

UNIVERSITY OF TARTU
DEPARTMENT OF ENGLISH STUDIES

**CREATING CLIL MATERIALS FOR TEACHING MEDIEVAL
TOWNS IN ENGLISH**

MA thesis

MERIKE PALOPSON
SUPERVISOR: Asst. Lect. ÜLLE TÜRK, MA

TARTU

2020

ABSTRACT

Although CLIL (Content and Language Integrated Learning) is gaining momentum across the world due to its dual focus, the implementation of the methodology faces several challenges. One of the obstacles is the lack of adequate CLIL teaching materials. The current thesis aims to fill in the gap by compiling teaching materials on the principles of the CLIL methodology for teaching medieval towns in the UK and Estonia in form 7. The created teaching materials were piloted in two schools in history and English lessons. Two practising teachers (one of history and the other of English) were asked to evaluate the materials to receive feedback on their quality and enhance the learning process by providing suggestions for further improvements.

The thesis is divided into three main chapters. The first chapter, the literature review, gives a theoretical overview of the CLIL methodology. The second chapter presents the criteria needed for compiling CLIL materials as well as covers the author's process of history-English CLIL teaching materials development. The final chapter, the empirical part of the study, focuses on the piloting process of the compiled CLIL teaching materials in two schools in Tartu. It provides an overview of the study and presents the results of the teachers' interviews and of the students' questionnaire in relation to the research questions and a discussion of these results.

The paper includes eight appendices and is based on 22 primary and 35 secondary sources.

TABLE OF CONTENTS

ABSTRACT.....	1
LIST OF ABBREVIATIONS.....	3
INTRODUCTION	4
1 CHAPTER I. CONCEPTUALISING CLIL.....	8
1.1. THE DEFINITION OF CLIL	8
1.2. CURRICULAR VARIATION IN CLIL	11
1.3. THEORETICAL FRAMEWORK.....	13
1.4. THE CLIL CLASSROOM: UNDERLYING PRINCIPLES.....	17
2 CHAPTER II. CREATING CLIL MATERIALS.....	20
2.1. CRITERIA FOR COMPILING CLIL TEACHING MATERIALS	20
2.2. THE PROCESS OF HISTORY-ENGLISH CLIL MATERIALS DEVELOPMENT	23
3 CHAPTER III. PILOTING THE TEACHING MATERIALS CREATED	32
3.1. METHOD	32
3.2. PARTICIPANTS.....	33
3.3. PROCEDURE	34
3.4. RESULTS AND DISCUSSION	35
CONCLUSION.....	48
LIST OF REFERENCES	51
APPENDIX 1	57
LESSON PLAN OF LESSON 1.....	57
APPENDIX 2	64
LESSON PLAN OF LESSON 2.....	64
APPENDIX 3	71
LESSON PLAN OF LESSON 3.....	71
APPENDIX 4	76
LESSON 1: LIFE IN MEDIEVAL TOWNS IN THE UK	76
APPENDIX 5	85
LESSON 2: LIFE IN MEDIEVAL TOWNS IN ESTONIA	85
APPENDIX 6	94
LESSON 3: LIFE IN MEDIEVAL TOWNS IN THE UK AND ESTONIA (SUMMARY)	94
APPENDIX 7	98
STUDENT EVALUATION QUESTIONNAIRE.....	98
APPENDIX 8	100
QUESTIONS FOR THE INTERVIEW	100
RESÜMEE.....	102

LIST OF ABBREVIATIONS

CLIL — Content and Language Integrated Learning

HOTS — higher-order thinking skills

ICT — Information and Communication Technology

LOTS — lower-order thinking skills

The UK – The United Kingdom of Great Britain and Northern Ireland

INTRODUCTION

Awareness of education in a language that is not the first language of the learner is not recent, and it probably has existed since people from various language groups have lived together. It is believed that the first programme of this type dates back even to 5000 years to Akkadians who encouraged the learning of the content in theology, botany and zoology as well as learning of Sumerian (Mehiso et al 2008). It was not until the mid-1990s though that content and language integrated learning (hereafter CLIL) emerged in response to the demand and expectations of the global world to achieve the best possible language outcomes in the shortest time (Coyle et al 2010).

CLIL is a dual-focused educational approach in which additional language is used for the teaching and learning of both content and language (Coyle et al 2010). Due to its simultaneous focus on both content and language skills, it has been gaining momentum across the world. Several studies have shown its advantage compared to traditional foreign language teaching methods (Ruiz de Zarobe 2008; Lasagabaster & Sierra 2009; Várkuti 2010; Pladevall-Ballester 2019).

Despite its benefits, there are counterarguments to using CLIL as it is believed that either the comprehension of the subject knowledge is hindered (Dalton-Puffer 2011, Dvorjaninova & Alas 2018) or the development of the student's mother tongue (van de Craen et al 2007) is impeded. Nevertheless, several previous studies have reported the effectiveness of CLIL in developing the target language proficiency (Varkuti 2010), content knowledge as well as language competence and social skills (Metslang et al 2013) and in increasing learners' motivation (Pladevall-Ballester 2019) compared to conventional teaching methods.

Although CLIL is recommended in the Estonian National Curriculum for Basic School (2011) for developing foreign language as well as general competences of students,

most of the studies on CLIL implementation in Estonia have focused mainly on researching CLIL applications in Russian-medium schools (Mehisto & Asser 2007; Metslang et al 2013; Metslang et al 2014). It is because CLIL is used primarily in Russian-medium schools in order to improve the proficiency of Estonian. Dvorjaninova and Alas (2018) studied the perspectives of subject (geography) and foreign language (English) teachers' in Estonian schools. They found that teachers are reluctant to apply the methodology in the classroom due to the lack of training, and English teachers, in particular, were also concerned about the inadequate provision of appropriate teaching materials. Consequently, both further training and relevant CLIL materials are needed for applying CLIL in Estonian schools.

These concerns are similar to those expressed by teachers elsewhere. According to research one of the reasons why teachers worldwide avoid implementing CLIL is the lack of appropriate CLIL teaching materials (Pladevall-Ballester 2015; Massler 2012). Ball et al (2015: 16) explain that “because publishers see only small markets in CLIL books, few are published”. As a result, preparing for a CLIL lesson is more time consuming than for the conventional lesson.

Because far too little attention has been paid to developing custom-built CLIL materials, the thesis aims to contribute to the field by creating a culturally relevant unit in English on medieval history for form 7 of Estonian-medium schools. History was selected as its syllabus is partly devoted to the specific country and its history. Consequently, there is a demand for culturally relevant CLIL materials for teaching history in Estonia. Previous studies (Titone et al 2012) have also confirmed the importance of the creation of materials whose content includes the culture of the learner since it makes learners feel more confident in their academic capabilities.

The medieval period, especially the topic of medieval towns in the United Kingdom of Great Britain and Northern Ireland (hereafter the UK) and Estonia, was chosen as a

significant period in history whose cultural legacy can be seen throughout Europe in medieval city centres and town architecture. In fact, throughout the academic year, form 7 focuses on learning about the medieval period both in Estonia and in Europe generally. Therefore, the chosen topic is in corresponds with the Estonian National Curriculum of History (2011) as one of the objectives listed there is acquiring knowledge about medieval town life.

The materials will be piloted in two schools. A language teacher and a content teacher will be asked to use the materials in the classroom and to assess them to evaluate the effectiveness of the materials created. The answers to the following research questions will be sought:

1. How do the teachers evaluate the relevance, level and the learning objectives of the compiled teaching materials?
2. How do the teachers describe the quality of the compiled teaching materials?
3. How does the opinion of the language and content teachers compare with that of the students as far as the use of the teaching materials is concerned?
4. How can the teaching materials be improved for a more effective learning experience?

The thesis is composed of three chapters. The first chapter gives a theoretical overview of CLIL. It begins by defining CLIL, explains the curricular variations and then proceeds to introduce the theoretical framework of CLIL. The second chapter provides a theoretical overview of CLIL material creation and discusses the authors' process of material creation. The chapter begins by explaining the criteria for compiling CLIL teaching materials. The chapter ends with giving an overview of the author's compilation process of history-English CLIL teaching materials for teaching medieval towns in the UK and Estonia in form 7.

The last chapter is concerned with the piloting process of the compiled teaching materials in history lessons and English lessons in two schools in Tartu. After using the materials, both the history teacher and the English teacher were asked to evaluate the designed CLIL materials and lesson plans. In subsequent parts of the chapter, the results, as well as the analysis of the feedback provided by the teachers and the students are presented. The thesis ends with a discussion concentrating on the application of CLIL in the classroom as well as some recommendations for improving the teaching materials composed and suggestions for further research in the field of CLIL material design.

1 CHAPTER I. CONCEPTUALISING CLIL

Chapter 1 focuses on the literature background of the CLIL methodology and is divided into three sections. Section 1.1. defines the term CLIL, section 1.2. describes the curricular variations in the CLIL methodology and section 1.3. begins by laying out the theoretical framework of CLIL and proceeds to describe the language triptych as well as the underlying principles used in the CLIL classroom.

1.1. The definition of CLIL

It is necessary to clarify exactly what is meant by CLIL (Content and Language Integrated Learning) in this thesis since several competing definitions have been proposed and are being used which vary in their interpretation of “the balance between language and content instruction, the nature of the target languages involved, instructional goals, defining characteristics of student participants, and pedagogical approaches to integrating language and content instruction (Cenoz et al 2014: 243).”

The acronym CLIL was first coined by professor Marsh of the University of Jyväskylä in Finland in 1994 (Mehisto et al 2008) and officially adopted by the European Network of Administrators, Researchers and Practitioners (*EUROCLIC*) in 1996 (Marsh 2002). It was first used to describe an educational approach which has a twofold aim of developing both non-language subject and the language simultaneously and in which the content is taught *with* and *through* a second language (Eurydice 2006). Consequently, it was evident that CLIL was not merely (another) emerging approach teaching another subject (content) in a second language, but was an innovative fusion with a dual focus on both content and language.

The definition was broadened to include various educational approaches. A further definition of CLIL is given by the Eurydice report which describes CLIL as a generic term

to represent "all types of provision in which a second language (a foreign, regional or minority language and/or another official state language) is used to teach certain subjects in the curriculum other than language lessons themselves" (Eurydice 2006: 8). This definition is close to the one by Mehisto et al (2008) who popularised the term CLIL as an umbrella term covering a dozen or more educational approaches (e.g. immersion, bilingual education, multilingual education, language showers and enriched language programmes). They believe that in addition to improving language and content skills, CLIL develops also learning skills of students (Mehisto et al 2008).

In some sources, the term CLIL is used interchangeably with immersion due to the similarities in the two educational practices. Several specialists in the field have focused on comparing CLIL and immersion in order to find out how clear-cut their distinctions are. One of the leading experts of CLIL, Dalton-Puffer (2014), agrees that there is confusion regarding CLIL and immersion because the characteristics of CLIL can be applied to immersion and vice versa. She even argues that those two terms should be treated as lexical variants since recent studies (Llinares & Lyster 2014) have indicated that some immersion programmes are more similar to CLIL than they are to other programmes of immersion. CLIL can be seen, in a nutshell, as "a foreign language enrichment measure packaged into content teaching" (Dalton-Puffer & Smit 2013: 546). Nevertheless, clarification of the two terms (CLIL and immersion) is critical to have a common understanding of the CLIL methodology.

Lasagabaster and Sierra (2010) mention five aspects which differentiate CLIL from immersion. The language of instruction is seen as one of these aspects. On the one hand, it is said that in the case of immersion programmes, a language spoken locally is used as the medium of instruction while in the case of CLIL, a foreign language is used (Lasagabaster & Sierra 2010). On the other hand, in some countries, for example, in Estonia, CLIL is

mostly used to develop students' official state language (Estonian) proficiency in Russian-medium schools.

Another difference is that the language objective of immersion programmes is to reach native-like fluency in the target language while CLIL programmes do not have such an ambitious objective. Consequently, the vast majority of teachers in immersion programmes are native speakers, whereas the same does not apply to teachers of CLIL. Furthermore, the teaching materials are usually aimed at native speakers in the case of immersion programmes whereas in CLIL programmes abridged materials are used (Lasagabaster & Sierra 2010). Hence, the materials used in the CLIL classroom differ from those used to teach a subject in an English-speaking country because CLIL materials require pedagogical adaptation, especially in the initial stages of language learning. Therefore, the materials are adapted to the needs of the learners and according to the principles of CLIL.

Lasagabaster and Sierra (2010: 371) also point out that the starting ages differ as immersion programmes tend to start earlier than CLIL programmes since CLIL programmes aim to foster the language skills of those students who have already had "traditional foreign language teaching throughout their primary education." It should be mentioned that the enrolment of immigrant students in CLIL programmes is scarce, whereas they are mostly enrolled in immersion programmes. The reason could be that immigrant students have not acquired the regional language competence to such a level as to be able to participate in the CLIL programmes.

Ball et al (2015) believe that although CLIL is similar to those other forms of educational practices in which subjects are learned through the second language or two languages simultaneously, it differs from them since CLIL is used mostly to teach students who speak the majority language. They see CLIL more like a way to effectively develop the subject competences. Language is content as content involves language and vice versa (Ball

et al 2015). Additionally, CLIL is content-driven, which makes it different from existing language-teaching methodologies (Coyle et al 2010). While CLIL embodies the strategies, which are considered to be good practice in education in general, the distinctiveness of CLIL is that it combines all the good practices and flexibly synthesises them enabling to use the expertise of those approaches (Mehisto et al 2008).

Even though multiple definitions have emerged, several experts in the field agree that CLIL is a dual-focused approach (Coyle et al 2010; Marsh et al 2012; Marsh 2002). As Coyle et al (2010: 3) state "CLIL is an educational approach in which various language-supportive methodologies are used which lead to a dual-focused form of instruction where attention is given to both the language and the content." The definition provided by Coyle et al (2010) is seen to be concise as it indicates the specific features of CLIL (Cenoz et al 2014). Hence, throughout this thesis, this definition is used: "CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle et al 2010: 1).

1.2. Curricular variation in CLIL

The scale of the CLIL programme depends on the curricular model used. Ball et al (2015) propose two main versions of CLIL programmes, one being a subject-led approach (hard CLIL) and the other a language-led approach (soft CLIL), respectively also sometimes referred to as strong and weak versions of CLIL.

In the case of hard CLIL, academic achievement within the subject is highlighted and the development of the language is regarded more like a bonus as this type of version of CLIL has content objectives (Ball et al 2015). However, the advancement of language skills is still considered crucial. In this type of provision, only one or two subjects are being offered in a second language for a few years full-time. In these circumstances, the likelihood of

having language teaching in the CLIL programmes is small as it is possible that language teaching is not involved at all.

In the case of soft CLIL, the period of the provision is significantly shorter, being only half a year. The time allocated to the subject is shorter as well - one in three hours (Ball et al 2015). Soft CLIL aims to foster both the knowledge of the subject matter as well as language development. Despite that, soft CLIL has linguistic objectives as this type of provision has mainly broad linguistic aims and frequently involves language teachers. Ball et al (2015: 27) believe that soft CLIL has "become a branch in its own right".

Mehisto et al (2008), on the contrary, consider CLIL a flexible approach which is seen in the time allocated to learning and teaching through a second language. For instance, either the extensive instruction through the target language or partial instruction through the target language is implemented. As they state "CLIL allows for low-to high-intensity exposure to teaching/learning through a second language. The approach can also be used for short-term high-intensity exposure (Mehisto et al 2008: 12)."

For instance, activities of the CLIL type can vary from language showers to double immersion; in the latter case the instruction is both in the target language and in the first language simultaneously. CLIL can be applied at any level, in any language and with any learners due to the flexibility of length, language and age range of the methodology. Consequently, CLIL programmes can be applied in primary, secondary, vocational and higher education as the educational establishments can easily adapt the CLIL approach to their circumstances.

Another dimension of variability in the curricular models of CLIL is due to the social and cultural differences of the countries where they are applied (Coyle 2006). No curricular model of CLIL is the right one because CLIL is rooted in the local context. As a result, it is not surprising that the models of CLIL implemented, for example, in Estonia, Spain and

Switzerland differ from one another remarkably. Additionally, schools choose to apply CLIL as it is not imposed on them by educational establishments (Ball et al 2015).

