

> You can use a **knife**, a **fork** or a **toothpick** to try if the cake is cooked from the **inside**!

Activity 13

Order the actions (2-6) ! *(järjesta tegevused)*

☐

_1_Turn on the oven.

____ Put the baking moulds into the oven.

____ Mix the ingredients.

____ Cool the cakes.

____ Put all the ingredients into a bowl.

____ Add the boiling water

Activity 14

Read the instructions twice !

☐

STEP 3:
Recipe of the glaze

For making the chocolate **glaze** you need:

INGREDIENTS	HOW MUCH?
dark chocolate	200 g
double cream	200 ml

1. Put **chocolate** and **double cream** into a metal pan.
2. Put the pan on the hot **cooking stove** (*pliit*).
3. **Stir** the mixture.
4. **Heat** the pan until chocolate has **melt**ed.
5. Let the mixture cool for 1-2 hours.

Activity 15

Translate the verbs (*tegusõnad*) !

☐

put - *panema*   cool - _____   divide - _____

take - _____   stir - _____   add - _____

heat - _____   let - _____

Activity 16

Find and circle the verbs (*in English*) !

P	R	L	G	U	T	X	
I	U	E	A	G	A	K	
P	K	T	M	B	K	H	
L	O	O	C	O	E	I	
Y	C	A	Y	A	V	C	
M	D	S	T	I	R	E	
D	I	V	I	D	E	Y	

segama ✓
kuumutama ☐
lisama ☐
võtma ☐
panema ☐
ära võtma ☐
laskma ☐
jahutama ☐
jagama ☐

Activity 17

Translate !

Sega jahu ja suhkur. – Mix_____ and _____.

Kuumuta šokolaad ja vahukoor. - _____

_____ .

Võta kaks koogivormi. - _____ .

Lase segul jahtuda. - _____ .

Activity 18

Read the instructions twice !

STEP 4:

1. Put 1 cake on the plate.

2. **Spread** ½ of the glaze on the cake.

3. Put the other cake on top of it.

4. **Spread** ½ of the glaze on the cake.

Enjoy your cake!

PART III – REVISION

Read the text twice ! 1 http://bit.ly/2VBFPhI

Step 1. The mixture	
1	Turn on the oven (180°).
2	Cover 2 moulds with flour.
3	Put all the ingredients (but not the boiling water) into a big bowl.
4	Take a wooden spoon or an electric mixer and mix the ingredients.
5	Add the boiling water to the mixture little by little.
6	Divide the cake batter between 2 cake moulds.
7	Put the moulds into the oven for 25-35 minutes.
Step 2. Taking the cakes out	
1	Take the cakes out from the oven.
2	Let the cakes to cool.
3	Remove cakes from the moulds.
Step 3. The glaze	
1	Put chocolate and double cream into a metal pan.
2	Put the pan on the hot cooking stove (*pliit).*
3	Stir the mixture.
4	Heat the pan until chocolate has melted.
5	Let the mixture cool for 1-2 hours.
Step 4. The cake is ready !	
1	Put 1 cake on the plate.
2	Spread ½ of the glaze on the cake.
3	Put the other cake on top of it.
4	Spread ½ of the glaze on the cake.

Activity 19

Underline the correct words ! ☐

For the glaze you need **dark chocolate / milk chocolate**.

Add the **boiling water / cold water** to the mixture.

Put the **glaze / cakes** into the oven.

Dry ingredients are **flour and sugar / chocolate and water**.

Use **brown sugar / caster sugar**.

Activity 20

Join the words and the meanings (*tähendused*) ! ☐

baking powder   pliit

ingredients   koogi taigen

mould   segu

cooking stove   küpsetuspulber

cake batter   koostisained

mixture   koogivorm

Activity 21

Order the pictures *(write numbers)* !

 Remove the cakes from the moulds.

 Add baking soda to cocoa powder.

1 Put all the ingredients into a big bowl.

 The cake is ready.
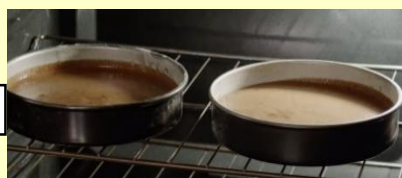
 Put the moulds into the oven.

 Spread the glaze on the cake.

Activity 22

Cut out the sentences at page 23 !

☐

Glue the sentences in the right order!

(Kleebi laused õiges järjekorras!)

☐

1	
2	
3	
4	
5	
6	

TEST YOURSELF !

Translate the sentences !

1) Put all the ingredients into a big bowl.

_____

_____

2) Add baking soda to cocoa powder.

_____

_____

3) Put the moulds into the oven.

_____

_____

4) Remove the cakes from the moulds.

_____

_____

5) Spread the glaze on the cake.

_____

_____

6) The cake is ready.

_____

Check the answers at page 24 !

Activity 3. Pictures of ingredients

22

Activity 22. Sentences

Remove the cakes from the moulds.
Spread the glaze on the cake.
Put all the ingredients into a big bowl.
Put the moulds into the oven.
The cake is ready.
Add baking soda to cocoa powder.

TEST YOURSELF ! – the answers

1) *Pane kõik koostisained suurde kaussi.*

2) *Lisa söögisooda kakaopulbrile.*

3) *Pane koogivormid ahju.*

4) *Võta koogivormid ahjust välja.*

5) *Määri glasuur koogile.*

6) *Kook on valmis.*

UNIT 2. SHOPPING ONLINE

Tick ✔ the small boxes when you have finished the activity!

FINISH ☐

TEST yourself

TEST

Activity 21 ☐

Activity 22 ☐

Activity 19 ☐

Activity 20 ☐

Activity 18 ☐

Activity 17 ☐

Activity 16 ☐

Activity 15 ☐

Activity 14 ☐

Activity 13 ☐

Activity 12 ☐

Activity 11 ☐

Activity 9 ☐

Activity 10 ☐

Activity 7 ☐

Activity 8 ☐

Activity 5 ☐

Activity 6 ☐

Activity 3 ☐

Activity 4 ☐

Activity 2 ☐

Activity 1 ☐

START ☐
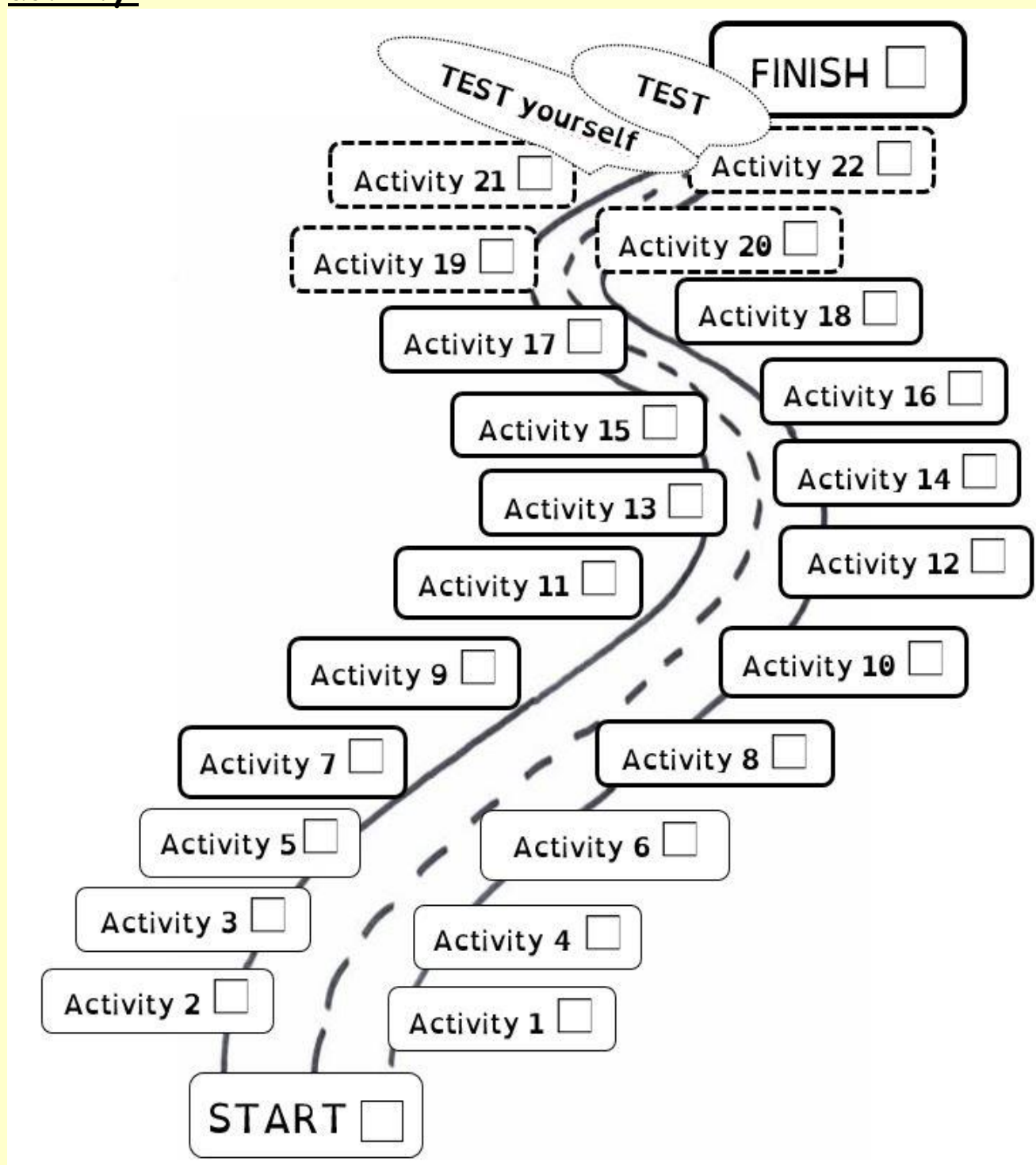
PART I – NEW WORDS

www.aliexpress.com

ebay

www.everything5pounds.com

www.amazon.co.uk

AliExpress™ **www.alibaba.com**

www.ebay.com

(**Circle**) **Unit 2 is about:**   a) school;

b) shopping online;

c) cooking.

Activity 1

Match the words with the meanings !

recommend   küla

T-shirt   soovitama

shopping online   kaubahall

supermarket   T-särk

village   internetis ostlemine

Activity 2

What do you need to know before shopping online?

Translate !

glosbe.com/en/et

PHOTO / IMAGE
....

DESCRIPTION
....

PRODUCT

....

PRICE
....

SIZE
....

MATERIAL
....
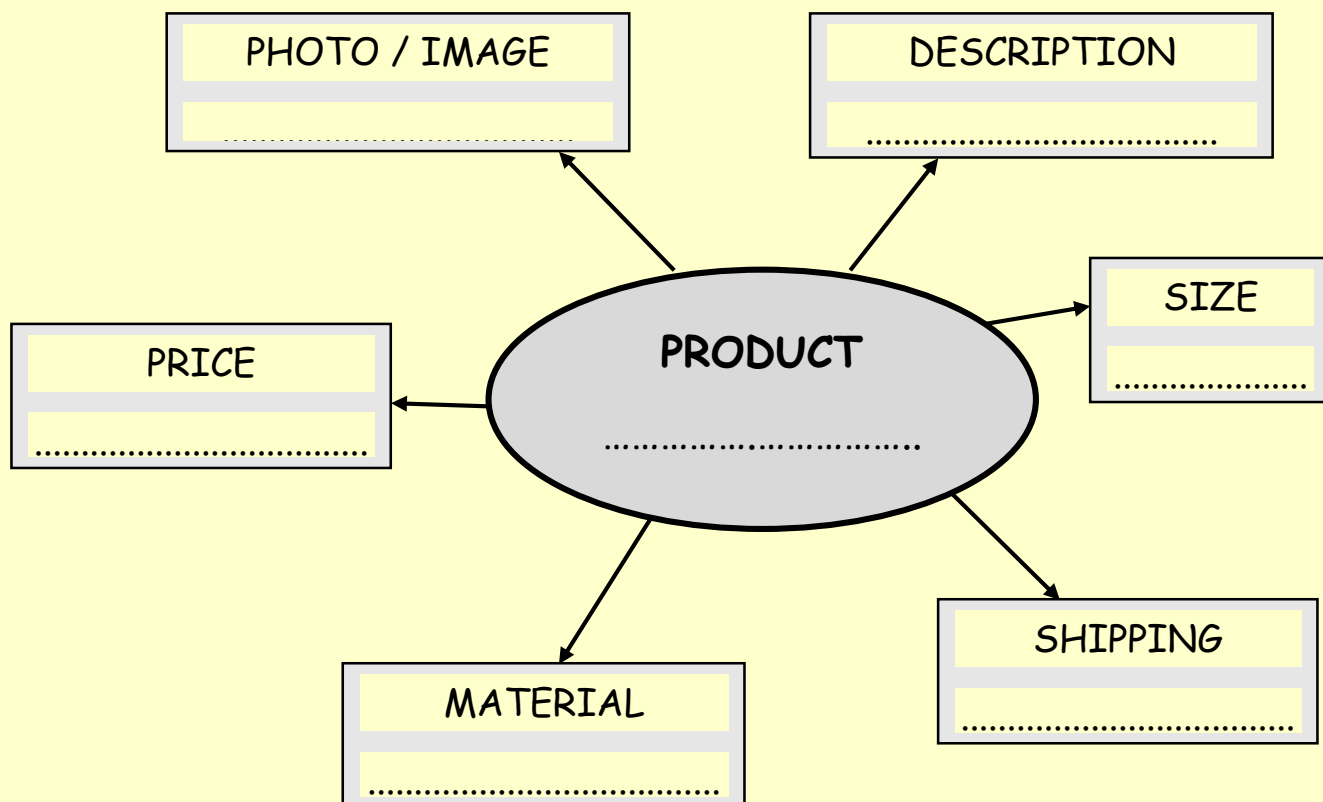
SHIPPING
....

