

SYLLABUS

I. GENERAL OVERVIEW OF THE COURSE	
COURSE ID AND TITLE IN ESTONIAN AND ENGLISH:	LC.Y.013 EESTI KEEL INGLISE KEELE BAASIL ESTONIAN FOR BEGINNERS
ACADEMIC YEAR AND SEMESTER WHEN INSTRUCTED:	Any, depending on when exchange students enrol and the need for the course arises (usu.5 and/or 6 semester)
ACADEMIC CURRICULUM, MAJOR, OR PROGRAM THE COURSE IS LINKED TO:	Aviation Company Management (2284)
COURSE CREDITS:	3
GRADE TYPE:	Pass / Fail
COURSE ORGANIZATION:	Practical language classes (40 contact hrs) + individual follow-up work during out-of-class time (estimated length — equivalent to 20 contact hours)
LANGUAGE(S) OF INSTRUCTION:	Estonian – English – Estonian
COURSE PREREQUISITES:	No prerequisites, except every learner's individual will and commitment
INSTRUCTOR:	John Hans Kunka

II. GOALS, LEARNING OUTCOMES AND BRIEF DESCRIPTION OF THE COURSE	
GOALS:	To enable students acquire survival through beginners' knowledge of the Estonian language, usable to establish contact in Estonian language settings, and pursue learning the language at the next level
LEARNING OUTCOMES:	Learners: <ul style="list-style-type: none"> • acquire certain essential, survival conversational skills in Estonian that comprise: • expressing essential social courtesies in Estonian • forming simple questions in Estonian • operating with simple present and past forms • getting experience of reading and understanding easy texts (using simple syntax)
DESCRIPTION OF THE COURSE:	This course is interactive, helping the language learners to start speaking Estonian since the first moment. It closely follows the principles of language ontogenesis in people and applies them into instruction and learning. Atmosphere is relaxed and students are encouraged to do their best and gain their most. Topics discussed enable to intertwine the syntax construction(s) just preceded as well as those learned earlier. The main impetus is given to let students become more encouraged, eager to use the language and continue learning it further.

III. EVALUATION AND GRADING POLICIES	
REQUIREMENT FOR COURSE COMPLETION:	Attending and participating in the classes throughout the course
GRADING SCHEME:	1. Class participation = 85 % Class participation involves regular practicing; also each time bringing in questions on ideas or

	phenomena encountered in different social settings 2. Capstone discussion = 15 %
WORK INPUTS LEADING TO A POSITIVE COURSE GRADE	
	1. participating and taking initiative in classes (individual discussion +role play) 2. work put in to individual assignments, outside class 3. perceptible progress demonstrated throughout the course, with interim mutual feedback 4. Capstone discussion at the end of the course
MAKE-UP EXAM POLICY:	BY APPOINTMENT WITH THE INSTRUCTOR

IV. TIMELINE AND THE TOPICS TO BE COVERED

WEEK OF SEMESTER	MODE OF INSTRUCTION	TOPICS
		In its approach and setup the course resembles that of immersion. Still, the immersion is not total – the intermediation of English is used. This provides students with the feeling of confidence that they are always on a par, keep going ahead and are welcome to speak even if wrong. Every class will typically consist of four parts, as indicated below:
1	WORK-SHOP	<p>CLASS 1</p> <ul style="list-style-type: none"> a. Survival skills – <i>Basic courtesies (Hello, please, thanks, goodbye)</i> b. Language structure – <i>I am / you are, I have / you have (affirmative, interrogative, negative)</i> c. Topic – <i>I and my folks (1)</i> d. Reading / writing (always a text / assignment that reinforces the material studied in the class (later also incorporating those, covered in previous classes))
1	WORK-SHOP	<p>CLASS 2</p> <ul style="list-style-type: none"> a. Survival skills – <i>Where is...?</i> b. Language structure – <i>my, his/her; he/she has</i> c. Discussion – <i>I and my folks (2)</i> d. Reading / writing
2	WORK-SHOP	<p>CLASS 3</p> <ul style="list-style-type: none"> a. Survival skills – <i>Could you ...</i> b. Language structure – <i>verbs, 1st and 3rd person singular</i> c. Discussion – <i>That's what he/she does</i> d. Reading / writing
3	WORK-SHOP	<p>CLASS 4</p> <ul style="list-style-type: none"> a. Survival skills – <i>Excuse me..., I'm sorry</i> b. Language structure -- <i>Informal and formal you + agreement with verbs</i> c. Discussion – <i>This is where I/you/he/she/live(s)</i> d. Reading / writing
3	WORK-SHOP	<p>CLASS 5</p> <ul style="list-style-type: none"> a. Essential skills – <i>Responding to compliments</i> b. Language structure – <i>verbs, 1st and 3rd person, plural</i> c. Discussion – <i>This is what we eat and drink</i> d. Reading / writing
3	WORK-SHOP	<p>CLASS 6</p> <ul style="list-style-type: none"> a. Essential skills – <i>Cues for starting a conversation</i> b. Language structure – <i>Grammatical cases in Estonian (1)</i> c. Discussion – <i>What I have been doing</i>