The CLIL methodology aims to create the conditions under which students' natural way of learning the first language is used in order to improve their overall learning capacity (Mehisto et al 2008). CLIL aims to achieve the fulfilment of the following:

- grade-appropriate levels of academic achievement in subjects taught through the CLIL language;
 - grade-appropriate functional proficiency in listening, speaking, reading and writing in the CLIL language;
 - age-appropriate levels of first-language competence in listening, speaking, reading and writing;
 - an understanding and appreciation of the cultures associated with the CLIL language and the student's first language;
 - the cognitive and social skills and habits required for success in an everchanging world.
- (Mehisto et al 2008: 12)

1.3. Theoretical framework

The leading experts in the field, who have all contributed towards the development and promotion of CLIL, have unanimously agreed that it is essential that, while adopting the methodology in the classroom, the underlying principles and the theoretical framework should be followed for CLIL implementation to be successful (Coyle 2006; Coyle et al 2010; Eurydice 2006; Mehisto et al 2008).

While Marsh et al (2001) have listed five dimensions (the culture dimension, the environment dimension, the language dimension, the content dimension and the learning dimension) which act as reasons to employ CLIL and Ball et al (2015) have provided a three-dimensions model, the conceptual framework (4C Framework, see Figure 1) by Coyle (2006) has become the central model of the CLIL methodology and its application.

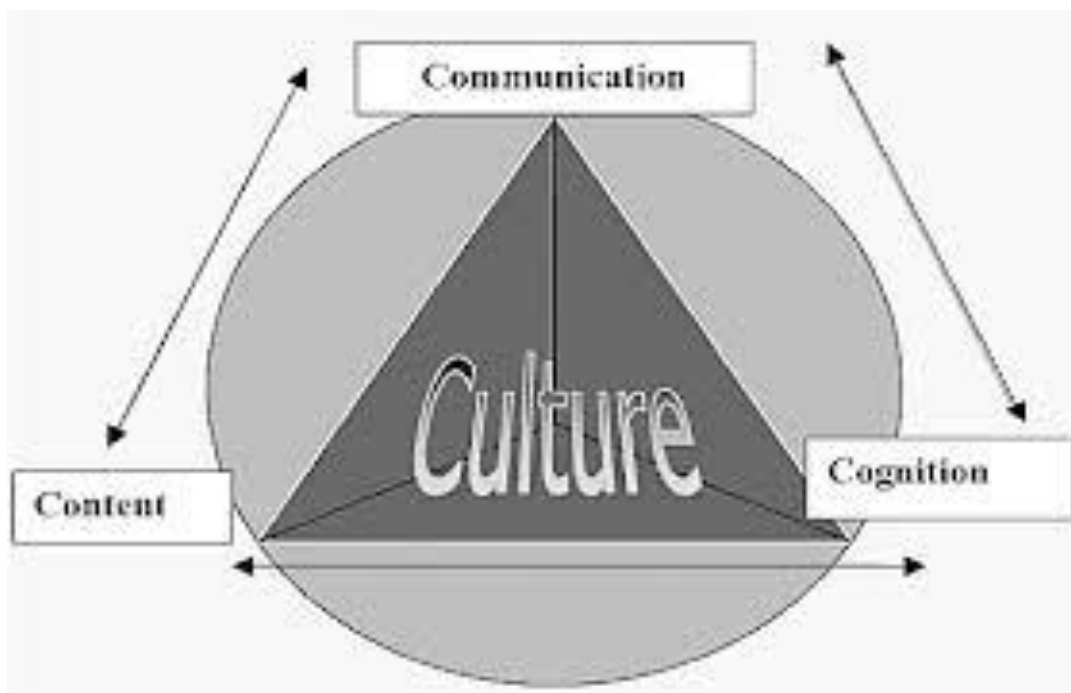


Figure 1. 4C Framework (Coyle 2006: 10)

The four Cs (four principles) are essential to the CLIL approach and are used as the framework for planning CLIL lessons. The five dimensions and four constituting parts of the 4C Framework do not overlap as their function differs since the conceptual framework is intended to be a basis of effective CLIL practice (Coyle 2006). The Framework describes the symbiotic relationship between content (subject matter), communication (language learning and using), cognition (learning and thinking processes) and culture (developing intercultural understanding and global citizenship) (Coyle et al 2010: 41). Coyle has summarized her model as follows:

4Cs Framework suggests that it is through progression in knowledge, skills and understanding of the content, engagement in associated cognitive processing, interaction in the communicative context, developing appropriate language knowledge and skills as well as acquiring a deepening intercultural awareness through the positioning of self and “otherness”, that effective CLIL takes place. (Coyle 2006: 9)

Consequently, the integrated nature of the model is evident as four elements are interwoven, and their interrelationship is emphasized.

The content in CLIL and the model proposed is seen as different from the traditional curriculum as the content extends to the cross-curricular topics and themes, interdisciplinary work, thematic themes, elements and aspects from the national curriculum (Coyle et al 2010). Consequently, CLIL offers opportunities within and beyond the national curriculum, depending on the curricular variations. Communication in the CLIL context reflects the linguistic demands needed for the learning process, which have been conceptualized in the Language Triptych (Coyle et al 2010). It identifies three types of language needed for effective CLIL.

Coyle is convinced that the effectiveness of content learning is accomplished when learners are cognitively engaged and challenged (Coyle et al 2010). She emphasizes the importance of (revised) Bloom's taxonomy as both lower-order thinking skills (LOTS) (remembering, understanding and applying) and higher-order thinking skills (HOTS) (analysing, evaluating and creating) should be put into practice for effective learning to take place in the CLIL classroom (Coyle et al 2010). Hence, both questions supporting LOTS (such as when, where, which, what) as well as the questions encouraging HOTS (such as why and how) should be asked to students.

Culture in the model focuses on the development from cultural awareness to intercultural understanding as students should interact with various people in different situations (Coyle et al 2010). Coyle stresses the importance of developing intercultural awareness which should help the student to see “other” and themselves. Therefore, cultural diversity and social interaction beyond the classroom are of high value. All the elements are interconnected and support the learning process as a whole.

While there is a consensus that the 4C Framework is the standard basis for CLIL, some alternative models have emerged. Mehisto et al (2008) suggest that there are four blocks which are the backbone of the CLIL methodology, namely content, communication,

cognition and citizenship. It seems that their model has been adjusted and modified from the 4C Framework as there are apparent similarities between the two. However, instead of culture they introduce citizenship (community).

Although some authors (e.g. Mehisto et al 2008, Ball et al 2015) have attempted to provide alternative models for the CLIL methodology, the literature in the field of CLIL has shown that the model proposed by Coyle in 2006 has established itself and is recognized as the central model of CLIL. Therefore, the core features of CLIL mentioned by Coyle (2006) serve as a reference point for preparing and teaching the CLIL lessons.

The Language Triptych. The triptych helps to analyse language needs across different CLIL contexts and helps to recognize various types of linguistic demands influencing the CLIL approach (Coyle et al 2010). Hence, it determines the language to be taught in the CLIL classroom (Coyle 2006). The language triptych shows three interrelated perspectives of the vehicular language of CLIL: language of learning, for learning and through learning (Coyle et al 2010).

Language of learning stands for the language needed to understand the content (Coyle et al 2010). It does not only include the language needed to identify key phrases and vocabulary but also the grammatical demands of the unit, such as the language of describing, discussing, hypothesizing, analysing as well as explaining (Coyle et al 2010). For example, if the students are asked to define terms related to the unit it is essential also to acknowledge how keywords and phrases will be used in order for the students to learn (Coyle et al 2010).

Language for learning is the functional language needed to work successfully in a foreign language environment and carry out learning activities. It involves the language demands of the classroom activities such as how to carry out research or work in groups or present the work. It also focuses on how to teach those skills to students. Coyle et al (2010: 62) claim that "the language for learning is the most crucial element for successful CLIL, as

it makes transparent the language needed by learners to operate in a learning environment where the medium is not their first language.”

Language through learning represents the new language likely to come up during the study process and is, therefore, hard to predict because it arises according to individual learner needs. Spontaneous and planned opportunities to advance learning are being recognized and implemented. Language through learning focuses on increasing the knowledge of existing language demands as language progression is evident. Language progression means "the systematic development of emerging language from a specific context, supported by structured grammatical awareness, using known language in new ways, accessing unknown language and so on (Coyle et al 2010: 63)."

1.4. The CLIL classroom: Underlying principles

More recent attention has focused on outlining the underlying principles of the CLIL methodology for the successful delivery of CLIL lessons. Although the fundamental principles of CLIL suggested by several authors including Mehisto et al (2008), Ball et al (2015) as well as Genesse and Hamayan (2016) differ slightly from one another, they share similarities and should act as a checklist for teachers and educational establishments for planning and applying CLIL in the classroom.

Mehisto et al (2008) have suggested the core features of CLIL methodology which should be considered when applying CLIL. First of all, there should be multiple foci which are evident in the integration of several subjects as well as encouraging language learning in content classes and vice versa. Students are asked to reflect on the learning process, and cross-curricular themes and projects are implemented to foster learning.

In the CLIL classroom, the teacher should provide a safe and enriching learning environment by using routine activities and discourse as students are familiar with them and

would feel more at ease. The CLIL teacher should also boost the confidence of learners to experiment and try as the errors are seen as part of the learning process. Language and the content should be present throughout the lesson, and students' language awareness should be developed further (Mehisto et al 2008).

Learning materials must be authentic and up-to-date (Mehisto et al 2008). Thus, current materials from the media and other sources such as books, web pages and blogs are consulted and adapted for lessons. Furthermore, students are helped to make a connection between their studies and the real world.

Another essential principle of the CLIL classroom is active learning, which means that students speak more than the teacher as the teacher is acting more like a facilitator (Mehisto et al 2008). Genesse and Hamayan (2016) believe that student engagement is the engine of learning. Students help to set learning outcomes in language, content and learning skills as well as to evaluate them (Mehisto et al 2008). Peer co-operative work is preferred (Mehisto et al 2008). Ball et al (2015) also point out the enhancement of peer communication as a core feature of CLIL. The teacher should speak less than students, and students' output is fostered.

Scaffolding is another necessary principle in the CLIL classroom. Scaffolding means that students are provided with temporary support to acquire new content knowledge as well as to improve new skills so that later they can use it in different contexts without help (Mehisto et al 2008). Scaffolding is established by repackaging information in a user-friendly way. For example, the text can be adapted by cutting it into manageable chunks and adding a glossary. Visual or textual organizers can be added so that students can see or read a summary of what they will be working through beforehand.

In addition to this, scaffolding is established also by using the mnemonic devices to memorize new knowledge better (Mehisto et al 2008). Tasks used correspond to different

learning styles and foster creativity as well as critical thinking, challenge students to take another step forward and build on students existing knowledge (Mehisto et al). Likewise, Ball et al (2015) also believe that the development of thinking skills should be supported. In fact, Mehisto et al (2008: 30) are convinced that "good CLIL practice is driven by cognition".

Co-operation has a vital role in CLIL application as it requires the cooperation between CLIL and non-CLIL teachers who are either planning lessons, courses or themes together (Mehisto et al 2008). In addition to this, parents as well as the local community, authorities and employers are involved. Increased co-operation has a positive impact on learning and helps to implement CLIL successfully.

Several authors have concluded that CLIL is "just a good practice" (Ball et al 2015; Mehisto et al 2008). All the features characterising the excellent practice in education in general apply also to CLIL. CLIL is more like a value-added approach as it enriches the learning environment (Mehisto et al 2008). Consequently, when implementing CLIL, both the core features listed by the experts in the field for CLIL and the standard good practice in education should be followed.

2 CHAPTER II. CREATING CLIL MATERIALS

Chapter 2 focuses on the creation of CLIL teaching materials. Section 2.1. lists the criteria needed for creating CLIL materials and section 2.2. covers the process the author went through when creating the CLIL teaching materials and gives an overview of the materials developed.

2.1. Criteria for compiling CLIL teaching materials

When planning CLIL lessons and compiling materials for them, characteristics of the CLIL methodology discussed in Chapter 1 must be borne in mind. Mehisto (2012: 17-25) has provided a list of ten key principles that are essential for developing quality CLIL materials. He argues that it is essential to:

1. “make the learning intentions (language, content, learning skills) and process visible to students” by incorporating short and long-term planned outcomes of intended learning into teaching materials.
2. “systematically foster academic language proficiency” by focusing on the scientific language in the learning materials as the students should either identify the various parts of the academic language, or it has been highlighted for them.
3. “foster students' learning skills development and learner autonomy” by including specific tasks (e.g. pre-text tasks, think-pair-share exercise) which should help the students to master the language or content of complex texts.
4. “include self, peer and another type of formative assessment” to reflect and assess the planned outcomes for the achievement of content and language as well as learning skills goals.
5. “help create a safe learning environment” which is established by scaffolding to facilitate the understanding and avoiding the usage of sarcasm and ridicule in the

materials as well as compiling the materials which encourage the development of inclusion and should be respectful of diversity.

6. “foster co-operative learning” by favouring co-operative work and paying attention to the language needed for collaborative work.
7. “seek ways of incorporating authentic language and authentic language use” from authentic sources.
8. “foster critical thinking” by including cognitively more challenging tasks and avoiding fact-based questions.
9. “foster cognitive fluency through the scaffolding of a) content, b) language c) learning skills development helping students to reach well beyond what they could do on their own”, by providing temporary support to the additional cognitive overload.
10. “help to make learning meaningful” by making a connection between the teaching and the students' lives.

Although Mehisto's list of criteria provides some insight into effective CLIL implementation as it is seen as the basis for creating CLIL materials, it is argued that some of the points listed by Mehisto describe excellent educational practice in general (Ball et al 2015). Consequently, other authors (e.g. Genesee & Hamayan 2016, Lopez-Medina 2016) have adapted the list by Mehisto and created their own sets of principles for CLIL materials design.

In the same vein, Ball et al (2015) list seven principles which contribute to good CLIL practice and seem to be more CLIL specific criteria compared to Mehisto's list. First of all, there should be the primacy of the task (the text-task relationship) which means that the task is seen as the driver of the learning process. It seems that they suggest to design the tasks and word the instructions in a way that the task would be the essential element instead

of the text. The focus is shifted to the task, and the text is seen as a means to support the task.

Another principle listed is prioritising the three dimensions of the content (concept, procedure and language) by controlling and adjusting their interplay (Ball et al 2015). In their opinion, the word content contains more complexities as language is also seen as the content. Another key factor not only in CLIL material creation but also in education, in general, is guiding input and supporting output. Teaching materials should be suitable for this purpose as learners must acquire both input and output skills to cope with increasingly more challenging material.

Similarly to Mehisto, Ball et al (2015) hold the view that an essential factor to consider in relation to material design is including scaffolding and embedding. Learning is conceptualised by scaffolding and embedding the concepts and the key language in meaningful activities. Understanding is also facilitated by making the key language salient – a principle, which is closely related to scaffolding and embedding.

The sixth principle is the concept of “difficult” in didactic materials. It indicates that the topic regarded as complicated can be made accessible to the students since the nature of the activity determines whether students find it manageable (Ball et al 2015). This principle links with the previous ones since the solution can be seen in including support for the students. The final principle of material design for CLIL is thinking in sequences, which means the activities and tasks are part of a more extensive sequence and should not be set apart.

The principles listed have an essential influence on the quality of the CLIL instructional materials. They should be considered while adapting or designing materials. Together, the principles provide a basis to apply the materials in practice successfully. For

the current thesis, the criteria listed by Mehisto (2012) as well as by Ball et al (2015) were considered while designing the materials.

2.2. The process of history-English CLIL materials development

The Estonian National Curriculum for History (2011) sees the purpose of history teaching in providing students with the knowledge of the past and of the cultural heritage of their home country and of the world so that they can orient themselves in a cultural space. This purpose is the same as that of one of the building blocks of the 4C Framework - culture, which means developing students' intercultural understanding and global citizenship skills (Coyle et al 2010).

