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OPPORTUNITIES FOR USING CONTENT AND LANGUAGE
INTEGRATED LEARNING WHEN TEACHING HISTORY AT
VILJANDI JAKOBSON SCHOOL
MA thesis

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ABSTRACT

The present paper focuses on the opportunities for using content and language integrated learning (CLIL) at the Viljandi Jakobson School. It has two primary aims: firstly, to investigate the aptitude of the CLIL methodology and its compatibility with the current principles in the development of education and curriculum design, and secondly, to elicit the topics from the National Curriculum which can be used to compile the materials for teaching history in English in form 8.

The paper falls into four sections: introduction, two chapters and conclusion.

Introduction gives the overall information about the recent developments in European language policy and the aspects concerning CLIL.

Chapter 1 introduces CLIL as a method and discusses the advantages and disadvantages of content and language integrated learning. Some information about the historical background of CLIL and traditions of using this method in Estonia are presented. The chapter also the analyses the compatibility of CLIL methodology with the principles in the Estonian National Curriculum for Basic Schools and with the core features of the Development Plan of the Viljandi Jakobson School.

Chapter 2 provides information about the research conducted to determine: firstly, to assess the current situation at the Viljandi Jakobson School and secondly, to discuss methodology and problems that might occur while compiling a CLIL history course as a possible option to be integrated in the Viljandi Jakobson School's curriculum concerning Cross-Curricular courses. In addition, the materials are compiled to teach these topics. The results of both subsections are summarised in the conclusion.

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ABBREAVIATIONS

CLIL - content and language integrated learning - is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language

Common European Framework of Reference for Languages (CEFR) – is intended to provide a common basis for language education in such areas as curriculum design, methodology and assessment. One of its achievements has been to devise a comprehensive description of the components of language proficiency at all levels and across a range of skills. Another achievement is its promotion of plurilingualism.

content based learning = content and language integrated learning

L1 - first language (mother tongue)

INTRODUCTION

Several documents have established the language policy in the member countries of the European Union. Its multilingualism policy has been guided by the objectives set by the Barcelona Council March 2002. Improving the efficiency and the quality in language learning is also one of the key objectives of the Strategic Framework for the Education and Training which also points out the necessity to enable citizens to communicate in two languages in addition to their mother tongue (Eurydice 2012: 3)

According to the report (Eurydice 2012: 87) in about two-thirds European countries, specialist foreign language teachers teach either foreign language only, or, they teach two subject, one of which is a foreign language. Estonia is one of those countries where foreign language is taught by specialist and semi-specialist teachers. Thus, developing of opportunities for using content and language integrated learning is justified and opportune.

In 2005, during the workshop, organised by the European Centre of Modern Languages, Dieter Wolf stated that The Council of European Union has found it to be important to promote the language diversity and language learning, to encourage multilingual communication and to take actions to enable European citizens to speak at least two foreign languages (Report of Central Workshop 6/2005:10). He also points out that if "looking at the results of foreign language teaching in our school it becomes clear that only few students acquire the linguistic competence necessary for the future life in one foreign language, let alone two" (ibid. 2005:10). He draws our attention to a survey undertaken by the European Union shows that in the European context on average less than 40 per cent of the population consider themselves capable of having an everyday conversation with a native speaker of one of the languages they learnt at school. In Wolf's

opinion "these findings show that our present-day methodological approaches to foreign language teaching and learning do not seem to lead to the desired result" (ibid. 2005:10). Thus, he claims that it is necessary to introduce new approaches which are more content- and process-oriented and seem to be more eligible to accomplish these goals. One of these is Content and Language Integrated Learning (ibid. 2005:10).

According to Christiane Dalton-Puffer (Ruiz de Zarobe, et. al. 2011:9) three aspects are currently putting tension on Europe's traditionally monolingual national education system: "internationalisation of communication, the increasing diversification of populations as a result of mobility and immigration, and the need to strive for the integration of the Union by enhancing the multilingualism of its citizens". One of the actions during the last 15 years has been to propagate an educational approach where a foreign language is used as a language of instruction in a number of school subjects. These practices are also called Content and Language Integrated Learning.

CLIL is an umbrella term for activities in which "a foreign language is used as a tool in the learning of non-language subject in which both language and subject have a joint role." (Coyle 2006:2). It is covering several educational approaches like immersion, bilingual education, multilingual education and offers various CLIL-style activities such as language showers and enriched language programmes etc.

Here are some examples of the types of CLIL-style activities:

Language showers

Language shower is an educational approach in which foreign languages are introduced to children during short sessions by using activities such as songs, games and rhymes. These are primarily intended for young students (aged between four and ten), who receive between 30-minute and one-hour exposure per day. This usually includes the use of games, visuals, songs, handling of objects and movement. Teachers speak in the CLIL language.

Routines are developed by abundant repetition. The aim is to make students aware of different languages and to prepare them for their future language learning.

<u>Language camps</u>

Camps can consist of groups of students who gather at a purpose-designed location. The size of the groups varies, it can be from fifteen to sixty or more. Students are usually given a certain degree of choice in picking different activities while language learning. The primary non-negotiable rule is that all participants of the course use CLIL language. By accepting the responsibility students are more knowledgeable about need to practise foreign language and develop strategies that will enable them to learn and use the target language. The goals of this activity is to help students to experience success while imitating the life in the second-language environment, to motivate and inspire them to learn the second language.

<u>International projects</u>

Special projects help students to connect with new ideas and people. For example, a worldwide network such as Science Across the World is easy to join. This Internet-based network assists students from several countries to learn, exchange ideas and find partners to share their knowledge and findings with. The aim of the project is to create opportunities for a contact with other users of the CLIL language and develop skills in communication, teamwork and problem-solving and improve their ability to use information and communication technologies (ICT). (Mehisto, et.al. 2008:13-16) In addition to that, there is another platform called eTwinning that offers possibilities of cooperation and collaboration for the teachers of the European Union. This platform enables the teachers of different subjects to collaborate designing projects the lingua franca of which is the target language. These projects dominantly feature the essence of CLIL creating an environment for studying different subject matters in a foreign language.

<u>Total immersion</u>

The teacher usually speaks only the target language. They try to create a climate favourable for language learning (using a great deal of repetition and gestures), the language is presented is a logical step-by-step manner. Learners achieve functional proficiency in the immersion language.

The present paper focuses on the opportunities for using content and language integrated learning when teaching English at the Viljandi Jakobson School. The primary aim of the thesis is first to analyse the possibilities of implementation of integrated learning (including CLIL). The second goal of the thesis is to elicit the topics from the National Curriculum which can be used to compile the materials for teaching some history courses in English and to suggest a cross-curricular course in which would integrate a foreign language and history and would be based on CLIL methodology.

CHAPTER 1: CONTENT AND LANGUAGE INTEGRATED LEARNING

Historical Background

The term CLIL (content and language integrated learning) was introduced in the middle of 1990s in Europe. However, CLIL practice has much longer history. The first known CLIL-type programme dates back about 5,000 years when in the area what is known as nowadays Iraq, Sumerian was used as a language of instruction to teach several subjects to the defeated Akkadians. Another example from history of use of a second language to teach content is the widespread use of Latin. For centuries, Latin was used as a language of instruction in European universities and became the primary language of law, medicine, theology, science and philosophy. Yet, despite having strong similarities with CLIL, the use of Latin cannot be considered, in the purest sense, as an example of CLIL.