Activity 3

Write the missing letters !

m _ t e r _ al   pr _ d u _ _   i _ _ g e

_ _ i p p i _ _   pr _ _ e   _ _ o t o

_ i _ e   T - _ _ i r t   ! o n _ _ n e

PART II – READING

Activity 4

Read the text twice (2x) !

Mike wants to buy a **T-shirt**. He lives in a very small **village.**

He can´t go to the **supermarket**. His mum recommends

shopping online.

Activity 5

Complete the questions !

Who   *What*   *Where*   *What*

…………………. does Mike want to buy?   -   A T-shirt.

…………………. does Mike live?   - In a small village.

…………………. recommends shopping online?   -   His mum.

…………………. is the boy´s name?   -   Mike.

Activity 6

<u>Read the text twice !</u> 🎧 3 ⬜

Mike doesn´t like **cartoons**. He loves music and plays the guitar. He doesn´t like purple. He has a lot of black **clothes**. Mike is allergic to **polyester** *(kunstlik riidematerjal)*. He loves **soft** and

eco-friendly materials (like **cotton**).

Activity 7

<u>Are the sentences TRUE (T) or FALSE (F) ?</u> ⬜

<u>Tick the boxes !</u>

		T	F
1.	Mike likes cartoons.		
2.	He plays the drums.		
3.	He is allergic to polyester.		
4.	Mike loves eco-friendly materials.		
5.	He doesn´t like soft materials.		

Activity 8

Look at the table of 3 T-shirts ! □

	IMAGE	PRODUCT´S NAME	MATERIAL	DESCRIPTION	PRICE
1.		Printed Casual T-shirt	cotton	Eco-friendly Soft	€ 6.52
2.		3D Printed T-shirt	polyester	-	€ 8.36
3.		T-shirt with music notes	cotton	Eco-friendly Soft	€10.79

Which of these T-shirts Mike likes ?

Mike likes T-shirt no ………….. .

Activity 9

<u>Read the text twice !</u>

Mike is 12 years old. He is 160 cm **tall**.

His **shoulders** are 48 cm wide. Mike´s **chest** is 42 cm wide.

SHOULDER .... cm

CHEST .... cm
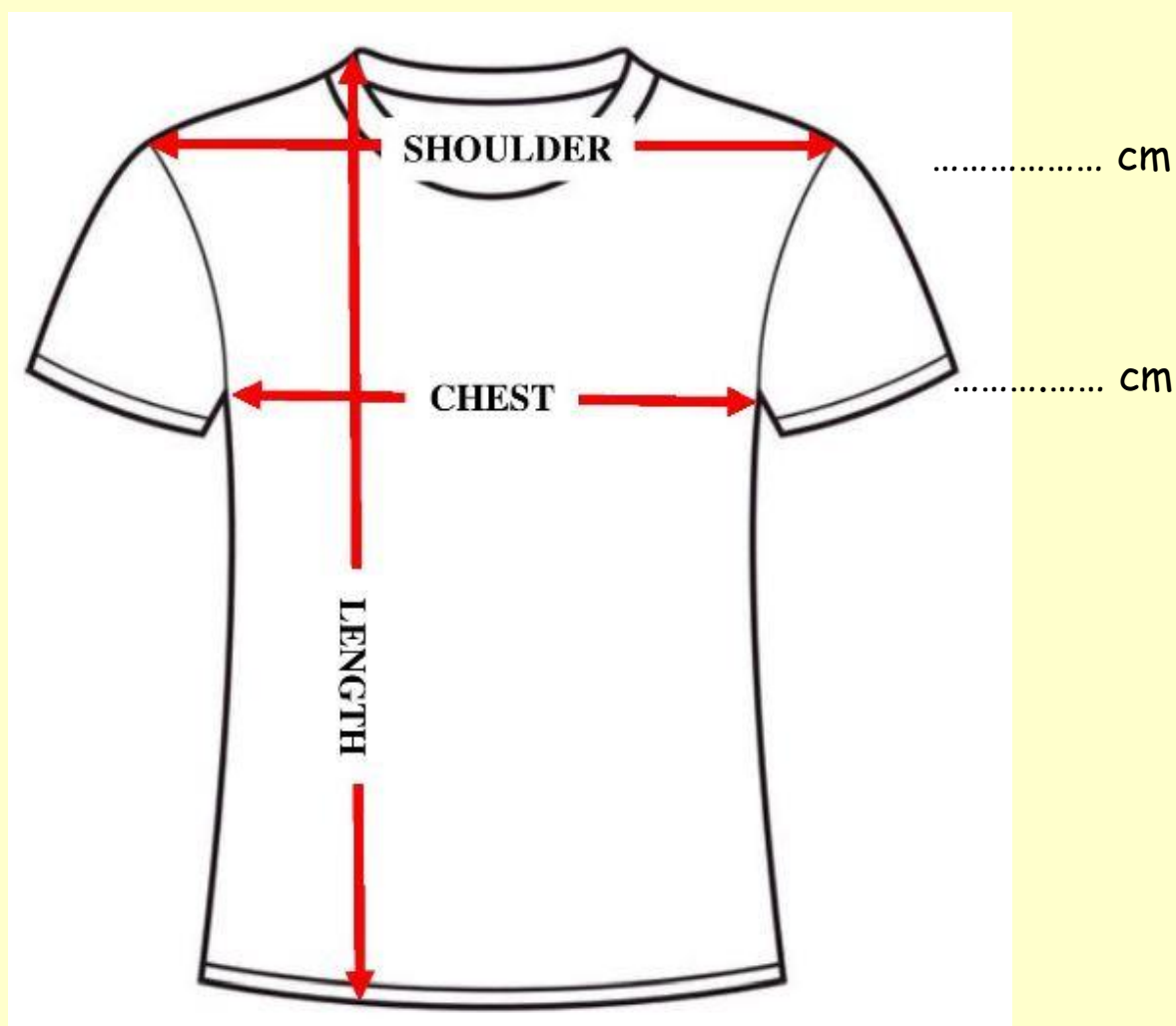
LENGTH

Activity 10

Look at the table below !

(**Circle**) **Mike´s measures !**

Size	S	M	L
Length	60 cm	62 cm	64 cm
Chest	40 cm	42 cm	44 cm
Shoulder	46 cm	48 cm	50 cm

S – small-…………………………

M – medium - ………………….

L – large - ……………………

What size should Mike take ?

Mike takes size …………….. .

glosbe.com/en/et

Activity 11

Measure yourself !

What size should you take?   (**Circle**)   S   M   L

Activity 12

<u>Read the text twice !</u>

Mike has got 15 euros on his **bank account**. He knows that he has to **pay** for the **shipping,** too. For that, he needs to fill the **ordering form** online.

Activity 13

<u>Translate !</u>

NAME OF THE PORDUCT

....

SUM TOTAL

....

QUANTITY

....

ORDERING FORM

....

SHIPPING

....

SIZE

....

PRICE

....
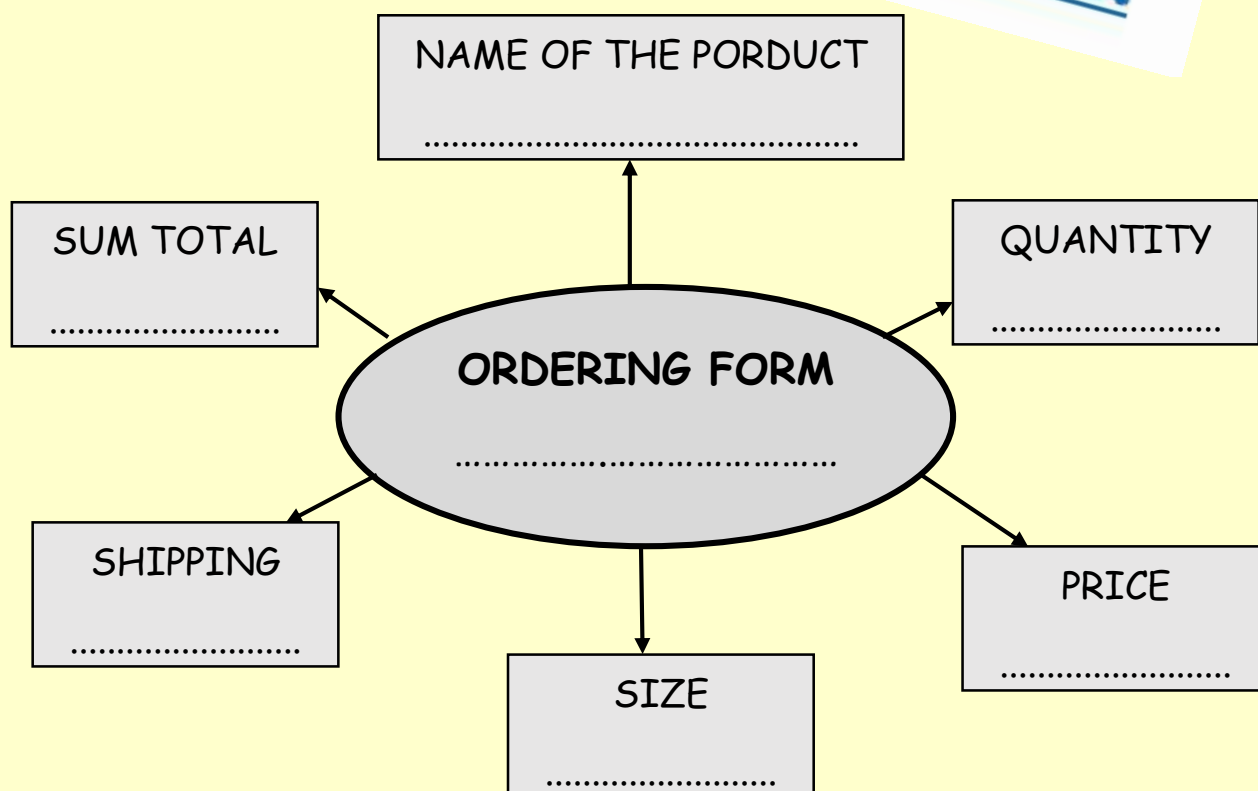
Activity 14

34

Fill the ordering form !

NAME of the product	SIZE	QUANTITY	PRICE
			€
Shipping			€ 2.99
SUM TOTAL			€

Activity 15

Answer the question !

How much money did Mike spend (*kulutas*) ?

	euros	cents
T-shirt		
shipping		
SUM TOTAL		

Mike spent ………………… euros and …………………. cents.

Activity 16

Answer the question !

How much money does Mike have now ?

	euros	cents
He had …	15	00
He spent …		
He has …		

DO SOME MATH ☺

Now Mike has ………….. euro and …………… cents.

Activity 17

Translate the words !