Teaching history also helps to integrate what is taught in other school subjects and develops students' ability to understand human development through past phenomena (Estonian National Curriculum for History 2011). Such integration of school subjects and topics enriches, among other things, the world view of students. While compiling the teaching materials, both the skills and aspects of the language taught in English lessons, and the content of the history syllabus were considered. Hence, the CLIL teaching materials focusing on medieval towns were created for teaching in history and English lessons. Besides the objectives in the Estonian National Curriculum, the dual-focus of the CLIL methodology, the 4C Framework, underlying principles as well as the criteria for CLIL materials development listed were considered and implemented.

The teaching materials aim to support students acquisition of knowledge about medieval towns in the UK and Estonia as well as to foster the language skills needed for describing medieval towns. According to the Estonian National Curriculum for History (2011), students should be able to describe life in medieval cities. Since students in form 7 learn about the medieval period throughout the academic year, they have prior knowledge

of the period. Consequently, the CLIL teaching materials were developed to teach a specific aspect of the period and mainly focus on giving a brief overview of town life in the UK and Estonia, including the guilds and the Hanseatic League, in three sequential lessons (see Appendices 1-3).

The first lesson focuses on medieval town life in the UK and provides information about typical buildings, guilds and most common crafts and trades. It also introduces the vocabulary needed. The second lesson is about medieval towns in Estonia and focuses on the guilds and the Hanseatic League. The third lesson was designed to summarise the material covered in the first two lessons and to allow students to put the acquired knowledge into practice by doing the final project. It also functions as an assessment of the learning. Consequently, the first two lessons have input during the main learning stages and the last lesson requires some output from the students.

When compiling the CLIL teaching materials, the core features of the CLIL methodology listed by Mehisto et al (2008) were borne in mind. This included authenticity, creating a safe and enriching learning environment, scaffolding, active learning and multiple foci. Authentic content from online sources (such as from encyclopaedias and websites) was selected and adapted to convey life in medieval towns and to expose students to the authentic use of the target language. The safe and enriching learning environment was created by encouraging students to experiment with language and content.

The material was scaffolded to provide students with the help necessary to perform the tasks efficiently. The scaffolding involved the creation of an online glossary in the web-based study application Quizlet, where the new vocabulary was stored and available for students to consult throughout the lessons. Furthermore, the information was repackaged in a user-friendly way and bridges were built to students' prior knowledge. For example, the texts were divided into manageable chunks, and students were guided by textual organisers

and the glossary. The temporary supporting structures were given, and the key language was made salient.

Active learning was used through peer co-operative work as several activities require students to work either in pairs or in groups to complete them. For instance, students are asked to fill in the table of medieval crafts and trades together with a partner in lesson 1 and complete the mind map with a group in lesson 3. Additionally, the role of the teacher is more of that of a facilitator of the learning process. The tasks were designed to accommodate different learning styles.

Multiple foci were present as several subjects, namely history and English but also Information and Communication Technology (hereafter ICT) were integrated as digital materials were created. The new generation is exposed to a range of technologies from an early age. Therefore, the use of ICT in the classroom is promoted as a response to the demand of the digital era. It is also stated in the Estonian National Curriculum for Basic Schools (2011) that digital literacy should be developed to prepare students for the technology-driven society.

As far as digital learning resources for language learning are concerned the advantages include enhanced language learning and increased learner autonomy (Kurose 2019), learning the language in interaction and in an authentic environment as well as supporting the development of collaborative learning (Wang 2005) and the positive influence on learning and motivation (Burset et al 2016). In addition to this, integrating ICT into the classroom helps to equip learners with the skills needed for the 21st century. However, the successful use of ICT in the classroom depends on the teacher's competence and confidence in using ICT as well as their willingness to integrate technology in lessons (Bingimlas 2009). Although it is argued that the use of digital devices has a negative impact on students' concentration in the classroom since some students use them for non-class

related activities (Taneja et al 2015), the advantages outweigh the disadvantages since digital materials bring added value to the learning process.

Hence, the online classroom was preferred, and Google Classroom was favoured as a free collaborative platform developed especially for educational establishments. An online unit on medieval towns in the UK and Estonia in Google Classroom was created. It should be noted that in Google Classroom, participants are restricted to the domain, which means that to create and join the class, the school's email should be used. Consequently, identical online classrooms in different domains had to be set up to pilot the materials in two schools eventually.

Lesson plans (see Appendices 1-3) were created with a detailed step-by-step guide for each lesson. Every lesson followed the good practise in lesson planning and included a lead-in activity as well as a closure. Links to the sources were included. In addition to this, in every lesson plan, the learning outcomes and skills of that specific lesson were listed. The primary teaching and learning objectives of the CLIL lessons were:

- to provide students with knowledge about medieval towns in the UK and Estonia and develop their target language skills,
- to enhance students' co-operation and collaboration abilities,
- to advance students' digital literacy.

2.2.1 Lesson 1: medieval towns in the UK

Lesson 1 provides students with knowledge about medieval towns in the UK. Students learn about everyday life in medieval towns, typical buildings there, the guilds as well as trades and crafts. The lesson also aims to focus on the practice of using relative pronouns and the Past Simple tense form.

Three main input tasks were designed to expose students to authentic language in use and support the development of acquisition. Vocabulary knowledge is expanded by

including specific activities dedicated to the content vocabulary as well as by providing students with a glossary in Quizlet. Consequently, the key vocabulary about the medieval period is scaffolded to support overall comprehension.

In order to build on students' existing knowledge (as recommended by Mehisto et al 2008), the lesson begins (see lesson 1 in Appendix 1) with a lead-in task in Padlet, which helps to activate the prior knowledge about the medieval period and helps to introduce the topic of the lesson. The first main task is about life in medieval towns and consists of a short text and post-reading vocabulary activity. Reading comprehension is improved and supported by scaffolding the key vocabulary in the text as well as by the follow-up vocabulary comprehension. A lower-order thinking skill (remembering) is needed as students have to recognise the words from the extract and match them with the suitable definition provided.

In the second task, students have to watch a video about medieval Birmingham and later match in the Learning Apps the photos from the video with the correct words. The video “Exploring Medieval Birmingham 1300” was chosen as a current source where the target language is used authentically. One of the principles of CLIL listed by Mehisto (2012) is incorporating authentic language use into learning and teaching. Additionally, the video aims to make cultural connections and helps to build students’ knowledge about other cultures, namely about life in the UK during the medieval period. The task also supports the development of listening skills as well as the expansion of the content vocabulary.

Task 3 focuses on medieval guilds as well as trades and crafts. The task begins with a reading comprehension activity where students are presented, first, with an extract about medieval guilds where they have to fill in the blanks using the correct relative pronoun, and then later answer the questions about the text. The activity focuses on checking the knowledge of the content as well as developing grammar skills. Students are also presented

with the language and grammatical structures they need to express their ideas in the following lessons. In CLIL lessons, students need to develop communication skills as it is essential for expressing thoughts about the content and help students to work well together (Bentley 2010). Hence, pair work was chosen in the case of task three, where students have to work in pairs to group medieval crafts and trades.

The first lesson finishes with a closure task. Students are asked to fill in an exit ticket where they are asked to write the most important thing they learnt from the lesson. Hence, students are required to reflect on the lesson and their learning progress. Scaffolding is provided since the beginning of the sentence is given to students. The task aims to help students to reflect on and self-assess their learning and provides information for the teacher.

2.2.2. Lesson 2: medieval towns in Estonia

The second lesson was planned to give a brief overview of medieval towns in Estonia, especially about guilds in Estonia and the Hanseatic League. Students recall what they know about medieval Estonia and acquire information about the guilds in Estonia as well as the Hanseatic League and the most popular products of the Hanseatic League. They also revise the use of the Past Simple tense form and improve their collaborative working skills. Similarly, to the first lesson, the second lesson consists of three main activities which have sub-tasks in them.

The first stage of the lesson is a lead-in task in Quizzes, where the students have to answer a short quiz (4 questions) about medieval Estonia. The lead-in task is designed to generate interest in medieval Estonia and introduce the topic of the lesson as well as activate students' prior knowledge.

In the first task, students have to look at the map and decide whether the statements given are true or false. The task requires students to use interpretation skills and develops their map-reading skills as they have to answer based on the map provided. Hence, students

are cognitively engaged as the cognitive process of understanding is involved. According to the experts in the field of CLIL, cognitive engagement is central to the CLIL classroom, and different dimensions of thinking and problem-solving skills should be integrated (Coyle et al 2010). In the second part of the first task, students have to work in pairs and guess the present-day names of some medieval Estonian town names. The activity was designed to make a connection between learning about medieval towns as well as the lives of students and their community. Hence, developing intercultural awareness is promoted.

The second task focuses on the guilds in Estonia. By the end of the task, students should know what regulated the guilds and who belonged to them. Students have to read the text about the guilds in Estonia and fill in post-reading questions about the extract. Recalling information and understanding the text is required. Students also have to use critical thinking as they need to make critical judgements based on the extract before answering the last question. In the second part of the task, grammar is the main focus, namely the Past Simple tense form. The interactive activity in the Learning Apps was incorporated to accommodate the kinesthetic learning style. Students must decide whether the verb is in the Present Simple or in the Past Simple tense form and then drag the verb to the right place. The activity helps to revise the formation of the Past Simple and also acts as a scaffold for future activities.

The third task is about the Hanseatic League and is divided into three sub-tasks. By the end of the task, students should know what the Hanseatic League was and be able to name the essential trading products as well as be familiar with the specific vocabulary about the Hanseatic League. The first activity acts as an introduction to the topic. The students must fill in the short extract about the Hanseatic League using the words given. The activity also aims to develop content vocabulary. In the following activity, the collaborative skill is improved since students have to work in pairs and fill in the table about the Hanseatic League. Students must do the WebQuest as well as use the map given to fill in the table.

Scaffolding is present as the links to the sources are provided. Links to current media where the target language is used authentically are included. The task ends with a gap fill activity, where students have to decide based on the context and match products of Hanseatic trade with the description. Students must use critical thinking to understand which description the product fits best.

The second lesson also finishes with a closure task. Students must form a question about the topic of the lesson using the question word *what, how, why, when* or *where* (to begin the question) and the Past Simple tense form. The closure task aims to apply the learnt structures in practice as well to emphasise the key information. Students demonstrate their understanding of the main aspects as well as consolidate them.

2.2.3. Lesson 3: Life in medieval towns in the UK and Estonia (summary)

The last lesson sums up what was learnt in the two previous lessons. Students are required to apply learnt knowledge and grammatical structures in order to create their description of a typical medieval town. Hence, higher-order thinking skills are used in this lesson. In the previous lessons, the focus was on input, but this lesson focuses on output. For that purpose, two main tasks are included aiming to guide students in their use of the knowledge acquired.

Before students begin the first task, the interactive vocabulary game Quizlet Live is played to revise the content vocabulary. Students are in fixed teams and have to work together to match the correct answers. Quizlet Live aims to develop collaborative skills and revisit the key language which students will need to use in the following activity.

The first task aims to improve the communication as well as collaborative skills since students are required to work in groups to create a mind map using the materials from the previous lessons as well as from the WebQuest. The class is divided into two teams, one of which completes a mind map about medieval towns in the UK and the other about medieval

towns in Estonia. In the end, the teams compare the mind maps and find both similarities and differences.

The second task is also divided into two parts. In the beginning, students are given a plan of a typical medieval town, and they are asked to recall the names of the places to write them on the map. Later they must write a description on the bases of the plan completed. They must incorporate relative pronouns (which, who, when, where) into their writing as well as use the Past Simple tense form when writing the description.

The lesson ends with guessing the word game. Students have to think of a word between 5 and 10 letters long, which is related to the topic (medieval Towns in the UK and Estonia) and write down the definition of that word. Then they swap the definitions with a partner and try to guess the word based on the definition. The closure task allows the personal growth of students as they are encouraged to think up their definitions and revise the topic by applying what they have learnt in practice.

3 CHAPTER III. PILOTING THE TEACHING MATERIALS CREATED

Chapter 3 focuses on the application process of compiled history-English CLIL teaching materials for teaching medieval towns in the UK and Estonia in form 7. The chapter covers the piloting of the materials in two schools in Tartu in one history class and one English language class. The chapter also presents the outcomes of the piloting process and makes suggestions for further improvements.

3.1. Method

The created materials were piloted in form 7 at two schools in Tartu. At one school, they were used by a history teacher in his history classes and at the other school, by an English teacher in her English classes. The piloting period lasted for two weeks and in both schools the materials were used in three lessons. Three of the lessons (one English lesson and two history lessons) were observed by the author of the thesis to monitor the implementation process of the teaching materials in the classroom.

At the end of the piloting period, the students were asked to fill in a feedback questionnaire about the lessons and the study materials. Both multiple-choice and open-ended questions were used (see Appendix 7). The respondents were first asked to choose whether they had the lessons in their English classes or history classes to see whether there were any differences between the two groups' opinions. The second question was designed to identify what the students think they learnt in the lessons. Students were given several options and they were able to choose the ones that were true about them. The following set of questions (questions 3-5) aimed to identify whether the activities done in the lessons were fun and challenging as well as whether they were more complicated than the usual lessons. This section of the questionnaire required respondents to explain their answers. In the last

question, the students were asked to choose whether they would like to have similar lessons in the future.

The teachers were interviewed (see Appendix 8 for the interview questions) and were asked to assess the quality of the compiled CLIL teaching materials. Semi-structured interviews were used to provide more flexibility and to get more thorough responses than in the case of a questionnaire. The interviews aimed to assess the quality and effectiveness of the compiled CLIL teaching materials, notice the limitations and compare the opinion of the teachers. The interview was divided into five subsections (see Appendix 8):

- background information
- questions about the lesson plans
- questions about Google Classroom
- questions about applying the materials in the classroom
- questions about compiled teaching materials

The English teacher was interviewed in Estonian due to the preference of the teacher, and the history teacher was interviewed in English. The interviews were transcribed for a better presentation of the results and the analysis. The answers by the English teacher were translated by the author into English to present the results.

3.2. Participants

The schools and teachers for the study were chosen because of their convenient accessibility to the author. The acquaintances of the author from two schools in Tartu were contacted. An English teacher and a history teacher from different schools were asked to apply the materials in their classroom.

At one of the schools, the language of instruction is English; hence all the lessons are in English. However, the language competence of the students varies significantly as some of them are fluent in the language while others struggle. The latter is due to the diverse

background of the students. There are six students in total in form 7, aged between 11 and 14 years. At this school, the compiled materials were tested in history lessons. The duration of each lesson was 45 minutes.

The language of instruction in the other chosen school is Estonian. Although it is an Estonian-medium school, there are more English lessons than is required by the national curriculum. Additionally, the use of ICT in the classroom is promoted and students are encouraged to use iPads for learning purposes. In the case of English lessons, the students are divided into groups (regular, medium and advanced) based on their pace of learning and level of English. The English teacher who tested the compiled CLIL teaching materials teaches the medium group of 14 students, aged between 13 and 14 years. The duration of the lessons varies as there are short and long lessons. A short lesson is 45 minutes, and the long lesson is 80 minutes long. In the latter case, two lessons are merged without a break.

The English teacher has taught English for 19 years, and the history teacher has taught history for nearly five years. Both teachers claimed to be familiar with the concept of CLIL. Nevertheless, only the history teacher had applied CLIL before as he had incorporated some elements of CLIL into his teaching. Despite that, he also lacked hands-on experience with the CLIL methodology. The English teacher lacked the practical experience of CLIL due to the lack of need as she uses a textbook when planning and structuring her lessons.

3.3. Procedure

Before piloting the materials, the teachers had a consultation in which the lesson plans were discussed, questions regarding the lessons answered, and the overview of the piloting process provided. Due to the learning pace of the students in the English lessons, the length of the piloting time was extended. Though the English teacher tested the materials in three lessons during the week of the 21st-28th November 2019, two of the lessons were long ones and, thus, the piloting actually lasted for five academic hours. The history teacher tested the materials as planned in three lessons on the 27th and 28th November 2019.