		d. Reading / writing
4	WORK-SHOP	<p>CLASS 7</p> <p>a. Essential skills – <i>Expressing positive emotions</i></p> <p>b. Language structure -- <i>Grammatical cases in Estonian (2)</i></p> <p>c. Discussion -- <i>I come from a nice country</i></p> <p>d. Reading / writing</p>
4	WORK-SHOP	<p>CLASS 8</p> <p>a. Essential skills – <i>Expressing non-positive emotions</i></p> <p>b. Language structure – <i>Expressing Simple Past</i></p> <p>c. Discussion – <i>Briefly about the country where I'm staying</i></p> <p>d. Reading / writing</p>
5	WORK-SHOP	<p>CLASS 9</p> <p>a. Essential skills – <i>Asking for advice</i></p> <p>b. Language structure – <i>Numbers and Numerals</i></p> <p>c. Discussion – <i>My weekend when at home</i></p> <p>d. Reading / writing</p>
5	WORK-SHOP	<p>CLASS 10</p> <p>a. Essential skills – <i>Expressing agreement</i></p> <p>b. Language structure – <i>Prepositional and postpositional words</i></p> <p>c. Discussion – <i>My ordinary day</i></p> <p>d. Reading / writing</p>
6	WORK-SHOP	<p>CLASS 11</p> <p>a. Essential skills – <i>Expressing disagreement</i></p> <p>b. Language structure – <i>Comparison of adjectives</i></p> <p>c. Discussion – <i>My good friend</i></p> <p>d. Reading / writing</p>
6	WORK-SHOP	<p>CLASS 12</p> <p>a. Essential skills – <i>Making a compliment</i></p> <p>b. Language structure – <i>Brushing up on all those many things</i></p> <p>c. Discussion – <i>This is the food I like to cook</i></p> <p>d. Reading / writing</p>
7	WORK-SHOP	<p>CLASS 13</p> <p>a. Essential skills – <i>Making a suggestion</i></p> <p>b. Language structure – <i>Expressing Present Perfect in Estonian</i></p> <p>c. Discussion – <i>This is the pastime activity I like to practice</i></p> <p>d. Reading / writing</p>
7	WORK-SHOP	<p>CLASS 14</p> <p>a. Essential skills – <i>Turning down a request or suggestion</i></p> <p>b. Language structure – <i>Expressing Future Tense in Estonian</i></p> <p>c. Discussion – <i>This is what I like to wear</i></p> <p>d. Reading / writing</p>
8	WORK-SHOP	<p>CLASS 15</p> <p>a. Essential skills – <i>Encouraging and uplifting one's emotions</i></p> <p>b. Language structure – <i>Expressing the Subjunctive</i></p> <p>c. Discussion – <i>This is the character I would like to have</i></p> <p>d. Reading / writing</p>
		<p>CLASS 16</p> <p>a. Essential skills – <i>Asking for clarity and confirmation</i></p> <p>b. Language structure – <i>Adverbials + their comparison</i></p>

8	WORK-SHOP	c. Discussion – <i>This is the job I would like to do</i> d. Reading / writing
9	WORK-SHOP	CLASS 17 a. Essential skills – <i>Trying to express it in other words</i> b. Language structure – <i>Making different sorts of questions</i> c. Discussion – <i>I am in Aviation</i> d. Reading / writing
9	WORK-SHOP	CLASS 18 a. Essential skills – <i>expressing order prohibition, and warning</i> b. Language structure – <i>Imperative mood</i> c. Discussion -- <i>In the Airport</i> d. Reading / writing
10	WORK-SHOP	CLASS 19 a. Essential skills – <i>Expressing likelihood and probability</i> b. Language structure – <i>Conditional sentences</i> c. Discussion – <i>This is how I anticipate my career...</i> d. Reading / writing
10	WORK-SHOP	CLASS 20 a. Essential skills – <i>Capstone section</i> b. Language structure -- <i>Capstone section</i> c. Discussion – <i>Useful experience of staying abroad</i> THE COURSE WRAPS UP – Enjoy using what you have learned! Welcome back to study at the next level!

V. LEARNING TOOLS

Useful resources:

1. <http://www.unilang.org/viewtopic.php?f=53&t=4830&start=285&st=0&sk=t&sd=a>
This is a very good link – it unites learners of the same language(s) globally, and also carries responses with explanations and guidance from (native) speakers who will and have experience to share;
2. TERE! Estonian for Beginners, by Inga Margus and Merge Simmul, Tallinn 2012
3. ... - Estonian Phrasebook (available in local bookstores)
4. INTERNET SOURCES:
https://wikitravel.org/en/Estonian_phrasebook
<http://www.estlandia.de/en/country-people/phrase-book.html>
<http://www.davecurtis.net/phrasebook/phrasebook.en.et.html#page0>
<https://www.microsoft.com/en-us/p/estonian-english-dictionary-product-free/9nblgggzkx18?activetab=pivot:overviewtab>
https://books.google.ee/books?id=ObvkBow9xdAC&pg=PP7&lpg=PP7&dq=ENGLISH-ESTONIAN+PHRASEBOOK&source=bl&ots=Y7awV_dcYF&sig=35_PJoJ7bINovKDesBn3zRo6O7Y&hl=en&sa=X&ved=2ahUKEwjC7qHu243fAhXGhqYKHfTKBHI4ChDoATAEegQIBBAB#v=onepage&q=ENGLISH-ESTONIAN%20PHRASEBOOK&f=false
<https://www.ectaco.com/ectaco-partner-ees500>