suurus - _____   hind - _____

pangaarve - _____   maksma - _____

tellimisleht - _____   materjal - _____

kirjeldus - _____   toode - _____

hulk, kogus - _____   pilt – i_____

Activity 18

Complete the crossword !
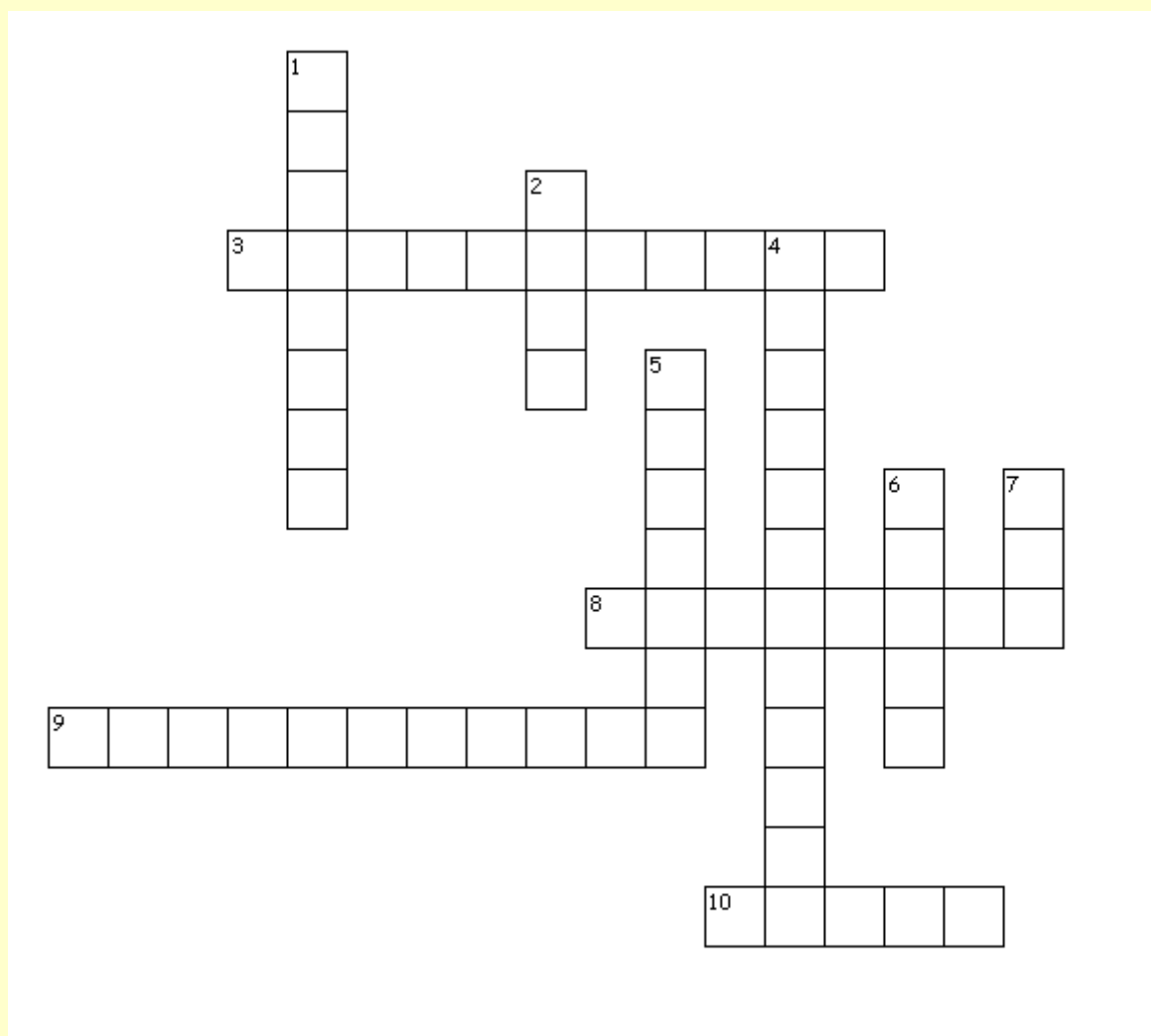
Across →
3. kirjeldus
8. hulk, kogus
9. pangaarve
10. pilt

Down ↓
1. materjal
2. suurus
4. tellimisleht
5. toode
6. hind
7. maksma

PART III – REVISION

Read the text twice !

Mike wants to buy a **T-shirt**. He lives in a very small **village.** He can´t go to the **supermarket**. His mum recommends **shopping online,** so he logs into an **online shop**.

Mike doesn´t like **cartoons**. He loves music and plays the guitar. He doesn´t like purple. He has a lot of black **clothes**. Mike is allergic to **polyester**. He loves **soft** and **eco-friendly** materials.

Mike is 12 years old. He is 160 cm **tall**. His **shoulders** are 48 cm wide. Mike´s **chest** is 42 cm wide.

Mike has got 15 euros on his **bank account**. He knows that he has to **pay** for the **shipping,** too. For that, he needs to fill the **ordering form** online.

Activity 19

Cut out the sentences at page 42 !

Glue the sentences in the right order!

(*Kleebi laused õiges järjekorras!*)

1	
2	
3	
4	
5	
6	

Activity 20

Choose the right answer ! Tick ! □

- Mike loves soft and eco-friendly materials.
  - □ *Mike´le meeldib kunstlik riidematerjal.*
  - ☑ *Mike´le meeldivad pehmed ja keskkonnasõbralikud materjalid.*

- He lives in a very small village.
  - □ *Ta elab väga väikeses külas.*
  - □ *Ta elab väikeses linnas.*

- His mum recommends shopping online.
  - □ *Ta ema soovitab internetist ostmist.*
  - □ *Ta soovitab emale internetist ostmist.*

- His shoulders are 48 cm wide.
  - □ *Tema õlgade ümbermõõt on 48 cm.*
  - □ *Tema õlad on 48 cm laiad.*

- He needs to fill the ordering form online.
  - □ *Ta peab internetis täitma tellimislehe.*
  - □ *Ta peab saatma tellimislehe postiga.*

- Now Mike has 1 euro and 22 cents.
  - □ *Mike´il jäi 1 euro ja 22 senti üle.*
  - □ *Mike´il jäi 1 euro ja 22 senti puudu.*

Activity 21

Underline the correct words !

Mike wants to buy a **T-shirt / laptop**.

He plays the **drums / guitar**.

He **doesn´t like / likes** purple.

He has a lot of **cartoons / black clothes**.

Mike has got 15 euros **in his pocket / on his bank account**.

He needs to fill in the ordering form **online / in the post office**.

Activity 22

Translate !

Mike on 12-aastane. – _____

_____

Mike´le ei meeldi multikad. – _____

_____

Talle meeldivad pehmed materjalid. – _____

_____

Mike´il on pangaarvel 10 eurot. – _____

_____

TEST YOURSELF !

Choose the right answer ! Tick !

NB! 1 question has 2 correct answers!

- For shopping online, you need to have money …
  - ☐ *on the bank account;*
  - ☐ *in the pocket.*

- For buying clothes, you need to know …
  - ☐ *your measures;*
  - ☐ *your favourite food.*

- Soft and eco-friendly material is …
  - ☐ *polyester;*
  - ☐ *cotton.*

- For shopping online you need …
  - ☐ *money;*
  - ☐ *internet connection.*

- When shopping online, you usually have to …
  - ☐ *pay for the shipping, too;*
  - ☐ *pay for your things only.*

Check the answers at page 43 !

✂ Activity 19. Sentences

Mike takes size M .
Now Mike has 1 euro and 22 cents.
Mike wants to buy a T-shirt.
He logs into an online shop.
Mike spent 13 euros and 78 cents.
Mike likes T-shirt number 3.

TEST YOURSELF ! – the answers

- For shopping online, you need to have money …
  - ☑ *on the bank account;*

  - ☐ *in the pocket.*

- For buying clothes, you need to know …
  - ☑ *your measures;*

  - ☐ *your favourite food.*

- Soft and eco-friendly material is …
  - ☐ *polyester;*

  - ☑ *cotton.*

- For shopping online you need …
  - ☑ *money;*

  - ☑ *internet connection.*

- When shopping online, you usually have to …
  - ☑ *pay for the shipping, too;*

  - ☐ *pay for your things only.*

Unit 3. DIRECTIONS

Tick ✔ the small boxes when you have finished the activity!

TEST yourself

TEST

FINISH ☐

Activity 21 ☐

Activity 22 ☐

Activity 19 ☐

Activity 20 ☐

Activity 18 ☐

Activity 17 ☐

Activity 16 ☐

Activity 15 ☐

Activity 14 ☐

Activity 13 ☐

Activity 12 ☐

Activity 11 ☐

Activity 9 ☐

Activity 10 ☐

Activity 7 ☐

Activity 8 ☐

Activity 5 ☐

Activity 6 ☐

Activity 3 ☐

Activity 4 ☐

Activity 2 ☐

Activity 1 ☐

START ☐
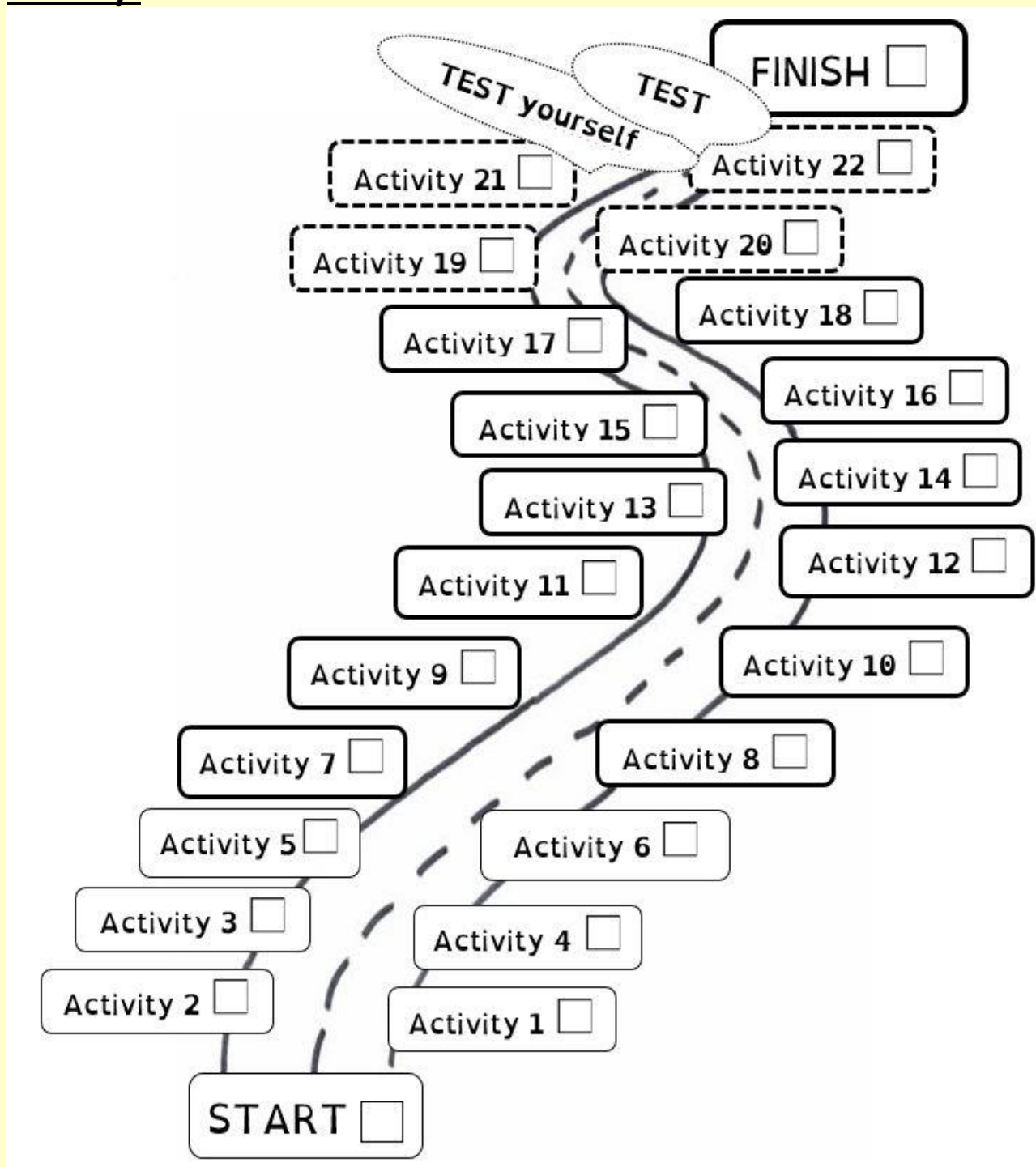
PART I – NEW WORDS

Activity 1

Where do you live ?

Draw a red circle !

Tallinn

Valga
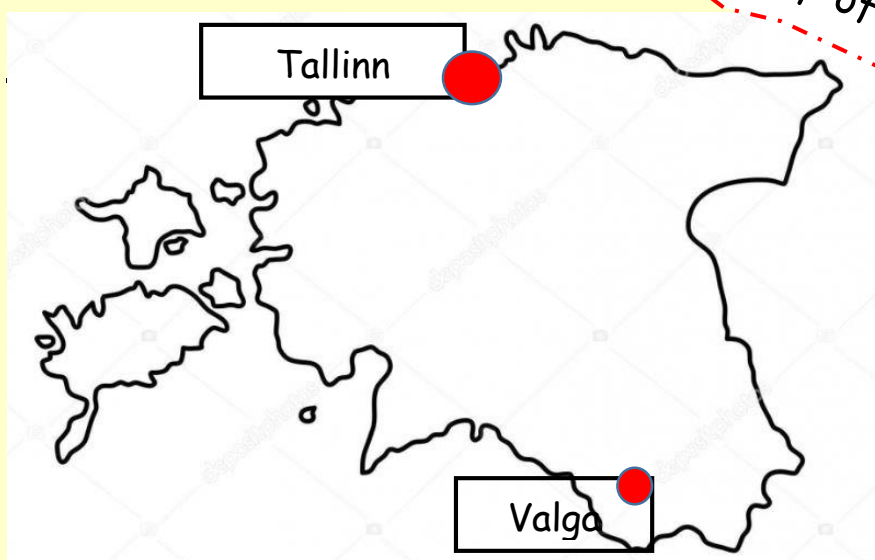
The map of Estonia

Activity 2

Translate !

glosbe.com/en/et

south - …………………….

north - …………………….

N

W   E

S
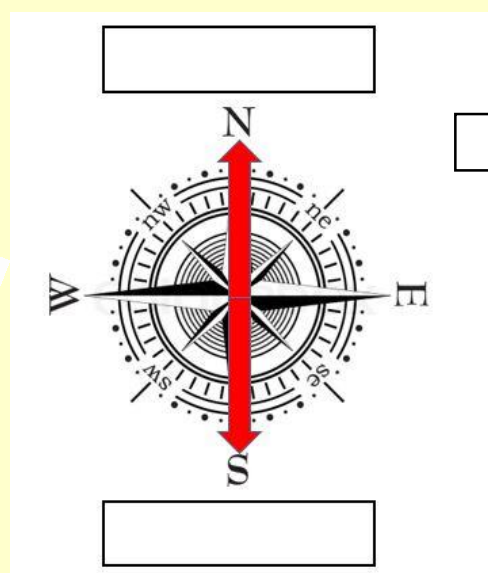
Activity 3

<u>Look at the map of Estonia !</u> ☐

<u>Underline the correct word !</u> ☐

Tallinn is in the **south / north** of Estonia.