In Europe, in more recent centuries bilingual or multilingual education was a privilege of the upper classes. Hired governesses and tutors spoke in a foreign language with the children in order to help them to become fluent in another language.

Furthermore, geographic, demographic and economic realities have given rise to multilingual programmes. The earliest examples of CLIL can be observed in 1965 when a group of English-speaking parents living in the French-speaking Canadian province of Quebec had become worried that their children would be at the disadvantage later on in their life if they did not achieve fluent French. These English-speaking parents did not believe that standard second-language teaching would lead to fluency in French. The parents encouraged the local authorities to form a language-immersion programme that would enable English-speaking children to study all of their subjects entirely in French.

However, to a large part CLIL methodology was left aside for many years and non-CLIL teaching methods had major role in teaching. In general, content subjects were

taught as they were taught in mother tongue and language teachers used similar methods they would use in traditional language classroom. Consequently, the content of the content subject simply replaced the traditional content of the language classroom. Furthermore, traditional teacher-centred approach was used instead of learner-centred methods.

In recent years the situation has changed (Central Workshop Report 6/2005:16). The importance of multilingualism has been acknowledged worldwide and especially in the member states of the European Union. (Mehisto et.al. 2008)

In Estonia, there is a long-standing tradition of language biased teaching and learning. The programmes which started in 1960s and 1990s have had the biggest influence on education today. In 1960s many schools started forming specialised classes of English and German and using content and language integrated learning when teaching different subjects. Unfortunately, by 2004 most of the schools previously using CLIL had finished practising it. In 1990s several Russian-speaking schools started using CLIL principles while working out programmes for improving students' skills in Estonian language. Under a supervision of Foundation Innove and Ministry of Education and Research the Language Immersion Programme is being continuously developed.

Methodology of CLIL

CLIL is not a new form neither in language education nor in subject education. It is an innovative synthesis of both.

CLIL as an educational concept is diverse; a wide range of variants can be pointed out. A CLIL approach varies according to whether it takes place in primary or secondary education. In general, CLIL schools or CLIL branches are organised in such a way that one or more content subjects are taught in a foreign language. The content subjects most frequently chosen are History, Geography and Social Sciences. The most frequently used

languages are English and French, German ranking third (Report of Central Workshop 6/2005).

In 2006, the first statistical study on where and how CLIL was being implemented in Europe was published (Eurydice, 2006).

The report stated that "[a]chieving this twofold aim calls for the development of a special approach to teaching in that the non-language subject is not taught *in* a foreign language but *with* and *through* a foreign language"
(Euridyce, 2006:8)

It is claimed (Survey *CLIL at School in Europe* 2006:7) that "CLIL enables languages to be taught on a relatively intensive basis without claiming an excessive share of the school timetable". In Action Plan, brought out by European Commission in 2003, the CLIL was listed as an innovative method of learning and improving the quality of language teaching.

Language teachers in CLIL programmes support content teachers by helping students to acquire the language they need to handle content from other subjects. In so doing they also improve the acquisition of content.

Thus, CLIL is a tool for the teaching and learning of content and language. The essence of CLIL is integration. This integration has dual focus:

1. Language learning is included in content classes. This means introducing the knowledge in the form that promotes understanding. Charts, diagrams, drawings, hands-on experiments and the drawing out   of key concepts and terminology are the common CLIL strategies.

2. Content from subjects is used in language-learning classes. The   language teacher, working together with teachers of other subjects,   combines   the vocabulary, terminology and texts from those other subjects with the topics in his

or her language classes. Students learn the language they need and use the content (Mehisto et.al. 2008:11).

According to Mehisto, Marsh and Frigols (2008:29-30) core features of CLIL methodology are:

Multiple focus

* supporting language learning in content classes

* supporting content learning in language classes

* integrating several subjects

* organizing learning through cross-cultural themes and projects

* supporting reflection on the learning process

Safe and enriching learning environment

* using routine activities and discourse

* displaying language and content throughout the classroom

* building student confidence to experiment with language and content

* using classroom learning centres

* guiding access to authentic learning materials and environments

* increasing student language awareness

Authenticity

* letting the students ask for the language help they need

* maximizing the accommodation of student interests

* making a regular connection between learning and the students' lives

* connecting with other speakers of the CLIL language

*using current materials from media and other sources

Active learning

* students communicate more than the teachers

* students help set content, language and learning skills outcomes

* students evaluate progress in achieving learning outcomes

* favouring peer co-operative work

* negotiating the meaning of language and content with students

* teachers acting as facilitators

Scaffolding

* building on a student's existing knowledge, skills, attitudes, interests and experience

* repacking information in user-friendly ways

* responding to different learning styles

* fostering creative and critical thinking

* challenging students to take another step forward and not just coast in comfort

Co-operation

* planning courses/lessons/themes in co-operation with CLIL and non-CLIL teachers

* involving parents in learning about CLIL and how to support students

* involving the local community

Based on the aforementioned core features it can be concluded that the keywords of CLIL include: integration of several subjects, usage of authentic study material, implementation of the principles of active learning (especially co-operation between students, self-evaluation, increase of the student's talking time) and scaffolding theory (building on students' existing knowledge), application of different learning styles, development of creative and critical thinking and finally co-operation of teachers of different subjects.

CLIL programmes have proved to be very efficient in the development of the communicative competence of the students and now the methodological discussion centres around some other issues: promoting reading comprehension and focus on writing. Dieter

Wolff (ibid. 2005: 16-17) emphasizes that reading and reading skills are considered to be very important in the CLIL classroom. He points out that the acquisition processes are closely related to reading comprehension: learners work with documents, charts, tables, and other sources in order to attain knowledge in the content subject. "Although reading strategies play an important role in all learning contexts, in CLIL they decide on the students' success or failure", underlines Wolff. As learners do not read the text in order to acquire the language but to gain knowledge about the content the learning process is more skill-oriented.

Productive skills play also a significant role in CLIL classroom. Since, in addition to the oral presentation students very often have to exhibit their knowledge in written form. They have to put down the information about the topics they study, compile the results of their observations, or compose the reports.

Moreover, the very important ingredient in successful CLIL is motivation. CLIL teachers and researchers claim that there are findings of increased motivation on both learners and teachers. Students who have participated in CLIL programmes have emphasized the following aspects: they refer to CLIL as "a personal investment" or the reason for coming to the lesson where they can forget the language and learn something new and interesting (Coyle 2006:11).

Teachers, likewise, consider it beneficial for themselves as they have to gain new knowledge as well as develop their teaching skills. Furthermore, they point out that students are more motivated as they regard the learning challenging, on one hand. On the other hand, as they succeed they even increase their expectations and work harder (ibid. 2006:7).

There are four building blocks for effective CLIL practice: content, communication, cognition and culture. Teachers, learners, trainers and researchers examine

the interrelationship between subject matter (content), the language of and for learning (communication), the thinking and understanding (cognition) and the background for learning (culture). These four aspects form the 4Cs Framework which "[t]akes account of integrating learning (content and cognition) and language learning (communication and cultures)" (Coyle 2005:5).

Advantages and Disadvantages

CLIL programmes have several characteristics that favour the acquisition of a foreign language. The most noticeable is the amount of exposure. When a school decides to introduce, for instance, one single CLIL subject in its curriculum, this decision automatically increases the amount of time the students are exposed to a target language. It also increases the intensity of the exposure which usually leads to the more rapid progress and a higher sense of achievement on the part of learners (Anderson et. al. 2004:29). As Estonia is one of the six countries in the European Union which have given the schools some autonomy in deciding about the teaching time dedicated to foreign languages (Eurydice 2012:111) we can observe the situation when number of lessons has been cut to the minimum. Introducing CLIL programmes would enable students to have more practice and gain additional confidence in their language proficiency.