The author of the thesis observed the English lesson on the 25th November (lesson 2: medieval towns in Estonia) and two history lessons on the 28th November (lesson 2: medieval towns in Estonia as well as lesson 3: summary). In the history lessons, the students used laptops and in the English lessons, they used iPads to navigate and do the tasks in the Google Classroom.

3.4. Results and Discussion

In this section, the results of the student questionnaire, of the interviews with the content and the language teacher and the information received from the lesson observations are given and discussed. The results from the three sources are presented together as responses to the research questions.

3.4.1. How do the teachers evaluate the relevance, level and the learning objectives of the compiled teaching materials?

The experts in the discipline, the history teacher and the English teacher, evaluated the teaching materials after the piloting. They discussed whether the materials met the objectives, were relevant, of a suitable level and whether the activities were challenging and engaging as well as the overall quality of the materials. Both teachers agreed that the compiled materials met the required learning objectives. The history teacher thought the materials were relevant as everything related to the topic of the lesson as well as to the broader topic of the medieval period. The history teacher commented that he would have probably left out the activities focusing on developing grammar and language skills explaining his reason, “I do not need to teach it. I would have left these out, but of course, I understand that because of the approach of also teaching English at the same time, they are

actually beneficial.” The English teacher thought that both the content and the language activities were relevant and suitable for students.

Both teachers thought that the materials were suitable for the age and language level of the students. The English teacher explained, “Form 7 is learning currently about this topic in history, or at least they have learnt about it. And I think that the content of the materials was at an appropriate level of difficulty for the students, but also linguistically there was not anything that was too difficult or not appropriate for their level.” The history teacher noted that the activities were of moderate difficulty as it was not too difficult for the students to fulfil the tasks. Both teachers thought the compiled teaching materials were, in their opinion, interesting for the students because they were learning about things that related to their lives as well.

Both teachers noted that in general, the activities were not challenging for the students, but it depended on students and their level of English. Especially the history teacher was concerned about the students in his lessons as the level varied, “Maybe not for everyone, but the ones definitely who are not so fluent with language, I think for them it was, they had to put a lot of effort into reading the materials and also understanding the instructions.”

Both teachers considered the materials suitable since the instructions were clear, the materials were organised, well put together, various tasks were included for different learning styles and the texts chosen were appropriate and of the right length. The history teacher commented, “The materials are really good. They were historically accurate.” He also pointed out the diversity of the activities as one benefit of the materials and noted that there are always some small details that could be improved, but in general, there was nothing to complain about.

The teachers were also asked whether they would use the same CLIL teaching materials again. Both teachers stated that they would use them again, or at least some parts

of them. The English teacher mentioned the lack of time due to which she cannot devote so much time to one topic. Therefore, she would modify the materials before using them again.

It could be argued that the teachers' positive opinions were due to the underlying principles and dual-focus of the CLIL methodology since the materials aimed to develop both the language skills and the knowledge about the medieval towns. Although the teachers did not express the principles of CLIL explicitly, it is understandable from the feedback that scaffolding was regarded as an important aspect since materials responded to different learning styles and additional support was offered by phrasing instructions in a student-friendly way.

The positive response to the question of whether the teachers would use the same materials again in the future further supports the idea that the teachers benefit from ready-to-use CLIL materials. Previous studies have demonstrated that there is a lack of CLIL materials which is the main reason why teachers worldwide avoid implementing CLIL in the classroom (Dvorjaninova & Alas 2018, Pladevall-Ballester 2015, Massler 2012). Therefore, the result raises the possibility that more teachers would apply CLIL if there were culturally relevant and suitable CLIL materials ready-to-use.

Despite that, the result must be interpreted with caution because the teachers lacked previous experience with CLIL themselves and, therefore, were not familiar with the underlying principles of the methodology, which consequently might have influenced the way they assessed the quality of the compiled materials. In the future, it would be recommended to explain CLIL principles to the teachers prior to the piloting as well as include interview questions which focus on elaborating the underlying principles. Another limitation of the evaluation is the small number of teachers who piloted the compiled teaching materials. Additional piloting by more teachers is required to develop a full picture

of the quality of the compiled materials, especially by the teachers who have some insight into the CLIL methodology and have hands-on experience with teaching CLIL themselves.

3.4.2. How do the teachers describe the quality of the compiled teaching materials?

When comparing the experience of applying the teaching materials in the classroom, it is necessary first to assess the lesson plans and the experience of using Google Classroom and then compare the process of implementation. First of all, both teachers noted that the lesson plans were easy to follow and the format was suitable since it was logical and clear. However, the history teacher was concerned about the massive amount of materials to get acquainted with before using them in the classroom.

The English teacher reported having used Google Classroom before, but the history teacher had only had minimal prior experience with Google Classroom. The history teacher explained in more detail, “It was all new, and I was a bit nervous to be honest because always when you use new things you are not familiar with, you feel a bit incompetent and you feel like you do not know what you are doing.” While the English teacher followed the guidelines in the lesson plans, the history teacher said that he printed most of the worksheets and asked the students to fill them in by hand.

Although neither of them used Google Classroom regularly, they both agreed that Google Classroom was helpful and suitable because it is an excellent platform where to store teaching materials and include links to various resources. While in the English lessons the students work at the same pace, in the history lessons the learning pace varies greatly due to the knowledge of the instructional language. One aspect mentioned by the history teacher was that Google Classroom was useful with international students because the materials were available in the online classroom. Therefore, the students had the chance to complete the tasks independently at their own learning pace.

Although both teachers were instructed to use the materials in three sequential lessons, the English teacher ended up using the materials in five lessons instead due to the lack of time for completing all the activities. Concerns were expressed about the enormous amount of teaching materials as both teachers said that they struggled to use all the materials provided. While the history teacher mentioned that he gave some of the unfinished activities for homework, the English teacher continued with the task in the next lesson.

Opinions were similar as to which activities went well. Both teachers mentioned that, in their opinion, the students enjoyed doing the mind map the most. Interactive activities were mentioned as well, such as the ones in Learning Apps and the virtual tour video about medieval Birmingham. The history teacher added that the international students were particularly keen to do the activities about the Hanseatic League and medieval Estonian town names.

The history teacher's primary concern was that the students tended to use Google for information instead of doing the activities as instructed. The English teacher, on the other hand, was concerned about the technical issues due to which the activities in Google Classroom did not go as expected because the students were not familiar with the platform. The students in the history lessons had used Google Classroom in other subjects, and the history teacher did not report the students having difficulty using Google Classroom in the lessons at all.

At the same time, the history teacher claimed that the most challenging aspect of using the materials in the classroom for him was his inexperience with Google Classroom. He pointed out that "It took me time to find the tasks whenever I was showing them, I was pretty incompetent myself, then maybe also that people have different language skills, that some students are basically fluent in English and some struggle or do not have so many words, vocabulary is smaller, grammar is not as good because they have not been to the

school for too long.” Consequently, he thought that the students were working at different paces, and at one point, it seemed to him that they were all doing different tasks. The English teacher, on the other hand, claimed that there was nothing challenging about applying the materials in the classroom because everything went precisely as she had thought it might go.

Because the students in English lessons have used various programmes and interactive textbooks daily as well as according to the teacher had an account in Google Classroom, it was a little surprising that some of them struggled to use Google Classroom. One possible explanation could be the fact that the students in the English lessons used iPads while the students in the history lessons used laptops. Hence, the experience could have been influenced by how the functions worked and the online classroom was presented in different gadgets. In the future, online classroom should be tested in various gadgets to notice technical differences which might hinder the learning process. For more reliable results, the materials should be piloted in schools where similar gadgets are preferred.

It seemed that the teachers lacked the skills to work with Google Classroom to its full potential because they were beginner users themselves. The history teacher was concerned about his inexperience with Google Classroom. Consistent with the literature, the result indicates that the lack of teacher confidence and competence with technology are the barriers which eventually could results in an ineffective learning environment (Bingimlas 2009). Consequently, it is crucial that before implementing the same teaching materials again in the classroom, both the teachers and the students should be taught how to navigate and find what they need in the online classroom for a better learning experience. For instance, one lesson before CLIL lessons could be dedicated to this training to avoid complications due to the incompetence with Google Classroom as the use of technology in the classroom should not impede learning but should instead enhance it.

3.4.3. How does the opinion of the language and content teachers compare with that of the students as far as the use of the teaching materials is concerned?

Although there were six students in the history lessons and 14 students in the English lessons, three students were absent from the final English lessons. Hence, six students participating in the history lessons and 11 students from the English lessons filled in the questionnaire. The total number of responses to the questionnaire was 17.

The teachers were asked whether the materials added something to the previous knowledge of the students and the students were asked in the questionnaire to identify what they think they learnt in the lessons. They could choose more than one option from the list given. Ten of the students (58,8%) thought that they learnt the subject matter and seven (41.2%) that they learnt group work skills and grammar. Figure 2 shows the answers received from the students. The difference between the two student groups was that most of the students participating in the history lessons chose the subject matter, whereas the students participating in the English lessons gave a variety of answers.

17 responses

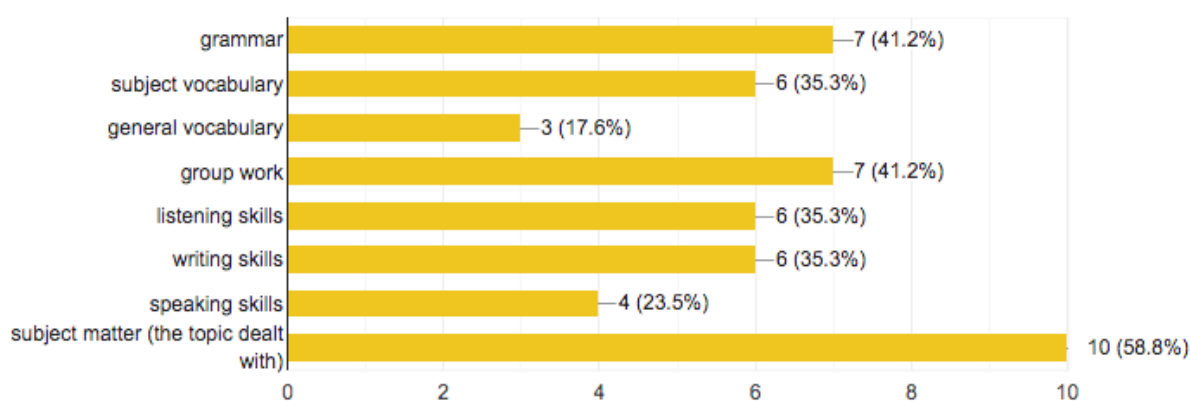


Figure 2. Students' feedback on the focus of the lessons.

The opinion of the teachers differed only slightly from those of the students. The teachers mentioned that the students acquired new knowledge about towns in the medieval

period as well as new vocabulary and knowledge about the language. The history teacher explained that the students learnt mostly about life in medieval towns as they had only focused on life in medieval villages in the previous lessons. Both teachers were convinced that the materials added to the students' previous knowledge.

The students were asked whether the activities done in the lessons were fun, and the teachers were asked whether the activities were, in their opinion, fun for the students. The overall responses to this question were very positive. Only two students described the activities as not enjoyable. Hence, 15 students out of 17 reported that the activities were fun for them. One student commented, “Yes, it was quite fun. I like the topic of Medieval Times. Also, the way we learned, many worksheets one after one but they weren't too hard, but quite balanced between difficulty and fun”.

The teachers thought that the activities were engaging for the students. The history teacher thought that the activities about the history of guilds in Tartu and Tallinn were particularly exciting and engaging because the students had been to those places, “So I think, they had a feeling they are kind of learning about things that actually have some meaning in their lives, especially the ones who are Estonia's long-term residents.” Both teachers also mentioned the mind map as a favourite task with the students. The students also pointed out the mind map as well as group work activities as the main reason why they considered the lessons fun. On the whole, the opinion of the teachers and the students did not differ because most of the students also considered the activities done in the lessons engaging.

The students' and the teachers' opinions, however, differed about the level of difficulty of the activities. The majority of the students (9 students out of 17) perceived the activities as challenging while the teachers were convinced that the activities were not challenging for most of the students. Only five students thought the activities were not challenging at all, and three students reported that some of the activities were challenging.

Most of the students who felt the activities were too difficult for them were in the English lessons and pointed out that there were many new words, e.g. “They were challenging because I have to use some new words”. Most of the students who felt the activities were not challenging at all took part in the history lessons and mentioned that it was not challenging for them because they had already learnt some of the aspects about the medieval period. The students who reported that the activities were a little challenging, commented that “It was not too difficult, something between hard and fun and easy to learn.”

However, the majority of the students (13 out of 17) thought that the lessons were not more challenging than their usual lessons because they had already learnt some aspects about the medieval period in history lessons and the activities were, in general entertaining. One student commented, “It's hard to explain why, but the process of learning was fun and just not too challenging.” Those four students who felt that the CLIL lessons were more challenging than the usual lessons pointed out that they were more interesting for them as well.

Most of the students wrote that they would like to have similar lessons in the future too. All the students participating in the English lessons were of that opinion, and only two students from the history lessons wrote that they would not like to have similar lessons in the future.

One unanticipated finding was that, although, students found the activities challenging they would like to have similar lessons in the future as they considered the lessons more interesting than the usual ones. Hence, the compiled teaching materials are cognitively more challenging but more engaging for the students. The result may be explained by the fact that it has been suggested, and also supported, by previous research that the CLIL methodology increases the motivation of students compared to conventional

teaching methods (Pladevall-Ballester 2019) and that achievement level is raised when students are cognitively engaged (Coyle et al 2010).

Nevertheless, the finding cannot be extrapolated to all students because of the small number of students participating. Still, it may help to understand how to improve the created teaching materials and assess their effectiveness concerning students' engagement and level of difficulty. Consequently, it may be suggested that the created CLIL materials are cognitively engaging because of the cognitive challenge the students faced. Still, additional scaffolding is required for students with limited target language knowledge. Especially language of learning should be paid more attention to in order for the students to understand the grammatical demands of the unit and foster the ability to describe.

3.4.4. How can the teaching materials be improved for a more effective learning experience?

In this section, the data collected through the questionnaire for the students, information received from the interviews with the teachers as well as the observation of the lessons by the author of the thesis are presented and evaluated to understand what the drawbacks of the compiled teaching materials were and how the teaching materials can be improved for more effective learning experience.

The content and language teacher were asked about the most challenging part of applying the materials in the classroom, what unanticipated obstacles emerged, what they would have done differently and how, in their opinion, the materials can be improved.

The first drawback of the compiled teaching materials was the use of Google Classroom since there were several complications. For example, the history teacher felt incompetent when using Google classroom as he lacked proper experience with this platform, he also pointed out, "In general, I had nothing against it, but maybe I do not know

how to use it properly.” Therefore, as the teacher confessed, he ended up printing most of the tasks from Google Classroom and used worksheets instead.

The English teacher reported that some of the students struggled with Google Classroom, and some of the functions did not work properly. For example, sometimes the students were unable to write their answers or did not find the right place in Google Classroom. The lesson observations confirmed this as some of the students were struggling with Google Classroom while others navigated in Google Classroom quickly and easily.

It may be the case, that if the teachers had been more familiar with Google Classroom or different platform had been chosen, the results would have been different. Nevertheless, the author of the thesis believes that despite the flaws of the platform, Google Classroom is a beneficial online classroom where all the resources are saved in one place and can be accessed from any device at any time. Consequently, it helps to learn more efficiently through technology and makes the lessons more engaging and saves time.

Another drawback of the compiled teaching materials was the large amount of it. Both teachers lacked the time for completing all the activities listed in the lesson plans. Therefore, they skipped some as the history teacher explained, “We ran out of time basically. So, I think in each lesson there was maybe one or two of the last tasks we did not have time to complete.” Nevertheless, he suggested that one reason was also the fact that it was difficult to get started with the lesson as it usually took 5-10 minutes for the students to start working. Both teachers skipped the lead-in activity of the last lesson (Quizlet Live) and all the closure activities.