Valga is in the **south / north** of Estonia.

I live in the **south / north** of Estonia.

Activity 4

How to give directions ? *(Kuidas teed juhatada ?)*

<u>Scan the QR code to watch the video !</u> ☐

(or go to: **http://bit.ly/2ZsAZBz** *)*

Activity 5

Translate the words !

glosbe.com/en/et

⬇

village		
block of flats		
private house		
church		
hospital		
road		
street		

✂ **Cut out the pictures at page 62 !**

🖍 **Glue the pictures to the right squares !**

Activity 6

Write the correct words !

B _ _ _ _ _ of _ _ _ _ _ _

H _ _ _ _ _ _ _ _

R _ _ _

P _ _ _ _ _ _ _ H _ _ _ _

S _ _ _ _ _ _

V _ _ _ _ _ _ _
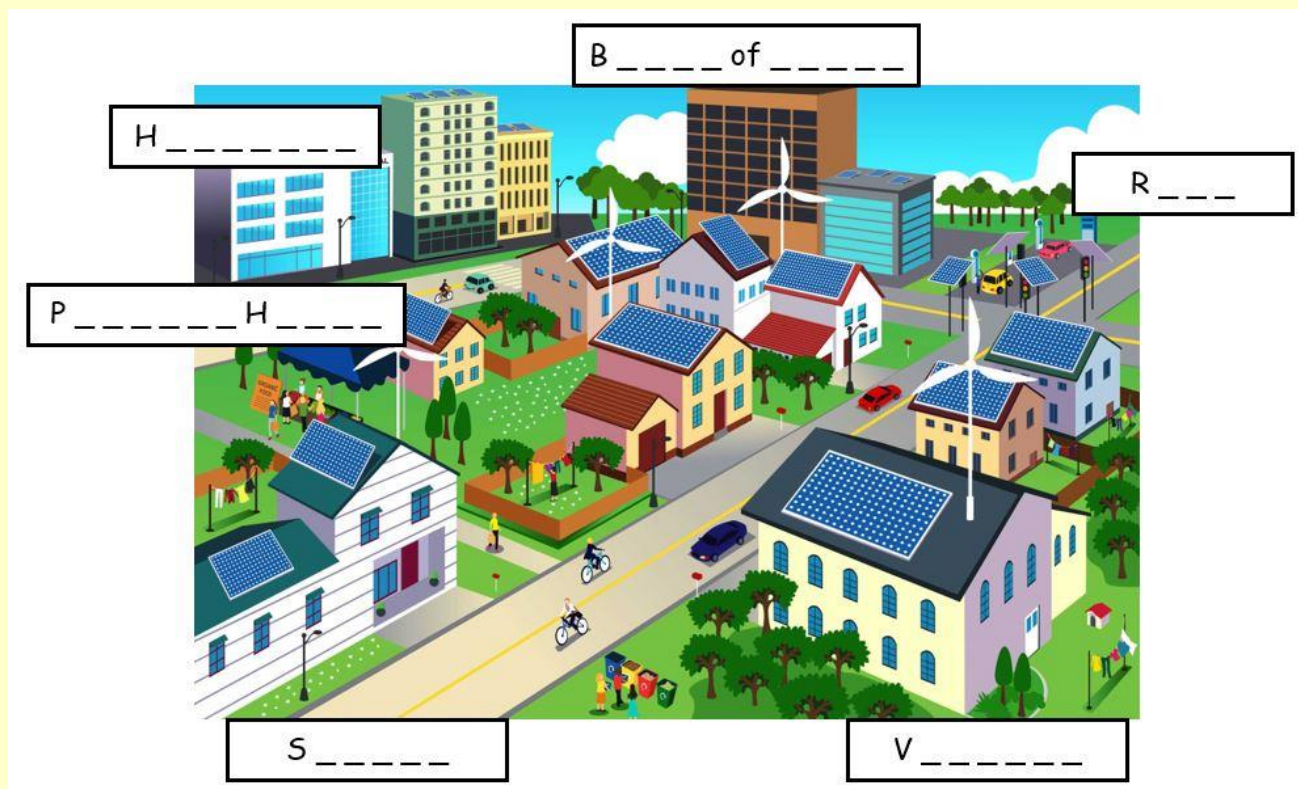
Activity 7

Match the words with the meanings !

private house   kortermaja

village   haigla

church   tänav

hospital   eramaja

block of flats   kirik

street   küla, alev

PART II – READING

Activity 8

Read the email twice (2) ! 🎧 7 ▷

elementary school = algkool

Lines (rea nr)

Hi Jane,

1   How are you? I´m so **happy to hear** that you can come and **visit** me!

   I live in a village called Bluemary. About 750 people live here. I go to Bluemary **Elementary School**. There are 16 students in my class. My little brother goes to playschool. My mum works in a

5   supermarket and my dad is a police officer.

   The **police station** is next to the **River** Jermine. There is a **lake** in Bluemary, too. When you come to visit me, we can go swimming and play in the playground. We can have a picnic in the park or go to the McDonald´s restaurant.

10   I live in a private house. My address is 10 South Street. When you get off the bus, **turn right** and **go straight** along North Street. **Cross the bridge** and **turn left** to South Street. (**Don´t** turn to Garden Road!) Go straight and cross the second bridge. You can see the park on your left. There is one small private house

15   on the right. It´s address is 8 South Street. Our house is **next to** that house and **opposite** the park.

See you on Friday,

Helen

Activity 9

Are the sentences TRUE (T) or FALSE (F) ?

Tick the boxes !

		T	F
1.	Jane writes to Helen.		
2.	Helen´s little brother goes to playschool.		
3.	Her mum works in a hospital.		
4.	There is Lake Jermine in the village.		
5.	The boys can have a picnic in the park.		

Activity 10

Fill the gaps !

Lines where the answers are in the text !

- Helen lives in _____ (2) village.
- About _____ (2) people live in the village.
- Helen´s dad is a _____ _____(5).
- The girls can go _____ (7) or play in the _____ (8).
- There is a _____ (9) restaurant in the village.

Activity 11

Write the words under the correct sign (märk) **!**

| ~~go straight~~ | don´t turn | turn right | turn left |

_____   _____   _____   _____
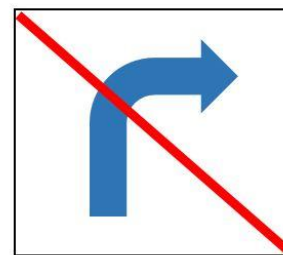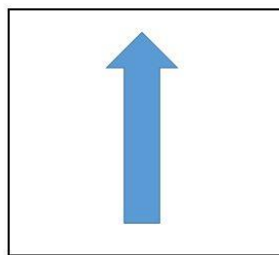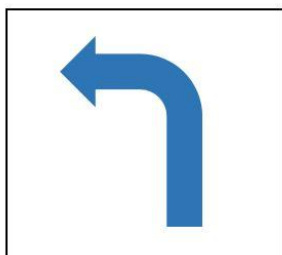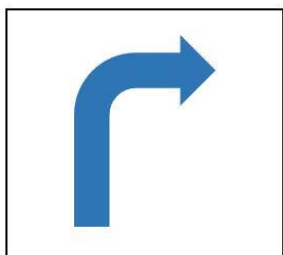
go straight

| cross | opposite | next to |

_____   _____   _____
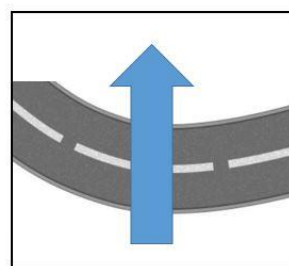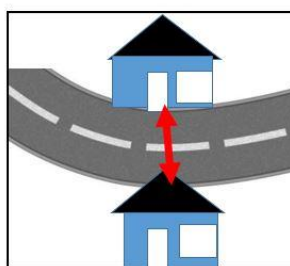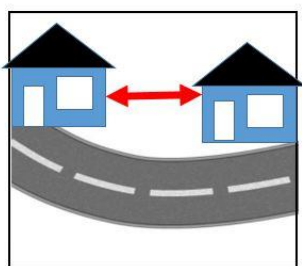
Activity 12

Read this part of the text twice ! 🎧 8

I live in a private house. My address is 10 South Street. When you get off the bus, **turn right** and **go straight** along North Street. **Cross the bridge** and **turn left** to South Street. (**Don´t** turn to Garden Road!) Go straight and cross the second bridge. You can see the park on your left. There is one small private house on the right. It´s house number 8. Our house is **next to** that house and **opposite** the park.

Activity 13

Look at the map !

Think where you should go *(mõtle, kuhu peaksid minema)* !
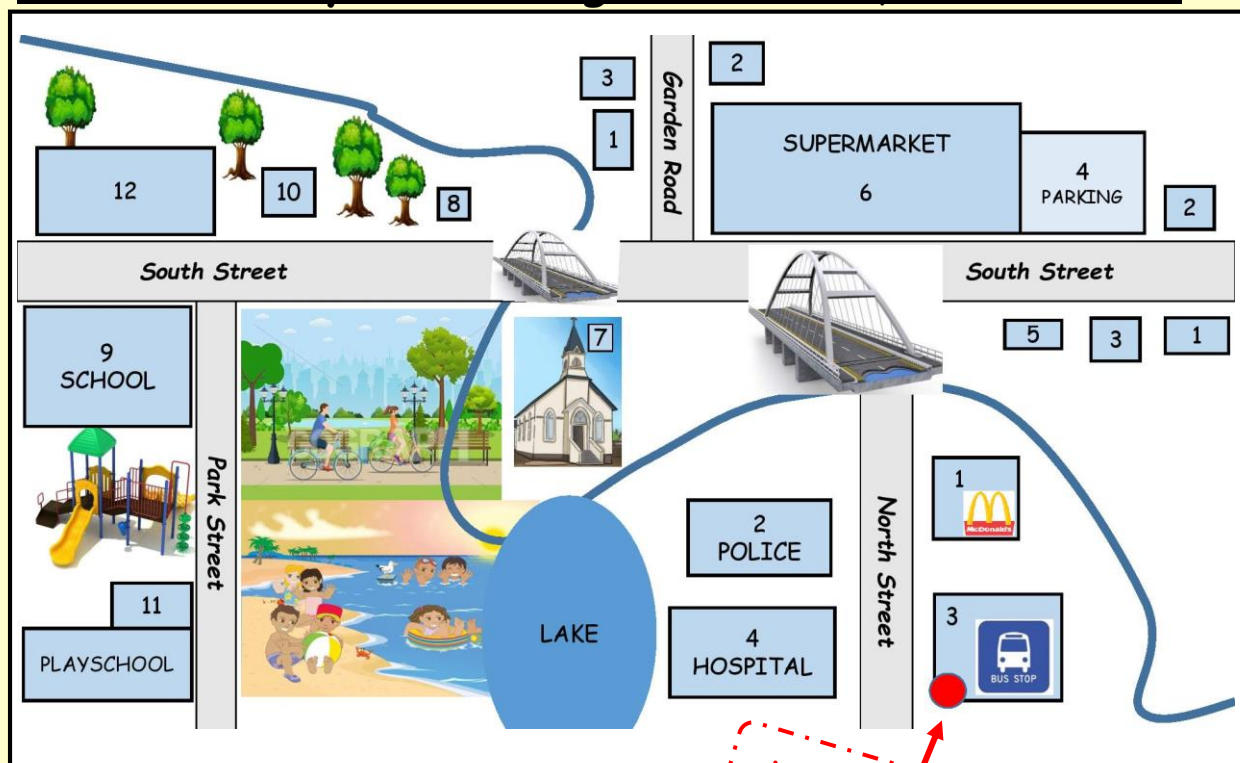
Activity 14

Translate the sentences !

☐

Pööra paremale ! - _____

Mine otse ! -_____

Mine üle silla ! - _____

Pööra vasakule ! - _____

Mine üle teise silla ! - _____

Activity 15

How do you get to Helen´s house ?

Draw a red line to the map !

☐

(Joonista oma teekond punase joonega kaardile lk 52 !)

Draw a red line around Helen´s house !

☐

(Joonista punane ring ümber Henry maja !)

Draw a green line around all the private houses !

☐

Activity 16

Write the addresses of the buildings *(hooned)* !

The address of the **hospital** is _____ .

> 4 North Street

The address of the **supermarket** is _____ .

The address of the **school** is _____ .

The address of the **bus stop** is _____ .

The address of the **church** is _____ .

The address of **Helen´s house** is _____ .

Activity 17

Look at the map at page 52 and underline the correct phrase !

1. When Jane gets off the bus, she turns **left / <u>right</u>** .
2. Then she goes straight along **North / South** Street.
3. She crosses the **church / bridge**.
4. Then she turns **left / right** to South Street.
5. She **turns / doesn´t turn** to Garden Road.
6. Helen´s house is **opposite / next to** the park.

PART III – REVISION

Read the email twice !