Do Coyle (2006), in her article, has pointed out several outcomes which researchers have found during studies. Some of these are: CLIL students are enabled to deal with complex information given them in the target language, CLIL pupils' strategic foreign language skills are better developed as they deal with the larger pieces of information and thereby, focus less on the word-by-word comprehension of the target language, pupils usually develop better speaking skills, and they have to use the target language more in the

classroom. Students acquire language which is of immediate relevance and use. The subject matter is generally more interesting than what they might find in a language textbook. They are motivated because the subjects they learn through English are part of their core curriculum, and succeeding in those generally influences their results in the future. (Tomlinson 2011:391). According to Coyle (2005), an effective CLIL lesson is valuable since it does more than only teach another language. It uses that language to gain meaningful knowledge. Some research have found that CLIL students engage more with content texts than with traditional foreign language texts.

The other scholars who have researched content and language integrated learning, e.g. David Marsh and Peeter Mehisto (2008:14), claim that the learners are more cognitively active during the content and language integrated learning. Moreover, it encourages intercultural understanding and increases learners' confidence in the target language.

It involves communication in that it uses a language to learn while at the same time providing opportunity to use the language. It promotes the cognitive development in that it requires thinking skills that link concept formation with understanding and language. Moreover, it has a cultural component in that it exposes students to alternative perspectives and shared understandings, which deepen awareness of otherness and the self.

The CLIL approach provides advantages not only for students but also for teachers. For students, it can help to increase motivation to learn the language because the language is being used in real life situations. Learners are exposed to a situation which need genuine communication; they talk, think, write, read, listen, and in doing so they build and enlarge their communicative competence. "It introduces them to a wider cultural context, supports the development of multilingual interests and attitudes, promotes a positive attitude towards learning a language, and it prepares them for further studies and work using the

language" (Gardner 2010:197). Teachers are encouraged to use the innovative methods, materials and technology. "It provides for individual and institutional networking opportunities and professional mobility through cooperation with other teachers in other departments, schools and countries" (ibid. 2010:197). Moreover, because of the novelty it can increase the level of job satisfaction.

Coyle (2006:9) writes that the teachers, learners and the researchers have to study the interrelationship between four Cs.

However, despite all the advantages pointed out in the previous part of the paper there are some problematic issues too.

Firstly, teaching a subject through English rises the problem of lack of the textbooks and very often the language textbooks are just replaced with the translations of the subject textbook. "In many cases lack of teaching materials makes using CLIL very time consuming as compiling some supplementary materials is inevitable because these are needed to support the content instruction" (Tomlinson 2011:391).

Secondly, content-based learning, and CLIL in particular, faces the problem of the teacher. Most teachers qualified to teach English are not proficient in a subject matter and competent enough to teach other disciplines. Also, subject teachers who are interested in teaching their subject through English may lack proficiency in English language and in language teaching routines and practices.

Finally, students' concern is that learning subjects in a foreign language can slow down the learning process and make it more difficult. That is a fear of both lower-proficiency and higher-proficiency students.

CLIL and Estonian National Curriculum for Basic Schools

The previous sections of this chapter have highlighted the principles of CLIL methodology. Also, the usage of the methodology in Estonia has been briefly discussed. In accordance with the aim of the current work a new question arises: whether CLIL is compatible with Estonian National Curriculum for Basic Schools and whether it could be suggested to be introduced in Estonian schools.

As previously stated, the essence of CLIL is integration. In division 3 (Concept of Learning and the Learning Environment) integration is highlighted as one concept of learning. In division 7 CLIL is even suggested as an optional method for schools with a language of instruction other than Estonian. Secondly, the National Curriculum encourages cross-disciplinary treatment of subjects and collaboration between teachers. This is accomplishable using CLIL methodology which in turn supports co-operation between the subject teacher and language teachers. (Division 3). Thirdly, the National Curriculum suggests the adoption of contemporary and diverse study methods, including active study methods which is also a keyword of CLIL methodology. A consistent thread throughout the whole curriculum is attention to student motivation, in Division 6 (Third Stage of Study) maintaining motivation for learning is highlighted as one of the main emphases. Generating and maintaining motivation is also a central goal when implementing CLIL. In addition to those, there are other principles of CLIL which are in accordance with goals and objectives of the National Curriculum, such as development of self-reflection, critical thinking, creative self-expression and social skills (in form of cooperation) (Division 2).

This short comparison of the aims of the National Curriculum and CLIL reveals that the objectives of CLIL methodology are in accordance with the National Curriculum and can thus be recommended to be implemented in schools in Estonia.

CHAPTER 2: IMPLEMENTING INTEGRATED LEARNING IN THE CURRICULUM AT OUR SCHOOL

In recent years the focus in education has been on a need for a new approach to learning. The Estonian Lifelong Learning Strategy points out the necessity of implementing the new ideas and approaches to support the learners in the changed environment of the 21st century. In that concept the focal points are supporting each learner's individual and social development and the acquisition of learning skills, creativity and entrepreneurship (The Estonian Lifelong Learning Strategy 2020).

The aim of the strategy is to encourage learners to be involved in building their knowledge and gaining new learning skills. The key words of the approach are cooperation and collaboration both between learners and teachers of different subjects.

Furthermore, the objective of the strategy is to apply the modern digital technology and improving the digital skills in learning and teaching. ICT competence is developed by integrating learning digital skills into all the subjects in the curriculum.

At the Viljandi Jakobson School the principles of the strategy are considered to be an essential element in our Development Plan for 2018-2020. Among the others it has been stated that Viljandi Jakobson School implements innovative approaches in teaching and learning (which includes the integration between different subjects) in which the different abilities, interests, social and cultural background of the learners is taken into account. (Development plan p. 8, 11)

Integration between subjects plays an important part of at the Viljandi Jakobson School's Curriculum. It is first and foremost to be achieved in regular lessons through the focus of constructivist learning theory, according to which new knowledge is built up on existing knowledge and experience, and application of the leading topics of the curriculum (School Curriculum p. 11).

However, due to the significance of integrated learning, new approaches and initiatives are encouraged by the school administration to support the cooperation and collaboration between teachers of different subjects. The two most dominant examples include Project Days and Cross-Curricular Courses.

Project Days follow the goal-setting stated at Viljandi Jakobson School's Curriculum which states that "integration between the different subjects has to be intensified through various project-based activities" (School Curriculum p. 4).

Project Days are based on the concept of project-based learning. The aim is to develop a product (slides, a play, a poster, etc.) for the public presentation integrating knowledge from different subjects and using different methods.

 The first event of Project Days took place in 2016-17. During two days the students studied a certain topic in a new way. The main idea of the project is to implement the skills and knowledge learnt in different subjects into everyday life context. Moreover, this should make the learners aware of the need to develop their social and cooperation skills as well as digital competence.

The steps to compiling the programme for the days were:

1. dividing all the teachers into 5 groups (keeping in mind that the diversity of the subjects would be represented in each group);

2. introducing the groups to the topic and the core principles (mentioned in the Development Plan and in The Estonian Lifelong Learning Strategy 2020) for compiling the materials and activities;

3. compiling the materials and syllabus for each class;

4. conducting the actions planned in the syllabus;

5. collecting feedback from the students and the teachers;

6. analysing the data and giving the overview to the teachers.

