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AUTHENTIC WORKPLACE SITUATIONS AS A MOTIVATIONAL
ELEMENT IN FOREIGN LANGUAGE LEARNING IN VOCATIONAL
EDUCATION ON THE EXAMPLE OF THE HAIRDRESSER SYLLABUS
MA thesis

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ABSTRACT

The goal of teaching English as a foreign language has remained the achievement of communicative competence and the 21st-century challenges the teachers and learners in finding motivation for teaching and learning. The aim of the present Master thesis is to find out how the authentic learning environment and authentic activities support the motivation level of foreign language learning and develop communication skills of hairdresser students in Tartu Vocational Education Centre. The research question was answered through former hairdresser students' perceptions before and after the exposure to authentic learning. The results of the study show how the perceptions changed after experiencing authentic learning and whether the process increased learners' motivation when using a foreign language for communicative purposes.

The present thesis comprises of an introduction, two core chapters and a conclusion. The introduction of the paper explains the situation of vocational education in Estonia, defines the need for authentic learning, and focuses on previous research in the field. The first chapter gives an overview of the concept of authenticity, introduces authentic learning and its characteristics, explains how authentic learning raises motivation and discusses the areas of concern.

The second chapter introduces the research design, including the research instruments and a discussion of the procedure of the study. The results of the research are analysed and compared to previous studies.

The conclusion summarises the two chapters presented in the paper, focuses on the major findings as well as limitations and practical value of the current thesis.

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LIST OF ABBREVIATIONS

CEFR – common European framework for references of languages

CLT – communicative language teaching

EAP – English for Academic Purposes

ECTS – European credit and transfer accumulation system

EFL – English as a foreign language

ESP – English for Specific Purposes

ELT – English language teaching

EQF – European qualifications framework

VET – vocational education and training

TVEC – Tartu Vocational Education Centre

INTRODUCTION

The way teachers teach and students learn has changed remarkably after communicative language teaching (CLT) came into existence in the late 1970s. Cognitive theories have replaced the theory of behaviourism, and authenticity in course books and classrooms is thought to raise motivation and give more meaning to learning experiences. The key goal in the context of teaching English as a foreign language (EFL) has remained the achievement of communicative competence. One way to improve learners' language and communication skills would be integrating the difficulties and complexities of real world tasks into classroom teaching.

In recent years there have been fundamental changes in vocational education as the focus has shifted to learner-centred teaching methods rather than learners watching and listening to a teacher talking and teaching. Since 2014, new outcome-based curricula in vocational education have been adopted and quite a large number of subjects are taught through integration. English for Specific Purposes (ESP) is one of the subjects affected by this principle. Vocational education and training (VET) school teachers are, therefore, struggling to combine methods and materials from different sources in order to compile content and language integrated courses of English for Specific Purposes (ESP).

Another important aspect is that the population in Estonia is ageing as in many European countries and demographic changes will have an impact on vocational education and training by the year 2060, when there will be one working-age person for every retired person (Cedefop 2017). The number of VET learners is thereafter decreasing due to low birth rates and also the dropout rate from VET within a school year is high (19.2% in 2015/16), for instance. Hence, *the Estonian lifelong learning strategy 2020* (MoER et al. 2014) stipulates that learning opportunities and career services that are of good quality, flexible and diverse, and take account of labour market needs need to be created. In all age groups in all regions,

the number of people with vocational or professional qualifications is anticipated to increase and the government is encouraging more working-age people to remain economically active (Cedefop 2017). VET schools are therefore anticipated to offer a wide variety of occupations and learning opportunities for all age groups, which makes the situation complicated for teachers as mixed ability classes become the norm as a result of that.

VET schools design curricula for every qualification offered. Upper-secondary VET programme curricula that give access to higher education are based on the national curricula, whereas national curricula are based on professional standards, the VET standard and the national (general education) curriculum for upper-secondary schools. The curriculum of Hairdresser at Tartu Vocational Education Centre (TVEC) is based on the VET qualification for hairdressers EQF (European qualifications framework) level 4. Following the outcomes of the national curriculum and the VET standard for Hairdressers, the English teacher of TVEC designs a curricular module for English for Specific Purposes for Hairdressers (see Appendix 2) which determines the following:

- Attainable learning outcomes;
- Curricular module evaluation criteria;
- Assessment methods, assessment tasks and assessment criteria.

To have a class full of motivated and engaged learners who could use the English language in a meaningful way is a dream of every teacher. In order to achieve this aim, a set of questions should be answered: how to keep learners enthusiastic about learning throughout the lesson? How to raise learners' motivation? How to push the right buttons so that learners would find the subject interesting and captivating? How to create a learning environment that reduces anxiety and sustains motivation? How to give learning new importance and new perspective? Could it be done by showing them that a subject is used every day by "real" people? By giving them more responsibility and choice? Taking learners outside the traditional classroom?

The questions play a significant role in teachers' professional development and education as teachers have to align the 21st-century learning with 21st-century learners. The teachers are given a hard task in creating a lifelong enthusiasm in their learners with a focus on motivating students for language studying, and teaching them sufficient language learning strategies for the future. In order to support teachers and educators in these matters, a productive way is to practise authentic learning, or to be more precise, practise learning-by-doing in an authentic learning environment. Educational theory and research support the claim that learning is best done through experience rather than by listening or observing. A good way to practise that is to use authentic learning which is typically described as focusing on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities and case studies. Jonassen, Howland, Marra and Crismond (2011) determine authentic learning as learning that is seamlessly integrated or implanted into meaningful, "real-life"-situations, as learning experiences should mirror the complexities and ambiguities of real life. Moreover, Mims and Carlson (2003, 2008) state that in an authentic learning environment, learners are presented with real-life problems or projects that have realistic purposes and are given the opportunity to investigate and converse about these problems and projects in manners that are applicable to them and their lives. Research in the aforementioned field has shown that learners are more motivated to learn new concepts and skills when these are directly related to their lives and that the attempt to control student learning through high-stakes assessment undermines student self-motivation (B. D. Jones 2007; Nichols & Berliner 2008). Various studies indicate that learning environments that are hands-on, project-based, multidisciplinary and relevant to learners' lives influence learner engagement and motivation, as learners feel a sense of purpose and ownership of their learning when given the opportunity to participate in authentic experiences (Skinner & Pitzer 2012).

In the last four decades, there has also been a considerable amount of research into the nature and role of motivation and motivating in the foreign language classroom. It has been observed that authenticity has positive effects on language learning motivation and John M. Keller believes that instruction and learning environment affect a person's motivation (Keller 2010). Keller's ARCS model of motivation, conceived in 1979, focuses on four categories – attention, relevance, confidence and satisfaction (Keller 2010). These four categories represent sets of conditions that are necessary for a person to be fully motivated. If the learners are attentive, interested in the content, and moderately challenged, they will be motivated to learn. In order to sustain this motivation, learners must have positive feelings about their accomplishments and learning experiences (Keller 2000).

There is an increasing number of examples of how authentic learning environments are being used in higher education, such as in entrepreneurship (Nab et al 2010), curriculum design (Elliot 2007, Herrington et al. 2009, Meyers and Nulty 2009), science (Koenders 2006, Kuldell 2007), social science (Borthwick 2007), and online learning (Reeves, Herrington & Oliver 2002). The role of information and communication technology in supporting authentic learning (Herrington and Oliver 2000, Herrington, Oliver, & Reeves 2003, Bennett 2005) has also been explored. Zahra Zohoorian's (2015) small-scale mixed-method study revealed the effect of an authentic context through the integration of authentic texts and tasks on the motivation level of EAP (English for Academic Purposes) students majoring in engineering in the Iranian setting. The findings of the study revealed that a higher motivation level was achieved by the students in an authentic context as compared by the students in the traditional context. What is more, "as a way to integrate language input and output and mirror real world communication (Guariento & Morley 2001), authenticity is stimulating and has an informative nature (Hwang 2005)" (Zohoorian 2015: 22).

Most of the research has found the use of learning environments in natural surroundings to be particularly supportive of learning (McRae 1990, Szczepanski & Dahlgren 1997, Palmberg & Kuru 2000,). Smeds, Jeronen and Kurppa (2015) studied 106 year-5 pupils (11-year old) from four different primary schools in Finland in order to determine whether the learning environment matters when learning “the route of milk”. The authors came to the conclusion that pupils of all academic levels attained higher marks and that authentic learning environments support learning amongst both low academic performers, who might need extra help in a classroom, and high academic performers, who might not always be challenged enough (Smeds, Jeronen & Kurppa 2015: 398). Ildeniz Özverir (2014) published the findings of the design-based research approach to investigate the use of authentic activities in EFL classes in pre-university level in North Cyprus. The results indicated that learners found the computer-based authentic learning environment motivational and educational. In accordance with their findings and those found in literature, eleven design principles were derived from the initial design principles for the EFL context in order to facilitate competency-based foreign language use.

So far very few empirical studies have been conducted into the effects of authentic materials on motivation (Keinbaum et al. 1986, Gonzales 1990, Peacock 1997). Keinbaum et al. (1986) hypothesised that a communicative methodology used in conjunction with authentic materials could increase students’ motivation towards studying German, French and Spanish as a foreign language. Their findings report that students were well motivated by the use of authentic materials, although no significant differences were found between groups at the end of the trial. Gonzales’s (1990) qualitative study investigated whether exposure to authentic materials (but only as textbook supplements) would have any effect on Spanish-language learners’ attitude, motivation and culture/language achievement. Unfortunately, no significant differences in either “levels of satisfaction” or achievement were found. The most convincing

empirical results on authenticity and motivation are provided by Peacock (1997), whose findings state that both on-task behaviour and overall class motivation increases when students are using authentic materials, as judged by an external observer.

On the other hand, there have been numerous studies made on the topic of learners' motivation and learning environment in Estonia. According to Marjaana Päike's (2010) qualitative study about the aspects that influence learning motivation in secondary school nature classes, students consider variable learning techniques, good grades and a pleasant learning environment the most motivating aspects. The findings of Birgit Pung's (2010) research among five foreign language teachers in different kindergartens in Tartu indicate the importance of creating a motivating learning environment, whereas having a positive connection between children and teachers by giving children a feeling of success, increases children intrinsic motivation remarkably.

To the author's knowledge, authentic learning and motivation in vocational education in Estonia has yet been scarcely investigated. Therefore, this thesis will attempt to show how creating real-life situations in an authentic learning environment raise learners' motivation and reduce anxiety of communicative tasks in foreign language acquisition on the example of Hairdresser students of Tartu Vocational Education Centre.

All things considered, it is important to identify how and to what extent an authentic learning environment in vocational education supports learners' motivation to speak in English as the vocational education and training (VET) standard stipulates that learners must acquire the ability to communicate in a foreign language in different situations and on different topics orally and in writing. Furthermore, Hairdresser, European Qualifications Framework (EQF) level 4 (see Appendix 1) expands the English language requirement to include the knowledge of specialty related terminology at the level of B1 according to Common European Framework of Reference (CEFR), which means that hairdresser students

must be trained well to develop their communication skills in English in the field of professional activity in order to achieve the stipulated learning outcomes.