Hi Jane,

1 How are you? I´m so happy to hear that you can come and visit me!

I live in a village called Bluemary. About 750 people live here. I go to Bluemary Elementary School. There are 16 students in my class. My little brother goes to playschool. My mum works in a
5 supermarket and my dad is a police officer.

The police station is next to the River Jermine. There is a lake in Bluemary, too. When you come to visit me, we can go swimming and play in the playground. We can have a picnic in the park or go to the McDonald´s restaurant.

10 I live in a private house. My address is 10 South Street. When you get off the bus, turn right and go straight along North Street. Cross the bridge and turn left to South Street. (Don´t turn to Garden Road!) Go straight and cross the second bridge. You can see the park on your left. There is one small private house on the
15 right. It´s house number 8. Our house is next to that house and opposite the park.

See you on Friday,

Helen

Activity 18

Write the answers to the correct place !
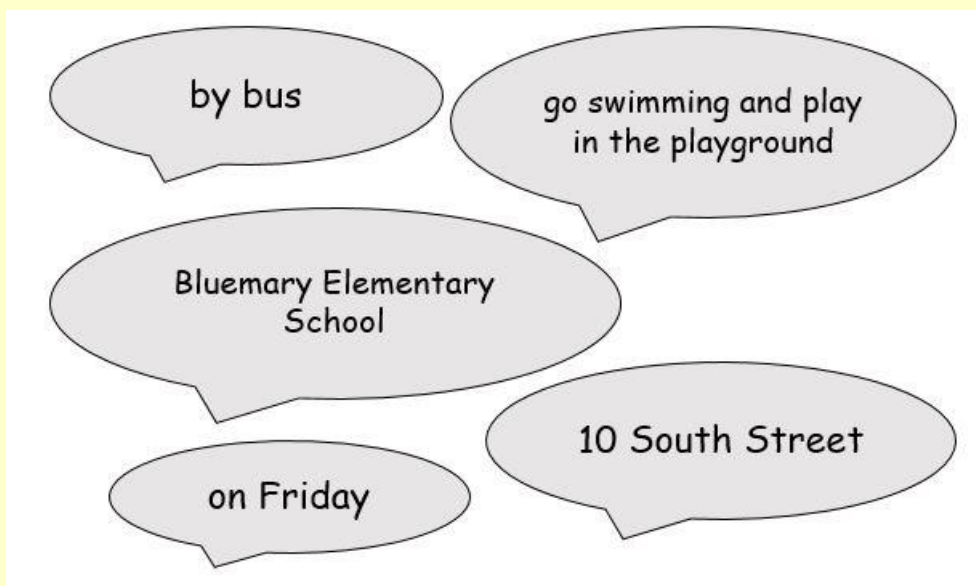
What is the name of Helen´s school?

The name of Helen´s school is _____ .

What can the girls do in Bluemary?

The girls can _____ .

What is Helen´s address?

Helen´s address is _____ .

How can Jane go to Bluemary?

Jane can go to Bluemary _____ .

When does Jane visit Helen?

Jane visits Helen _____

The answers are in the <u>underlined</u> sentences at page 55 ☺

Activity 19

Cut out the sentences at page 63 ! ☐

Glue the sentences in the right order! ☐

1	
2	
3	
4	
5	
6	

Activity 20

Choose the right answer ! Tick !

☐

- Helen is happy to see Jane.
  - ☐ *Helen ei ole õnnelik Jane´iga kohtumise üle.*
  - ☑ *Helenil on hea meel Jane´i näha.*

- The police station is by the River Jermine.
  - ☐ *Politseijaoskond on Jermine´i jõe ääres.*
  - ☐ *Politseijaoskond on Jermine´i jõe vastas.*

- There is a beach in the village, too.
  - ☐ *Külas on ka kirik.*
  - ☐ *Külas on ka rand.*

- Helen lives in a private house.
  - ☐ *Helen elab kortermajas.*
  - ☐ *Helen elab eramajas.*

- Cross the bridge and turn left.
  - ☐ *Mine üle silla ja pööra vasakule.*
  - ☐ *Mine üle silla ja pööra paremale.*

- Jane crosses two bridges.
  - ☐ *Jane läheb üle kahe tee.*
  - ☐ *Jane läheb üle kahe silla.*

Activity 21

Draw red arrows ⌐→ **!**

- Turn right !
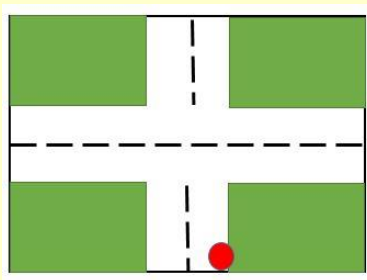
- Go straight !
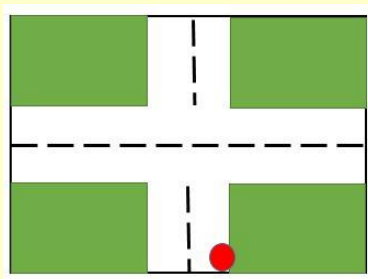
- Turn left !
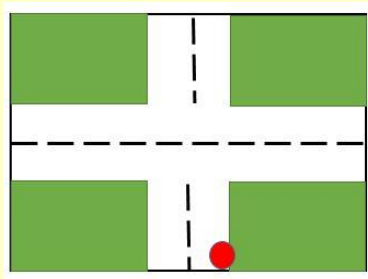
- Cross the street !
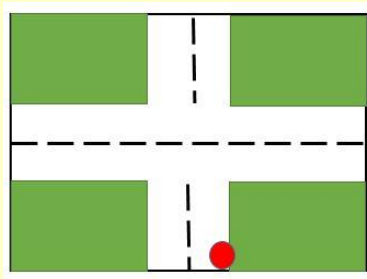
Activity 22

Read and draw ! ☐

- Draw a block of flats next to the hospital ! ☐

- Draw a park next to the lake ! ☐

- Helen and Jane are swimming in the lake. ☐

- Draw 2 private houses opposite the church ! ☐

- There is a McDonald´s restaurant next to the lake (and opposite the park). ☐
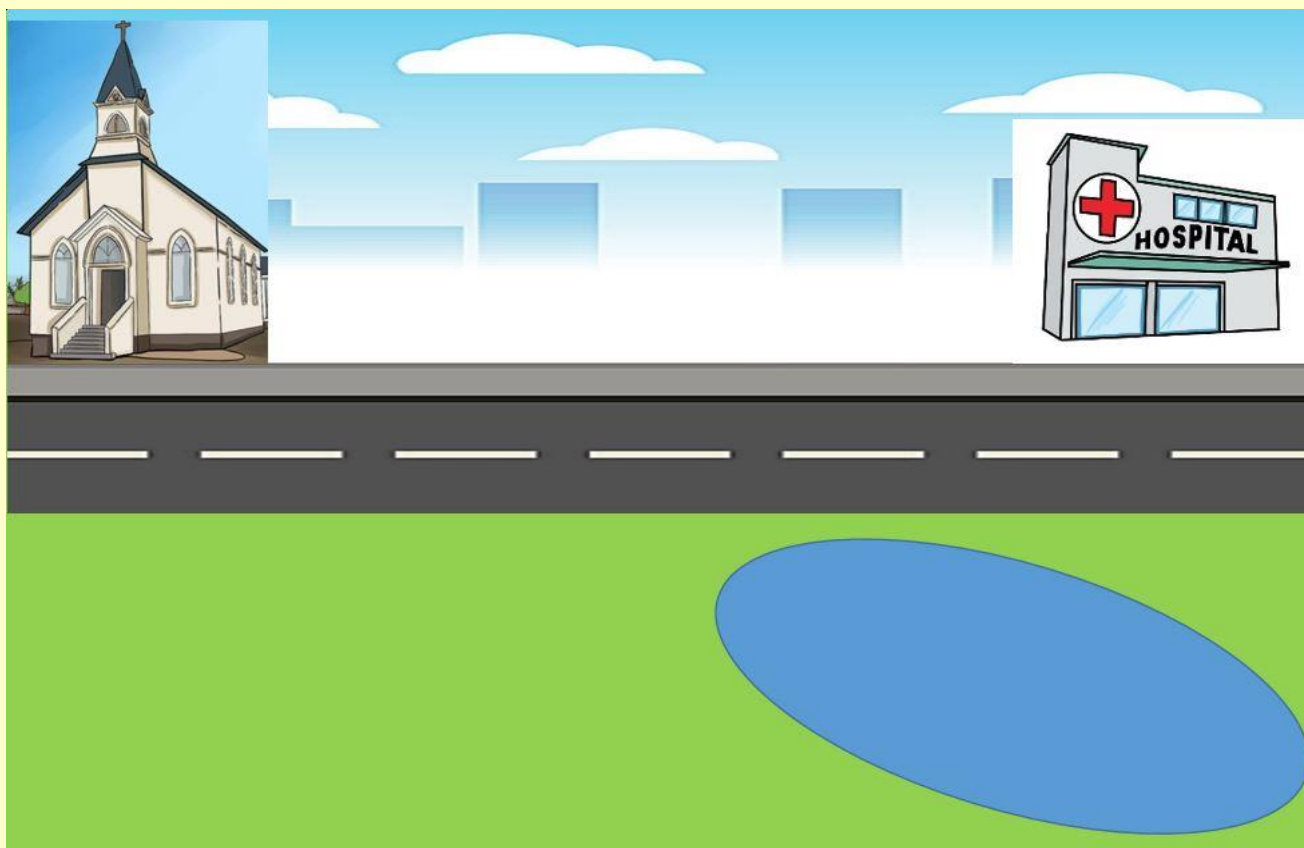
TEST YOURSELF !

Follow the directions !

 Draw a red arrow ⌐ !

- Come out of the supermarket to South Street.
- Turn right to the South Street !
- Cross the bridge !
- Turn left to the Park Street!
- Go straight along Park Street.
- The beach is on your left !
- Go swimming ☺
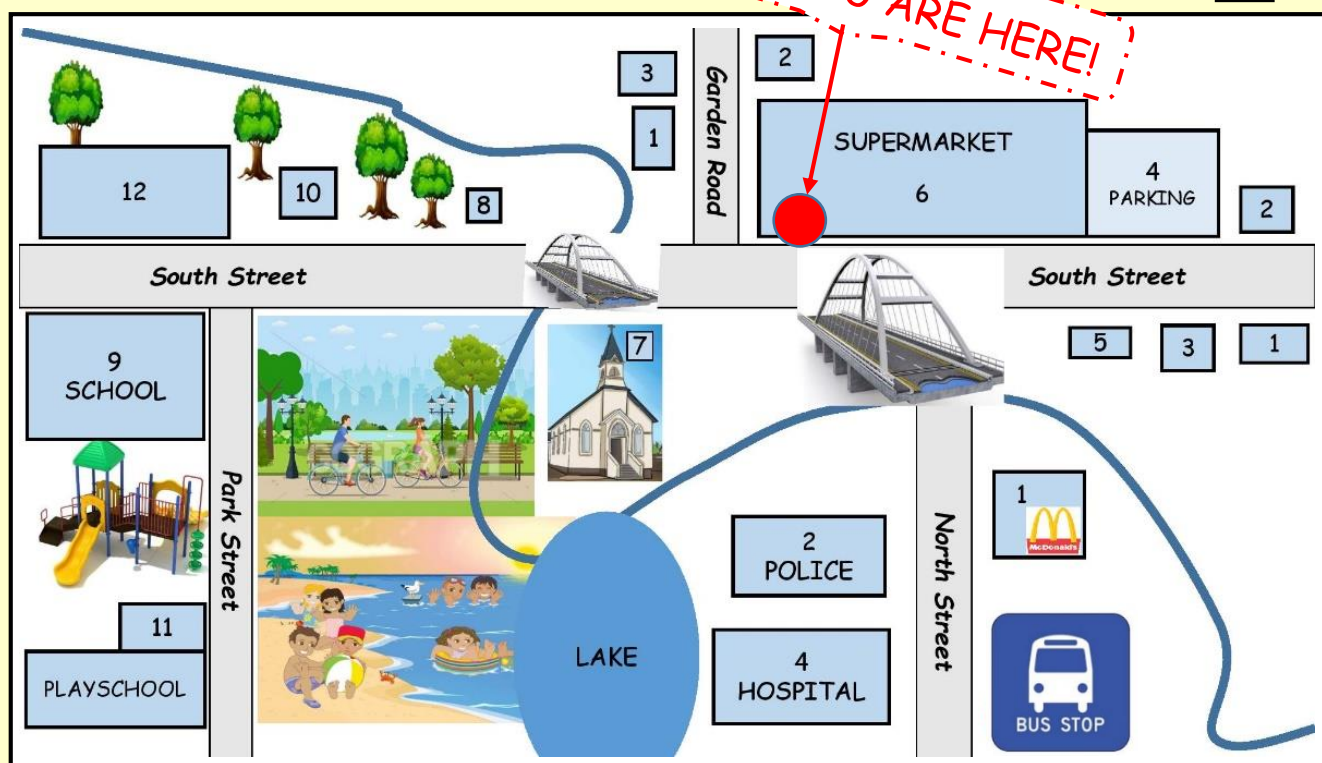
Check the answers at page 64 !

