

UNIVERSITY OF TARTU

DEPARTMENT OF ENGLISH STUDIES

**CREATING INFORMATION AND COMMUNICATION TECHNOLOGY BASED
LEARNING MATERIALS FOR SUPPORTING TEACHING OF CULTURE IN
ENGLISH AS A FOREIGN LANGUAGE EDUCATION**

MA thesis

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ABSTRACT

It is agreed that we have to teach language and its culture together. The aim of the current MA thesis is to create learning materials for teaching culture in FL lessons. The materials introduce practical situations from everyday life and are meant for Year Eight and Nine students. The created learning materials should prepare learners to communicate in intercultural communicative situations. Additionally to developing students' cultural and language competences, the materials promote reflectional and ICT skills. The collection is designed as a WebQuest taking into consideration the Task-Based approach. Moreover, the materials are digitalised and suitable for both: contact lessons and distance learning.

After compiling the materials, piloting the materials in the classroom and a study among teachers and students was conducted. Together with the feedback to the course, ideas for refining the materials were asked for. The author sought answers to the questions whether the structure and content of the learning materials are acceptable, whether they develop Intercultural Communication Competence skills and are suitable for Year Eight and Nine students. The designed materials were improved accordingly.

The thesis consists of three chapters. The literature review provides an overview of Intercultural Communicative Competence and its traits in foreign language lessons. At the same time, a discussion of integrating Information and Communication Technology into the language learning process is held. Simultaneously, the characteristics of the task-based approach and creating WebQuests are brought out. The second chapter explains creating the learning materials, piloting the course in the classroom and the students' opinions of it. The last chapter concentrates on the research among the teachers, and the suggestions for improving the course are also provided.

The thesis contains three appendices and lists 48 sources.

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LIST OF ABBREVIATIONS

CEFR - Common European Framework of Reference for Languages: Learning, teaching, assessment

EFL - English as a foreign language

FL - foreign language

ICC - Intercultural Communicative Competence

ICT - Information and Communication Technology

TBL - task-based language learning

INTRODUCTION

Language and culture are intertwined and one cannot be taught without the other. The current MA thesis reports on the study that aimed to create learning materials for teaching culture together with its language. A practical approach was chosen with the aim of creating situations which students may encounter. To the author's knowledge, there are no similar EFL learning materials available in Estonia, which provides a justification for the study.

Culture is a complex term to define and, thus, there are many definitions around. For instance, Kroeber and Kluckhohn (1952) reviewed 164 definitions but did not establish a definitive one. Spencer-Oatey (2012) cites Avruch (1998) who argues that the large number of definitions is due to very different views of what is meant by 'culture'. Historically, the oldest of the meanings is that of 'special intellectual or artistic endeavors or products', often called 'high culture'. The 19th century saw the appearance of the second, anthropological meaning of culture - "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (Tylor (1870), cited in Spencer-Oatey (2012)). Seelye (1984: 22) concludes "/.../ that it does not really matter how it is defined as long as the definition is broad."

As scholars have defined culture differently at different times, the views of how to teach it in foreign language (FL) lessons have changed correspondingly.

According to Kramersch (2013: 8-9), there are two approaches to teaching culture in FL classrooms: modernist and postmodernist. Until the 1970s, language learning was conducted based on the grammar-translation method by reading foreign-language literature and it was hoped that the target culture would be acquired through written texts, ensuring

students' intellectual growth (see also Larsen-Freeman and Anderson 2011: 31). In the postmodernist concept, culture is no longer tied to the territories and histories. It is seen as a dynamic process by which knowledge is constructed during interaction. Therefore, students are affected by the events' interpretations and should try to understand the target culture's way of life (Kramersch 2013: 11-13).

Likewise, culture in language teaching has also been divided into the big 'C' and the small 'c' culture, the two corresponding roughly to the two broad interpretations of the term mentioned earlier. Thus, the big 'C' or high (or achievement) Culture contains information mostly about literature and history, arts, drama, classical music, dance, and famous people (see also Liddicoat et al. 2003: 5-6). However, Seelye (1984: 16-17) argues that teaching only this part of culture in FL classes does not prepare students to interact politely.