For the present paper, Hairdresser syllabus has been chosen as of personal interest. The author of the thesis has been teaching ESP for hairdressers at TVEC since 2011.

The present thesis focuses on the concept of authenticity and authentic learning as a means for creating an educational environment where the motivation level rises and anxiety of communicative tasks reduces. The present paper is, therefore, aimed at answering the following research question:

How do the authentic learning environment and authentic activities support the motivation level of foreign language learning and develop communication skills of hairdresser students in TVEC compared to the students' previous experience of foreign language learning?

The main research question will be answered through tackling more specific research questions:

- 1) What are Hairdresser students' perceptions of learning a foreign language before exposure to authentic learning?
- 2) What are Hairdresser students' perceptions of learning a foreign language after exposure to authentic learning?

The present paper is divided into two main chapters. The first chapter provides background information on the concept of authenticity, explains authentic learning and provides its characteristics, introduces authentic activities with reference to motivation. The second chapter focuses on the empirical part of the thesis providing the research design, including the research instruments, and discussing the procedure of the study. The results of the research are analysed and compared to previous studies. Additionally, there are three appendices, the first of which introduces the Hairdresser VET standard, and the second

presents the module syllabus designed for Hairdressers at TVEC, whereas the third includes the questions for the interviews conducted with six former hairdresser students of TVEC.

CHAPTER I. CONCEPT OF AUTHENTIC LEARNING

The present chapter gives an overview of the concept of authenticity, introduces authentic learning and its characteristics, explains how authentic learning in an authentic environment raises motivation, presents authentic activities as motivational elements in foreign language teaching as well as focuses on limitations and drawbacks regarding authenticity.

1.1. Authenticity as a means for educational environment

How to teach a foreign language and especially English has been in the centre of attention for the past few decades as the purpose of learning a language has shifted from grammatical correctness to the ability to use it in real-life situations, and the teachers of foreign languages struggle to find a balance between artificial textbook tasks and adopting authentic materials in order to scaffold their learners' learning process (Gilmore 2007). Buendgens-Kosten (2014) notes that "authenticity" became an issue when the advent of CLT in the 1970s brought with it a new focus on "realism" in language learning materials and activities. What is more, according to Mishan (2005), authenticity has fuelled further interest in the development of "naturally occurring" English as easy access to varied language materials and options for telecollaboration and micropublishing has been provided through the Internet and the use of diverse information and communication technology devices. In other words, authenticity has become a frequently invoked and, at the same time, keenly debated notion in English Language Teaching (ELT) (Buendgens-Kosten 2014: 457). In accordance with Buendgens-Kosten's views, Bialystok (2017) also points out that with the attention to focussing on the relationship between learning environments and the "real" world, authenticity has generated noticeable commitments to authentic learning, authentic pedagogies, authentic curriculum, and authentic assessment practices.

Although a relatively new field of research, authenticity is a complex and many-faceted concept (see e.g., Taylor 1991, Bialystok 2017) with an impressive history in Western philosophy. In the language teaching context and literature, various uses and interpretations of the term “authenticity” are found. For the sake of clarity, this thesis focuses on authentic learning and authentic activities as the relationship between learning environments and the “real” world tasks enables to establish a link between authenticity and motivation.

Penny Ur’s (1984) definition divides authenticity into two kinds: genuine and imitation. Buendgens-Kosten (2014) relates authenticity to notions of “realness” or “trueness to origin”. Most frequently, authenticity is described as being “real” or “genuine,” and the teachers who want to develop authenticity in their teaching are given advice to “just act naturally”. Since the 1990s, authenticity has, therefore, become a powerful ideal and an organising principle for many educational initiatives.

As a technical term in the field of ELT, authenticity has been used to characterise texts (both written and spoken), learning materials, tasks, cultural artefacts, multimedia products, forms of assessment, and even types of teacher and audience. According to Gilmore (2007), an unsurprising variety of definitions co-exists, and a total of eight different meanings or uses for the term “authentic” in ELT professional discourse emerge from the literature:

1. Authenticity relates to the language produced by native speakers for native speakers in a particular language community (Porter & Roberts 1981, Little et al. 1989).
2. Authenticity relates to the language produced by a real speaker/writer for a real audience, conveying a real message (Morrow 1977, Porter & Roberts 1981, Swaffar 1985, Nunan 1988/9).
3. Authenticity relates to the qualities bestowed on a text by the receiver, in that it is not seen as something inherent in a text itself, but is imparted on it by the reader/listener (Widdowson 1978/9, Breen 1983).

4. Authenticity relates to the interaction between students and teachers (van Lier 1996).
5. Authenticity relates to the types of task chosen (Breen 1983, Bachman 1991, van Lier 1996, Lewkowicz 2000, Guariento & Morley 2001).
6. Authenticity relates to the social situation of the classroom (Breen 1983, Arnold 1991, Lee 1995, Guariento & Morley 2001, Rost 2002).
7. Authenticity relates to assessment (Bachman 1991, Bachman & Palmer 1996, Lewkowicz 2000).
8. Authenticity relates to culture, and the ability to behave or think like a target language group in order to be recognized and validated by them (Kramersch 1998).

Rogers and Medley (1988), in accordance with Gilmore, use the term authenticity for describing written and oral language which is the reflection of language forms used naturally and correctly in a cultural and situational context. In addition to abovementioned definitions, Breen's (1985) classification of authenticity includes: "text authenticity", "learners' interpretation authenticity", "task authenticity", and "situation authenticity". Text authenticity deals with text qualities that support the learner in developing an authentic interpretation, which in turn leads to the interpretation of the embedded meaning of the text. Task authenticity relates to language learning motive for which input is used, and classroom and social situation authenticity are concerned with the learning environment. A more recent classification of authenticity is provided by MacDonald et al (2006), including text authenticity, competence authenticity, learner authenticity, and classroom authenticity. Mishan (2005: 18), on the other hand, rather confines than defines the term "authenticity as a factor for:

- Provenance and authorship of the text
- Original communicative and socio-cultural purpose of the text
- Original context (e.g. its source, socio-cultural context) of the text
- Learning activity engendered by the text
- Learner's perceptions of and attitudes to, the text and the activity pertaining to it".

From the above-mentioned definitions, interpretations and classifications one can see that the concept of authenticity can be situated in either the text itself, in the participants, in the social or cultural situation and purposes of the communicative act, or in some combinations of these (Gilmore 2007: 5). All in all, the common theme of these definitions is to make an effort to expose learners to real language and implement the language in the target community. Derived from the latter, the key issue remains: what should be achieved through authenticity in language lessons? Gilmore's (2007: 6) response to this would be that teachers should provide students with language learning tools which help to communicate effectively in the target language of a particular speech community, that is to say, learners should become communicatively competent. Van Lier (1996: 128) sums the latter with the following: "Authenticity is not brought into the classroom with the materials or a lesson plan, rather it is a goal that teacher and students have to work towards consciously and constantly ... authenticity is the result of acts of authentication by students and their teachers, of the learning process and the language used in it."

As a conclusion of the discussion above, authenticity should, thus, be seen as a process which our learners perceive as a learning environment and which they use and learn a foreign language in.

1.2. Authentic learning, its characteristics and authentic activities as motivational elements in foreign language learning

Bialystok (2017) argues that "authentic learning" can be referred to as some nonhuman feature of the educational process which includes curriculum, pedagogies, assessment, educational technology, tasks, and so on. These educational commitments have been perceived when deficiencies in more traditional forms of education arose (Bialystok 2017: 7). These include teacher-centred, undifferentiated instruction, memorising and repeating information and content of a subject discipline, and decontextualised learning tasks.

Therefore, the initiatives designed for authentic learning appear to be indistinguishable from the educational outcomes of constructivism, as constructivists emphasise the involvement of students in the learning process and highlight the importance of “engagement” and student autonomy in creating effective learning environments (Bonnet and Cuypers 2003, Knobloch 2003, Andersson & Andersson 2005, Splitter 2009, Perry 2011). Thus, constructivist educational theory and many concepts of authentic learning, view education, following the above mentioned discussion, as a process that hinges on the student’s own lived experiences and cognitive resources, rather than a repertoire of static truths (Bialystok 2017: 8).

Authenticity can, therefore, be seen as the most salient means for creating an educational context and environment, as through education, we as adults and teachers transmit the basic ideas of our culture and authenticity to our children and students. Furthermore, Lam Bick Har (2005) advocates that authentic learning is a vital part of the 21st-century education, whereas learning opportunities should be created on concrete real life transferable knowledge and skills. What is more, an authentic approach to learning differs greatly from traditional “lecture” classes, where teachers teach and students learn, as it promotes understanding through discovery and doing, rather than by memorising and repeating (Bick Har 2005: 1). Donovan, Bransford and Pellegrino (1999) outline the nature of authentic learning as an instructional approach that allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner.

According to Borthwick et al. (2007), there are three common types of authentic learning which share a common origin in the notion of situated learning (Brown et al. 1989, Lave and Wenger 1991, McLellan 1996) in higher education literature: the apprenticeship model, simulated reality model, and enminding model. The apprenticeship model provides an authentic work experience in the real world and the students are mentored by a relevant

professor (Brown et al. 1989). In the simulated reality model the learning activities seek to simulate the “real world” (Herrington and Oliver 2000, Bennett et al. 2001, Herrington et al. 2003). The enminding model connects students’ experiences and disciplinary “mind” through authentic activities (Stein et al. 2004).

Donovan et al. (1999) suggest that authentic learning can be distinguished by the following key characteristics:

- Learning is centred on authentic tasks that are of interest to the learners.
- Students are engaged in exploration and inquiry.
- Learning, most often, is interdisciplinary.
- Learning is closely connected to the world beyond the walls of the classroom.
- Students become engaged in complex tasks and higher-order thinking skills, such as analysing, synthesising, designing, manipulating and evaluating information.
- Students produce a product that can be shared with an audience outside the classroom.
- Learning is student driven with teachers, parents, and outside experts all assisting/coaching in the learning process.
- Learners employ scaffolding techniques.
- Students have opportunities for social discourse.
- Ample resources are available.