Significantly, the piloting time differed since it took five English lessons to complete most of the activities while it took the planned three history lessons. It was noticeable from lesson observations that the students in the English and history lessons had different learning paces. The students in the history lessons were able to complete more tasks within a shorter

time-frame while it took a little longer for the students in the English lessons. Nevertheless, in both cases, the teachers struggled to use all the materials. Both teachers suggested reconsidering the allocated time for the activities as with the majority of the tasks it took more time than planned. The history teacher proposed, "maybe sort to structure it in a way that the important tasks are approximately in the middle of the lesson plan or the middle of the lesson."

An additional limitation was the fact that for the majority of the students (9 out of 17), the activities were too challenging. In most cases, the students reported that the main reason was a large number of unfamiliar words. The history teacher also expressed concern about the level of English as some of the students had only basic knowledge of the target language; hence, in his opinion, the materials were probably more challenging for them. The lesson observations helped to confirm that the level of proficiency in English was a factor which limited the understanding of the texts and the instructions and influenced the overall completion of the activities.

As suggested earlier, additional scaffolding should be incorporated into the classroom to bridge learning gaps. It could be useful to include scaffolding also for the use of Google Classroom since the feedback showed that some of the students struggled to navigate in Google Classroom. It was suggested to include more pair or group work by the English teacher who could, as a result, also provide the additional support needed for the students to comprehend better. Additionally, peer co-operative work is recommended as one of the underlying principles of CLIL (Mehisto et al 2008); therefore, adjusting more activities as group work would enhance peer communication.

Although these results highlight the limitations of the compiled teaching materials, they should be interpreted with caution because of the teachers' lack of hands-on experience with CLIL as well as because only two teachers piloted the materials. Despite that, the

disadvantages listed by the content and language teacher help to recognise the aspects hindering the implementation process as well as the quality of the compiled teaching materials.

In general, therefore, it seems that the teachers were more concerned about the application process rather than the specific tasks in the teaching materials. It appears that the time allocated for the activities in the lessons should be reconsidered, which was also suggested by the teachers. It could be recommended to divide the tasks between four to five lessons instead depending on the level of English or leave some of the activities as extra. For example, in each lesson there could be main activities which the students definitely have to complete within that lesson, and the rest of the activities could be extra tasks for those students who finish earlier. Considering that the fact that most of the activities are available in Google Classroom, then the extra activities could be easily accessed and completed.

In general, these finding will doubtless provide a basis for improving the compiled teaching materials for a more effective learning experience. Recommendations provided should be put into practice and the limitations listed should be addressed and taken into consideration before using the same teaching materials again in the future. However, caution must be applied, as the results and recommendations cannot be generalised. New piloting by more teachers is required to develop a full picture of the quality of the compiled teaching materials. Nevertheless, the created CLIL teaching materials contributed to the field of CLIL material design as ready-to-use teaching materials were created and piloted.

CONCLUSION

The thesis set out to compile teaching materials on CLIL principles for teaching medieval towns in the UK and Estonia in form 7 and evaluate the quality of the created materials by answering the questions:

1. How do the teachers evaluate the relevance, level and the learning objectives of the compiled teaching materials?
2. How do the teachers describe the quality of the compiled teaching materials?
3. How does the opinion of the language and content teachers compare with that of the students as far as the use of the teaching materials is concerned?
4. How can the teaching materials be improved for a more effective learning experience?

According to the literature review, before planning CLIL in the classroom, the 4C Framework consisting of four dimensions (cognition, culture, content and communication) essential to the approach should be considered for successful CLIL delivery. Hence, the benefits of the CLIL methodology may be seen in the symbiotic relationship between the subject matter, language learning and using, development of intercultural understanding and global citizenship as well as the learning and thinking process (Coyle et al 2010). An effective CLIL lesson should provide scaffolding, have multiple foci, use active learning techniques, including co-operative work, incorporate authenticity, create a safe learning environment for students and encourage co-operation between teachers (Mehisto et al 2008).

While CLIL may seem the best methodology due to its dual focus and added benefits, the implementation of CLIL in schools is hindered by the lack of adequate teaching

materials. Hence, to contribute to the field of CLIL material design and encourage teachers to apply CLIL in the classroom, culturally relevant materials for Estonian-medium schools were created. An online course in Google Classroom was developed, and lesson plans were written to support teaching medieval towns in the UK and Estonia in history and English lessons. The dual-focus of the CLIL methodology, the 4C Framework, underlying principles, as well as the criteria for creating CLIL materials were considered and applied when designing the teaching materials.

Two practising teachers were asked to pilot the compiled teaching materials in their classroom and evaluate the quality of the materials as well as the piloting process. The study showed that the materials met the expectations of the teachers and were considered to be quality materials because the learning objectives were met, the content was relevant and suitable, instructions were clear and different learning styles were accommodated.

The opinions of the two teachers who piloted the materials differed in terms of the use of Google Classroom and the pace of learning. The technical issues of Google classroom influenced the English teacher's experience. In contrast, the history teacher was concerned about the different learning pace of the students as the knowledge of the target language varied greatly. This result has raised important questions about the suitability of the materials for varying language abilities. It seems that the compiled teaching materials should be adjusted to beginner learners by providing additional scaffolding.

The opinions of the teachers and the students on the materials were contrasted. The materials were perceived engaging by both, but the opinion differed about the level of difficulty as the students considered the materials cognitively more challenging. At the same time, they said they would like to have similar lessons in the future because the activities were more enjoyable than those in their usual lessons. Still, additional scaffolding could be

used to help students to understand the grammatical demands of the unit and guide the language processing and assist the production.

One of the significant findings to emerge from piloting the materials is the drawbacks of the created materials which hinder the implementation of CLIL in the classroom. The drawbacks listed by the teachers were a large number of materials and the lack of time to complete all the activities because of it, inexperience with Google Classroom and the technical complications as well as too challenging tasks for students of limited English proficiency. The only suggestion the teachers made was to include more pair or group work. The result suggests that the time dedicated to each activity should be reconsidered, additional scaffolding is required, and guidance with Google Classroom is needed before using the platform in the lessons.

The thesis adds to the field of CLIL material design by creating CLIL history-English teaching materials. The results of piloting the materials in the classroom provided a comprehensive assessment of the quality of the compiled teaching materials and helped to notice drawbacks which should be addressed before using the same teaching materials in the future. The generalisability of these results is subject to certain limitations. For instance, only two teachers used and assessed the materials in their classrooms. Consequently, additional piloting by more teachers is necessary to improve the quality of the materials and enhance the learning process. In addition to this, drawbacks emerged from the findings which should be considered and dealt with for successful CLIL implementation. This information can be used to increase the quality of compiled CLIL teaching materials.

LIST OF REFERENCES

Primary Sources

- Bovey, Alixe. 2015. *Inside the walls: exploring medieval towns*. British Library. Available at <https://www.bl.uk/the-middle-ages/articles/inside-the-walls-exploring-towns-in-the-middle-ages>, accessed October 22, 2019.
- BirminghamMAG. 2012. Exploring Medieval Birmingham 1300. Available at <https://www.youtube.com/watch?v=JZq9cBzrIVI>, accessed November 4, 2019.
- Cambridge Dictionary. 2019. Available at <https://dictionary.cambridge.org>, accessed November 4, 2019.
- CLIL Media. 2019. *Three CLIL activities for the end of a chapter*. Available at <https://www.clilmedia.com/three-clil-activities-end-chapter/>, accessed November 12, 2019.
- Encyclopaedia Britannica. Birmingham, England. Available at <https://www.britannica.com/place/Birmingham-England>, accessed November 5, 2019.
- Epic World History. Available at <http://epicworldhistory.blogspot.com/2013/07/hanseatic-league.html>, accessed November 11, 2019.
- Hanseatic cities. Available at https://traveloca.org/wiki/Hanseatic_cities, accessed November 11, 2019.
- History Extra. 2019. *A medieval European union: why the Hanseatic League still matters*. Available at <https://www.historyextra.com/period/medieval/a-medieval-european-union-why-the-hanseatic-league-still-matters/>, accessed November 9, 2019.
- Kala, Tiina. 2012. *Development of towns in the 14th–15th centuries. Church life in towns*. Estonica Encyclopedia about Estonia. Available at http://www.estonica.org/en/History/ca_1200-1558_Estonian_middle_ages/Development_of_towns_in_the_14th-15th_centuries_Church_life_in_towns/, accessed October 28, 2019.
- Learning Apps. Available at <https://learningapps.org/>, accessed November 10, 2019.
- Life in a Medieval Town. Available at <https://www.bbc.co.uk/bitesize/guides/zm4mn39/revision/4>, accessed October 23, 2019.

- London Lives. 2018. *Guilds*. Available at <https://www.londonlives.org/static/Guilds.jsp>, accessed November 10, 2019.
- Match-Up Worksheet Maker. The Teachers' Corner. Available at <https://worksheets.theteacherscorner.net/make-your-own/match-up/>, accessed November 7, 2019.
- Medieval Fantasy City Generator. Available at <https://watabou.itch.io/medieval-fantasy-city-generator>, accessed November 12, 2019.
- Middle Ages CLIL material. *III Medieval trade and crafts*. Available at https://middleagesclilclass.weebly.com/uploads/8/4/4/7/8447260/iii_medieval_trades.pdf, accessed November 4, 2019.
- Oxford Learner's Dictionary. 2019. Available at <https://www.oxfordlearnersdictionaries.com/>, accessed November 9, 2019.
- Template LAB. 24 Printable Exit Ticket Templates (Word & PDF). Available at <http://templatelab.com/exit-tickets/>, accessed November 9, 2019.
- The History of England. 2019. *Medieval Guilds*. Available at <http://www.england-history.org/2012/10/medieval-guilds/>, accessed November 5, 2019.
- Trueman, C. N. 2015. *Medieval Towns*. The History Learning Site. Available at <https://www.historylearningsite.co.uk/medieval-england/medieval-towns/>, accessed October 21, 2019.
- Wikimedia Commons. 2017. *Map of London by Braun & Hogenberg*. Available at https://commons.wikimedia.org/wiki/File:Antique_map_of_London_by_Braun_%26_Hogenberg.jpg, accessed October 23, 2019.
- Wikipedia. 2012. *Medieval Livonia*. Available at https://en.wikipedia.org/wiki/File:Medieval_Livonia.JPG, accessed November 6, 2019.
- Wikipedia. 2017. *Great Guild, Tallinn*. Available at https://en.wikipedia.org/wiki/Great_Guild,_Tallinn, accessed November 11, 2019.

Secondary Sources

- Ball, Phil, Keith Kelly and John Clegg. 2015. *Putting CLIL into Practice*. Oxford: Oxford University Press.
- Bentley, Kay. 2010. *The TKT Teaching Knowledge Test Course CLIL Model*. Cambridge: Cambridge University Press.

- Bingimlas, Khalid Abdullah. 2009. Barriers to the Successful Integration of ICT in Teaching and Learning Environments: A Review of the Literature. *Eurasia Journal of Mathematics, Science & Technology Education*, 5: 3, 235-245.
- Burset, Silvia, Emma Bosch and Joan-Tomàs Pujolà. 2016. *A study of multimodal discourse in the design of interactive digital material for language learning*. In Antonio Pareja-Lora, Cristina Calle-Martinez and Pilar Rodriguez-Arancon (ed.). *New Perspectives on Teaching and Working with Languages in the Digital Era*, 163-172. Dublin and Voillans: Research-Publishing.Net.
- Cenoz, Jasone, Fred Genesee and Durk Gorter. 2014. Critical Analysis of CLIL: Taking Stock and Looking Forward. *Applied Linguistics*, 35: 3, 243-262. <https://doi.org/10.1093/applin/amt011>.
- Coyle, Do. 2002. *Relevance of CLIL to the European Commission Language Learning Objectives*. European Commission.
- Coyle, Do. 2006. Content and Language Integrated Learning: Motivating Learners and Teachers. *Scottish Languages Review*, 13. Available at http://www.scilt.org.uk/Portals/24/Library/slr/issues/13/SLR13_Coyle.pdf, accessed April 2, 2019.
- Coyle, Do, Philip Hood and David Marsh. 2010. *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.
- Dalton-Puffer, Christiane. 2011. Content-and-Language Integrated Learning: From Practice to Principles? *Annual Review of Applied Linguistics*, 31: 182. doi:10.1017/S0267190511000092.
- Dalton-Puffer, Christiane and Ute Smit. 2013. Content and Language Integrated Learning: A Research Agenda. *Language Teaching: Surveys and Studies*, 46: 4, 545-559.
- Dalton-Puffer, Christiane, Ana Llinares, Francisco Lorenzo and Tarja Nikula. 2014. "You can stand under my umbrella": Immersion, CLIL and bilingual education. A response to Cenoz, Genesee & Gorter (2013). *Applied Linguistics*, 35: 2, 213-218. <https://doi.org/10.1093/applin/amu010>.
- Dvorjaninova, Anna and Ene Alas. 2018. Implementing Content and Language Integrated Learning (CLIL) in Estonia: Subject and language teacher perspective. *Eesti Rakenduslingvistika Ühingu Aastaraamat*, 41. <https://doi.org/10.5128/ERYa14.03>.
- Eurydice. 2006. *Content and Language Integrated Learning (CLIL) at School in Europe*.

Brussels: European Commission.

- Kurose, Mikiko. 2019. *Becoming a More Active and Creative Language Learner with Digital Tools*. In Becerra, Nelson, Rosalba Biasini, Hanna Magedera-Hofhansl and Ana Reimao (ed.). *Innovative language teaching and learning at university: a look at new trends*, 63-72. Voillans: Reseach-Publishing.Net.
- Lasagabaster, David and Juan Manuel Sierra. 2009. Language Attitudes in CLIL and Traditional EFL Classes. *International CLIL Research Journal*, 1: 2. Available at <http://www.icrj.eu/12/article1.html>, accessed April 2, 2019.
- Lasagabaster, David and Juan Manuel Sierra. 2010. Immersion and CLIL in English: More Differences than Similarities. *ELT Journal*, 64: 4, 367-375.
- Llinares, Ana and Roy Lyster. 2014. The influence of context on patterns of corrective feedback and learner uptake: a comparison of CLIL and immersion classrooms. *Language Learning Journal*, 2: 181.
- Lopez-Medina, Beatriz. 2016. Developing a CLIL Textbook Evaluation Checklist. *Latin American Journal of Content and Language Integrated Learning*, 9: 1, 159-173.
- Marsh, David. 2002. *CLIL/EMILE-The European Dimension: Actions, Trends and Foresight Potential*. Jyväskylä: UniCOM, Continuing Educational Centre.
- Marsh, David, Peeter Mehisto, Dieter Wolff and Maria Jesus Frigols Martin. 2012. European framework for CLIL teacher education. *Encuentro: revista de investigación e innovación en la clase de idiomas*, 21, 146-183.
- Massler, Ute. 2012. Primary CLIL and Its Stakeholders: What Children, Parents and Teachers Think of the Potential Merits and Pitfalls of CLIL Modules in Primary Teaching. *International CLIL Research Journal*, 1: 4, 36-46.
- Mehisto, Peeter and Hiie Asser. 2007. Stakeholder Perspectives: CLIL Programme Management in Estonia. *International Journal of Bilingual Education and Bilingualism*, 10: 5, 683- 701.
- Mehisto, Peeter, David Marsh and Maria Jesus Frigols. 2008. *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*. Oxford: Macmillan Publishers Ltd.
- Mehisto, Peeter. 2012. Criteria for Producing CLIL Learning Material. *Encuentro*, 21, 15-33.
- Metslang, Helena, Triin Kibar, Mare Kitsnik, Jevgenia Koržel, Ingrid Krall and Anastassia Zabrodskaia. 2013. *Kakskeelne õpe vene õppekeelega koolis*. Tallinna Ülikool: Eesti Keele ja Kultuuri Instituut.