In addition to Project Days, which take place only once a year, the Viljandi Jakobson School has also implemented the system of **Cross-Curricular Courses** the aims of which have been stated in VJK's Development Plan: "The main aim of courses is the direct cross-curricular input to learners' development " (Development Plan p. 5) and in the School's Curriculum which states that the principles of integrated learning are represented in Cross-Curricular Courses designed for school stages II and III (School Curriculum, p. 11).

Cross-Curricular Courses were first introduced in September 2013 and they were designed for forms 5-8. Back then the idea for implementing the programme of Cross-Curricular Courses arose from the strategic goals presented in Estonian Lifelong Learning Strategies 2012-2020 and adopted in the curriculum of the school hence, from the necessity to incorporate new and innovative approaches to the learning and teaching process. According to the administrators of our school the aims in the development of the courses were as follows: firstly, to offer students a possibility to link the previously learnt skills and knowledge to new skills in a real life settings and secondly, to facilitate the integration of different subjects.

Therefore, a wide range of courses were compiled to support the needs and interest of students from form 5-8. One course usually comprises of 11 lessons lasting one term (one trimester). Lessons are conducted once a week. Students participating in the courses are not graded but given feedback about their performance in the subject matter based on practical tasks they complete.

The groups participating in the Cross-Curricular Courses are formed each year anew. The principles of the formation of study groups have varied but the main aim is form them considering learners' interests and learning skills to promote their talents. During the 3rd term the learners' own interest concerning the choice of courses is taken into account.

Learners are offered a list of courses and they register on the course which matches their interests and preference.

The majority of these courses have been compiled and conducted by the subject teachers of our school. However, the administrators of our school have managed to engage several Viljandi Jakobson School (VJK) alumni to the programme. They usually offer an insight into their professional knowledge as well as to the aspect of connecting skills learnt at school to a real life experience and professional success. The best example of that is Kristjan Mändmaa, currently working at Estonian Academy of Arts as a Head of Curriculum in the Faculty of Design, who compiled and conducted a course of the **product design** in 2015/2016 academic year. During the course learners of form 8 could study the principles and stages of work in the product design and had a hands-on approach in the subject matter.

While designing the courses a considerable attention is paid to the need of developing the digital skills of students. Therefore, several opportunities to promote these skills have been provided. Students of all age groups can take part in **programming** courses where they are supervised to create phone Apps and create a personal web page or a computer game, to mention but a few.

Cross-Curricular Courses at the VJK in 2017-2018

This academic year our school provides learners in forms 5-8 with an opportunity to take part in three different courses (one each term) which offer a diverse selection of topics. The selection of courses has been presented in the chart below:

	Term 1	Term 2	Term 3
Form 5	● Country study ● Reading is fun	● Country study ● Reading is fun	● Country study ● Reading is fun

	• Robotics • Measuring in the nature (Vernier) • Leading the games (Mängujuhtimine)	• Measuring in the nature (Vernier) • Robotics • Woodwork • Home economics	• Measuring in the nature (Vernier) • Robotics • Leading the games • Orienteering with a help of the smartphones
Form 6	• Country study • Reading is fun • Study club of maths competitions • Woodwork • Home economics • ICT (Onedrive)	• Country study • Reading is fun • Woodwork • Home economics • ICT (Onedrive) • Chemistry in everyday life	• Country study • Reading is fun • Woodwork and CNC programming • Home economics • ICT (Onedrive)
Form 7	• Enterprise and entrepreneurship	• Enterprise and entrepreneurship	• Enterprise and entrepreneurship
Form 8	• The basics of writing a research paper • Study club of maths	• The basics of writing a research paper • Consumer society around us • The basics of conducting a speech	• Programming • 3D modelling • The classics of pop music: by the story of one band The Beatles • Preparation course for taking a driving test (for the moped)

Science-based topics are represented by the courses of **Measuring in nature** (for form 5 as an insight to the subject of physics) and **Chemistry in everyday life** (for form 6 –

introduction to the ingredients and stages of production of everyday items like lip balm, soap and candles). Practical an hands-on approach is offered in courses of **Home economics**, **Woodwork** and starting this academic year the students of form 8 can attend the **Preparation course for taking a driving test** (for the moped license). For the several years learners of forms 6 and 7 have been able to participate in courses **Teamwork** to develop their social skills and in **How to learn easily** to improve their learning skills by studying.

This school year, for the first time, the study groups of **Enterprise and entrepreneurship** (for form 7), have been formed. This is the first step for implementing the principles of the Development Plan "the programmes on developing the entrepreneurship will be conducted in school stage 3" (Development plan p. 3).

Also, this is the first year when two Cross-Curricular courses which include a foreign language (English) are offered: **Country study** (for form 5 - about the cultural background of the UK) and **Reading is fun** (for form 5 – introducing literature in English). Both follow the principles of content and language integrated learning.

English and the Principles of Integrated Learning at Viljandi Jakobson School

Since the aim of my paper is to describe and elicit the opportunities for using content and language integrated learning in Viljandi Jakobson School, I studied the current situation concerning the aspect of teaching the foreign language (English) and using the cross-curricular approach in teaching.

The principles of teaching English at Viljandi Jakobson School are presented in the School Curriculum 2017. This year two major changes were introduced to the curriculum. Firstly, it was decided that English specialised classes will not be opened as an extra lesson of English prevented the learners from having time and possibility for cross-curricular

courses. Secondly, teaching English as the first foreign language starts already in form 2 (previously in form 3) to maximise the learning outcome. (School Curriculum, p. 6) Learners start their studies with 2 lessons a week in form 2 and continue with 3 lessons a week in form 3. (p.36) The learners in forms 3-9 have English lessons three times a week. To maximise the benefit for learners the study groups of English lessons for forms 5-9 have been compiled according to the level of acquired language and learning skills. Thus, different approaches can be used to address the needs of the learners with different language level.

The idea for Cross-Curricular English lessons emerged from the fact that the Syllabus for Teaching Foreign Languages highlights the importance of integrated learning. For example, following the general goal of the school, to guarantee the learners the diverse and age appropriate development, which contributes to development of the wholesome view to the world, integrating the subject is focused on already in primary classes. (School curriculum p.36). Integrating foreign languages with other subjects and creating a supporting environment contribute to the development of communication skills but as well as to the promotion of self-esteem and value based behaviour (School Curriculum p. 296). The materials used in language teaching expand the knowledge learners receive in the other subjects, giving the learners the language skills to implement the knowledge into different subject matters (School curriculum p. 297). The syllabus of foreign language foremost integrates with history and social science (School curriculum p. 298). While using the computer technology the digital skills are developed. These are also used in the classes of foreign language while conducting different activities especially when communicating or searching for information (School curriculum p. 298).

The first attempts of implementing the principles of CLIL undertaken in designing courses **Reading Is Fun** and **Country Study** for forms 5 and 6. Both are conducted in the

target language (English) and use activities and approaches which support learners' active involvement in the learning process, connect the previous knowledge (e.g. gained in English lessons) to a new topic and help learners to take more responsibility for their learning outcome.