In order to elaborate on that, Harrington, Oliver and Reeves (2000: 6) list ten characteristics of authentic e-learning, which can be equally well applied to authentic learning environments:

- have real world *relevance* and are not simply classroom based
- provide *complex tasks* that take a significant amount of time to complete
- have *ill-defined problems* that require students to define tasks and sub-tasks to be completed through multiple interpretations
- provide students the opportunity to *collaborate*
- provide students the opportunity to examine the problem from *different perspectives* using a variety of resources
- require students to *reflect* on their social and individual learning experiences
- require *integration of content* from several disciplines and lead to outcomes beyond the specific learning objectives
- *integrate assessment* into the activities rather than employing external tests in an effort to be reflective of similar real world assessments
- lead to the creation of a *polished product* with value in their own right outside of simply earning a mark
- allow *competing solutions* and a *diversity of outcomes* instead of one single correct answer

After a thorough content analysis, Audrey C. Rule (2006) found four themes occurring in the literature describing authentic learning:

1. An activity that involves real-world problems and that mimics the work of professionals; the activity involves presentation of findings to audiences beyond the classroom.
2. Use of open-ended inquiry, thinking skills and metacognition.
3. Students engage in discourse and social learning in a community of learners.
4. Students direct their own learning in project work.

Along with this, according to McTighe (2010), authentic learning experiences give students the opportunity to address the three goals of learning: acquisition, making meaning and transfer (AMT). As illustrated in Figure 1, the AMT model shows how these three processes are interrelated: while designing authentic learning experiences, all three of these goals can be realised, as teachers are allowed to become “coaches of understanding, not mere purveyors of content or activity” (Wiggins and McTighe 2011).

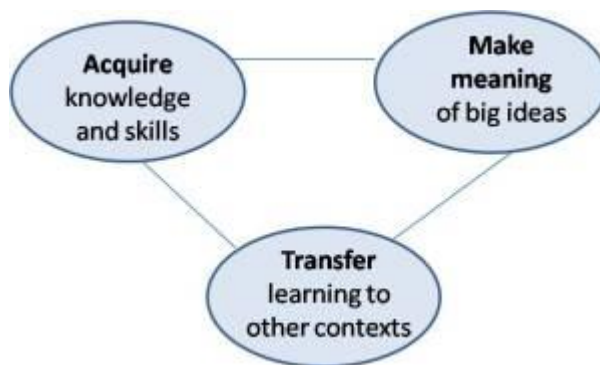


Figure 1. The AMT Model (McTighe 2010).

Further to this, Steventon (2016) adds that authentic learning is able to change the dynamics of the learning environment by breaking “down the barriers of the classroom and the power hierarchies within it”, and encourage learning communities and connections among both peers and staff (Pearce 2016: 2).

In the literature, widespread claims can be found that authentic materials and activities are motivating for learners (Swaffar 1985, Freeman & Holden 1986, Little, Devitt & Singleton 1989, Peacock 1997). In an attempt to establish a link between learning a foreign language, motivation and authenticity, the cultural, systemic, school and classroom factors that affect learning, motivation, authenticity and achievements in classroom must be taken into consideration (Vanhala 2008: 8). Motivation, in contrast to authenticity, has long been an

object of debate by researchers and educators and the question has always been why some learners want to learn while others show no inclination whatsoever (Dailey 2009: 3).

While being one of the basic concepts in learning, motivation reveals the reasons for the processes of goal-directed behaviour and explains why people behave as they do. Furthermore, motivation guides students in activities that facilitate learning and Schunk (2000) emphasises the importance of taking into account all the motivating aspects of learning as otherwise no learning will occur. In order to understand student motivation, learners' self-esteem, goals and attributions are of great importance as the educational psychology theories describe motivation according to person's judgement of their abilities, the explanations of successful learning, failure avoidant strategies and achievements. For instance, in the attribution theory, motivation is influenced through emotions, whereas the student's explanations describe various aspects in learning. The achievement goal theory, however, claims that students' behaviour aims to achieve particular goals, the two dominant goals being learning and performance. Therefore, emotions and beliefs lead to certain patterns of behaviour, such as trying to do ones best and trying to avoid failure (Vanhala 2008: 9). In order to avoid failure, Seifert (2004) suggests that in classroom contexts the teacher should develop a favourable learning environment by focusing on learners' feelings of autonomy, competence and meaning.

Theories of language acquisition highlight the need to practise the language in real contexts, i.e. "learners need the opportunity to practice language in the same conditions that apply in real-life situations" (Ellis 2003: 113). With the help of authentic texts, tasks and language in use, a communicative language environment can be created (Widdowson 1978, Lee 1995, Breen 1997, van Lier 1998, Dudley-Evan and St John 1998, Amor 2002, Nunan 2004, Mishan 2005) in which students can perform communicative tasks and be exposed to "real English" (Lee 1995) they need in their future workplace (Nunan 2004).

In order to bridge the gap between the learning experience in class and the complexity of the real world, it is vital to provide students with an authentic learning environment and authentic activities. Research has continually shown that the quality of the classroom environment is an important factor in raising students' learning motivation level (Fraser 2007, 2012). Urdan and Schoenfelder (2006) propose that enhancing student motivation requires attention to the key features of the classroom learning environment that are likely to influence student motivation. Zimmerman (2008) declares that the effect of classroom stimulators and constraints on changes in students' self-regulated learning is also important. An authentic environment allows students to link concepts and theories from formal education to work place practice (Bennett et al. 2002, Borthwick et al. 2007). Collins et al. (1989) also highlight that authentic learning environments provide opportunities to the learner to observe, employ, and explore expert strategies in context, which raises the level of motivation. Waring (2008) adds that students are motivated through performing ill-defined tasks in an authentic environment and produce outputs that reflect who they are and what they believe in. In terms of language learning, communication simulations "allow participants to develop skills and to explore the effectiveness of linguistic/communicative strategies in real-world scenarios" (Bambrough 1994: 19).

According to Belland, Kim and Hannafin (2013), authentic activities also provide motivational factors that effectively engage learners in the learning process. Woolf and Quinn (2009: 27) suggest that "...the higher the value the learner places on a learning activity, the greater the engagement and persistence in learning". The authors also point out that learning activities need to be sufficiently flexible so, that all learners can pursue activities that are personally meaningful to them (Woolf and Quinn 2009: 27).

While designing an authentic activity, Herrington and Oliver (2000: 25) suggest the characteristics of authentic activities as following:

- Provide authentic contexts that reflect the way the knowledge will be used in real life;
- Provide authentic activities;
- Provide access to expert performances and the modelling of processes;
- Provide multiple roles and perspectives;
- Support collaborative construction of knowledge;
- Promote reflection to enable abstractions to be formed;
- Promote articulation to enable tacit knowledge to be made explicit;
- Provide coaching and scaffolding by the teacher at critical times;
- Provide for authentic assessment of learning within the tasks.

In order for activities to be authentic, Mishan (2005: 75) suggests the tasks should be designed to:

- Reflect the original communicative purpose of the text on which they are based;
- Be appropriate to the text on which they are based;
- Elicit response to/engagement with the text on which they are based on;
- Approximate real-life tasks;
- Activate learner's existing knowledge of the target language and culture;
- Involve purposeful communication between learners.

Lombardi (2007), however, introduces the basic elements of an authentic learning experience as follows:

- Instructors are encouraged to design activities for their students that match as nearly as possible the real-world tasks of professionals in the field;
- The challenges students are asked to undertake should be complex, ambiguous, and multifaceted in nature, requiring sustained investigation;
- Reflection, self-assessment, and performance review are fully integrated into the exercise. The real-world challenge comes with its own criteria for success. Students are held accountable for achieving the milestones that practitioners would have to meet under genuine working conditions;
- Teamwork is as essential to the authentic learning experience as it is likely to be in modern workplace settings;
- An authentic learning exercise highlights a student's capacity to affect the world beyond the classroom.

Authentic learning, therefore, means learning which happens by actually participating and working on real-world problems in authentic environment. Authentic activities engage learners by giving them opportunities to solve real-world complex problems and to find out solutions, in which way learners practise the skills and knowledge that are relevant and real to workplace situations and learn it at the same time. Moreover, authentic learning activities include role-playing exercises, problem based activities, case studies, and participation in

virtual communities of practice. According to Özrevir (2014) the learning environment of authentic learning is multidisciplinary in nature, as for example: designing a salon interior, explaining rules to new workers, planning a budget, or solving a crisis with a client. Additionally, teachers, who are an integral component of the classroom environment, can inspire learners by creating a favourable classroom environment in which they feel personally motivated, and, therefore, work harder to succeed (Vanhala 2008: 16).

1.3. Limitations and deficiencies regarding authenticity and authentic learning and how to prevail them

Although authenticity and authentic language activities are considered by researchers and educators as the most effective way to learn, there are still several deficiencies. According to Gilmore (2007: 47), the first difficulties relate to the definitional ambiguities of the term “authenticity” in the literature, since all uses of the term rest on various assumptions about epistemology, ontology, and ethics (Bialystok 2017: 3). It is clear that authenticity can become a very slippery way in identifying our understanding about language and learning. Thus, it raises the question whether we should abandon the term because it is too elusive or just simply limit the concept to objectifiable criteria (Gilmore 2007: 5). Hutchinson and Waters (1987: 159) declare that teachers should focus on learning aims rather than chasing the tails in pointless debate over authenticity, as the goal is to produce learners who are communicatively competent. In order to achieve that, Gilmore (2007: 6) suggests that “teachers are entitled to use any means at their disposal, regardless of the provenance of the materials or tasks and their relative authenticity or contrivance”.

Besides the ambiguity and elusiveness of the term, there is another area of concern regarding authenticity, the literature mainly focusing on authenticity as authenticity of text, followed by authenticity of task, audience, communication, and finally authenticity of the environment (Breen 1985). For instance, Wilkins (1976: 79) believed that “authentic materials

are those which are originally directed at a native audience”. Another definition aimed to identify an authentic text as “a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (Morrow 1977: 13). Nunan’s (1989) definition, however, concentrates on purpose and sees as authentic any material which has not been specifically produced for the purposes of language teaching. Nonetheless, Velazquez and Redmond (2007) suggest rather than focusing on the materials themselves, teachers should focus on how to work with the texts.

Collins (1988: 2), draws attention to another concern, namely, that in many language classrooms there is no authentic learning which can be defined as “learning knowledge and skills in contexts that reflect the way the knowledge will be useful in real life” because teachers are focusing on form rather than using the target language for communicative purposes. Willis supports the argument by stating that “in classrooms, many speaking activities involve students in producing a given form or pattern, or expressing a given function, rather than saying what they feel or want to say” (Willis 1996: 7).

In addition to the above discussed limitations, another concern is the matter of maintaining essential conditions for authentic interaction in the classroom. Van den Branden (2006) points out that in many language classrooms teachers tend to nominate the topic, control the turn taking, decide on activities, and evaluate on the responses of learners. Furthermore, Özverir (2014) argues that inauthentic structure not only limits the learners’ freedom and creativity, but also reduces the motivation of the learners. Therefore, teachers should be providing learners with opportunities in the classroom to use the language for a genuine purpose and to interact in a real-life like manner (Van den Branden 2006, Willis & Willis 2007). From another angle, authentic materials which are used in classrooms with different language proficiency levels may be too culturally biased and the vocabulary may be irrelevant to the language learners’ needs (Martinez 2002). More importantly, low level

language proficiency or beginner level language learners may have a hard time interpreting what they hear or read because of the mixed structures that are used (Martinez 2002).