Activity 5

Activity 19 – sentences

Helen´s house is opposite the park.
Then she goes straight along North Street.
Then she turns left to South Street.
She doesn´t turn to Garden Road.
When Jane gets off the bus, he turns right.
She crosses the bridge.

TEST YOURSELF ! – the answer

START

FINISH

PLAY THE BOARD GAME ☺

GO DOWN
SAY THE WORD
GO UP
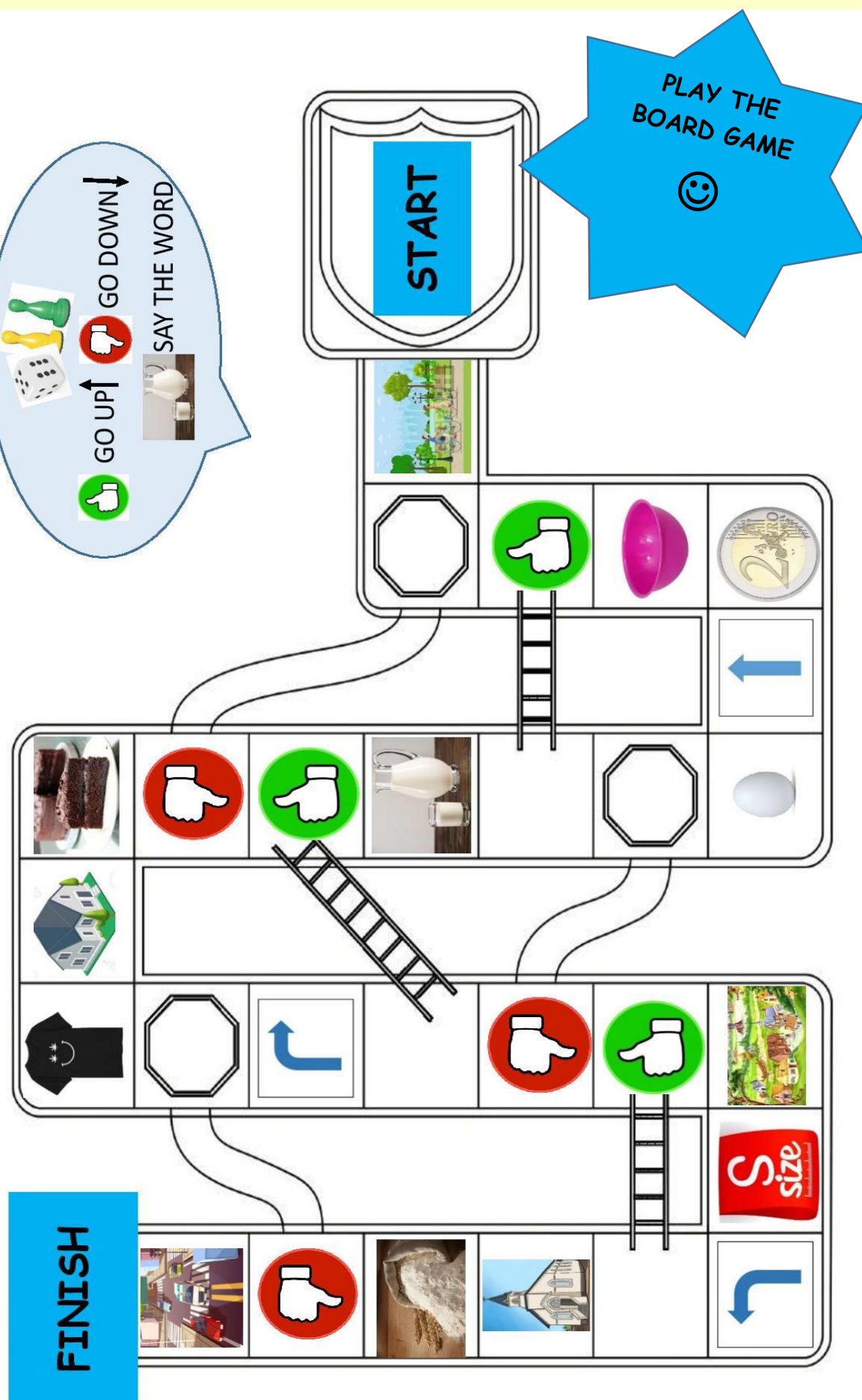
APPENDIX 3

Teacher´s Book

TEACHER´S BOOK (tests & the key)

Unit 1. COOKING

Activity 3

baking soda	*söögisooda*	
milk	*piim*	
cocoa powder	*kakao*	
dark chocolate	*tume šokolaad*	
vegetable oil	*taimeõli*	
flour	*jahu*	

caster sugar	*tuhksuhkur*	
egg(s)	*muna(d)*	
baking powder	*küpsetuspulber*	
double cream	*vahukoor*	

Activity 4

Dry ingredients	Other ingredients
baking powder	milk
baking soda	dark chocolate
cocoa powder	vegetable oil
flour	egg(s)
caster sugar	double cream

Activity 5

cocoa powder	vegetable oil
baking powder	dark chocolate
baking soda	double cream
caster sugar	egg
flour	milk

Activity 6 (no spaces)

Across
4. bakingsoda
5. milk
6. egg
8. flour
9. cocoa

Down
1. vegetableoil
2. castersugar
3. doublecream
4. bakingpowder
7. darkchocolate

Activity 10
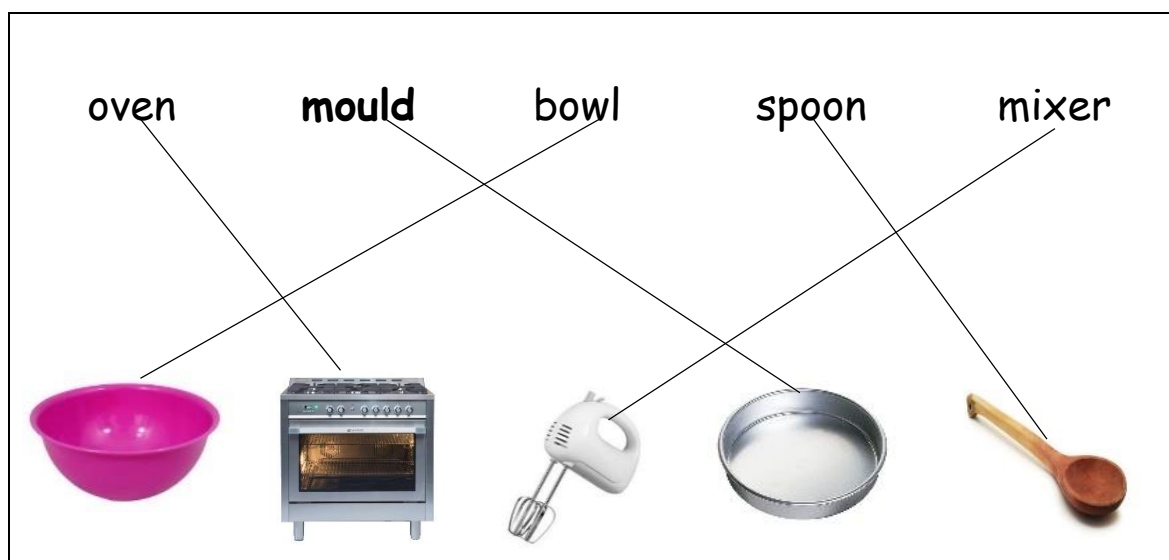
Activity 11

In the bowl: cocoa powder, baking powder, baking soda, caster sugar, flour, vegetable oil, egg, milk

Activity 13

1, 5, 3, 6, 2, 4

Activity 15

put - panema   let - laskma

take - võtma   divide - jagama

heat - kuumutama   add - lisama

cool - jahutama   remove – ära võtma

stir - segama

Activity 16

P	R	L	G	U	T	X
I	U	E	A	G	A	K
P	K	T	M	B	K	H
L	O	O	C	O	E	I
Y	C	A	Y	A	V	C
M	D	S	T	I	R	E
D	I	V	I	D	E	Y
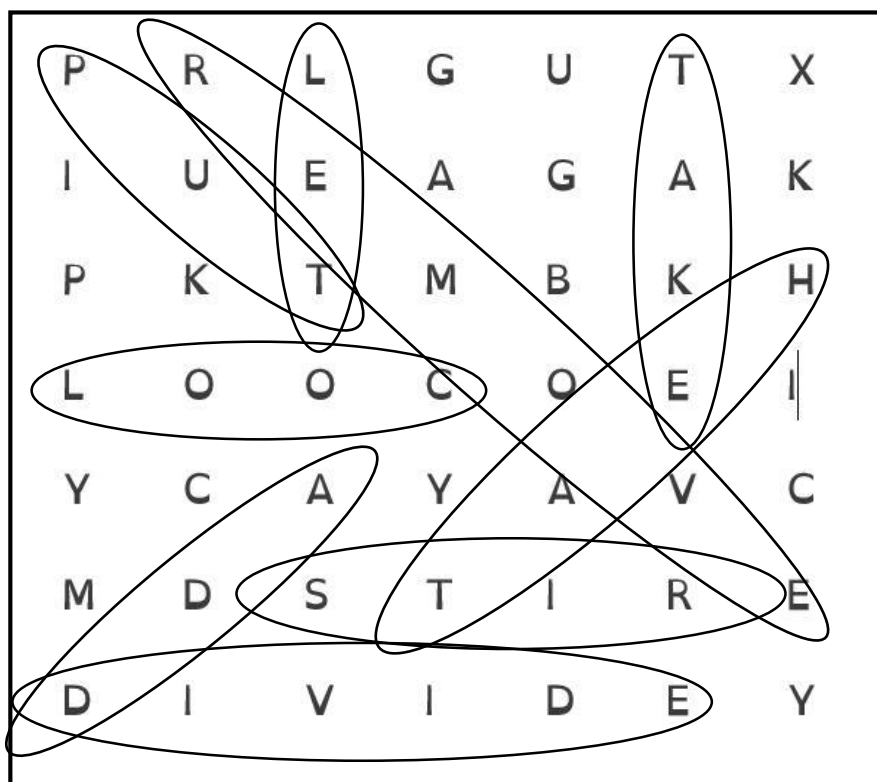
Activity 17

Mix flour and sugar.
Heat the chocolate and double cream.
Take two moulds. Let the mixture cool.

Activity 19

dark chocolate, boiling water, cakes, flour and sugar, caster sugar

Activity 20

baking powder — küpsetuspulber

ingredients — koostisained

mould — koogivorm

cooking stove — pliit

cake batter — koogi taigen

mixture — segu
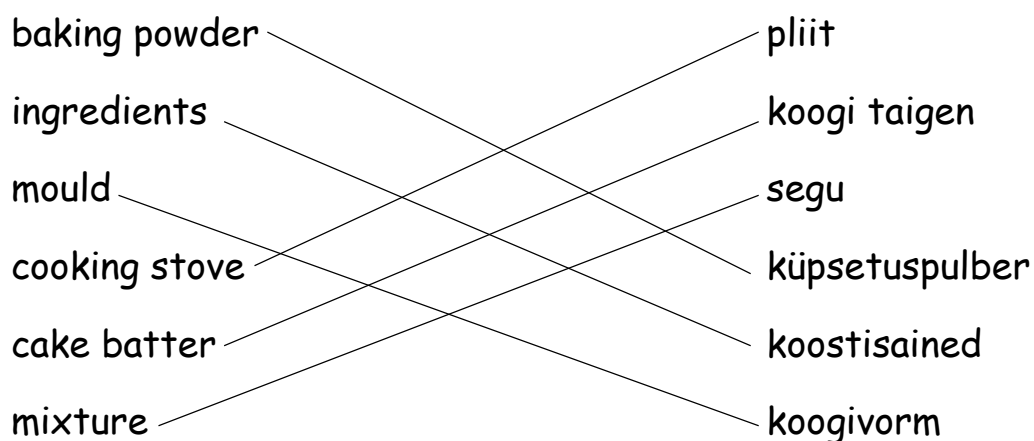
Activity 21

4, 2, 1, 6, 3, 5

Activity 22

Put all the ingredients into a big bowl.

Add baking soda to cocoa powder.

Put the moulds into the oven.

Remove the cakes from the moulds.

Spread the glaze on the cake.

The cake is ready.

Test Yourself!

1) *Pane kõik koostisained suurde kaussi.*

2) *Lisa söögisooda kakaopulbrile.*

3) *Pane koogivormid ahju.*

4) *Võta koogivormid ahjust välja.*

5) *Määri glasuur koogile.*

6) *Kook on valmis.*

Unit 2. SHOPPING ONLINE

Unit 2 is about: b) shopping online.

Activity 1

recommend   küla

T-shirt   soovitama

shopping online   kaubahall

supermarket   T-särk

village   internetis ostlemine

Activity 2

photo/image – pilt

description - kirjeldus

size - suurus

shipping - kohaletoimetamine

material - materjal

Activity 3

material	product	image
shipping	price	photo
size	T - shirt	! online

Activity 5

What, Where, Who, What

Activity 7

1.	Mike likes cartoons.		✔
2.	He plays the drums.		✔
3.	He is allergic to polyester.	✔	
4.	Mike loves eco-friendly materials.	✔	
5.	He doesn´t like soft materials.		✔

Activity 8

Mike likes T-shirt no 3.

Activity 9

shoulder – 48 cm

chest – 42 cm

Mike takes size M.