- Metslang, Helena, Mare Kitsnik and Ingrid Krall. 2014. Lõimitud Aine- Ja Keeleõppe Metoodikast Vene Õppekeelegra Koolis. *Journal of Estonian & Finno-Ugric Linguistics / Eesti Ja Soome-Ugri Keeleteaduse Ajakiri*, 5: 3, 71–97. <https://doi.org/10.12697/jeful.2014.5.3.04>.
- Pladevall Ballester, Elisabet. 2015. Exploring primary school CLIL perceptions in Catalonia: students', teachers' and parents' opinions and expectations. *International Journal of Bilingual Education and Bilingualism*, 1: 45.
- Pladevall-Ballester, Elisabet. 2019. A longitudinal study of primary school RFL learning motivation in CLIL and non-CLIL settings. *Language Teaching Research*, 23: 6, 765-786. <https://doi.org/10.1177/1362168818765877>.
- Põhikooli ja gümnaasiumi riiklik õppekava/ Estonian national curriculum for basic school*. 2011. Available at: <https://www.riigiteataja.ee/akt/174787>, accessed March 20, 2019.
- Ruiz de Zarobe, Yolanda. 2008. CLIL and Foreign Language Learning: A Longitudinal Study in the Basque Country. *International CLIL Research Journal*, 1:1. Available at <http://www.icrj.eu/11/article5.html>, accessed April 2, 2019.
- Taneja, Aakash, Vincent Fiore and Briana Fischer. 2015. Cyber-slacking in the classroom: Potential for digital distraction in the new age. *Computers & Education*, 82, 141-151.
- Titone, Connie, Emily C. Plummer and Melissa A. Kielar. 2012. Creating Culturally Relevant Instructional Materials: A Swaziland Case Study. *International Education*, 42: 1, Available at: trace.tennessee.edu/internationaleducation/vol42/iss1/2, accessed March 24, 2019.
- Van de Craen, Piet, Katrien Mondt, Laure Allain and Ying Gao. 2007. Why and how CLIL works. An outline for a CLIL theory. *VIEWS*, 16: 13, 70-78.
- Várkuti, Anna. 2010. Linguistic Benefits of the CLIL Approach: Measuring Linguistic Competences. *International CLIL Research Journal*, 1: 3. Available at <http://www.icrj.eu/13/article7.html>, accessed April 2, 2019.
- Wang, Li. 2005. The Advantages of Using Technology in Second Language Education: Technology Integration in Foreign Language Teaching Demonstrates the Shift from a Behavioral to a Constructivist Learning Approach. *T.H.E. Journal*, 32: 10, 38. Available at:

<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ713479&site=eds-live>, accessed January 21, 2020.

APPENDIX 1

Lesson Plan of Lesson 1

Life in Medieval Towns in the UK

Lesson 1

Topic: Life in medieval towns in the UK (Everyday life in medieval towns in the UK, The medieval guilds)

Class: 7

Time: 45min

Content:

- Specific vocabulary about the medieval period (guild, merchant, trade, craft etc.)
- Everyday life in medieval towns in the UK
- Medieval Guilds

Language:

- Grammar: relative pronouns, Past Simple
- Vocabulary (Quizlet, vocabulary needed to understand the texts)

Learning outcomes

Know:

- What were the medieval guilds?
- What was life like in a medieval town?
- The vocabulary related to the medieval period (the medieval towns)

Be able to:

- Name the medieval trades and crafts, explain what they are and group them.
- Use relative pronouns (*which, who, when, where*)
- Work in groups

Skills - cooperative work, independent working skills, classifying information, working with an online dictionary, capacity to see and understand relationships

Before the lesson: Print out the worksheet “[2_Life in Medieval Towns \(matching task\)](#)”, [The Medieval Guilds \(Text_and_tasks_L1\)](#) as well as [the exit tickets](#) and cut them out.

Materials/ Resources: in Google Classroom, Quizlet: Medieval towns in the UK and in Estonia, video clip “Exploring Medieval Birmingham 1300”, Available at <https://www.youtube.com/watch?v=JZq9cBzrIVI>

Lesson procedure

Time	Teacher's activities	Students' activities	Comments
3-5min	LEAD-IN		
	<p>TASK: Question lead-in</p> <p>1) The teacher explains the task (form pairs. Discuss the questions in Google Classroom with your partner and then answer the questions on Padlet). (PAIR WORK) <i>Lead-in question in Google Classroom</i></p> <p>2) Explains that students can find the link to Padlet in Google Classroom and assists them if needed.</p> <p>3) The teacher asks students to think about what others have written; afterwards the teacher briefly summarizes the answers. (<i>Mentions that the medieval period was from 476 AD – 1492</i>)</p> <p>4) The teacher saves the answers on Padlet and uploads the Padlet wall with the answers to Google Classroom so that it can be accessed in the future as well. Focus: activating prior knowledge</p> <p>OBJECTIVE OF THE TASK: Helps to activate prior knowledge of the students about the medieval period and acts as a lead-in to the topic of the lesson (medieval towns in the UK). Furthermore, the teacher will have an idea what the students already know about the topic. In addition to this, the task helps to reinforce collaborative skills as students are asked to work in pairs.</p>	<p>1) Students form pairs and discuss in pairs the lead-in questions about the medieval Period: (1) <i>When was the medieval period?</i> (2) <i>What was it like to live in the medieval period?</i> (3) <i>What do you already know about the life in medieval towns?</i></p> <p>2) Then they write down their answers on Padlet (Students open the link in Google Classroom).</p> <p>3) After the students have completed the task, they look what others have answered and think about the similarities and differences.</p>	

30-40min	NEW LEARNING AND PRACTICE		
<p>5min</p> <p>1min</p> <p>5min</p> <p>1-2min</p> <p>7min</p>	<p>TASK 1: Text about Life in medieval towns and the post-reading task (matching the words with their definitions).</p> <p>1) Teacher asks the students to read the text about Life in Medieval towns and encourages them to use Quizlet when encountering unfamiliar words while reading the text. (INDEPENDENT WORK) Task 1 in Google Classroom</p> <p>2) Teacher asks the students to answer the post-reading question (<i>What is something new you learnt?</i>) in Google Classroom.</p> <p>3) Teacher hands out the worksheet Life in Medieval towns (matching task) and explains the task (<i>Match the words from the text in bold to the definitions (a-n). Write the correct letter in front of the word. Then go to Cambridge Dictionary and check your answers.</i>)</p> <p>➤ KEY for the teacher</p> <p>(INDEPENDENT WORK),</p> <p>Focus: vocabulary</p> <p>OBJECTIVE OF THE ACTIVITY: Helps to widen the vocabulary needed for understanding the topic. It also develops independent working skills since students have to match the words with the correct definition and then check their answers by using an online dictionary.</p> <p>TASK 2: video “Exploring Medieval Birmingham 1300”</p> <p>(Activity 2 in Google Classroom)</p> <p>1) Before watching the video the</p>	<p>1) Students read the text and use the help of Quizlet to check the meaning of new words.</p> <p>2) Students think about the text read and answer the question (<i>What is something new your learnt?</i>) in Google Classroom.</p> <p>3) Students do the matching activity on worksheet individually and then check their answers using Cambridge Dictionary.</p>	

3 min	<p>teacher asks the students whether they know where Birmingham is located?</p> <p>2) Teacher shows the map (available in Google Classroom) in order for the students to have an idea of the exact location of the city.</p> <p>3) teacher plays the video (length: 6, 28min. Available in Google Classroom) and advises the students to pay extra attention to the words related to places as there will be a follow-up task after the video. (<i>Instruction: Watch the video “Exploring Medieval Birmingham 1300” and pay extra attention to the words related to places. After watching the video match the pictures from the video with suitable words.</i>)</p>	<p>1) Students guess where Birmingham is located.</p> <p>2) Students look at the map being shown.</p> <p>3) Students watch the video and pay extra attention to the words related to places.</p>	
1min	<p>4) Teacher asks the students to do the follow-up task in Learning Apps. (Link also available in Google Classroom). (<i>Instruction: match the pictures from the video with suitable words</i>)</p> <p>(INDEPENDENT WORK)</p> <p>Focus: vocabulary</p> <p>5) Answers (Teacher uploads the answer sheet in Google Classroom)</p>	<p>4) Students think about the video, go to Learning Apps and match the pictures from the video with the suitable words.</p>	
3-5min	<p>OBJECTIVE OF THE TASK:</p> <p>Develops listening skills as students have to carefully listen and pay attention to what is being said.</p>		
3-5min	<p>It also helps to reinforce recalling the information as students have to recall what they saw in the video since they have to match the pictures from the video with the words.</p>		

3-5min	<p>TASK 3: The medieval guilds, CRAFT AND TRADE</p> <p>1)Teacher hands out the worksheet The Medieval Guilds (Text_and_tasks_L1)</p> <p>2)Pre-reading question - Who is a merchant? Teacher asks the students to think about what they already know about merchant and asks them to write who the merchant is?</p> <p>3) Teacher explains the task (if needed elicits the prior knowledge about relative pronouns). Exercise 1: (on the worksheet). <i>(Instruction: Fill in the blanks using the correct relative pronoun which, who, when, where.)</i> (INDEPENDENT WORK), Focus: grammar: (relative pronouns) <i>KEY for the teacher</i></p> <p>4) Exercise 2: definitions (Task 3 in Google Classroom).</p> <p>Teacher asks the students to think about the question: <i>What is trade or craft?</i> (there are definitions provided which should help the students to answer). Teacher asks the students to discuss with a partner. Teacher asks one pair to say their answer out loud.</p> <p>5) Teacher asks the students to proceed to exercise 2, where they have to use an online dictionary for writing down the definitions of the words given. <i>(Instruction: Use the help of an online dictionary (Cambridge Dictionary). Write down the definitions of the following trades or crafts. Use the structure was someone who ... and the Past Simple when writing your</i></p>	<p>1)Students think about the question and answer using their prior knowledge.</p> <p>2)Students read the text first and then proceed to complete the task. They fill in the blanks using the given relative pronouns (which, who, when, where).</p> <p>3) Students think about the question, discuss with a partner and say their answer.</p>	<p>4) Students read the text, and then fill in the text with the correct relative pronouns.</p>
--------	---	--	---

	<p>definitions.) (INDEPENDENT WORK)</p> <p>Focus: <i>grammar (relative pronouns, Past Simple)</i></p> <p>5) Exercise 3. Teacher asks the students to work in pairs and classify the medieval trade and crafts in task exercise 2 (previous task) into the 3 categories given. (PAIR WORK) (Task 3 in Google Classroom)</p> <p><i>(Instruction: group the medieval crafts and trades in the following categories. Can you think of some more? Focus: comprehension, collaborative skills)</i></p> <p>KEY for the teacher</p> <p>OBJECTIVE OF THE TASK: Helps to develop the skill of defining, working independently as well as helps the students to acquire the vocabulary needed for understanding the content. Last task reinforces the critical thinking as students have to categorise the trades and crafts. It also develops collaborative skills as students are working in pairs when grouping trades and crafts.</p>	<p>5) Students pair up and classify the words in previous task into three categories. Students think if they know more Medieval crafts or trades and add their ideas as well.</p>	
1min	CLOSURE		
	<p>1) Teacher hands out the exit ticket and asks the students to fill it in.</p> <p>2) Teacher asks the students to share their ideas with a partner.</p> <p>3) Teacher collects the exit tickets.</p> <p>OBJECTIVE OF THE TASK: Helps to reinforce reflection skills as the students reflect on the lesson and their learning progress. It also</p>	<p>1) Students reflect on the lesson and complete the sentence on the Exit ticket (<i>The most important thing I learnt in this lesson was....</i>)</p> <p>2) students find a partner and share what they wrote down on the exit ticket.</p>	

	helps to review the learning and share it with others.		
1min	ASSESSMENT AND FOLLOW-UP		
	Teacher asks the students to practice the words on Quizlet .		

APPENDIX 2

Lesson Plan of Lesson 2

Life in Medieval Towns in Estonia

Lesson 2

Topic: Life in Medieval Towns in Estonia (medieval Estonia, guilds, the Hanseatic League)

Class: 7

Time: 45min

Content:

- Specific vocabulary about the medieval period (guild, merchant, the Hanseatic League, trade, product, association etc.)
- medieval Estonia
- guilds
- The Hanseatic League

Language:

- Grammar: Past Simple
- Vocabulary (vocabulary needed to understand the texts)

Learning outcomes

Know:

- What the Hanseatic League was and can name most important trading products
- about the guilds in Estonia (what regulated them, who belonged to them)
- The vocabulary related to the medieval period in Estonia (guilds, the Hanseatic League, association, trading, product)

Be able to:

- Recognize Past Simple forms
- Read the map and answer the questions on the basis of it
- Find information from Internet sources
- Work in groups/pairs

Skills - cooperative work, independent working skills, Internet skills, capacity to see and understand relationships

Before the lesson: print out the worksheets [The Hanseatic League_L2 \(gap fill\)_L2](#) and [The Hanseatic Trading Empire_L2](#), cut out small pieces of paper (one for each student).

Materials/ Resources: in Google Classroom, Quizlet: Medieval Towns in the UK and in Estonia

Lesson procedure

Time	Teacher's activities	Students' activities	Comments
3-5min	LEAD-IN		
	<p>TASK: Pre-text quiz</p> <p>1) Teacher asks the students to fill in a short Quiz “What do you already know about the life in Estonia during the medieval period?” (available in Google Classroom)</p> <p>(INDEPENDENT WORK), Focus: activating prior knowledge (in Google Classroom Lead-in Quiz)</p> <p>2) Teacher shortly comments on the questions and introduces the topic of the lesson - Estonian medieval towns (guilds and the Hanseatic League).</p> <p>OBJECTIVE OF THE TASK: helps to activate prior knowledge of the students about medieval period in Estonia and acts as a lead-in to the topic of the lesson. Furthermore, the teacher will have an idea what the students already know about medieval Estonia.</p>	<p>1) Students fill in the short quiz about medieval Estonia.</p> <p>2) Students have a look of their answers and think about the questions.</p>	

<p>5-10min</p>	<p>OBJECTIVE OF THE TASK: Students develop map-reading skills as well as interpretation skills since they have to look at the map and understand it, answer the questions on the basis of the map. Exercise 2 reinforces the cultural knowledge. The exercises in activity 1 foster also collaborative skills.</p> <p>ACTIVITY 2: Guilds in Estonia (Task 2 in Google Classroom)</p> <p>1) Teacher asks the students to read the text about guilds in Estonia, and then proceed to exercise 1.</p> <p>2) Exercise 1: Comprehension check. Teacher explains that the students have to answer the questions about the text read in Google Classroom. Afterwards the teacher asks the students to proceed to exercise 2. INDEPENDENT WORK), Focus: comprehension</p> <p><i>KEY for the teacher</i></p> <p>3) Exercise 2: Grouping the verbs into 2 categories (Past Simple and Present Simple), in Learning Apps (link for the students in Google Classroom).</p>	<p>1) Students read the text and use Quizlet if needed when encountering new words.</p> <p>2) Students answer the questions about the text in Google Classroom.</p> <p>3) Student open Learning Apps (Link in Google Classroom). They decide whether the verb (from the text) is in Past Simple or Present Simple.</p>	
<p>3min</p>			

10min	<p>Teacher says that the link to exercise 2 is available in Google Classroom. Teacher explains the task (Students have to decide whether the verb is in Past Simple or in Present Simple).</p> <p>INDEPENDENT WORK, <i>Focus: grammar</i></p> <p>OBJECTIVE OF THE TASK: Students practice Present Simple and Past Simple as they have to decide whether the verb is in Past Simple or in Present Simple.</p> <p>ACTIVITY 3: The Hanseatic League</p> <p>Exercise 1: Gap fill activity (worksheet The Hanseatic League_L2 (gap fill)_L2)</p> <p>1)Teacher hands out the worksheet and asks the students to do exercise 1 where they have to use suitable words given in the correct gaps.</p> <p>INDEPENDENT WORK, Focus: vocabulary</p> <p>KEY for the teacher</p> <p>Exercise 2: Pair work (table on the Hanseatic League) <i>Activity 3 in Google Classroom</i></p> <p>1)Teacher asks the students to form pairs and proceed with exercise 2 where they have to do an Internet search as well as</p>		
5min		<p>1)students do exercise 1, they are deciding which words fit into which gaps and then writing the correct answer.</p>	

	<p>look at the map in order to fill in the table about the Hanseatic League. <i>(Instruction: Work in pairs and fill in the table below. Look at the map The main trading routes of the Hanseatic League as well as do an Internet search.).</i> Teacher explains that the instructions and the map are in Google Classroom.</p> <p>PAIR WORK, Focus: <i>Internet skills</i></p> <p>KEY for the teacher</p> <p>Exercise 3: The Hanseatic Trading Empire (worksheet The Hanseatic Trading Empire_L2)</p> <p>1) Teacher hands out the worksheet and asks the students to read the article and then match the products with the correct description. INDEPENDENT WORK, Focus: vocabulary</p> <p>KEY for the teacher</p> <p>OBJECTIVE OF THE TASK: Fosters the development of Internet skills as students need to use Internet sources in order to fill in the table about the Hanseatic League. In addition to this, the task helps to develop the skill of reading maps as one activity is looking at the map and using the map as a source of information. In addition to</p>	<p>1) students form pairs.</p> <p>2) students look at the map (<i>The main trading routes of the Hanseatic League</i>) as well as do an Internet search (using the links provided in Google Classroom) and fill in the table about the Hanseatic League in Google Classroom.</p>	
--	--	--	--

1) Students read the article and then match the products given with the correct descriptions in the article.