In conclusion, the present chapter has attempted to provide an overview of the concept of authenticity and authentic learning, introduce its characteristics and establish a link between authentic activities, authentic environment and motivation, discuss the limitations of implementing authenticity in educational environment, offering further assistance with strategies using authenticity in classroom. The following chapter will introduce the participants, data and methodology, as well as describe the procedure of the present survey, provide an analysis of the results and a discussion on the most important findings.

CHAPTER II. RESEARCH DESIGN

Although authentic learning or learning-by-doing is considered the most supportive way to raise learners' motivation and provide confidence in communication tasks, a number of students may find workplace situations rather stressful due to some bad former learning experiences. Students are not only afraid to speak in front of an audience, but lack confidence needed in communication tasks outlined in the VET standard. Due to the reasons above, the goal of the second chapter is to find answers to the following research question:

How do an authentic learning environment and authentic activities support the motivation level of foreign language learning and develop communication skills of Hairdresser students in TVEC compared to the students' previous experience of foreign language learning?

In order to understand students' language learning experience better, the research question is split into two more specific questions:

- 1) What are Hairdresser students' perceptions of learning a foreign language before exposure to authentic learning?
- 2) What are Hairdresser students' perceptions of learning a foreign language after exposure to authentic learning?

2.1. Participants and Data

As the aim of this paper is to identify how and to what extent a familiar learning environment raises learners' motivation and reduces anxiety of communicative tasks, six interviewees who were Hairdresser students in Tartu Vocational Education Centre in the years 2011-2016 were randomly selected to be interviewed.

The interviews took place during the period of February 2018 – April 2018. All the six participants are female, have completely different backgrounds and reasons for having come to study at TVEC to become hairdressers. All the participants asked for anonymity, therefore,

they will be referred to as participant A, B, C, D, E and F throughout the study. The following table (Table 1) provides additional information about the participants.

Table 1. Data of the participants.

Participants	Age	Reasons for coming to TVEC
Participant A	38	New challenge
Participant B	29	Need for a change
Participant C	25	Personal interest
Participant D	45	A long-wanted occupation
Participant E	34	Family suggested
Participant F	27	Professional development

The data for the present study was collected through semi-structured one-to-one interviews as the most appropriate method for qualitative analysis, for instance, Kervin et al. (2006) claims that semi-structured interviews allow informants to articulate freely their opinions and enable the interviewer to probe the answers to obtain additional information. Furthermore, as the research area needs detailed insights from individual participants and learners' motivation can be a sensitive topic, not everybody may be willing to open up about his or her learning experience in a group environment. The questions of the interviews (see Appendix 3) were designed in order to gather information on the influence of authentic activities in an authentic environment on students' engagement and motivation, and were derived from the reviewed literature; in particular the ideas of Herrington, Oliver and Reeves (2000) and Gilmore (2007) were taken into consideration.

2.2. Research methodology and procedure

The qualitative analysis of the present thesis was compiled by relying on similar studies by Zahra Zohoorian (2014) and Anne-Riitta Vanhala (2008) and was carried out by using the principles of a case-study. Yin (1984: 23) defines a case study "as an empirical inquiry that investigates a contemporary phenomenon within its real life context;" and "is a unique way of observing any natural phenomenon which exists in a set of data." In order to find out about the students' experiences of learning the English language before and after

studying at TVEC, face-to-face interviews were held. As the concept of authentic learning and authentic activities was unknown to the participants, a short introduction of the terms was provided by the author of the present thesis before the interviews.

The interviews were carried out in Estonian and the conversations were recorded with the permission of the participants, and fully transcribed. In order to analyse the data, a web-based software program *Atlas.ti* (program for Qualitative Analysis) was used. The program enables to analyse small and large amounts of any kind of text material coming from interviews, group discussions, observation protocols, open-ended questionnaire items, and so on. Firstly, the research question was formulated in the program, and then documents with transcribed interviews were uploaded. After working through the interviews line by line, codes for open coding were formulated. Finally, the codes were categorised into main categories and subcategories.

According to Gorden (1992), “The reliability of the coding process asks whether two independent codings of material into categories relevant to the purposes of the interview would be the same or whether they would vary grossly”. Therefore, another coder was involved in the coding process. The co-coder of the present research is a Master Teacher from TVEC who is also a teacher education lecturer at the University of Tartu. For the research, the independent-coder method was used, where two different people code the same material independently. The codebooks were exchanged and the discussions took place via Skype. In order to establish credibility, the codes and category definitions were compared and discussed one at a time to identify any areas of disagreement. The codes identified by the author of this thesis and by the co-coder corresponded in most cases; only minor differences appeared in the language used. In order to establish internal validity, a member check procedure was carried out, namely the results and interpretations were handed over to the participants and confirmed by them (Zohrabi 2013).

In order to introduce the different stages of the study, the following figure (Figure 2) is presented below.

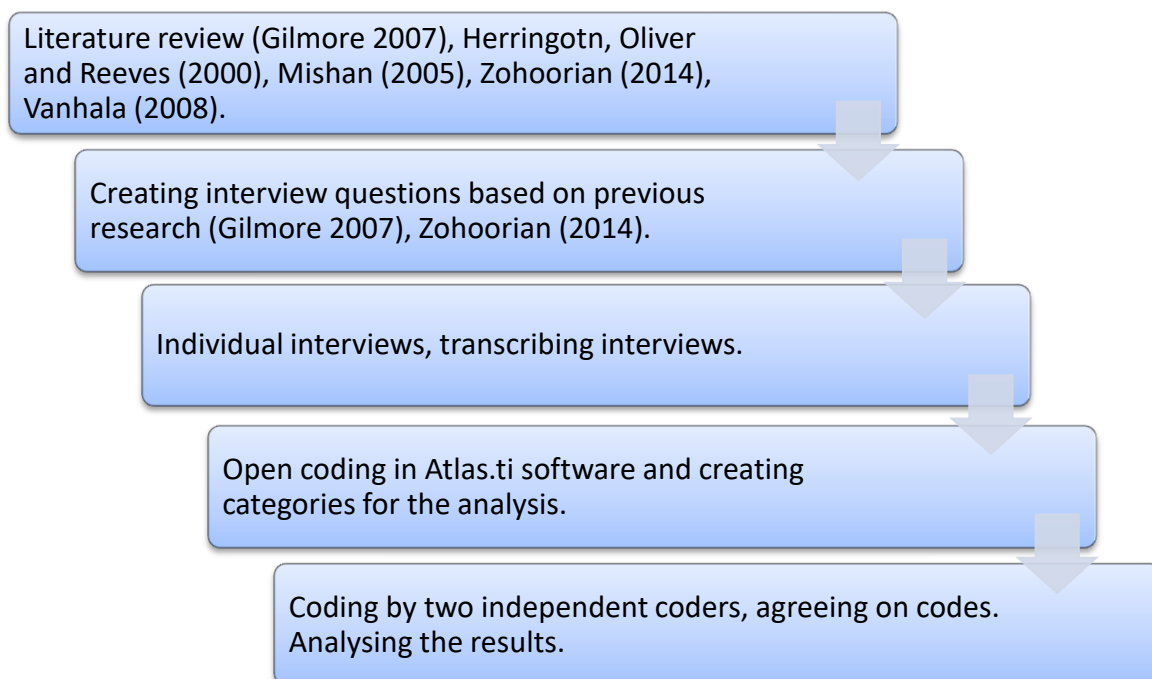


Figure 2. The procedure of the study.

A request for the interview was forwarded to 10 former Hairdresser students of the author of the thesis. The context of the study was explained when writing to the participants, but no further indication of the terms or definitions was provided. Six out of ten requests were responded to with an agreement to meet for an interview. The interviews were held during one-to-one meetings in Tartu and lasted from 40 minutes to 60 minutes.

In order to help the participants to feel at ease, the individual interviews took place in a quiet and familiar environment. McMillan and Schumacher (1984: 154) suggest that “to provide honest answers to questions, the respondent must feel comfortable with the interviewer”. To facilitate this, interviews started with an explanation of the purpose of the interview to establish a friendly and comfortable relationship with the researcher and to inform the interviewees of the purpose of the interview.

2.3. Results

During the coding process, categories and subcategories were formed and these are presented in the following figures (Figure 3 and 4). In order to confirm and support the results of the findings, the most representative findings are translated into English and provided as quotations.

2.3.1. Language learning experience before exposure to authentic learning

As a result of the data analysis, certain themes emerged from the interviews and the following subsection gives an overview of the categories and subcategories for the research question “What were Hairdresser students’ perceptions of learning a foreign language before exposure to authentic learning?”

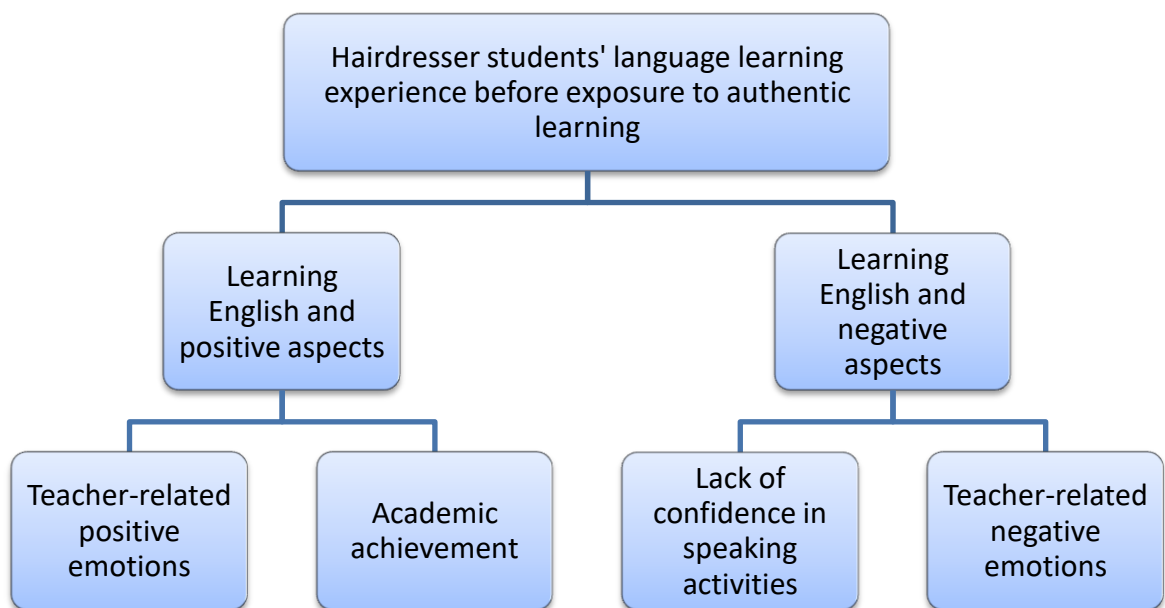


Figure 3. Hairdresser students’ perceptions of learning a foreign language before exposure to authentic learning.