Activity 10

S – small- väike

M – medium - keskmine

L – large – suur

Activity 13

name of the product – toote nimi/nimetus

quantity – kogus

price - hind

size - suurus

shipping - kohaletoimetamine

sum total - kogusumma

Activity 14

NAME of the product	SIZE	QUANTITY	PRICE
T-shirt with music notes	M	1	€ 10.79
		Shipping	€ 2.99
		SUM TOTAL	€ 13.78

Activity 15

	euros	cents
T-shirt	10	79
shipping	2	99
SUM TOTAL	13	78

Mike spent 13 euros and 78 cents.

Activity 16

	euros	cents
He had …	15	00
He spent …	13	78
He has …	1	22

Now Mike has 1 euro and 22 cents.

Activity 17

suurus – size

pangaarve – bank account

tellimisleht – ordering form

kirjeldus – description

hulk, kogus – quantity

hind - price

maksma - pay

materjal - material

toode - product

pilt – image

Activity 18 (no spaces)

Across
3. description
8. quantity
9. bankaccount
10. image

Down
1. material
2. size
4. orderingform
5. product
6. price

Activity 19

1	Mike wants to buy a T-shirt.
2	He logs into an online shop.
3	Mike likes T-shirt number 3.
4	Mike takes size M.
5	Mike spent 13 euros and 78 cents.
6	Now Mike has 1 euro and 22 cents.

Activity 20

- Mike loves soft and eco-friendly materials.

  ☐ *Mike´le meeldib kunstlik riidematerjal.*

  ☑ *Mike´le meeldivad pehmed ja keskkonnasõbralikud materjalid.*

- He lives in a very small village.

☑ *Ta elab väga väikeses külas.*

☐ *Ta elab väikeses linnas.*

- His mum recommends shopping online.

  ☑ *Ta ema soovitab internetist ostmist.*

  ☐ *Ta soovitab emale internetist ostmist.*

- His shoulders are 48 cm wide.

  ☐ *Tema õlgade ümbermõõt on 48 cm.*

  ☑ *Tema õlad on 48 cm laiad.*

- He needs to fill the ordering form online.

  ☑ *Ta peab internetis täitma tellimislehe.*

  ☐ *Ta peab saatma tellimislehe postiga.*

- Now Mike has 1 euro and 22 cents.

  ☑ *Mike´il jäi 1 euro ja 22 senti üle.*

  ☐ *Mike´il jäi 1 euro ja 22 senti puudu.*

Activity 21

T-shirt, guitar, doesn´t like, black clothes, on his bank account, online

Activity 22

Mike is 12 years old.

Mike doesn´t like cartoons.

He likes soft materials.

Mike has 15 euros on his bank account.
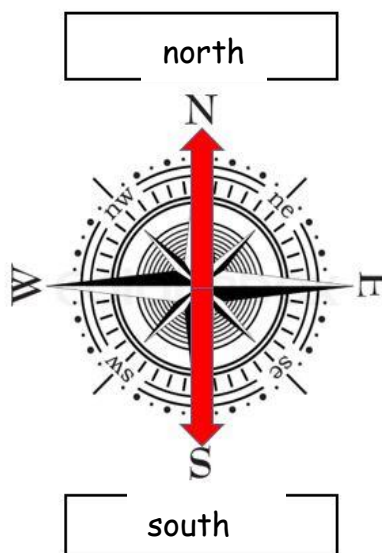
north

south

Unit 3. DIRECTIONS

Activity 2

south – lõuna

north – põhi

Activity 3

north, south, …..

Activity 5

village	*küla, alev*	
block of flats	*kortermaja*	
private house	*eramaja*	
church	*kirik*	
hospital	*haigla*	
road	*tee, maantee*	

street	*tee, tänav*	

Activity 6

block of flats, road, village, street, private house, hospital

Activity 7

private house — eramaja
village — kirik
church — haigla
hospital — kortermaja
block of flats — tänav
street — küla, alev

kortermaja
haigla
tänav
eramaja
kirik
küla, alev
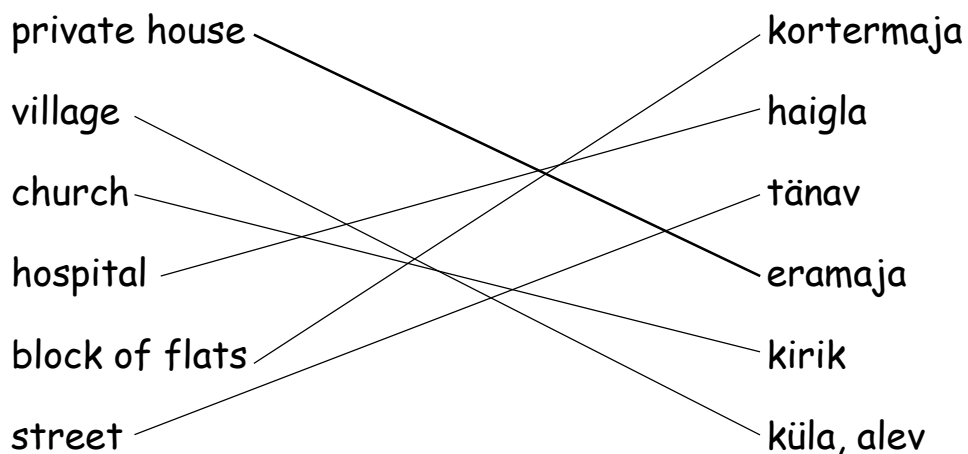
Activity 9

1.	Jane writes to Helen.		✔
2.	Helen´s little brother goes to playschool.	✔	
3.	Her mum works in a hospital.		✔
4.	There is Lake Jermine in the village.		✔
5.	The boys can have a picnic in the park.		✔

Activity 10

Bluemary, 750, police officer, swimming, playground, McDonald´s

Activity 11

turn right, turn left, go straight, don´t turn

next to, opposite, cross

Activity 14

Turn right!

Go straight!

Cross the bridge! / Go across the bridge!

Turn left!

Cross the second / the other bridge! / Go across the second bridge!

Activity 15
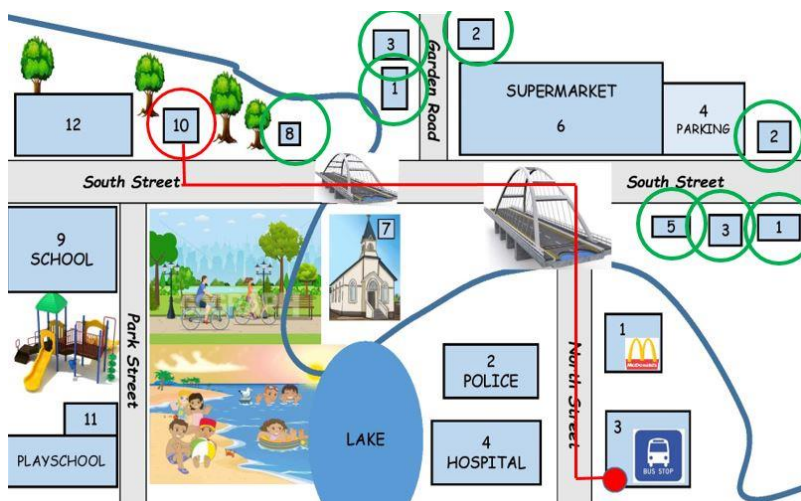
Activity 16

6 South Street

9 South Street

3 North Street

7 South Street

10 South Street

Activity 17

2. North   3. bridge   4. left   5. doesn´t turn   6. opposite

Activity 18

Bluemary Elementary School

go swimming and play in the playground

10 South Street

by bus

on Friday

Activity 19

1	When Jane gets off the bus, she turns right.
2	Then she goes straight along North Street.
3	She crosses the bridge.
4	Then she turns left to South Street.
5	She doesn´t turn to Garden Road.
6	Helen´s house is opposite the park.

Activity 20

- The police station is by the River Jermine.
  - ☑ *Politseijaoskond on Jermine´i jõe ääres.*
  - ☐ *Politseijaoskond on Jermine´i jõe vastas.*

- There is a beach in the village, too.
  - ☐ *Külas on ka kirik.*
  - ☑ *Külas on ka rand.*

- Helen lives in a private house.
  - ☐ *Henry elab kortermajas.*
  - ☑ *Henry elab eramajas.*

- Cross the bridge and turn left.
  - ☑ *Mine üle silla ja pööra vasakule.*
  - ☐ *Mine üle silla ja pööra paremale.*

- Jane crosses two bridges.
  - ☐ *Jane läheb üle kahe tee.*
  - ☑ *Jane läheb üle kahe silla.*
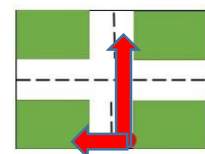
Activity 21

Turn right!

Go straight!

Turn left!

Cross the street!

Activity 22

KEY (BOARD GAME)
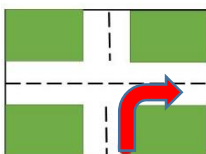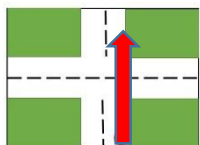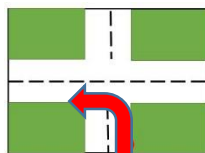
TEST Unit 1

Name: _____

Mark: _____

☐

Choose the right answer ! *Tick the box !*

- Put all the ingredients into a big bowl.
  - ☐ *Pane kõik koostisained suurde ahju.*
  - ☐ *Pane kõik koostisained suurde kaussi.*

- Add baking soda to cocoa powder.
  - ☐ *Lisa söögisooda kakaopulbrile.*
  - ☐ *Lisa küpsetuspulber söögisoodale.*

- Put the moulds into the oven.
  - ☐ *Pane koogivormid ahju.*
  - ☐ *Võta koogivormid ahjust välja.*

- Remove the cakes from the moulds.
  - ☐ *Võta koogivormid ahjust välja.*
  - ☐ *Võta koogid vormidest välja.*

- Spread the glaze on the cake.
  - ☐ *Määri glasuur koogile.*
  - ☐ *Määri vahukoor koogile.*

KEY (TEST Unit 1)

- Put all the ingredients into a big bowl.

  ☐ *Pane kõik koostisained suurde ahju.*

  ☑ *Pane kõik koostisained suurde kaussi.*

- Add baking soda to cocoa powder.

  ☑ *Lisa söögisooda kakaopulbrile.*

  ☐ *Lisa küpsetuspulber söögisoodale.*

- Put the moulds into the oven.

  ☑ *Pane koogivormid ahju.*

  ☐ *Võta koogivormid ahjust välja.*

- Remove the cakes from the moulds.

  ☐ *Võta koogivormid ahjust välja.*

  ☑ *Võta koogid vormidest välja.*

- Spread the glaze on the cake.

  ☑ *Määri glasuur koogile.*

  ☐ *Määri vahukoor koogile.*

TEST Unit 2

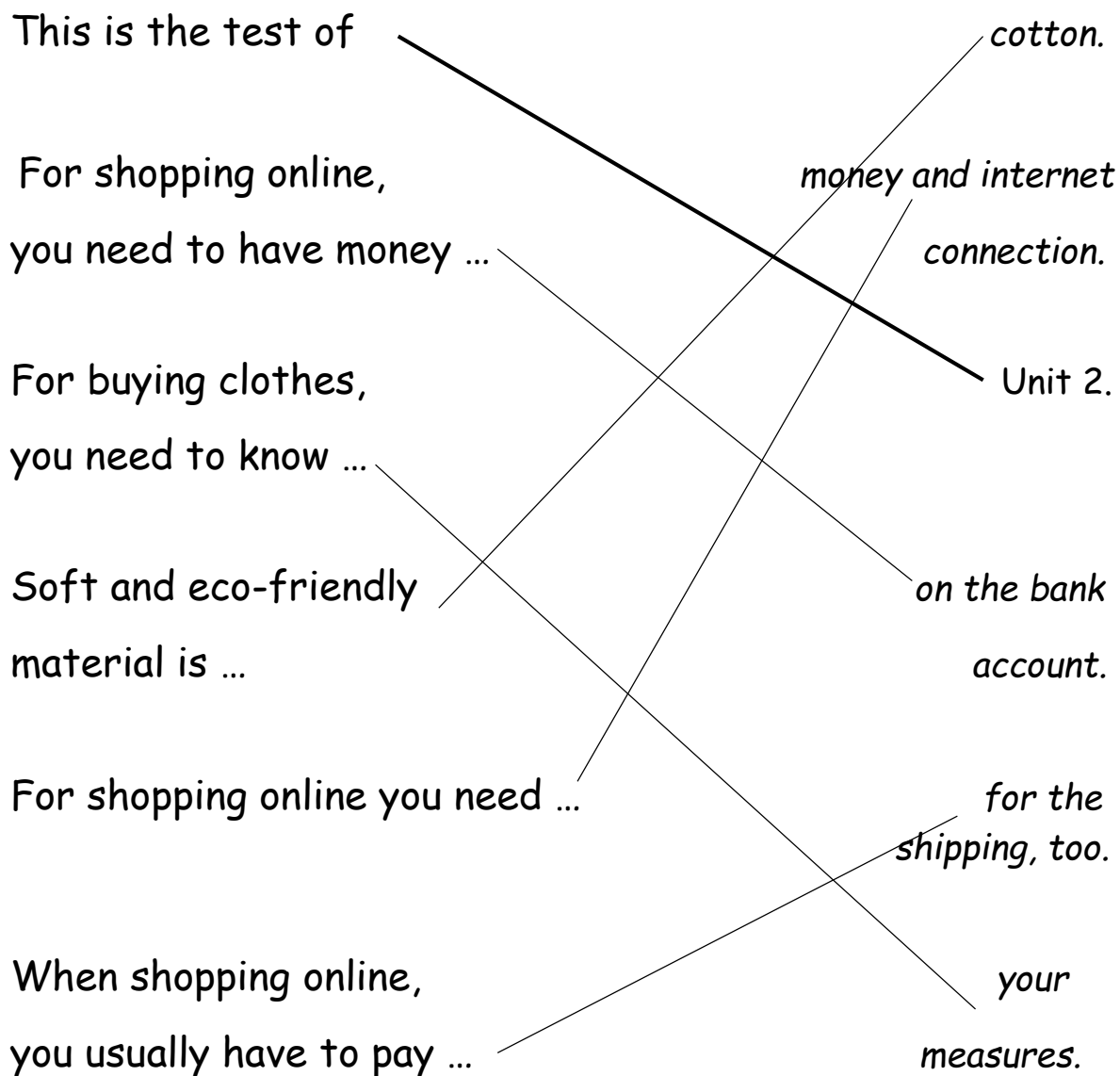Name: _____

Mark: ____

Match the parts of the sentences !