	<p>this, the task helps to develop collaborative skills as students need to work in pairs. Exercises 1 and 3 help to widen the vocabulary as the students decide which word to use, using the context of the text to guide them.</p>		
3min	CLOSURE		
	<p>1) Teacher hand out small pieces of paper. Teacher asks the students to form questions about the lesson. (<i>Instruction: Form a question about today's topic "Life in Medieval towns in Estonia". Use the question word what, how, why, when or where (to begin your question) and the Past Simple</i>)</p> <p>2) Teacher shuffles the questions and asks the students to pick one to which they need to answer.</p> <p>OBJECTIVE OF THE TASK: Helps to reinforce the skill of asking a question as well as it helps to develop the reflection skills as the students reflect on the lesson.</p>	<p>1) Students form a question about the topic of the lesson using the given structure.</p> <p>2) Students answer the question of another student.</p>	
1min	ASSESSMENT AND FOLLOW-UP		
	Teacher asks the students to practice the words on Quizlet .		

APPENDIX 3

Lesson Plan of Lesson 3

Life in medieval towns in the UK and Estonia (summary)

Lesson 3

Topic: Life in medieval towns in the UK and in Estonia (summary)

Class: 7

Time: 45min

Content:

- Specific vocabulary about the medieval period (guild, merchant, the Hanseatic league, trade, craft etc.)
- The life in medieval towns (in the UK and in Estonia)

Language:

- Grammar: Past Simple, relative pronouns
- Vocabulary needed for writing the description

Learning outcomes

Know:

- How the typical medieval town looked like and can describe it
- How to make a mind map

Be able to:

- Complete a map of a typical medieval town
- Write a description
- Work in groups

Skills - cooperative work, independent working skills, writing a description

Before the lesson: Print out the worksheet [Typical Medieval town map_L3](#), cut small pieces of paper (one for each student)

Materials/ Resources: Quizlet: medieval towns in the UK and in Estonia, 2x A3 paper for the mind map, markers

Lesson procedure

Time	Teacher's activities	Students' activities	Comments
3min	LEAD-IN		
	<p>TASK: Quizlet Live 1)Teacher says to the students that they are going to do the Quizlet Live and asks them to join it. (PAIR WORK), <i>Focus: vocabulary</i></p> <p>OBJECTIVE OF THE ACTIVITY: Helps to revise the vocabulary from the previous lessons as well as acts as a lead-in to the lesson.</p>	1)Students join Quizlet Live and play it.	
30-40min	NEW LEARNING AND PRACTICE		
15min	<p>TASK 1: Mind map (Task 1 in Google Classroom)</p> <p>1)Teacher dives the class into 2 groups and tells one group to create a mind map about the medieval towns in the UK and the other one about the medieval towns in Estonia (Explains that the instructions and the links are available for the students in Google Classroom). GROUP WORK, <i>Focus: collaborative work</i></p> <p>2) Teacher asks the groups to compare the mind maps (find similarities and differences). Students answer in Google Classroom. GROUP WORK, <i>Focus: critical thinking (mind map comparison in Google Classroom)</i></p>	<p>1)Students form groups and start working on their mind map. They draw their mind map on a poster (A3 size paper).</p> <p>2) They consult the previous materials as well as do an Internet search on the topic given in order to complete the mind map.</p> <p>3) Students have a group discussion and compare the mind maps (trying to find what was common about the life in Medieval towns in Estonia and in the UK as well as what was different. They answer in Google Classroom.</p>	

<p>20-25min</p>	<p>OBJECTIVE OF THE TASK: Helps to develop collaborative skills as students need to work in groups. The activity also reinforces critical thinking (students need to compare the mind maps and find similarities as well as differences).</p> <p>ACTIVITY 2: Plan of the medieval town + Description (Task 2 in Google Classroom)</p> <p>Exercise 1: Plan of a typical Medieval town</p> <p>1)Teacher hands out the worksheet Typical Medieval town plan. Teacher asks the students to complete a plan of a typical medieval town and write the place names on it. INDEPENDENT WORK, Focus: <i>vocabulary, comprehension</i></p> <p>Exercise 2: writing a description (using relative pronouns and Past Simple). Task 2 in Google Classroom</p> <p>1) teacher explain the task and asks the students to write a description which instruction is in Google Classroom. (<i>Instruction: Write a description (ca 150-200 words) where you describe the medieval town whose map you made in exercise 1. Use relative pronouns (which, who, when, where) and Past Simple to write your description.</i>)</p>	<p>1)Students complete the plan of a typical medieval town and write the names of the places on it. They use the outline of the town given for completing their plan.</p> <p>1) Students write a description about the medieval town whose map they made in previous task. They use the Past Simple tense as well as given relative pronouns (<i>which, who, when, where</i>) when writing the description. Students make sure they include the answers to the questions given.</p>	
------------------------	---	---	--

	<p><i>Describe</i></p> <ul style="list-style-type: none"> ➤ <i>What kind of buildings and places were there?</i> ➤ <i>Who lived in the town? What did they do?</i> ➤ <i>How was it like to live in the Medieval town?</i> <p>INDEPENDENT WORK, Focus: comprehension, writing skills</p> <p>OBJECTIVE OF THE TASK: Students apply the learnt knowledge in practice as they complete their own plan of a medieval town and write a description on the basis of it. They develop their writing skills. The activity also assesses the knowledge of the students as they have to combine the information learnt in order to write a description.</p>	<p>2) Students submit their description in Google Classroom.</p>	
3min	CLOSURE		
	<p>1) Guessing the word 1)Teacher explains the task (students have to think one word, related to the topic.</p> <p>2) Teacher hands out a piece of paper to everybody and asks the students to write a description, and then swap the descriptions with each other. Students have to guess on the basis of the description received which word the classmate had in mind. PAIR WORK, Focus: vocabulary</p> <p>OBJECTIVE OF THE TASK: Helps the students to</p>	<p>1)Students think of one word that was related to the current topic and write it down into their notebook.</p> <p>2) They take a piece of paper and write a description of the word.</p> <p>3) Students swap the descriptions and try to guess which word the classmate had in mind.</p>	

	reflect on the topic (3 lessons) and practice the vocabulary.		
--	--	--	--

APPENDIX 4

Lesson 1: Life in medieval towns in the UK

PRE-READING QUESTIONS

Work in pairs and discuss these questions and then answer the questions in Padlet.

- 1) When was the medieval period?
- 2) What was it like to live in the medieval period?
- 3) What do you already know about the life in medieval towns?



QR code to Padlet

TASK 1

1) Read the text about the life in towns during the medieval period in the UK.

Life in medieval towns

Towns were **dirty** places to live in. There was no **sewage** system as we would know it today. Many people threw toilet **waste** into the street along with other **rubbish**. Rats were very **common** in towns and cities and led to **the Black Death** of 1348 to 1349. Towns might use pigs to eat what rubbish there was. Water was far from clean as a **local** river would have been **polluted** with toilet waste thrown into it from villages both **upstream** and **downstream**. Therefore, as people would have used this as a **source** of water (they had no other choice) and because people knew little about health and **hygiene**, **disease** was common. **Life expectancy** could be short. Life for a poor person in a town or city was **described** as “nasty, brutal and short”. (Trueman 2015)



Map of London by Braun & Hogenberg, c. 1560 (Wikimedia Commons 2017)

POST-READING QUESTION

What is something new you learnt?

.....

2) Match the words from the text in bold to the definitions (a-n). Write the correct letter in front of the word. Then go to [Cambridge Dictionary](https://dictionary.cambridge.org) and check your answers.

Name: _____

Life in Medieval Towns

Match the words from the text in bold to the definitions (a-n). Write the correct letter in front of the word. Then go to Cambridge Dictionary (<https://dictionary.cambridge.org>) and check your answers.

Created on TheTeachersCorner.net Match-up Maker

	The Black	a. not clean
1.	Death	
2.	hygiene	b. waste matter such as water or human urine or solid waste
3.	disease	c. unwanted matter or material of any type
4.	pollute	d. worthless and unwanted things or ideas
5.	downstream	e. a disease that killed an extremely large number of people in Europe and Asia in the 14th century
6.	local	f. from, existing in, or serving a particular place or small area
7.	describe	g. to make air, water, or earth dirty or harmful to people, animals, and plants, esp. by adding harmful chemicals or waste
8.	waste	h. (moving) on a river or stream towards its origin
9.	upstream	i. in the direction a river or stream is flowing
10.	dirty	j. the place something comes from or starts at, or the cause of something
11.	life expectancy	k. the practice or principles of keeping yourself and your environment clean in order to maintain health and prevent disease
12.	source	l. illness of people, animals, plants, etc., caused by infection or a failure of health rather than by an accident
13.	rubbish	m. the length of time that a living thing, especially a human being, is likely to live
14.	sewage	n. to say or write what someone or something is like

(Cambridge Dictionary, Match-Up Worksheet Maker)

TASK 2

Watch the video [“Exploring Medieval Birmingham 1300”](#) and pay extra attention to the words related to places. After watching the video match the pictures (1-10) from the video with suitable words. (In [Learning Apps](#))

pottery making, mill, tanning pits, manor, the market, farm house, church, livestock market, moat, stilt walker



Birmingham, England (Encyclopaedia Britannica)



1)



2)



3)



4)



5)



6)



7)



8)



9)



10)

Video (BirminghamMAG 2012)

TASK 3

PRE-READING QUESTION: Who is a merchant?

.....

1) Fill in the blanks using the correct relative pronoun *which, who, when, where*.

The Medieval Guilds

The master-**craftsmen** of the same **trade** (1) lived in the same town united into societies (2) were called craft **guilds**. Each **craft** had its own guild; there were guilds of **weavers, dyers, shoemakers, hatters, bakers**, glassmakers and many others. There were many guilds of **smiths**. Their craft was very important especially at a time (3).....things were made by hand. The **merchants** of a town formed a **society** known as a merchant guild.

Each guild in the town had its **guildhall** (4) the master-craftsmen met from time to time. The **charter** they adopted for their guild **obliged** all the guild-**members** to follow its rules. The rules for good workmanship set up a certain **standard** for the finished **product**. These rules stated that all the members of the guild had to use high-quality raw **materials** and to produce **goods** to meet the guild's standard. For example, the weavers' guild determined exactly the width of the cloth, its colour, the number of **threads** in the warp of the cloth, the quality of raw materi-als and so on. And all the **items** produced by the weavers were supposed to meet the same standard. Bad or **hastily** made goods were forbidden and there were severe **punish-ments** for those (5) broke the rules.

(The History of England)



The Guildhall (London Lives)

QUESTION: What is trade or craft? (The definitions below will help you)

TRADE - a job, especially one that involves working with your hands and that requires special training and skills

CRAFT - an activity involving a special skill at making things with your hands.
(Oxford Learner's Dictionary)

2) Use the help of an online dictionary ([Cambridge Dictionary](#)). Write down the definitions of the following trades or crafts. Use the structure *was someone who ...* and the Past Simple when writing your definitions.

E.g. Shoemaker was someone who made or repaired shoes.

blacksmith -

baker -

miller -

weaver -

carpenter -

masons -

shoemaker -

tailor -

merchant -

goldsmith -

barber -

teacher -

dentist -

surgeon -

tanner -

potter -

rector -

butcher -

cheesemonger -

brewer -

3) CRAFT AND TRADE

Group the medieval crafts and trades in task 2 in the following categories. Can you think of some more?

Crafts which involve working with food	Crafts using materials (e.g. leather, wood)	Jobs which work with other people

(Middle Ages CLIL material)

Closure: Exit ticket

Ticket Out of The Door

**The most important thing I
learnt in this lesson was**



(TemplateLAB)

APPENDIX 5

Lesson 2: Life in medieval towns in Estonia

PRE-TEXT QUIZ: What do you already know about life in Estonia during the medieval period?

Available in [Quizzes](#)



Medieval Livonia (Wikipedia 2012)

TASK 1

Medieval Estonia

1) Look at the map and decide whether the statements are *True* or *False*. Highlight the correct option.

- | | | |
|--|-------------|--------------|
| 1) Reval was the capital of Livonia. | True | False |
| 2) Most of present-day Estonia was under the Swedish rule. | True | False |
| 3) Northern Estonia was under Danish rule. | True | False |
| 4) Tartu was part of Livonia. | True | False |
| 5) In East of Estonia were the lands of the Diocese of Oesel | True | False |

2) Work in pairs and look at the map and first guess the present-day town name of the medieval Estonian town names below. Then check your answers by doing an Internet search.

Medieval Town Name	Present-Day Town Name
Dorpat	
Odenpah	
Fellin	
Pernau	
Leal	
Weissenstein	
Wesenberg (Wesenburg)	
Reval	
Hapsal	
Arensburg	
Narva	

TASK 2

Read the text about Guilds in Estonia.

Guilds in Estonia

During the 14th century, the guilds and merchant **associations**, and **religious brotherhoods** began to play a **significant** role in town life. The mere beginning of such associations probably **emerged** already in the 13th century, but there is no written proof of that. Both in Tallinn and Tartu, Great Guilds were **established** for merchants and smaller guilds uniting **artisans**. The guild **statutes** that strictly **regulated** their life, especially their common parties and religious ceremonies, had to be **confirmed** by the Town Council. The **citizens'** associations were thus under **constant** control of the council. The latter paid more attention to the opinions of associations **consisting** of wealthier citizens. (Kala 2012)



The Great Guild Hall in Tallinn (Wikipedia 2017)

1) Comprehension check. Answer the questions about the Guilds.

1) How far do the Guilds date back to?

.....

2) For whom were the Great Guilds established?

.....

3) In which Estonian towns were the Guilds established?

.....

4) What did the Guild statutes regulate?

.....

5) Why do you think the Town Council paid more attention to the opinions of associations consisting of wealthier citizens?

.....