2.3.1.1. Learning English and positive aspects

To start with, as could be seen from the participant data table (see Table 1), the backgrounds of the participants and reasons for coming to study at TVEC are various, yet they all had their secondary education certificate and previous experiences in learning a foreign language. Within the topic of learning a foreign language, two subcategories could be distinguished: 1) teacher-related positive emotions and 2) academic achievement (see Figure 3).

1) Teacher-related positive emotions. The interviews with participants divided the topic of positive emotions into two major aspects, namely the positive relationship with the teacher and the importance of learning a foreign language.

Positive relationship with the teacher. Most of the participants of the study had started learning English at school being 8 – 10 years old and English was their first foreign language. One participant started learning English as a third language, having learned Russian from the second grade and German from the sixth grade. The majority of the interviewees had experienced learning English as a positive experience as they recalled having good or even great teachers.

... I remember good things from my school time; we had a very good English teacher. I always wanted to go to English classes, because the teacher was so friendly and caring. (C)

My English teacher was very demanding, but also very supportive. She bought us books which were not in the school curricula and we did a lot more than the school required. And besides that, I would say she... that she was also interested in us and she had a good sense of humour. (B)

The participants explained that if the relationship between students and teachers is friendly and supportive, it will be easier to come to classes and learn something new and to be open to new skills and knowledge. Thus, this indicates how important teachers are and how significantly they can impact on students' engagement in classroom activities.

The importance of learning a foreign language. The participants were of the opinion that learning foreign languages is educational and necessary for their future life. They also pointed out the need for learning different language learning strategies, so that all the students could find a suitable way for themselves to get acquainted with a new language.

I think now, if I had learned more, or if I had known more about the ways of how to learn a language, or to put it better, if I had known how ... to use my brain better, then I wouldn't be where I'm now – wishing for a new brain. It may sound like a joke, but I'm convinced that if I'd used my brain for learning a foreign language, I wouldn't struggle now with all these words and expressions... (E).

The interviewees stated that learning languages also broadens your horizons, gives you endless opportunities to explore the world by, for instance, travelling around the globe, visiting countries abroad, and knowing English helps, perhaps, to see things from different perspectives.

Well, I am pretty sure that learning languages, and learning English, allows you to communicate with new people, go to new places, and maybe even get a ... a deeper understanding of another culture. I am thinking about going to work abroad, maybe to England, if Theresa May lets me, if Brexit lets me... (B)

To sum up, the interviewees declared that there are several good reasons for studying foreign languages, and especially English, as it is the most widely spoken language and makes travelling easier.

2) Academic achievement. The topic of academic achievement was discussed in three aspects: the ability to attain success, things that put emphasis on studying and reasoning as well as assessment of learners' achievement.

The need to succeed. During the interviews, most of the participants pointed out the need to attain success at school. In some cases the triggers were teachers, but the parents of the students also urged them to get better marks and do their best in order to achieve better results in different subjects; in some cases even all the marks had to be the highest.

I think that I learned for my parents and for my teachers..., yeah, mostly for my teachers when I was in basic school. I had to get good marks, no matter what! Maybe later, in high school ... I wanted to get good marks for myself. (A)

The interviewees held the view that it is important to succeed as the society has set high standards for schools and teachers as well as for students.

Academic skills. One of the concerns of the participants regarding academic achievement was the fact that in traditional educational settings, students who get good grades are treated as successful. Despite of receiving their certificate of English when passing foreign-language national examination, they feel insecure when they have to use the language for asking information.

I got 75 points in my English exam, but I feel that I can't talk with strangers, ask them when the bus leaves or when we have the next appointment. (E)

Besides that, the interviewees pointed out the pressure to do well at school, and questioned the purposefulness of the learning goals.

I had to do well because everybody did. ... Back in basic school, we mostly learned words, yes, lots of words, ... maybe 40 for each lesson. I just did all the gap fills and multiple choice tasks, learned my vocabulary, but I didn't feel so motivated. (A)

Therefore, learning for parents and teachers guarantees good marks and academic success, but the respondents admit they lack the ability to use the language for communicative purposes.

Assessment for learning. A few participants of the survey had earlier experienced formative assessment in connection with learning languages. They felt that the teachers succeeded in making them aware of their strengths and weaknesses during the learning process by asking them open-ended questions which initiated discussions in class.

In our English classes we used to discuss a lot, for example, about what we like doing, in fact we even started our classes with little conversations and then we discussed world things...(B)

In conclusion, the results of the survey indicated that assessment is seen as part of the learning process. Furthermore, formative assessment is valued more highly than summative assessment, which is seen as generating data at the end of a unit but having no meaningful impact on learning.

2.3.1.2. Learning English and negative aspects

In spite of having positive feelings about learning the English language, some of the participants of the study admitted experiencing negative emotions regarding teachers of English and learning a foreign language. The latter was discussed in two dimensions: 1) teacher-related negative emotions, and 2) the lack of confidence in speaking activities.

1) Teachers and negative emotions related to foreign language learning. Firstly, the participants revealed that negative emotions can be associated with relationships with teachers and students' learning difficulties as well as students' fear of making mistakes in front of their peers.

Relationships with teachers and learning difficulties. One participant particularly captured memories of her English teacher as negative. The situation started already in her elementary school where she felt that her English teacher demeaned and belittled her.

I remember on time, I think I was in the fourth grade, and the teacher asked some questions, which seemed very complicated to me at the time, and when my turn came, I said something. It must have been incredibly stupid, because my teacher replied: Are you dumb? (F)

In this case, the student was struggling with understanding what was being asked. The reasons for the teacher responding in such way could be connected with her struggles to maintain the order in the class or not being patient and sensitive enough to explain the questions one more time. Children with learning difficulties are especially vulnerable to this kind of treatment. Thus, this means that teachers must constantly communicate with learners as they should not minimise the role they play in influencing students' lives. Learning difficulties are sometimes hard to recognise and teachers should know that there are reasons for students being unmotivated or not paying attention to the teacher.

In addition to that, another example illustrates the importance of what is done in the classroom today will become an indelible memory of tomorrow.

I am pretty sure this was in the eleventh grade of high school. Languages have always been difficult for me. I don't remember my teacher's name anymore, but she used to make me feel like I'm in the second grade because I didn't understand the things the first time. This wasn't her saying things to me, but the way she acted or behaved towards me. The tone of her voice, her body language, these were the things that indicated how frustrated she was with me. (D)

This student was simply slow and needed some extra time to adjust to the pace and rhythm of the class. The teachers should view students as active participants in the learning process rather than transmitting mere information or showing students their personal attitudes.

In sum, the respondents were of the opinion that one unpleasant experience may ruin the relationship with learning a foreign language or with learning overall for several years and it may take a long time to build up trust in the teacher-student relationship.

Fear of making mistakes in front of peers. In addition to appalling emotions regarding teachers and the learning process, the study also revealed that students feel the most stressful when they happen to make mistakes. One participant of the survey gave an example of how she lost the confidence to ask questions when she does not understand something.

I was in the sixth grade I think yes ... it was back then. I didn't understand some point the English teacher was making, and I asked several questions. After class, some of my co-students came to me and asked me if I was really so stupid not to understand these simple things. They actually mocked me, made some chants about me. I never asked a question in class again! (F)

2) Lack of confidence in speaking activities. Secondly, the matter of confidence needed in speaking a foreign language was discussed in connection with students' low self-esteem and negative feedback from teachers.

Insecurity and low self-esteem in foreign language learning. The interviewees found it difficult to deal with situations where they had experienced teachers' disapproval or a failure some kind.

I don't know exactly, but I think it was in basic school. Every school year we had a new teacher, new demands, and new requirements. What was ok with one teacher wasn't enough for the others and vice versa. Later I didn't know anymore when to say something or when to shut up, so at some point I just didn't say anything. (F)

If a student has already formed the belief that s/he cannot speak English then it stays that way until s/he alters his/her belief.

Only later, when I changed school and went to gymnasium I had a friendly and helpful teacher of English who showed me that I am also capable of speaking in English. (F)

In addition to that, the participants explained that insecurity and anxiety of speaking a foreign language are derived from unexpected and unfamiliar situations.

Once we had a substitute teacher who explained things completely differently and I didn't understand a thing and in the next lesson we had a discussion of that part. I almost failed to say a word. (C)

Thus, teachers have to be aware of their selves and they need to know how to foster students' self-esteem as this is considered to increase students' motivation and enhance learning.

Negative feedback from teachers. Apart from the issues concerning students' personality, teachers can harm learners when failing to provide constructive feedback to the students.

We had a very difficult home task which I struggled with for several days. We had to prepare a presentation of a book. Speaking is the most difficult task for me and presenting something makes me anxious, and when I had overcome my anxiety and spoke in front of the others, the teacher said that this hadn't been prepared by me, and that someone else has done it for me. Like what??? (E)

All in all, the results of the survey revealed that although negative feelings and bad relationships can increase doubts regarding students' confidence, the teacher should be able to provide students with effective and meaningful feedback and support their learning by using the best practices for teaching.

2.3.2. Language learning experience after exposure to authentic learning

The Hairdresser module syllabus (see Appendix 2) stipulates that the learner acquires the knowledge of work related language terminology, understands specialty-related texts, and describes services offered. In addition, the aim of the course is for the learner to use appropriate vocabulary when communicating with a client. The course provides the student with three European credit transfer and accumulation system (ECTS) points, which means that the teacher has approximately 40 lessons to achieve the learning outcomes.

The tasks completed in the lessons were designed by the author of the present thesis. The activities included various role-plays in the environment of the training salon, presentations and discussions on different topics as well as self-assessment and peer-assessment. Written tasks reflected on the real-life situations (e.g. finding a job advertisement and writing a CV and cover letter) and the students were provided with assessment rubrics.

After revealing their perceptions about their previous foreign language learning experiences, the author of the thesis asked questions regarding their English learning experience at TVEC. The present subsection gives an overview of the data analysis for the research question “What are Hairdresser students’ perceptions of learning a foreign language after the exposure to authentic learning?” The categories as well as subcategories are presented in the following figure (Figure 4.).