CLIL History Course

As described above, there are two pilot CLIL-courses for school stage II but none for school stage three. Hence, the discussion about a possibility of developing a course arose. In order to compile a CLIL History course, following steps were undertaken:

1) selection of the learning materials based on the analysis of the topics in the National Curriculum

2) determination of methodology

3) discussion of possible problems while compiling the materials

History, as a possible subject for content and language integrated learning, arose from the fact that a process of learning a language is closely connected to understanding the culture of the target language (Peterson & Coltrane 2003). History is considered to play an essential role in understanding and accepting the values and ways of doing things in other cultures. According to the Minister of Education in Estonia (Reps 2018) learning history is appraised to be crucial in evolving a young person's world-view. Nowadays, it is not possible to socialise young people without pointing out the experience from the past, so the mistakes from the past can be avoided.

Curriculum of form 8 comprises the topics about the history of the world from 1600-1816. Viljandi Jakobson School uses the textbooks Uusaeg part 1 by Pärtel Piirimäe (2014) and Uusaeg part 2 by Marten Seppel and Ago Pajur (2013). History is taught in the first language (L1) at Viljandi Jakobson School.

When discussing the matter with the teachers of history and social science at our school I have learnt that the volume of the topics which are presented in the curriculum is quite extensive. Hence, discussing the most of the themes is rather superficial. The problem initiated the idea that compiling the extra integrated course as an optional subject (3x11 lessons, conducted once a week) can offer the students an additional opportunity to develop both, the knowledge on the content and foreign language skills.

As a result of the study on the textbooks and the topics presented in the National Curriculum I have compiled a list of feasible topics which can be used as a foundation for compiling an outline for the integrated course. Considering that the CLIL language during the course is English I pointed out the topics that refer to history of Britain and the United States of America.

The topics appear as follows:

- Situation in Europe in the 17th century (life expectancy, Plague, serious contagious illnesses, the Little Ice Age)

- Nobility in Europe (gentry)

- Agriculture in 17th century, new approaches in 18th century, life of peasantry

- Development towns (London, Manchester, Glasgow, Liverpool, Birmingham), life of the townspeople

- Church and religion (Anglicanism, Protestantism, Church of England, Catholicism, Puritanism, persecution of the minorities

- Development of science (scientific knowledge based on observation in the nature, Francis Bacon, Isaac Newton, William Harvey)

- Art (baroque, classicism)

- Trade and industry (trading companies, transoceanic trade mercantilism, textile manufacture, Adam Smith)

- Warfare (development of weapons, professional soldiers)

- Civil War (absolute monarchy, Guy Fawkes, Charles I, Oliver Cromwell

- Enlightenment (David Hume, Adam Smith)

- Thomas Hobbes, John Locke

- Founding of the Unites States (revolution, Boston Tea Party, Founding Fathers)

- The Congress of Vienna (Edmund Burke)

- Chartism

- Democracy (parliament, elections, a nation state)

- John Stuart Mill, Queen Victoria

- Colonial Empire (Britain's imperial century 1815-1914, David Livingstone)

- Abolition of slavery

- Industrial Revolution (capitalism, James Hargreaves, James Watt, coal industry, iron and steel industry)

- Trade Unions, child labour

- Urbanization, increase of the population, development of the health care, Robert Malthus, George Stephenson

- Change in culture (literacy, journalism, inventions, Charles Darwin)

- World War I, consequences of the WWI

When drafting ideas about the topics to choose for the lessons plans while designing an integrated course in history I decided to turn to the issues which concern the social aspect of the events. It gives the background information regarding the material and creates opportunities for learners to link what is new to already known ideas and skills they have learnt in history lessons in their first language L1, thus providing opportunities for deeper learning. At the same time, presenting the period of time from the perspective of people

involved or influenced by the events may be more appealing to learners and can also provide an extra motivation.

While compiling the materials for the course I focused on the core features of methodology pointed out by Mehisto, Marsh and Frigols (2008).

The most significant aspect to follow was to implement an approach of **active learning** where learners communicate more than a teacher. The tasks provide an opportunity to carry out pair and group work which should make the learners more aware of responsibility for their own learning outcome. Furthermore, participants of the course need to be conscious of their contribution to the proficiency of the whole group as they compile and present a new material about the topic. However, the learners who lack motivation may need more detailed instructions and guidance. For instance, when studying the information and preparing materials for a presentation it might not be sufficient for those learners to have a topic question (Appendix Unit: 8 The Life in England at the end of 1700. and at the beginning of 1800s). They needed an extra guidance to analyse the information provided in different sources rather than listing the units of information they came across during reading or listening to the text. Though they need to pay attention to the same aspects while performing the task in students' mother tongue, learners tend not to make use of their prior knowledge without additional contribution from the teacher.

The second principle taken into account while compiling the course was scaffolding in order to support learners' understanding and **building** new knowledge **on existing knowledge** (Appendix: Unit 7: George III)**, skills** (Appendix: Unit 2: Founding Fathers)**, interests** (Appendix: Unit 1: Warm-up) **and experience** (Appendix: Unit 3: Causes of American Revolution). Scaffolding in this context can also be distributed not only by the teacher but also the by co-learners by conducting the pair and group work (Unit 1: Warm-

up; Unit 7: George III). As a teaching strategy, it can contribute to acquisition of the subject as well as to the development of the learners' learning skills in general.

One of the most common and effective ways of anchoring new knowledge into previous learning is through brainstorming (Mehisto, et.al. 2008:143) (Unit 7: George III: activities: 1-5). The suggestions for applying brainstorming include some aspects which students need to take into consideration. Firstly, emphasis in this case should be put on a quantity rather than on quality. The larger the input, the more beneficial the approach is as the learners are exposed to the potentially new and useful information. Secondly, in order to encourage the learners to express their opinion, a stress-free environment should be created by assuring that all the ideas are welcome and should be recorded. It is pointed out as the **safe and enriching environment** is also considered to be one of the core features of CLIL. As the focus in the CLIL classroom is more on contribution provided by learners, rather than by teachers, learners should be encouraged to take on some leadership concerning their studies. Such cooperation makes it possible to emphasise the responsibility the learners have for their own learning outcome but also for the contribution they provide while working in the group. Furthermore, by guiding learners to analyse their own and their co-learners' strengths and weaknesses can lead to more efficient collaborative skills as well as to building empathy. (Appendix Unit 8: The Life in England at the end of 1700. and at the beginning of 1800s)

When using a variety of graphic organizers (Mehisto, et.al. 2008:145; Dale & Tanner 2017:121-123) a prior knowledge can be accessed in various ways. For example, a Venn diagram, a timeline, a spider map, a chart or a fishbone map, to mention just a few, help learners to recall the information they have acquired in previous (including L1) lessons. The "know, want, learn" grid (Dale & Tanner 2017:97) offers an opportunity for learners to elicit the information they have already acquired but at the same time encourages them

to set goals for themselves and assess their own progress at the end of the unit or the topic (Unit 8: Life in England at the end of the 1700s and at the beginning of 1800s).

There has been a conscious effort to incorporate authentic resources while compiling the course. Thus, listening tasks (Appendix. Unit 3: Causes of American Revolution, Unit 6: the Role of Women in American Revolution), watching a video or a film (Unit 4: The War of Independence (Step-by-step)) as well as reading a meaningful text on a topic of the content (Unit 5: The History of American Flag) contribute to acquisition of language but also to developing the content knowledge. Also, these task provide a diverse input for the learners with different learning styles.