2) Decide whether the verb is in the Past Simple or Present Simple form. ([Learning Apps](#))

Present Simple	Past Simple
begin	began
are	were
is	was
play	played
emerge	emerged
regulate	regulated
pay	paid
confirm	confirmed
write	wrote
establish	established

TASK 3

The Hanseatic League

1) Complete the short text about the Hanseatic League with the correct words below.

areas *century* *League* *association* *trading*

From the 14th (1)..... onwards, the life of the major Livonian (2)..... towns was increasingly determined by the Hanseatic League. This (3)..... of German trading towns played the leading role in Baltic and North Sea trading and in commercial ties with Novgorod during the 13th–16th centuries. Of current Estonian (4)....., Tallinn, Tartu, Viljandi and Pärnu belonged to the (5)..... (Kala 2012)

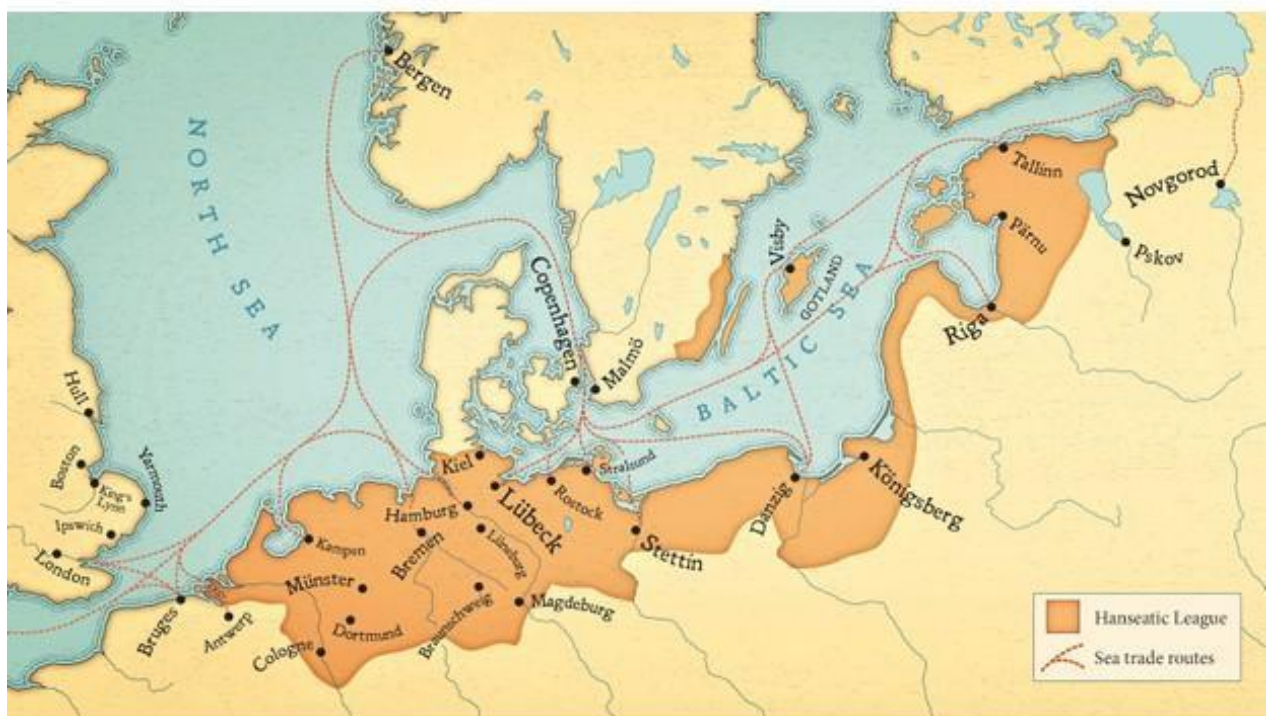


A naval battle reenactment at the *Hanseitag* 2014 in Lübeck (Hanseatic Cities)

2) Work in pairs and fill in the table below. Use the map *The main trading routes of the Hanseatic League* and do an Internet search.

These websites will help you:

- 1) http://www.estonica.org/en/History/1558-1710_Estonia_under_Swedish_rule/Trade_and_industry/
- 2) https://www.ancient.eu/Hanseatic_League/
- 3) <https://www.hanse.org/en/hanseatic-cities/>



The main trading routes of the Hanseatic League (History Extra 2019)

TABLE: The Hanseatic League

	THE HANSEATIC LEAGUE
Time	
Purpose	
These countries were in the Hanseatic League	
Hanseatic towns in Estonia	
“Queen of the Hanseatic League”	
The members of the league traded in	
Estonia had direct sea route with	
London had a direct sea route with	
Main Estonian imports	
Main exports to Estonia	

3) Read the article and match the correct products of Hanseatic trade with the description.

The Hanseatic Trading Empire: 7 products that boosted the Hanseatic trade network

pepper *timber* *wax* *hops* *grain* *fish*
salt

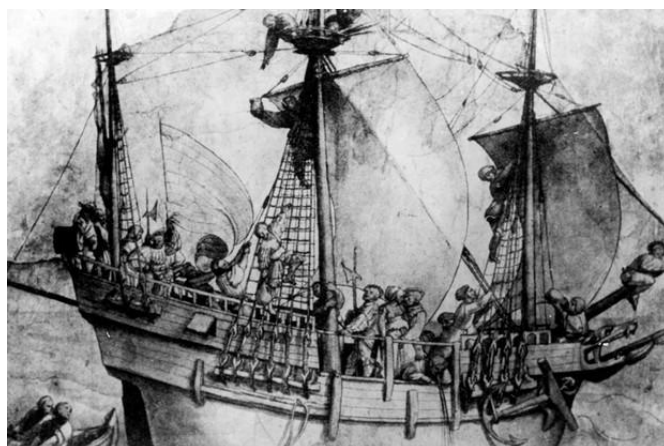
1).....was often **obtained** from southern Europe or markets like Bruges and then **supplied** by Hanseatic merchants across its northern **network**. The Danzig merchants based at King's Lynn in England were known locally as pepper sacks'.

2).....was **collected** from farmland around Baltic river systems and supplied to great cities of northern Europe. The Baltic grain trade **remained** significant for Europe until the opening of the American prairie markets in the 19th century.

Hanseatic traders brought together 3) from the Baltic Sea and 4) from cities such as Kiel on the Baltic coast. This made possible the **preservation** of fish and its **distribution** to those following the religious rules of eating fish on Fridays. Hanseatic networks **distributed** 5)..... from central and eastern Europe, **spreading** ideas too about how brewing methods could be improved. This helped support, it's been argued, the **dividing** line between beer-drinking northern Europe and the wine-drinking south.

6)and wood products were a highly **significant** Hanseatic product, brought from areas around the Baltic to western European trading markets like Antwerp and Bruges.

7)..... was **transported** to the west from Russia and Poland, which may have given us the word 'polishing'. Sweet-smelling beeswax candles were in high demand for lighting, and for **religious** use. (History Extra 2019)



Traders at work (History Extra 2019)

Closure

TASK: Form a question about today's topic "Life in medieval towns in Estonia". Use the question word *what*, *how*, *why*, *when* or *where* (to begin your question) and the Past Simple.

APPENDIX 6

Lesson 3: Life in medieval towns in the UK and Estonia (summary)

LEAD-IN

QUIZLET LIVE - in [Quizlet](#)

TASK 1

Mind map

1) Form 2 groups. One group is going to make a mind map about the medieval towns in the UK and the other one about the medieval towns in Estonia. In your mind map give an overview of the towns, guilds and the Hanseatic League. Use the texts and materials from previous lessons as well as do an Internet search.

These websites will help you.

The UK

- 1) <https://www.historylearningsite.co.uk/medieval-england/medieval-towns/>
- 2) <https://www.bl.uk/the-middle-ages/articles/inside-the-walls-exploring-towns-in-the-middle-ages>
- 3) <https://www.britainexpress.com/History/Townlife.htm>

Estonia

- 1) http://www.estonica.org/en/Culture/Architecture/Medieval_town/
- 2) <https://www.medievalists.net/2014/06/estonian-small-towns-middle-ages-archaeology-history-urban-defense/>
- 3) http://arhiiv.estinst.ee/publications/crafts_and_arts/heritage.html

2) Compare the mind maps and discuss the similarities and differences of medieval towns in the UK and in Estonia.

These questions will help you

Similarities:

- How are they alike?
- Name one thing that was similar in medieval towns in both countries.

Differences:

- How did life in medieval Estonian towns and in medieval towns in the UK differ?
- What is one thing that was different about each country (the UK and Estonia) during the medieval period?

TASK 2**Plan of a typical medieval town and description on the basis of it.**

1) Complete a plan for a typical medieval town. Write the names of the places on the map.



(Medieval Fantasy City Generator)

2) Write a description (ca 150-200 words) where you describe the medieval town whose map you made in exercise 1. Use relative pronouns (*which, who, when, where*) and *Past Simple* to write your description.

Describe

- *What kind of buildings and places were there?*
- *Who lived in the town? What did they do?*
- *What was it like to live in a medieval town?*

Closure

Guessing the word

1. Think of a word between 5 and 10 letters, which is related to the current topic (medieval Towns in the UK and in Estonia)
2. Think of its definition.
3. Write down your definition and swap it with your neighbour's.
4. Try to guess the word your neighbour had.

(CLIL Media)

APPENDIX 7

Student evaluation questionnaire

Feedback

Dear student!

Please fill in the questionnaire below about the lessons you had on Medieval towns in the UK and in Estonia. The questionnaire is anonymous. It should take approximately 5 minutes to fill it in.

Thank you for taking the time to answer these questions.

Kind Regards,
Merike Palopson
merikepalopson5@gmail.com

1) In which subject did you have the lessons on Medieval towns in the UK and *
in Estonia?

☐ English

☐ History

2) What do you think you learnt in the lessons? Choose the ones that are true *
about you.

☐ grammar

☐ subject vocabulary

☐ general vocabulary

☐ group work

☐ listening skills

☐ writing skills

☐ speaking skills

☐ subject matter (the topic dealt with)

☐ Other...

3) Were the activities fun for you? Please explain why or why not. *

Long answer text

4) Were the activities challenging for you? Please explain why or why not. *

Long answer text

5) Were the lessons on Medieval towns in the UK and in Estonia more difficult *
than the usual ones? Please explain why or why not.

Short answer text

6) Would you like to have similar lessons in the future? *

☐ Yes

☐ No

APPENDIX 8

Questions for the interview

Background information

1. How many years have you been a teacher?
2. How many years have you been teaching English/history?
3. Did you know what CLIL is before applying the teaching materials in the classroom?
4. Have you applied CLIL before? (why/ why not?)

Questions about the lesson plans

1. Were the lesson plans easy to follow? (why / why not?)
2. Was the format of the lesson plans suitable and helpful? (why/why not?)

Questions about Google Classroom

1. Did you use Google Classroom before?
2. How did you feel about using Google Classroom? (give reasons)
3. Was using Google Classroom suitable and helpful? (give reasons)

Questions about applying the materials in the classroom

1. Did you use all of the materials? (why/ why not?)
2. Which activities went well? (give reasons)
3. Which activities were challenging? (give reasons)
4. Which activities did not go as expected? (give reasons)
5. Did anything unexpected happen? (what? why?)
6. What was the most challenging part of applying the materials in the classroom? (give reasons)
7. What would you have done differently? (give reasons)

Questions about compiled teaching materials

1. Did the teaching materials suit the student's level and age? (why / why not?)
2. Was the content of the materials relevant? (why/ why not?)
3. Did the materials add to the students' previous knowledge? (why? /why not?)
4. Were the materials interesting for the students? (why? /why not?)
5. Were the materials challenging for the students? (why? /why not?)
6. Did the materials meet the objectives? (why/ why not?)
7. How would you evaluate the quality of compiled teaching materials? (give reasons)
8. Would you use the same teaching materials again? (why / why not?)
9. How can the teaching materials be improved? (give reasons)

RESÜMEE

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Merike Palopson

Creating CLIL Materials for Teaching Medieval Towns in English. *LAK-õppe*

materjalide loomine keskaegsete linnade õpetamiseks inglise keeles

Magistritöö

Aasta: 2020

Lehekülgede arv: 102

Annotatsioon:

Käesoleva magistritöö eesmärgiks oli koostada lõimitud aine-ja keeleõppe (edaspidi LAK-õppe) printsiipidel põhinev õppematerjal keskaegsete linnade õpetamiseks 7. klassis. Kuigi LAK-õppe rakendamist on soovitatud põhikooli riiklikus õppekavas ning varasemad uuringud on näidanud metoodika efektiivsust võrreldes traditsioonilisemate õpetamismeetoditega, on LAK-õppe rakendamisel üheks peamiseks takistuseks õppematerjalide vähesus.

Seetõttu loodi Google Classroomi õppematerjal, mis lähtub metoodika kahetisest fookusest ning keskendub Ühendkuningriigi ja Eestis keskaegsetele linnadele. Õppematerjali koostamisel lähtuti nii 4C mudelist, LAK-õppe printsiipidest, metoodika kahetisest fookusest kui ka LAK-õppe õppematerjalide koostamise kriteeriumitest. Lisaks materjali koostamisele oli töö üheks eesmärgiks hinnata koostatud õppematerjali kvaliteeti, et edendada õppimisprotsessi ning anda soovitusi õppematerjali täiustamiseks. Selleks paluti kahel tegevõpetajal, inglise keele ja ajaloo õpetajal, katsetada koostatud õppematerjali tundides ning hiljem anda tagasisidet koostatud õppematerjalile ja tunnikonspektidele.

Magistritöö on jaotatud kolmeks peatükiks. Esimene peatükk avab LAK-õppe olemust ja sisu ning annab ülevaade LAK-õppe printsiipidest, mida tuleks silmas pidada metoodika rakendamisel. Teine peatükk keskendub nii teoreetilisele ülevaatele LAK-õppe materjali koostamisest ning kriteeriumitest kui ka koosneb praktilisest osast, milles kirjeldatakse autori koostatud õppematerjali loomisprotsessile. Viimane peatükk, empiiriline osa, annab ülevaate koostatud LAK-õppe materjali katsetamisest kahes Tartu koolis. Selles peatükis kirjeldatakse piloteerimisprotsessi ja esitatakse uurimistulemusi lähtuvalt uurimisküsimustest ning analüüsitakse saadud tulemusi.

Saadud tagasisidest selgus, et üldiselt oli õppematerjal hästi koostatud, kuna õppesisu oli vastavuses õpilaste ea ja tasemega, tundide eesmärgid said täidetud, töökäsud oli selged ning oli arvestatud erinevate õpistiilidega. Samas enne kui sama õppematerjali uuesti kasutada tuleb rohkem aega planeerida ülesannetele ja osad neist jätta pigem lisaks, demonstreerida nii õpetajatele kui ka õpilastele Google Classroomi ja selle erinevaid funktsioone ning lisada põhjalikumaid tugistruktuure. Ehkki käesoleva töö piiranguks on väike valim, on saadud tagaside abiks edaspidiseks õppematerjali täiendamiseks. Ühtlasi panustas töö relevantse LAK-õppe õppematerjali loomisse, kuna koostati Eesti õppekavast lähtuv õppematerjal. Selleks, et saada parem ülevaade koostatud LAK-õppe õppematerjali kvaliteedist, peaks selle katsetamist kordama suurema valimiga ning kaasama ühtlasi rohkem õpetajaid, kes on kursis LAK-õppe ja selle põhimõtetega.

Märksõnad: LAK-õpe (lõimitud aine-ja keeleõpe), õppematerjal, ainetevaheline loiming, põhikool, keskaegsed linnad

Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks

Mina, Merike Palopson,

1. annan Tartu Ülikoolile tasuta loa (lihtlitsentsi) minu loodud teose
 Creating CLIL Materials for Teaching Medieval Towns in English,
 mille juhendaja on Ülke Türk,
 reprodutseerimiseks eesmärgiga seda säilitada, sealhulgas lisada digitaalarhiivi DSpace kuni autoriõiguse kehtivuse lõppemiseni.
2. Annan Tartu Ülikoolile loa teha punktis 1 nimetatud teos üldsusele kättesaadavaks Tartu Ülikooli veebikeskkonna, sealhulgas digitaalarhiivi DSpace kaudu Creative Commons'i litsentsiga CC BY NC ND 3.0, mis lubab autorile viidates teost reprodutseerida, levitada ja üldsusele suunata ning keelab luua tuletatud teost ja kasutada teost ärieesmärgil, kuni autoriõiguse kehtivuse lõppemiseni.
3. Olen teadlik, et punktides 1 ja 2 nimetatud õigused jäävad alles ka autorile.
4. Kinnitan, et lihtlitsentsi andmisega ei riku ma teiste isikute intellektuaalomandi ega isikuandmete kaitse õigusaktidest tulenevaid õigusi.

Merike Palopson
 Tartus, 28.01.2020

Autorsuse kinnitus

Kinnitan, et olen koostanud käesoleva magistritöö ise ning toonud korrektselt välja teiste autorite panuse. Töö on koostatud lähtudes Tartu Ülikooli maailma keelte ja kultuuride kolledži anglistika osakonna magistritöö nõuetest ning on kooskõlas heade akadeemiliste tavadega.

Merike Palopson

Tartus, 28.01.2020

Lõputöö on lubatud kaitsmisele.

Ülle Türk
Tartus,