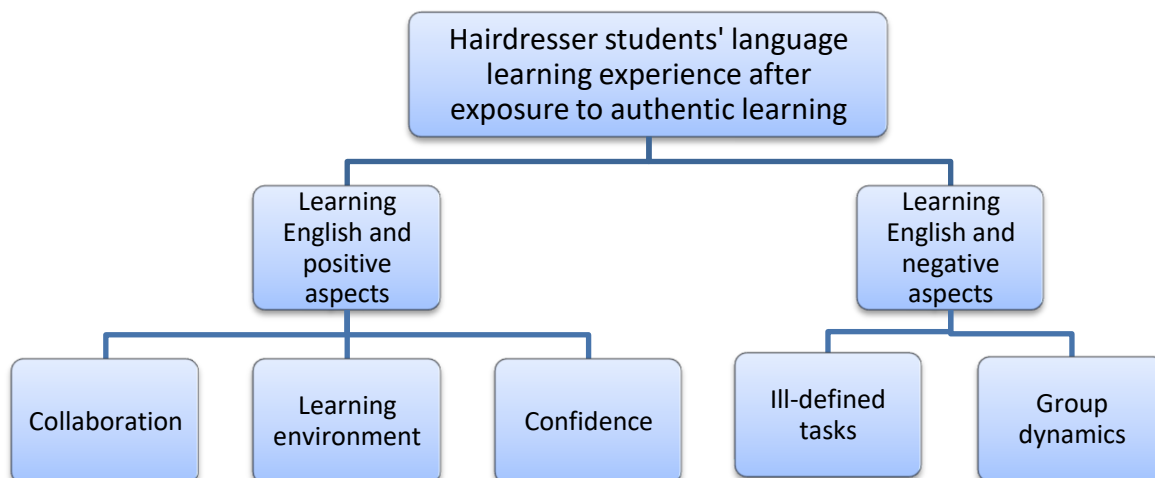


Figure 4. Hairdresser students' perceptions of learning a foreign language after the exposure to authentic learning.

2.3.2.1. Learning English and positive aspects after experiencing authentic learning

After finishing the course, the participants revealed their perceptions about learning ESP, namely that the positive aspects in relation to learning a foreign language are split into three subcategories: 1) collaboration, 2) learning environment and 3) confidence.

1) Collaboration. The themes that emerged from the data analysis illustrate how the participants perceived workplace situations in authentic environment providing the opportunity to collaborate. Each of these themes, namely peer support, contribution to teaching-learning process, and team work as encouragement, is discussed below.

Peer support. During the interviews, the participants indicated the importance of supporting each other during the process of learning a foreign language as some of them had experienced negative emotions regarding learning the English language.

I think that it is very important to help somebody when you see that he or she is struggling to find the right answer or even with the writing tasks. If I help someone else, he or she may be helping me. (C)

Another interviewee remarked that working in pairs helped to develop her language skills.

I talk a lot and also make a lot of mistakes when I speak in English. Working in pairs helped me to see the mistakes I made. In discussions, I think discussions are very important as these can contribute to your development. (D)

Moreover, the students noted that when supporting each other, their motivation is also affected positively.

I used to hide myself behind my bag when the teacher asked something, but with the help of my desk mate I felt more motivated and I also liked working together. (F)

During the course, the students were given the opportunity to work collaboratively which enabled them to gather ideas, for example, for designing their own hair salon, which helped them, according to the interviewees, further develop their problem-solving skills and language skills.

I really appreciate the opportunity we were given with different tasks to work in teams and combine ideas in order to produce something we need every day. We could argue with each other and make our salon the way we wanted. (B)

In sum, after experiencing peer support the participants declared that learning collaboratively helped them to feel at ease and affected them in a motivational way.

Collaboration as encouragement. When dealing with challenging tasks, a few participants held the view that working in teams supported their task completion; otherwise they would have felt discouraged.

This was the time when we had to make videos, yes, this was very complicated for me because I lacked knowledge how to use a camera and then we also had to put the video together. But working in teams calmed me down, as every member of our team knew what to do. (E)

Therefore, the participants emphasised the need to foster team-work skills as the basis for successful future employment. Furthermore, one participant noted that collaboration also helped with disorganisation and inequality in a team.

I think it was a good thing that our teacher organised team work with, what was the name of this table where all the requirements were described? ..., yeah a rubric. The

rubric really helped with organising our work, because we knew exactly what we were given marks for and how much each of us had to contribute. (C)

In addition to that, the perceptions of the participants revealed that equality and responsibility among learners result in better organisational skills as well as in the development of their communication and entrepreneurship skills.

Contribution to teaching-learning process. A few interviewees were of the opinion that student-student teaching shifted the teacher's role from being the only authority in the classroom to one of them being a coach and collaborator.

These situations where I was given the opportunity to be the teacher, these were my favourite ones. (B)

Therefore, when teachers support learning collaboratively and create a learner-centred learning environment, the respondents feel that a constructive knowledge exchange occurs.

2) Learning environment as a motivational element. According to the participants, a learner-centred learning environment which is created to promote learning through problem-solving and authentic communication supports students' motivation. Furthermore, the learning environment was discussed in connection with the following aspects: lessons in an authentic environment, authentic activities having real-world relevance, the freedom to choose, and multiple outcomes.

Lessons in an authentic environment. The answers of the interviewees exposed the feeling of freedom they were given during the lessons in a training salon.

What I really liked about these lessons in a training salon was that we didn't have to sit behind desks. (E)

One of the participants of the study commented that the lessons in a training salon prompted a more extensive use of the English language for communicative purposes.

After watching these videos about how hairdressers work in England and having our first lesson in the training salon it started to interest me. I looked up some sites in English and found out that it helped me to remember words and expressions. I think this really helped my English to improve. (D)

Most of the students found the training salon as a stimulator for curiosity.

I really started to look for these expressions how to greet a client, how to ask my client which haircut he/she would like to have today. (A)

One interviewee explained that besides being interested in all the activities in the salon she felt the environment supported her in expressing her opinions.

We were given lots of opportunities to express our opinions in different discussion sessions. I liked that a lot. (C)

The respondents also noted that the training salon affiliated their profession and the traditional classroom.

... and from this perspective it was a lot more work related, these role plays and discussions. No more books to carry with me! (B)

To sum up, the interpretations of the interviewees revealed that the learning environment can become a motivational tool, which increases curiosity, makes the language meaningful, and supports using the language for communicative purposes.

Authentic activities having real world relevance. The interviewees were of the viewpoint that although the tasks they completed before coming to study at TVEC included communication and interaction, they still lacked the elements of solving real-world problems.

In our English classes, we did a lot of listening tasks, gap-fills and multiple-choice tasks, which was good, but when I have to call somebody or ask a question I don't use multiple-choice in my everyday life. (E)

Therefore, the tasks that include authentic characteristics are sufficient in depth, complexity, and duration. One participant's remark indicates how valuable the experience of using the English language with an authentic communicative aim was.

Writing a CV and this, this motivational, no cover letter was the most useful for me as it really showed me why we need English, why we need these rules and grammar, and why I need to know these expressions. Yeah, and presentations were also developing my language skills and helped with gaining extra confidence. (B)

Thus, complex tasks that require mental and interactional efforts develop a variety of knowledge and skills in students' performance. Apart from that, the participants explained that authentic activities enabled them to focus on developing knowledge in terms of subject content and problem-solving skills which they may encounter in their future life.

I mean, when we acted out some role-plays then some situations occurred where you experience the real world problems and I had the chance to experience it and find out a solution by myself. I mean, this evolved into my personal experience which I remember my whole life. (A)

In sum, authentic workplace situations were seen by the participants in connection with their real-world relevance and using the language for an authentic purpose.

The freedom to choose. Some of the answers of the interviewees addressed the freedom to choose their own way to complete a task.

I really enjoyed that I could choose my own approach when designing my own hair salon. (F)

Other students highlighted the opportunity to be masters of their time as it improved their learning and problem-solving skills.

In the time range of our lessons, I could peacefully choose which tasks I wanted to tackle first. It has helped me later with organising my work. (D)

Thus, the respondents were of the opinion that authentic activities help to determine the steps within the context of a situation and equip students with essential life skills by showing the connection between learning and real life.

Multiple outcomes. When interviewing the participants, some of them addressed the possibility that there are many options for and solutions to a problem.

It was good that I could solve the matter in my own way and that the teacher didn't say my way of doing things was wrong. (C)

In conclusion, the authentic activities were seen as opportunities to give learning a meaning by demonstrating to students that their learning is connected, relevant and can have an impact upon the world around them.

3) Confidence in speaking. Additionally, the results of the study also affirmed that positive feedback and reflection are of great importance when implementing authentic learning.

Positive feedback. The participants of the survey confirmed that effective and meaningful feedback reduces stress and anxiety when dealing with speaking activities.

I really liked when the teacher took time to speak with me and we discussed my choice of words in private. (F)

In addition, the students noted that positive feedback encourages and helps to build an open and trustful relationship among peers and also with the teacher. Furthermore, the interviewees associated feedback with the possibility to gain new ideas and preparing them for both their personal and professional lives.

Reflection on their own learning. The participants claimed self-assessment at the beginning and at the end of the course being most helpful when planning their learning.

I was positively surprised when the teacher asked me to set my goals for the course. ... and at the end of the course I could also think back and assess my contribution to the classes. (A)

In sum, the perceptions of the students revealed that authentic learning experiences generate engagement and that authenticity gives relevance to the journey of learning. Moreover, relevance encourages engagement and enthusiasm, which should contribute to increase in motivation.

2.3.2.2. Learning English and negative aspects after experiencing authentic learning

During the interviews, the respondents revealed that in spite of many positive experiences there were some negative sides to authentic learning. The former students

reported that although they had experienced solving real-world problems earlier, they could not relate their knowledge or solution to their life. Therefore, the negative aspects of authentic learning were related to the topics of: 1) ill-defined tasks and 2) group dynamics.

1) Ill-defined tasks. The interviews exposed that authentic learning caused some frustration and confusion in the participants.

Frustration and confusion regarding authentic learning. The findings confirmed that the students had faced difficulties when they were asked to define the tasks and subtasks needed to complete the activity.

One task was particularly interesting and also frustrating for me, we were asked to leave guidelines for the co-worker when a client who had coloured her hair at home had accidentally green hair now and was coming to the salon. (C)

The former students admitted being a little confused as the solution or the pathway was not obvious and they had to use their creativity and imagination to solve the problem.

2) Group dynamics. The matter of group dynamics was discussed from the age and mixed-ability point of view.

People of different age. The participants were of the opinion that mutual support and commitment of group members is of great importance in order to maintain a friendly and supportive learning environment.

We were a group of 22 students within the age range of 18-47. Sometimes it made learning difficult and for the teacher as well. (D)

One participant particularly showed her strong disapproval:

I wanted to do more in the lessons, I was willing to contribute, but due to some people who couldn't put their issues behind, I mean bad experiences or coming out of their comfort zones, I couldn't. (B)

Thus, the cohesiveness of the group helps learning to become more fruitful. The findings of the study indicate that classmates play an essential role in learning as well as in sustaining motivation.

Mixed-ability classes. The interviewees clearly recognised the different language levels of their co-students.

The students in the group are very different, at very different levels and this causes difficulties for the teacher to include all of them in activities, and for students also, but I felt that before we started our classes we did little pair-work where we could reflect upon our learning styles, learning strategies, our strengths and weaknesses when learning a language. I thought this very helpful. It made me understand that people learn differently. (A)

All in all, the interviewees saw the negative aspects of authentic learning in some ways as positive as they raised their awareness of others surrounding them and gave them the opportunity to adapt and change.

