

SYLLABUS

I. GENERAL DATA ON SUBJECT COURSE	
CODE AND NAME OF SUBJECT (in Estonian and English)	LC.Y.013 Estonian for Beginners <i>Eesti keel algajatele</i>
ACADEMIC YEAR, TERM	2020/2021 fall and spring semester, full time
CURRICULUM, SPECIALITY AND MODULE WHERE THE SUBJECT BELONGS TO	Optional subject for exchange students
VOLUME OF SUBJECT (ECTS)	3 ECTS
FORM OF CONTROL	Non-differential grading (exam)
WORKLOAD AND FORMAT OF STUDIES	Practical language classes 32 contact hrs; individual follow-up work during out-of-class time 46 hrs
LANGUAGE OF INSTRUCTION	Estonian and English
ADDITIONAL INFORMATION (PREREQUISITE SUBJECT COURSES, RESTRICTIONS)	No prerequisites, except every learner's individual will and commitment
LECTURER	Hans Künka

II. GOAL OF SUBJECT, LEARNING OUTCOMES AND SHORT DESCRIPTION OF THE COURSE	
GOAL OF SUBJECT COURSE	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 acquire certain essential, survival conversational skills in Estonian that comprise: <ul style="list-style-type: none"> • 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).
SUBJECT COURSE DESCRIPTION	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. GRADING SYSTEMS AND CRITERIA	
PREREQUISITES TO BE ALLOWED TO TAKE	Attending and participating in the classes throughout the course

EXAMINATION/PRELIMINARY EXAMINATION	
FORMATION OF EXAMINATION MARK/OF PRELIMINARY EXAM	1. Class participation = 85 % Class participation involves regular practicing; also each time bringing in questions on ideas or phenomena encountered in different social settings Capstone discussion = 15 %
OPPORTUNITIES FOR SETTLING ARREARS/INSUFFICIENCIES IN ACADEMIC PROGRESS	By appointment with the teacher
GRADING SYSTEM	RESPECTIVE MARKING CRITERIA
	<ul style="list-style-type: none"> • Participating and taking initiative in classes (individual discussion + role play) • Work put in to performing assignments outside class Perceptible progress demonstrated throughout the course, with interim mutual feedback. Capstone discussion at the end of the course

IV. SCHEDULE AND LIST OF TOPICS

WEEK OF YEAR	WORK FORMAT	TOPICS	LECTURER
1	reading; writing; discussion	<p>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.</p> <p>Every class will typically consist of four parts, as indicated below:</p> <p>CLASS 1</p> <ol style="list-style-type: none"> Survival skills – <i>Basic courtesies (Hello, please, thanks, goodbye)</i> Language structure – <i>I am / you are, I have / you have (affirmative, interrogative, negative)</i> Topic – <i>I and my folks (1)</i> Reading / writing (always a text / assignment that reinforces the material studied in the class (later also incorporating those, covered in previous classes) <p>CLASS 2</p> <ol style="list-style-type: none"> Survival skills – <i>Where is...?</i> Language structure – <i>my, his/her; he/she has</i> Discussion – <i>I and my folks (2)</i> Reading / writing 	H. Künka
2	reading; writing; discussion	<p>CLASS 3</p> <ol style="list-style-type: none"> Survival skills – <i>Could you ...</i> Language structure – <i>verbs, 1st and 3rd person singular</i> Discussion – <i>That's what he/she does</i> Reading / writing <p>CLASS 4</p> <ol style="list-style-type: none"> Survival skills – <i>Excuse me..., I'm sorry</i> Language structure -- <i>Informal and formal you +</i> 	H. Künka

		<p><i>agreement with verbs</i></p> <p>c. Discussion – <i>This is where I/you/he/she/live(s)</i></p> <p>d. Reading / writing</p>	
3	reading; writing; discussion	<p>CLASS 5</p> <p>a. Essential skills – <i>Responding to compliments</i></p> <p>b. Language structure – <i>verbs, 1st and 3rd person, plural</i></p> <p>c. Discussion – <i>This is what we eat and drink</i></p> <p>d. Reading / writing</p> <p>CLASS 6</p> <p>a. Essential skills – <i>Cues for starting a conversation</i></p> <p>b. Language structure – <i>Grammatical cases in Estonian (1)</i></p> <p>c. Discussion – <i>What I have been doing</i></p> <p>d. Reading / writing</p>	H. Künka
4	reading; writing; discussion	<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> <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>	H. Künka
5	reading; writing; discussion	<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> <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>	H. Künka
6	reading; writing; discussion	<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> <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>	H. Künka
7	reading; writing; discussion	<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> <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>	H. Künka

		d. Reading / writing	
8	reading; writing; discussion	<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> <p>c. Discussion – <i>This is the job I would like to do</i></p> <p>d. Reading / writing</p>	H. Künka
9	reading; writing; discussion	<p>CLASS 17</p> <p>a. Essential skills – <i>Trying to express it in other words</i></p> <p>b. Language structure – <i>Making different sorts of questions</i></p> <p>c. Discussion – <i>I am in Aviation</i></p> <p>d. Reading / writing</p> <p>CLASS 18</p> <p>a. Essential skills – <i>expressing order prohibition and warning</i></p> <p>b. Language structure – <i>Imperative mood</i></p> <p>c. Discussion -- <i>In the Airport</i></p> <p>d. Reading / writing</p>	H. Künka
10	reading; writing; discussion	<p>CLASS 19</p> <p>a. Essential skills – <i>Expressing likelihood and probability</i></p> <p>b. Language structure – <i>Conditional sentences</i></p> <p>c. Discussion – <i>This is how I anticipate my career...</i></p> <p>d. Reading / writing</p> <p>CLASS 20</p> <p>a. Essential skills – <i>Capstone section</i></p> <p>b. Language structure -- <i>Capstone section</i></p> <p>c. Discussion – <i>Useful experience of staying abroad</i></p>	H. Künka

V. LEARNING MATERIALS

Compulsory materials:

All course texts and auxiliary materials will be distributed by the course instructor JIT = Just In Time.

Additional materials recommended:

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. Pesti, Mall, Ahi, Helve. *E nagu Eesti. Eesti keele õpik algajaile*. Tallinn : TEA Kirjastus, 1998. 267 lk. + 1 helikassett (34 min, 35 sek). 3., parand. tr. 1999; 4. tr. 2000. (Textbook of Estonian for beginners – is pretty good for self-teaching, and can sometimes be used also in the classes)
... - Estonian Phrasebook (available in local bookstores)