This is the test of   cotton.

For shopping online,   money and internet
you need to have money ...   connection.

For buying clothes,   Unit 2.
you need to know

Soft and eco-friendly   on the bank
material is   account.

For shopping online you need ...   for the
                                                shipping, too.

When shopping online,   your
you usually have to pay ...   measures.

KEY (TEST Unit 2)

This is the test of — Unit 2.

For shopping online, you need to have money … — on the bank account.

For buying clothes, you need to know … — your measures.

Soft and eco-friendly material is … — cotton.

For shopping online you need … — money and internet connection.

When shopping online, you usually have to pay … — for the shipping, too.

TEST Unit 3

Name: _____

Mark: ____

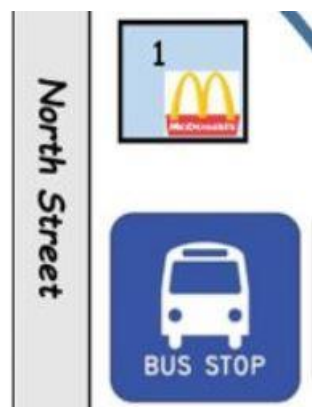## Underline the right sentence !
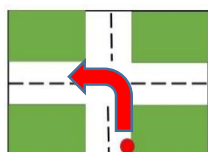
Turn right !

Turn left !
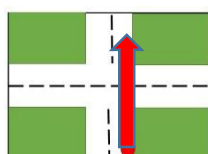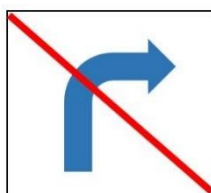
Go straight !

Turn left !

Don´t turn left!
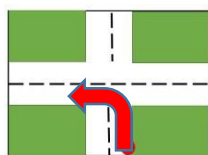
Don´t turn right!

The bus stop is next to McDonald´s.

The bus stop is opposite McDonald´s.

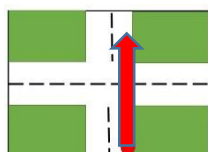The school´s address is 9 South Street.

The school´s address is South Street 9.

KEY (TEST Unit 3)

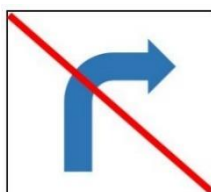Turn right !

<u>Turn left !</u>
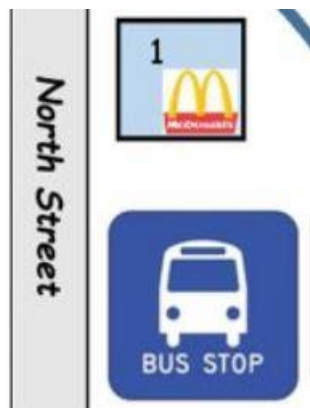
<u>Go straight !</u>

Turn left !

Don´t turn left!

<u>Don´t turn right!</u>

<u>The bus stop is next to McDonald´s.</u>

The bus stop is opposite McDonald´s.

<u>The school´s address is 9 South Street.</u>

The school´s address is South Street 9.

RESÜMEE

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Kairit Thealane

Teaching Reading to Students Learning According to the Simplified National Curriculum for Basic Schools: Compiling a Study Material for Form Six

Lugemise õpetamine põhikooli lihtsustatud riikliku õppekava järgi õppivatele õpilastele: õppematerjali koostamine 6. klassile

Magistritöö

2019

Lehekülgede arv: 148

Kõik õpilased ei ole võrdselt võimelised saavutama õppeprotsessi käigus seatud eesmärke. Viimaste aastate jooksul on õpiraskustega õpilaste arv pidevalt tõusnud. Õpiraskuste põhjused on erinevad ja puudujääke akadeemilistes võimetes ei ole kerge põhjendada. Keeleõppes võib õpiraskustega õpilastel olla raskusi lugemis-, kirjutamis-, kõnelemis- ja kuulamisoskuste omandamise ja kasutamisega. Erivajadusega õpilastele tulevad kasuks kohandused nii aine sisu, õpikeskkonna kui ka kestvuse osas. Lisaks sellele sõltub õppeedukus mitmetest aspektidest, nagu mälu, motivatsioon ja positiivne õppekeskkond. Eestis tegelevad õpilaste õpiraskuste väljaselgitamisega erinevad spetsialistid, näiteks psühhiaater ja logopeed. Kui õpiraskused on leidnud kinnitust, võidakse soovitada edaspidist õpet vastavalt põhikooli lihtsustatud riiklikule õppekavale. Kui õpilane vajab lisaabi, on vajalik rakendada eripedagoogika elemente. Tänapäeval rakendatava eripedagoogika aluseks on printsiip, et õpiraskustega õpilasi tuleb õpetada teistmoodi. Seega peaksid õpetajad kasutama erinevaid hariduslikke kohandusi, et toetada õppeprotsessi. Kahjuks ei paku ükski kirjastustest täiesti sobivaid õppematerjale toetamaks inglise keele kui võõrkeele õpetamist õpiraskustega õpilastele.

Enim tekitab õpiraskustega õpilastele raskusi keele omandamine. Samas on võõrkeeleoskus (nt inglise keel Eesti kontekstis) kindlasti oluline ja kasulik. Kuigi inglise keele kui võõrkeele õppimine võib õpiraskusega õpilasele olla raske, on võõrkeele õppimisest ka palju kasu. Õpetajad peaksid hindama iga õpilase võimeid individuaalselt ning siis otsustama, missuguseid oskusi on reaalne ja vajalik õpiraskustega õpilastele õpetada. Õpetamine ja õppimine mõistlikus tempos ning sobivate kohandustega toetaks õpilast saavutatavate eesmärkideni jõudmisel.

Õpiraskusega õpilastel on kõige sagedamini raskusi lugemisega, täpsemalt loetust arusaamisega. Sel põhjusel keskendub käesolev magistritöö õpiraskusega õpilase

lugemisoskuse õpetamisele. Õpilased ei saa lugeda, kui neil puudub piisav sõnavara. Samas on lugemine põhiline tegevus, mille käigus uusi sõnu omandatakse. Sõnade äratundmisel ja nende tähenduse mõistmisel mängib olulist rolli ka automaatsus. Mitmekülgse harjutamise tulemusena areneb õpilastel oskus sõnu automaatselt ära tunda ning seeläbi paraneb ka teksti mõistmine.

Luues õppematerjali inglise keele õpetamiseks õpiraskusega õpilasele, tuleb arvesse võtta teatud soovitusi. Käesoleva magistritöö eesmärgid olid järgmised: 1) koondada soovitusi ja ideid toetamaks õpetajaid, kes õpetavad; 2) vähendada ajakulu õppematerjalide otsimisele ja koostamisele; 3) tõsta õpetajate enesekindlust õpetamaks inglise keelt võõrkeelena õpiraskustega õpilastele; 4) koostada kolm näidisõppeühikut, kuidas lugemisoskust võiks arendada. Antud magistritöö sisaldab mitmeid soovitusi, mis on välja toodud metoodilistes materjalides. Õpetajatele, kellel on kavas õppematerjale koostada, on koostatud nimekiri aspektidest, millele koostatud õppematerjal peaks vastama. Samu aspekte on rakendatud näidisõppeühikute koostamisel.

Käesoleva magistritöö koostamise protsessi käigus loodi kolmest õppeühikust koosnev õppematerjal. Kohandades õppematerjali kujundust, rakendati mõningaid soovitusi. Õpiraskustega õpilastele sobivad leheküljed, mis on selge ülesehitusega ning millel pole üleliigset informatsiooni. Samas on kasulik tekstide paremini mõistmiseks kasutada pilte ning muid visuaalseid vahendeid. Üldiselt paiknesid laused ühel real ning poolitamist välditi. Õppematerjali koostaja valis sobiva kirjatüübi. Kirja suurus peaks olema 14–16. Antud õppematerjalis kasutati suuremaid kirjasuurusi ainult pealkirjade ja tööjuhiste vormistamisel. Õppematerjal prinditi pastelsele paberile. Kasutati ka jämedamaid jooni. Oluline informatsioon (nt uued sõnad tekstis) tõsteti esile, kasutades suuremat kirjasuurust või paksu trükki. Pikemas tekstis read nummerdati osaliselt, et hõlbustada lugemist. Rõhutamaks õpilase saavutusi, lisati iga harjutuse juurde tühi kastike. Õpilane saab jälgida oma õppeprotsessi ning teha kastikesse linnukene, kui ülesanne on täidetud.

Lugema õpetamine põhineb tekstil. Vastavalt teaduskirjanduses antud soovitustele valiti õppematerjali üsna lühikesed ja lihtsad tekstid. Arengu toetamiseks on tekstid õpilaste tasemest siiski veidi kõrgemal. Kasutatud tekstid on praktilised ja konkreetsed (nt retseptid) ja seotud igapäevase eluga (nt internetis ostlemine). Tekstid on jagatud lõikudeks ja õpilase lühimälu arendamiseks täiendatud piisava hulga harjutustega. Teksti mõistmist kontrollivad harjutused on lühikesed. Edu saavutamiseks vajalikud tegevused on õpilasele seeläbi arusaadavad. Teema esmane esitlus toimub läbi videote või illustratsioonide. Tööjuhendid on lihtsad ja selged.

Iga õppeühiku esileht ning üldine ülesehitus on sarnased, et lihtsustada õpilasel õppematerjalis orienteerumist. Tööjuhenditest arusaamiseks on listaud mõningad märgid ja sümbolid. Iga õppeühik algab uute sõnade tutvustamise või teemakohaste taustateadmiste aktiveerimisega. Üldiselt tegeletakse lugemiseelsetes harjutustes kuue kuni kaheksa uue sõnaga. Sõnavara harjutatakse mitmekülgselt. Õppematerjaliga töötades suunatakse õpilast kasutama kakskeelset veebipõhist sõnaraamatut. Visuaalset toetust pakuvad tekstile pildid, illustratsioonid, tabelid, mõistekaardid jne. Kasutatud on valikvastustega ülesandeid ja pidevat kordamist (sama infoga töötamine, näitlikustamine, mitmekordne lugemine). Tagasisideks sooritab õpilane kõigepealt eeltesti (ise vastuseid kontrollides), millele järgneb õpetajapoolne test.

Õppematerjale koostades peaks õpetajad arvestama sellega, et tulenevalt lehekülje formaadile seatud vormistuspiirangutest, võib ka õppesisu vajada kohandamist. Näiteks ei ole antud õppematerjali kolmanda peatüki lõigud üksteisest eraldatud tühjade ridadega, sest

muidu ei oleks tekst mahtunud ühele leheküljele. Lisaks ei kasutatud antud õppematerjali kujundamisel spetsiaalselt düsleksikutele loodud kirjastiili, kuna see ei olnud piisavalt kohandatav. Kuigi enamik aspektidest õppematerjali koostamisel tulenevad koostaja valikutest ja otsustest, on suurem osa soovitatud kohandustest õpiraskusega õpilasele siiski vajalikud.

Võttes kokku käesoleva magistritöö käigus välja toodud soovitused, vajavad õpiraskusega õpilased, kes õpivad põhikooli lihtsustatud riikliku õppekava alusel, lisaaega ülesannete täitmisel, selgeid ning konkreetseid tööjuhiseid, visuaalset tuge ning pikemate õppeühikute lühemateks osadeks tegemist. Tulenevalt ajalistest piirangutest ei kata koostatud õppematerjal kogu inglise keele kui võõrkeele õpetamise kursust kuuendale klassile. Vajalik oleks sarnase õppematerjali koostamine eesmärgiga õpetada kuulamist või rääkimist.

Märksõnad: inglise keele õpetamine, õpiraskusega õpilane, lihtsustatud õppekava, õppe kohandamine, õppematerjali koostamine.

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Kairit Thealane

20.05.2019

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Kairit Thealane

20.05.2019

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Natalja Zagura

20.05.2019