2.4. Discussion

The aim of the present thesis was to find out how the authentic learning environment and authentic activities support the motivation level of foreign language learning and develop communication skills of hairdresser students in TVEC compared to the students' previous perceptions of foreign language learning. In the following section, the most significant findings and key components of the results will be discussed.

To start with, in the context of hairdresser students' perceptions before experiencing authentic learning, their learning experience was associated with positive and negative emotions. As for the positive aspects, the former hairdresser students described the positive impact derived from the relations between students and teachers, from the importance to learn

languages as well as from the viewpoint of academic achievement. In addition to that, the interviewees emphasised the importance of building a friendly and supportive relationship within the classroom environment, whereas all the participants felt strongly the need to be supported by their teachers and peers. The role of peer influences in achievement motivation is increasingly being recognised by researchers (Vanhala 2008: 10). The author of the present thesis is also of the opinion that good and friendly relationships between teachers and students create opportunities for effective learning and increase motivation. Furthermore, Elliot (2007) points out that there is a certain culture in the classroom, which affects the behaviour and attitudes of students in a positive or negative way. Nevertheless, the interaction between teachers and students may be a success if the situations and construction of the group are in accordance (Vanhala 2008: 11).

On the other hand, however, the participants highlighted the need to learn languages as the opportunity to gain new experiences and to grow personally. Thus, the author of the present study agrees with Wlodkowski's (2008) views that the teacher should be an enthusiastic expert who has a clear and emphatic way of teaching and is able to create a meaningful learning environment, where all the aspects of motivation are taken into consideration and effective learning occurs.

Apart from this, the participants also discussed positive aspects from the academic achievement point of view. Although the interviewees claimed that the pressure from the society is high and that the parents and teachers emphasise the need to do well at school in order to succeed in the future, they also agreed that it is important to learn languages. In addition to that, Elliot (2007) points out the teachers' perception that employment prospects also motivate students as these are directly related to students' age, perceived threats of unemployment and the current school achievement. Haagensen (2007) states that learning a language is always affected by such factors as the social context of home, school, family,

peers and teachers. Moreover, the learner has already certain attitudes to the social context and these attitudes affect learning and motivation (Haagensen 2007: 12). According to the former hairdresser students' perceptions, their attitude towards learning a foreign language is seen as positive as they value the ability of speaking one. Vanhala (2008) adds that creating positive attitudes towards learning is more complicated than trying to affect motivation.

As for the negative aspects, the participants described their previous experiences in the context of the teacher-student relationship and in the context of the traditional classroom, where the emphasis in learning had been on the traditional approach, which focused mostly on reading, and text analysis. The participants of the study associate negative emotions in the context of learning languages first of all with their teachers, who had sometimes failed to use effective teaching practices. As for the fear of making mistakes, the reasons may lie in group dynamics. Schunk (2000) emphasises the importance of the teacher's ability to guide students in the learning situations, which requires good knowledge of human nature, good communication skills and ability to understand how motivation works. The reasons for the participants having such negative memories of their teachers may lie in their teachers' shortcomings in these abilities. However, the aim of this thesis is not to criticise teachers and their performances; instead, it enabled the participants to reflect on their attitudes towards learning and motivation.

Other negative aspects that were emphasised, included fear and anxiety when the learner has to speak in English. On the one hand, the reasons lie in the participants' previous negative experiences regarding teachers and learning; on the other hand, however, the fear may stem from students' low self-esteem and negative feedback from their peers and teachers. Brooks (1991) believes that teachers have a lifelong impact on their students, and they should use a range of strategies to foster self-esteem in them as reinforcing self-esteem is associated with increased motivation and learning. Furthermore, positive interventions like, for instance,

offering the learner opportunities to make choices or solve problems, and positive feedback are seen as particularly relevant for students who find learning problematic (Brooks 1991: 53).

In the context of the second research question, hairdresser students' perceptions regarding learning a foreign language after finishing the course of ESP became evident. After the process of authentic learning, the participants recognised mainly the characteristics of authentic environment and authentic activities.

Among positive aspects, the participants indicated the need for and importance of collaboration. Previous studies (Petraglia 1998, Herrington, Oliver & Reeves 2003, Henderson, Huang, Grant & Henderson 2009, Frey, Schmitt & Allen 2012, Belland 2014) state that having students engaged in collaborative activities has a number of benefits. Firstly, collaboration, together with reflection and articulation, provides opportunities for self and peer assessment (Belland 2014). Secondly, according to Petraglia (1998), when learners are engaged in the assessment process, it assists them in identifying their strengths and weaknesses so that they can improve on their own learning. In addition, collaboration enhances team work, which means that complex tasks can be completed more easily (Henderson, Huang, Grant & Henderson 2009). It has also been observed that collaboration can facilitate positive relationships among students which, in their turn, increase active participation in classes (Howland, Jonassen & Marra 2011). The present findings are in agreement with Zohoorian's (2015) mixed-method study where the majority of the participants had experienced cooperative learning and group work as interesting and as an opportunity for learning.

According to the participants, the authentic learning environment and authentic activities provided them with meaningful, learner-centred, real-life activities, many opportunities to use the target language in context, and the freedom of choice. Similarly,

according to Collins et al. (1989), authentic learning environments provide students with opportunities to observe, employ, and explore expert strategies in context. Previous studies (Safont & Steve 2004, Alipanahi 2005, Berardo 2006, Su 2007) in the field also confirm that authentic environment and activities motivate students, increase positive attitudes and lead to learners' greater involvement. The participants of the present study highlighted the importance of freedom to choose their own learning strategies as well as constructive feedback. Joutsenvirta (2006) emphasises that students have to be given responsibility and freedom as authority and strict control are not the ways to create a favourable and constructive learning environment. With reference to feedback in connection with positive emotions, some students noted that effective and meaningful feedback was of help when dealing with stress and anxiety. Moreover, Norman (1986) points out that the teacher should concentrate on common mistakes and avoid exposing individual errors in front of the class. In addition, Vanhala (2008) advises to concentrate on clear communication and giving instructions how to survive in difficult situations. Furthermore, the role of the teacher in authentic environments is to work as a mentor or counsellor who gives constructive feedback and criticism (Vanhala 2008: 16).

As for the negative aspects, frustration and confusion regarding ill-defined tasks were emphasised. Such difficulties with complex, real-life activities are also discussed in previous studies (Joutsenvirta 2006, Haagensen 2007, Su 2007, Özverir 2014). The author of the present thesis is of the opinion that confusion is foremost caused by unexpected situations and the knowledge how to handle them is lacking due to low self-esteem or previous bad learning experience. Berge et al (2004) highlight that learners must be provided with appropriate challenges in order to push their abilities to higher levels. Nonetheless, Özverir (2014) claims that the difficulty level of activities will influence students' motivation. Everyday problems are complex and dynamic (Herrington et al. 2003: 4), therefore, when designing an ill-

defined, complex activity, the zone of proximal development of learners must be taken into consideration (Alfieri, Brooks, Aldrich & Tenenbaum 2011) and motivational scaffolding must be provided (Belland et al. 2013). For the different language levels, the author of the present thesis has practised reflection and student-student centred learning. Özrevir's (2014: 50) findings support that "When learners' reflection on their learning and problem solving processes is accessible to others, less capable learners will compare their abilities and learn from their peers."

Taking the aspects and outcomes discussed beforehand into account, authentic environment and real-life activities can be seen as motivational elements in increased students' engagement in classroom as the elements contribute to curiosity, higher order thinking, collaboration, reflection and freedom of the students.

CONCLUSION

The goal of teaching English as a foreign language has remained the achievement of communicative competence and the 21st-century challenges the teachers and students in finding motivation for teaching and learning. One way to increase learners' motivation would be through integrating workplace situations into classroom teaching. The latter can be defined as authentic learning, which means that learning is seamlessly implanted into meaningful, "real-life"-situations, as authentic learning experiences should mirror the ambiguities and complexities of real life (Jonassen et al. 2008).

Previous studies regarding authenticity and authentic learning have shown that learning environments that are hands-on, multidisciplinary and relevant to learner's lives, influence learner engagement and motivation. Previous research in the field reveals that authentic environments and activities are motivational and educational.

As the aim of the present thesis was to find out how the authentic learning environment and authentic activities support the motivation level of foreign language learning and develop communication skills of hairdresser students in TVEC compared to the students' previous perceptions of foreign language learning, interviews were conducted with six former hairdresser students at Tartu Vocational Education Centre. The results of the study were analysed using the methodology of inductive content analysis. The research question was answered through tackling more specific research questions:

- 1) What were Hairdresser students' perceptions of learning a foreign language before exposure to authentic learning?
- 2) What are Hairdresser students' perceptions of learning a foreign language after exposure to authentic learning?

The findings of the present thesis indicate that the hairdresser students' perceptions before finishing the course of ESP at TVEC were associated with traditional classroom strategies. The reasons for these perceptions may come from the students' previous experience with learning a foreign language in a traditional classroom where language learning was not related to practising it in everyday situations. To be more exact, although the participants highlighted the need to learn English and to be successful, some of them lacked confidence due to negative relationships with their peers and teachers. In order to overcome negative attitudes towards learning English, the change in learner' attitudes had to take place. The latter could be resolved by using the principles of authentic learning, as the aim of authentic learning is to engage students in a learning community and enhance higher-level thinking and problem solving skills. The participants of the study confirmed that their perceptions had changed after exposure to authentic environment as authentic workplace situations were used in order to increase learners' motivation and reduce anxiety. In addition to the aforementioned aspects, another important outcome was the fact that collaboration and good relationships are of great importance as they help to build confidence needed for communicative tasks.

All in all, the results of the present findings revealed that although some of the students feel stressed and anxious about using the English language for communicative purposes, they see the authentic environment and authentic activities as a tool to support their speaking, thinking, self-assessment and reflection skills. Moreover, they see authentic learning as a tool for self-development.

Although the research achieved its aims, the present thesis has also several limitations. Firstly, the author of the present thesis had neither experience in conducting a case study nor doing a qualitative data analysis. Secondly, the author had never carried out interviews and lacked competence when to intervene the conversation. The results of the study may have

been influenced by the small number of participants as not all the former hairdresser students who were invited to participate in the study consented to do so. The findings can be used as a basis for a large-scale study in the field. The small sample does not allow to generalise the findings, but the present thesis provides important information about how authentic environment and authentic activities increase learners' motivation and reduce anxiety when using a foreign language for communicative purposes.