The benefit for the language skills foremost occurs through the learners' additional exposure to the foreign language. Both the spoken and written texts are considered relevant when discussing effectiveness of language learning as the learners focus on how the language is used and what the reasons are for using particular grammar aspect or the content related language. However, exposure alone might not be enough for language acquisition as learners are not able to notice and analyse the use of different language structures. Moreover, the texts and learning materials which are available about the content sometimes include only a limited range of language forms and functions. Hence, while planning to use the content and language integrated approach in teaching (a content through a foreign language), the aspect of language needs to be addressed with attention.

Compilation of Learning Materials

I considered it to be more effective to design the learning materials as sequenced units rather than separate lesson plans. Linking the topics and lessons offers students the better sense of consistency in their learning and promotes a natural integration of skills.

The guidelines presented by Stoller & Grabe (Snow & Brinton (eds) 2017:64) are stated to be very beneficial while designing coherent units about the themes presented during the course. The steps could be as follows: 1. find materials which are related to each other and to the topic and could be of potential interest to students; 2. make sure that these are level-appropriate with the respect to language; 3. identify the broader theme and state two to three topics that could easily emerge from the theme; 4. list possible academic tasks that could link your texts; 5. suggest transitions.

The aim of my paper is to elicit the possible problems which may arise when compiling an integrated course of the subject and the second/foreign language along with the possible answers and/or guidelines for the benefit of planning an integrated course or a CLIL curriculum in the future. While conducting a research on the aspect I found that several features have to be discussed. The outcomes of my inquiry are listed as questions and suggestions and feedback from the activities conducted while testing my lesson plans and related activities are presented.

1. How to activate content and language?

At the start of the lesson/topic a discussion on the new topic should be conducted together with learners. That gives learners confidence and helps them to connect their previous knowledge to the new topic. For the same reason **Asking questions** or presenting information in the form of **true/false sentences** (Appendix. Unit 3) proved to be beneficial and both of these also kept learners motivated during the lesson because they wanted to know if their suggestions had been correct. Furthermore, learners can present their previous knowledge in the form of **"know, want, learn grid"** (Appendix. Unit 8) which, in addition to presenting prior learning, also allows learners to set their personal goals and monitor their progress on the matter. However, while conducting the task for the first time learners were struggling to formulate their goals (*want* section of the grid). This could be

the result of the fact that learners generally are not used to giving meaning to their learning and determining the outcome. **Brainstorming** (Appendix. Unit 7) is an activity which also provides learners with the possibility of activating their prior knowledge. Due to the fact that it can be both, individual or a group task, its additional benefit could be derived from the cooperation with the other learners and learning from their ideas. There is a wide selection of different forms of conducting the activity (spider map, chart, etc) in order to help learners to elicit the relevant information and focus on presenting the information in the meaningful way. In the brainstorm activity (a placemat) presented in unit 7 the both possibilities (individual and group work) have been combined enabling learners to develop the group opinion on the basis of an individual input and a discussion.

Activation of the language needed for comprehension of the content and production of the created outcome involves equally both aspects: focusing on vocabulary and determining the language structures. Though, several activities (some of which have already been reviewed during the discussion concerning activating the content) can be used to point out the both mentioned aspects (e.g. Asking questions, Brainstorming), some are more applicable to vocabulary (e.g. learning) or approaches supporting knowledge related to grammar. Regarding the vocabulary, the experience gained from testing the activities showed that in order to acquire the topic-based words and phrases they need to be heard/read and discussed/used for several times before they become a part of the learners' productive language. Creating individual and group **word walls** (Unit 1) contributes primarily to understanding the meaning of the word and pronunciation. Furthermore, the key vocabulary, compiled by learners themselves (with some guidance from the teacher), could be presented as **a visual** for all the learners to follow and seek the guidance from throughout addressing the topic or unit. On the other hand, compiling and using previously compiled **vocabulary files or glossaries** offer learners the possibility to use different

techniques for learning the vocabulary, as in addition to the pronunciation and/or translation some other contributions could be included - a definition, related words and forms, examples about the use and even pictures, to mention but a few.

As the compiled materials and conducted tests on activities focused on the fact that these were intended for an additional cross-curricular course, the aspect of grammar was regarded as a means by which learners on one hand, gather the knowledge about the topic and on the other hand, present their outcome hence, give feedback on the content of the learnt subject matter. Hence, teaching of new structures was not considered the primary aim instead, the revision and scaffolding was exploited.

2. How to deal with new vocabulary? How can I help students remember the vocabulary? Do they need to know all the new words?

Check your input and pre-teach only the key words which you think learners really need to understand a new input. Help them to guess the meaning of the words by looking at how a word is formed (for example, -ed ending means a regular past tense, - ion ending means that the word is a noun, certain prefixes like in- , il, dis- have specific meaning). Create tasks which use the new vocabulary so that learners see and use it, they will learn more effectively if they do active tasks with the new vocabulary.

3. How to evaluate the level of the materials I am using?

Though, one of the key features of CLIL was using authentic materials, it has been admitted in several sources that these are not often available on the subject matter and on the level of language skills teachers need. Hence, more often the materials compiled for ESL (English as a second language) teaching are used.

To find out the level of difficulty of a digital text a readability test could be used. In order to find the level of difficulty of the text which could be used it is possible to cut and paste it onto an online site (one available on https://www.webpagefx.com/tools/read-able/).

When evaluating the text chosen for teaching about the history of American flag (Unit 5) the answer as follows was received: *Your text has an average grade level of about 9. It should be easily understood by 14 to 15 year olds*. In addition to the text the use of visual support (photographs, diagrams, charts and other illustrations) could be considered to contribute to understanding the content.

In order to maximise the understanding both reading texts and visual materials could be divided into smaller parts and dealt with them in chunks rather than concentrating on the text or material in full length at once.

4. What sort of input can I provide?

The input should be "multimodal" – or very varied. For example for history lessons it can include paintings, artefacts, field trips to museums (historical sites), historical performances (theatre performances (Unit 1), movies and documentaries presented on TV or via internet (Unit 4)) and of course written texts both, primary sources (e.g. letters, biographies) and secondary sources (e.g. reference books). If the text is very long, it should be dealt with it in chunks.

The language used in history lessons is comprised of the wide range of vocabulary: terms for the particular historical periods, abstract concepts (democracy) as well as various grammar aspects: past simple (describing past habits) and present perfect tenses, past perfect (to retell events from the past in chronological order), passive voice, comparison and contrast using comparatives and superlatives, words and phrases to place an event in time (in 1781) and organising words for time (firstly) or linking ideas (however).

Furthermore, while learning history students can develop many other skills as the subject offers opportunity to describe characteristics of people and objects or persuade others by presenting reasoned arguments from different points of view. (Unit 4)

5. Do I need to assess the learners? How to do it?

According to the school curriculum, the undifferentiated assessment (school curriculum p. 26) is used to value the participation and performance of learners in cross-curricular courses. Feedback on both, the subject matter and the language aspects, is important as learners need to be sure they have achieved their goals. However, during the assignment (especially when learners have to design the content they present) self-assessment or peer assessment would help the learners to take more responsibility for their learning. For self-assessment questionnaires can be used which guide learners to analyse learning skills, collaborative skills and thus, to give meaning to their learning. Using the rubric has also several benefits. Firstly, when learners complete the rubric themselves they can already consider the assessment criteria while preparing their presentation or some other outcome. Secondly, when the criteria is previously compiled learners can use this to analyse the outcome of the other learners.

CONCLUSION

The present study dwelt on eliciting the opportunities for using content and language learning (CLIL) at the Viljandi Jakobson School.

The recent developments in European language policy were studied in order to verify the acknowledgement of CLIL as an advantageous method for teaching. It can be concluded that the need for more content- and process-oriented approaches in language teaching are encouraged.

CLIL as a method was investigated in order to elicit its possible advantages and disadvantages. It appears that the most noticeable characteristic that favours the acquisition of the foreign language is the amount of exposure to the language taught which consequently leads to the increase of the intensity of the learning process and thus to the student's more rapid progress. According to several researchers, it is claimed that the learners are cognitively more active and are able to develop their strategic foreign language skills, as well as their thinking skills, when doing CLIL activities. Moreover, a considerable benefit is declared to be gained in the field of communicative competence, as the learners are exposed to situations which need genuine communication.

However, there are some problematic issues which occur while implementing CLIL in practice. Firstly, lack of textbooks and learning materials, as well as the absence of qualified teachers has been referred to. Furthermore, the learners' concern about their proficiency in the content of the subject learnt in a foreign language has been highlighted.

The current situation at the Viljandi Jakobson School was assessed in order to explore the possible opportunities for implementing content and language integrated learning in the school curriculum. The study was conducted to elicit the educational principles presented in the Development Plan of the school for 2018 - 2020 and in the School Curriculum. The study showed that integration between subjects plays an important

part at the Viljandi Jakobson School's Curriculum. Moreover, approaches integrating different subject have already been introduced and the experience encourages teachers and learners to continue.

Consequently, the study to elicit and discuss methodology and problems while compiling a CLIL history course was conducted. The core features of CLIL methodology, which were pointed out by researchers and experts, were followed in order to compile the learning materials and suggest the choice of the activities. The highlighted features include the following aspects. Firstly, an approach of active learning, as it can provide learners with more opportunities to communicate in the target language and moreover, to become more aware of their progress and encourage learners to take responsibility for their own learning. Secondly, using scaffolding to support learners' understanding and new knowledge on existing knowledge, skills, interests and experience which can be provided by teachers but also by co-learners while conducting pair or group work. Thirdly, creating a safe and enriching environment by offering a diverse selection of activities to encourage learners to set their personal goals and give reasoned feedback to themselves and their co-learners, and finally, exposing the learners to the authentic materials in order to contribute to their listening skills.

Based on my study on CLIL methodology, an opinion of CLIL researchers and my personal experience gained by testing compiled learning materials I pointed out some question which can raise while implementing CLIL in teaching a subject through a foreign language and listed some suggestions concerning these questions.

Attention was paid on the issues of activating content and language, dealing with new vocabulary, evaluating the level of materials used, deciding on the type of input provided as well as on the aspect of necessity and a form of an assessment.

Activities conducted while testing the lesson plans followed the principles of CLIL methodology and were designed to support learners in the following matters: firstly, connecting their previous knowledge to a new topic, and secondly, setting individual and cooperative goals on their learning and taking responsibility for achieving these. Testing these activities convinced me that implementing CLIL approach is justified and advantageous.

The sequenced units presented in the appendix were compiled for teaching a cross-curricular course in history during the second term of the school year. Knowledge and experience gained during the process of the research and testing materials encouraged me to conduct further inquiries in order to extend the materials of the course for the entire school year.

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APPENDIX (Lesson plans)

Unit 1: WARM_UP

Outline: learners find the vocabulary of the warm-up part (the lyrics of the song) and help each other to understand and spell it.

Language focus: vocabulary of the song, American English, informal language use in rap music

Language skills: reading, pronunciation, American spelling, relative pronouns

Time: 2x45 minutes

Procedure:

1. Explain to learners that the topic of the following lessons is The American War of Independence (also known as American Revolutionary War) and as an introduction they are going to listen to a song from the musical called Hamilton and pay attention to the lyrics and the pronunciation of the words. For that they will be creating a „word wall" of unfamiliar vocabulary that appears in the song.

2. Each learner looks through the part of the text (the song divided between the students, depending on the number of students and their language skills, can be individual or group work) and completes the Word Wall 1 to create a personal list of words they need to understand the text. Set a time limit.

3. In groups, learners compare personal lists and agree on a group master list. They complete the Word Wall 2 to create a list of (5-10) unfamiliar words.

4. Distribute (5-10) cards or sticky labels to each group. Learners write the words in large letters on the card or sticky labels, leaving room for the translation or the definition of the word.

5. Gather the cards or sticky labels and put the words up on the board alphabetically. Remove any that are duplicated.

6. As a class, ask learners to speculate on the meaning of the words as they look at the lyrics of the song.

7. Divide the words on cards between the groups and ask each group to add a clear meaning (or definition) for each word on the card in smaller letters.

8. The groups then present their words to the rest of the class and put them back on the wall, so they can be viewed during the lessons dealing with the topic.

9. Learners read the lyrics and pay attention to the pronunciation and the meaning of the words. (discussion on the message in the text and pointing out/revising the previously learnt grammar aspect – relative pronouns)

10. Listen to the song. Available on Youtube: https://www.youtube.com/watch?v=MwqkmfFJ6LU (00:20 – 4:13)

Sing-along version: https://www.youtube.com/watch?v=M3H8YSknnh8

FOLLOW-UP TASK: Who or what is a Founding Father? Find information and present it to the others next time.

Unit 2: FOUNDING FATHERS

Outline: learners find out information about the important people in American history (Founding Fathers) and learn to elicit the important/useful/interesting information available online

Language focus: understanding the (difficult) text and learning how to present it in an understandable way to the other students, listening to the presentations of others

Language skills: reading, listening

Time: 2x45 minutes

Procedure:

1. Elicit the information students have gathered on their own. (students present their ideas in the classroom or these can be presented digitally for example by using a tool like AnswerGarden Available: https://answergarden.ch)

2. Divide the students into seven groups. Each group studies one Founding Father and introduces their pieces of information in a form of a poster in addition to an oral presentation.

3. Ask students to compile 3 questions about the information in their presentation, so these can be used to carry out a quiz after listening all the presentations.

4. Groups present the outcomes to the other learners. Other groups ask additional questions.

5. Do a quiz (Jeopardy, Kahoot e.t.c)

Possible sources of information:

https://kids.kiddle.co/Founding_Fathers_of_the_United_States

https://www.biography.com/news/founding-fathers-quotes-facts

http://www.ducksters.com/history/american_revolution.php

Unit 3: CAUSES OF AMERICAN REVOLUTION

Outline: learners decide whether the information about the topic is true or false (based on their previous knowledge), learners will fill in the missing words in the text while listening

Language focus: present and past tenses,

Language skills: reading, speaking, listening,

Time: 45 minutes

Procedure:

1. Create a list of (5-10) true or false statements about the topic.
2. Give each learner one red and one green cardboard circle/square.
3. Read your true/false statements out, one by one.
4. Learners each have to decide if the statement is true (green circle/square) or false (red circle/square) and hold up their cardboard circles/squares. (They can also vote electronically)
5. After each statement, you can discuss their answer, or leave them open and repeat the activity once the lesson is over. In this (latter) way, you can check the learning.
6. Explain to the learners that they are going to read a text in which words have been deleted and they need to fill in the missing words.
7. Encourage the learners to discuss how they worked out the correct missing word (which clues in the text did they use to help them?).
8. Listen to the text and check your answers
   http://www.ducksters.com/history/american_revolution/causes_revolutionary_war.php
9. Give the learners the synonyms of the missing words. Learners will match the words with similar meaning.