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Appendix 1 – Excerpt from VET standard, Hairdresser, level 4

KUTSET LÄBIVAD KOMPETENTSID

B.2.7. Tööohutus ja –keskkond	EKR tase 4
Tegevusnäitajad: 1) järgib kõikides tööprotsessides tööohutus-, tööhügieeninõudeid ja kasutab ressursse ennast ja keskkonda säästvalt.	
B.2.8. Keeleoskus	EKR tase 4
1) oskab korrektselt eesti keelt tasemel B1; 2) oskab erialast inglise keelt tasemel B1.	
B.2.9. Tooteinfo ja kasutusjuhendite järgimine	EKR tase 4
1) järgib kemikaalide, juuksehooldus- ja viimistlusvahendite tooteinfot ja töövahendite kasutusjuhendite nõudeid erinevatel töödel.	
B.2.10 Suhtlemisoskus	EKR tase 4
1) suhtleb klientidega viisakalt lähtudes eetika- ning konfidentsiaalsuse põhimõtetest ning arvestab kultuuride mitmekesisust.	
Hindamismeetod (id): Läbivaid kompetentse hinnatakse integreeritult kõigi teiste kutsestandardis toodud kompetentside hindamise käigus.	

C-osa ÜLDTEAVE JA LISAD

C.1 Teave kutsestandardi koostamise ja kinnitamise kohta ning viide ametite klassifikaatorile	
1. Kutsestandardi tähis kutseregistris	04-24052012-4.1/6k
2. Kutsestandardi koostajad	Annely Joa, Eesti Rahvusvaheline Kosmeetikute Ühendus Kersti Karjus, Kersti OÜ Ene Kattel, Kutseliste Juuksurite Vabariiklik Ühendus Reet Parik, Pärnumaa Kutsehariduskeskus Katrinn Põld, OÜ Galiros Inna Soonurm, SA Innove
3. Kutsestandardi kinnitaja	Teeninduse Kutsenõukogu
4. Kutsenõukogu otsuse number	8
5. Kutsenõukogu otsuse kuupäev	24.05.2012
6. Kutsestandard kehtib kuni	17.05.2017
7. Kutsestandardi versiooni number	6
8. Viide Ametite Klassifikaatorile (ISCO 08)	5 Teenindus- ja müügitöötajad 51 Isikuteenindajad
9. Viide Euroopa kvalifikatsiooniraamistikule (EQF)	4
C.2 Kutsenimetus võõrkeeles	
Inglise keeles	Hairdresser, level 4
C.3 Lisad	
Lisa 1 Tööosad ja tööülesanded	
Lisa 2 Keelte oskustasemetete kirjeldused	

APPENDIX 2 – ESP module syllabus for Hairdressers

Tartu Kutsehariduskeskus MOODULI RAKENDUSKAVA

Sihtrühm	keskhariduse omandanud õppija		
Õppevorm	statsionaarne õpe		
Mooduli nr	Mooduli nimetus	Mooduli math (EKAP)	Õpetajad
5967	Erialane võõrkeel	3	Kerstin Kesler
Nõuded mooduli alustamiseks	Puuduvad		
Mooduli eesmärk	Õpetusega taotletakse, et õpilane omandab juuksuri eriala terminiloogia, teenuste kirjeldused ja erialase teksti mõistmise ning kasutab oskussõnavara rahvusvahelise kliendiga suhtlemisel ning erialase info mõistmisel ja edastamisel.		
Auditoorseid tunde sh lõimitud üldaineid	Iseseisva töö tunde sh lõimitud üldained	Praktilisi tunde	
6 t	34 t	38 t	

Õpiväljund 1	Hindamiskriteeriumid	Teemad/alateemad	Õppemeetod	Hindamine
Mõistab võõrkeelset erialast terminoloogiat, töövahendeid, tööprotsesse ja toodete nimetusi ning rakendab neid suulises ja kirjalikus kasutuses teenindussituatsioonidest. Jaotus tundides: Teoreetiline töö: 4 Praktiline töö: 6 Iseseisev töö: 4 Kokku: 14	Eristab ja defineerib võõrkeeles tööks vajalikke töövahendeid ja tööprotsesse; Eristab ja kirjeldab võõrkeeles erinevaid lõikusi, värvimis- ja keemilise loki protsessi, habemete kujundust; Mõistab erinevate toodete kasutusjuhendeid ning soovitab neid kliendile teenindussituatsioonides kasutades erialast sõnavara ja õigeid lausekonstruktsioone	JUUKSURI ERIALANE TERMINOLOOGIA Töövahendid. Juukselõikused, struktuurikujundused, värvimistööd, soengute ja habemete kujundamine. Juuste hooldus (pesemine, erinevad hooldusvahendid). Toodete kirjeldused.	Rollimängud; paaristöö; rühmatöö; kompleksülesanne; iseseisev töö.	Eristav
Hindamisülesanne: Kombineeritud ülesanne erialasest terminoloogiast ja praktilisest keelekasutusest.		Hindamismeetod: Ülesanne/harjutus, simulatsioon, test		

Hinne 3	Hinne 4	Hinne 5
Õppija kasutab aktiivselt võimalust suhelda võõrkeeles isegi siis, kui see õnnestub osaliselt. Õppija sõnastab olemas olevad teadmised juuksuri erialase terminoloogia kohta võõrkeeles ning esitleb neid, kuid teeb seda piiratud sõnavaraga ning lihtsamates grammatilistes lausekonstruktsioonides esineb vigu. Õppija panustab meeskonnatöösse ning tuleb peamiste ülesannete sooritustega toime.	Õppija kasutab aktiivselt võimalust suhelda inglise keeles. Õppija sõnastab olemas olevad teadmised juuksuri erialase terminoloogia kohta võõrkeeles ning esitleb neid kasutades teemakohast sõnavara ning lihtsamad grammatilised lausekonstruktsioonid on reeglina vigadeta. Õppija panustab meeskonnatöösse ning tuleb suurema osa ülesannete sooritusega toime.	Õppija suhtleb aktiivselt võõrkeeles. Õppija sõnastab olemas olevad teadmised juuksuri erialase terminoloogia kohta võõrkeeles ning esitleb neid kasutades laialatuslikku teemakohast sõnavara ning grammatiliselt keerukamaid lausekonstruktsioone. Õppija panustab efektiivselt meeskonnatöösse ning tuleb ülesannete sooritusega efektiivselt toime.
Iseseisev töö		
Õppija koostab etteantud juhendi alusel juuksuri teenuse võõrkeelse kirjelduse koos lühikeste selgitustega kasutades erialast sõnavara ja jäälgides keelelist korrektsust. Iseseisva töö eesmärk on toetada ja julgustada õppijat kasutama tundides omandatud erialast sõnavara ning suunata õppijat läbi kestva enesearengu õpiprotsessi juhiks.		
Praktilised tööd		
Praktilised keeleõppe ülesanded töökeskkonnas. Erinevad rollimängud, simulatsioon.		

Õpiväljund 2	Hindamiskriteeriumid	Teemad/alateemad	Õppemeetod	Hindamine
Suhtleb kliendiga (k.a võõrkeelse kliendiga) otsesuhtluses ja telefoni teel.	Demonstreerib etteantud töösituatsioonide alusel ametialast suhtlemisoskust.	TEENINDUSALANE SUHTLEMINE	Rollimängud; kompleksülesanne;	Mitteeristav

Õpiväljund 3	Hindamiskriteeriumid	Teemad/alateemad	Õppemeetod	Hindamine
Kliendi nõustamine	Selgitab kliendile teenuste põhimõtteid ning kasutab sobivaid keelendeid kliendi teenindamiseks	TEENINDUSALANE SUHTLEMINE	Rollimängud; kompleksülesanne; Simulatsioon	Mitteeristav

Mooduli kokkuvõtva hinde kujunemine	Mooduli hinne kujuneb kõigi teemade juures kirjeldatud hindamiskriteeriumite õpiväljundite saavutamisel. Kõik õpiväljundid on saavutatud lävendi tasemel ja väljendatakse sõnaga „arvestatud” (A). Kui õpiväljundid saavutatakse tasemest madalamal tasemel, siis on tulemus ebapiisav ehk „mittearvestatud” (MA).
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Appendix 3 – Interview questions

Face-to-face interview questions

- How would you describe your overall experience with learning a foreign language?
Describe your previous English learning experience in more detail.
- What did you like/dislike about learning the English language before coming to study at TVEC? Could you elaborate on that?
- Which learning environment do you feel the most supportive for learning a foreign language in? How did you feel when the activities were carried out in your training salon? Could you elaborate on that?
- Which tasks do you feel help you develop your communication skills in a foreign language?
- Did the teacher at TVEC do something to make learning English, especially communication tasks, to be more motivating for you?
- How was your previous English learning experience compared to learning English at TVEC? Could you elaborate on that?

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Kerstin Kesler

Authentic Workplace Situations as Motivational Elements in Foreign Language Learning in Vocational Education on the Example of the Hairdresser Syllabus

Autentsed töösituatsioonid kui motivatsiooni elemendid võõrkeele õppimisel kutsekoolis juuksurite mooduli rakenduskava näitel

Magistritöö

2018

Lehekülgede arv: 66

Käesoleva magistritöö eesmärk on uurida, kuidas mõjuvad autentne õpikeskkond ja autentsed töösituatsioonid õppijate motivatsioonile ning kuidas need toetavad võõrkeele õppimist. Töös püstitatud eesmärgi saavutamiseks uuriti juuksuri eriala õppijate arusaamu võõrkeele õppimisest enne ja pärast Tartu Kutsehariduskeskuses juuksuri erialase inglise keele tundide läbimist.

Käesolev töö koosneb sissejuhatausest, kahest peatükist ning kokkuvõttest. Sissejuhatauses antakse ülevaade kutsehariduse hetkeolukorrast Eestis, selgitatakse autentse õppimise vajadust ning keskendutakse varasematele uuringutele. Esimene peatükk annab ülevaate autentsuse moistest, tutvustab autentset õppimist ning selgitab, kuidas autentne õppimine tõstab õpimotivatsiooni.

Teine peatükk tutvustab kvalitatiivse uuringu raames läbiviidud juhtumianalüüsi. Andmete kogumiseks tegi töö autor kuue endise juuksuri eriala õpilasega intervjuud, mille abil selgitati välja õppijate arusaamad võõrkeele õppimisest. Kvalitatiivsest uuringust selgus, et õppijad tajusid võõrkeele õppimist enne kutsekooli erialase inglise keele tundide läbimist erinevalt. Peale erialaseid inglise keele tunde leidsid õppijad, et autentsed töösituatsioonid tõstsid nende õpimotivatsiooni ja arendasid keeleoskust.

Märksõnad: autentsus, õpimotivatsioon, võõrkeele omandamine, õpikeskkond, autentsed töösituatsioonid, koostöö.

Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks

Mina, Kerstin Kesler,

1. annan Tartu Ülikoolile tasuta loa (lihtlitsentsi) enda loodud teose *Authentic Workplace Situations as Motivational Elements in Foreign Language Learning in Vocational Education on the Example of the Hairdresser Syllabus*

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Tartus, **21.08.2018**

Kerstin Kesler