Unit 4: THE WAR OF INDEPENDENCE (STEP-BY-STEP)

Outline: learners complete a listening task when watching a video

Language focus: topic-based vocabulary

Language skills: listening, answering the questions,

Thinking skills: finding advantages and disadvantages, giving reasons for the choices

Time: 45 minutes

Procedure:

1. Introduce learners to the topic and end explain that the words you are going to discuss are (key words/new vocabulary) connected to the text they are going to listen.

2. Give learners a handout with the task which asks them to match the words to their definitions. Discuss the answers and the correct pronunciation (and translation if needed).

3. Ask learners to read the question they are going to answer while watching a video.

4. Ask learners to watch the video and answer the questions.
   https://www.youtube.com/watch?v=JeqtkPR9l_0&t=14s

5. After the presentation of the video, check their answers.

6. Divide students into groups and ask them to find the advantages and disadvantages of British and American Forces and put these down in the table.

7. Groups present their ideas (and reasons for the choice) to the other groups.

Unit 5: THE HISTORY OF AMERICAN FLAG

Outcome: learners design their own question and discuss the characteristics of good questions with the teacher

Language focus: topic-based vocabulary

Language skills: forming "good" questions (fat questions)

Time: 45 minutes

Procedure:

1. Revise the most important points from the previous topics

2. Explain the topic of the unit and give learners 5 true/false statements about the text.

3. Read the text and discuss the statements.

4. Elicit the questions words in English and revise the formulation of the questions.

5. Explain that you are going to practise creating "good" questions about the text they have read. Elicit their ideas about what makes a good question.

6. Give learners one card each. Learners look at the text and write down one "good" question.

7. Ask the learners to stand and circulate, asking and answering the questions they have written on their cards.

8. Form groups of three or four and ask the questions from each other. Ask learners to turn "skinny" questions into "fat" questions.

9. Ask students to point out one piece of information they had learned during dealing with the topic.

Note: skinny questions usually require factual, short answer, fat questions help learners to think more and use more language. (Dale & Tanner 2017)

Unit 6: THE ROLE OF WOMEN IN AMERICAN REVOLUTION

Outcome: learners reconstruct a text by listening and noting down the key words or phrases

Language focus: past tense

Language skills: listening, writing a text (in cooperation with the group members)

Time: 45 minutes

Procedure:

1. As a warm-up revise the topic the War of Independence with the help of the webpage https://www.history.com/topics/american-revolution/american-revolution-history/infographics/american-revolution-by-the-numbers-infographic

2. Introduce the topic of the listening text you have chosen. To focus on the topic, ask them briefly what they think the text will be about.

3. Ask learners to listen and watch and note down key ideas and words as they listen to the information.

4. Form groups of three or four and hand out a sheet of lined paper to each group.

5. Ask learners to work together using their notes and language skills to try to recreate the story they heard.

Unit 7: GEORGE III

Outcomes: learners write ideas about the topic individually and then compare and combine their ideas; learners form a timeline of events when listening

Language focus: pronunciation, expressing ideas, giving information about the past events

Language skills: listening, speaking

Time: 45 minutes

Procedure:

1. As a warm-up learners sit in groups of four around the table with a sheet of paper (A3).
2. One learner divides the paper into four parts (by drawing diagonal lines on the paper).
3. Provide the learners with the topic (George III) and ask them to write down as many pieces of information about the topic as they can in their space of the paper.
4. By turning the paper around or moving around themselves, the learners read what everyone has written in their own space.
5. Elicit the information learners of different groups have gathered.
6. Explain that the statements learners are provided are jumbled up and they need to put them into the correct order while they watch the video.
7. If needed explain the meanings of the sentences.
8. Provide the jumbled sentences to the groups and present the video.
9. Ask learners to present their results.

Unit 8: Life in England during at the end of 1700s and at the beginning of 1800s

Outline: learners study the topics and prepare the presentation about the topic

Language focus: topic-based vocabulary

Language skills: speaking

Time: 2x45 minutes

Procedure:

1. Explain the learners that they are going to find out the information about the way of life at the end of 1700s and at the beginning of 1800s in England.
2. Form groups and divide the topics between the groups (possible topics: architecture, literature, fashion, development of science)

3. Encourage learners to plan their group work and to decide which tool they are going to use to present the outcomes of their group work to the other groups. (Powerpoint, Prezi, Google presentation)

4. Point out the criteria according to which their presentations are going to be assessed by other groups.

5. Provide the possible sources of information.

6. Listen to the presentation and encourage learners to assess the presentations (based on the presented criteria) and give tips for their classmate for the future.

RESÜMEE

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Kristi Potter

Opportunities for Using Content and Language Integrated Learning When Teaching History at Viljandi Jakobson School.

Lõimitud aine- ja keeleõppe võimalused ajaloo õpetamisel Viljandi Jakobsoni Koolis.

Magistritöö

2018

42 lk.

Käesolev magistritöö keskendub lõimitud aine- ja keeleõppe võimaluste kasutamise uurimisele, ajalootundide läbiviimiseks Viljandi Jakobsoni Koolis.

Töö eesmärk on esiteks, uurida lõimitud aine- ja keeleõppe (LAK) metoodika põhimõtteid ning nende sobivust hariduse ja õppekava arengu suundadega ning teiseseks, selgitada välja põhikooli riiklikus õppekavas esitatud võimalikud teemavaldkonnad, mille põhjal koostada õppematerjalid 8. klassi ajalooteemade käsitlemiseks inglise keele ja ajaloo lõimitud tundides.

Töö esimeses peatükis antakse ülevaade LAK meetodist tuues välja selle tugevused ja nõrkused. Peatükk sisaldab ka ülevaadet meetodi kasutamise ajaloolisest taustast. Lisaks eelnevale, analüüsib esimene peatükk LAK põhimõtete kattuvust põhikooli riikliku õppekava ja Viljandi Jakobsoni Kooli Arengukava põhimõtetega.

Teises peatükis analüüsitakse hetkeolukorda Viljandi Jakobsoni Koolis keeleõppe ja lõimitud õppe vaatepunktist ning arutletakse võimalikke probleemide üle, mis võivad tekkida lõimitud aine- ja keelõppe kursuse koostamisel. Kursusel käsitletavate teemade võimalik valik on välja selgitatud analüüsides ajaloo ainekavaga kooskõlas olevat õpikuid. Uurimuse tulemusena võib väita, et LAK peetakse tulemuslikuks meetodiks mis võimaldab saavutada paremaid tulemusi nii keeleoskuste kui ka kommunikatiivsete oskuste arengus.

Viljandi Jakobsoni Kooli Arengukava 2018-2020 ja kooli õppekava analüüsi tulemusena saab kinnitada, et lõimitud aineõppe põhimõtteid on koolis juba rakendatud ja neid peetakse oluliseks ka edasist kooli arendust silmas pidades, seega LAK rakendamiseks on soodsad võimalused loodud.

Õppematerjalide koostamise ja nende testimise käigus leidis kinnitust, et LAK põhimõtteid rakendades suureneb õppijate aktiivsus õppeprotsessis, sest neid innustatakse oma õppetegevusi eesmärgistama ja analüüsima.

Märksõnad: lõimitud aine- ja keeleõpe, LAK, inglise keele didaktika

Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks

Mina, Kristi Potter,

1. annan Tartu Ülikoolile tasuta loa (lihtlitsentsi) enda loodud teose

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2. olen teadlik, et punktis 1 nimetatud õigused jäävad alles ka autorile.

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Tartus, **15.05.2018**