Therefore, in the study reported on in this MA thesis, the small 'c' (behaviour) culture was the basis for creating the learning materials. This understanding of culture emerged during the communicative turn in language learning in the 1970s and 1980s. Scholars realised that linguistic competence alone was not enough for successful communication and culture was seen as a way of life. Small 'c' (or behaviour) culture is a system of shared knowledge, beliefs, behaviours and customs and is often expressed nonverbally (Kramersch 2013: 9-10, Larsen-Freeman and Anderson 2011: 133, 141).

In agreement with the small 'c' culture ideas, Lustig and Koester (2013, 7th ed.) state that culture is a set of learned beliefs, values, norms and social practices affecting people's behaviours, but they point out that in the case of intercultural communication false expectations and misinterpretations may occur. Additionally, Noel et al. (2020) note that language learners need to have skills, competence, and confidence to interpret the target FL culture. In the process, they have to adopt a positive attitude towards the latter but it may

give false outcomes. At the same time, non-verbal communication tools play an important role in discussions.

Therefore, we need to look at Byram's (1997) Intercultural communication competence (ICC) model to prepare language learners for interacting politely in an intercultural context. Byram (1997) emphasises the need to master grammatical competence and use the language appropriately and politely in different communicative situations (see also Beltran-Palanques 2016, Nugent and Catalano 2015, Usó-Juan and Martínez-Flor 2008).

ICC emphasises that communication includes asking permission, requesting something, and being polite (see also Porto 2013: 6). In addition to the target culture, the student has to understand and value their own (Byram 1997, Liddicoat et al. 2003). Therefore, in the FL learning and teaching process, it is necessary to practise the previously mentioned skills by integrating them into various activities.

Similarly, the importance of integrating culture and language is addressed in the CEFR (2001), stating that language users aim to communicate according to their needs in different circumstances using various skills and understanding the target culture plays a vital role in the process. Additionally, the Estonian National Curriculum's Appendix 2: Foreign Languages (2011, updated 2020) states the aims of the FL teaching, indicating the close relationship of a FL and its culture:

The objective of teaching foreign languages in basic school is to develop students' age-appropriate foreign language competence, i.e., the ability to understand and interpret the content presented in a foreign language, both orally and in writing, by following relevant cultural practices; to understand and value different cultures and the similarities and differences between native and other cultures; to understand that knowledge of several foreign languages is necessary in life (Government of Estonia 2011, updated 2020).

The Estonian National Curriculum for Basic Schools (2011, updated 2020) notes that lifelong learning aims to integrate technology effectively and efficiently into the learning and teaching process to improve citizens' digital skills (Ministry of Education and Research 2014). The importance of digital skills is also mentioned in The Estonian

Education Development Plan 2021-2035 draft (2020), which states that educators have to be aware of the new trends, use technology purposefully, and contribute to its education.

On the other hand, it is possible to find individual tasks but no digitalised EFL textbooks or workbooks in Estonia to the author's knowledge. At the same time, providing a long term web-based course would decrease teachers' current workload. Therefore, the created learning materials are digitalised.

The current research paper reports on the author creating learning materials for supporting the teaching of culture in English as a foreign language (EFL) education. The emphasis is on small 'c' culture: on various situations which students may encounter in everyday life. The primary learning outcome of the course is for students to be able to cope in intercultural communicative situations. The learning materials are meant for Year Eight and Nine students and should develop their cultural (ICC), ICT, reflectional, and language skills.

The task-based approach (TBL) is a suitable choice for teaching language communicatively while also supporting the previously mentioned competences. Combining the TBL approach with ICT leads us to WebQuests, which is a collection of web-based tasks. Therefore, the collection consists of task-based learning materials and are designed as a WebQuest. The course is suitable for both distance learning and contact lessons.

In order to ensure the quality of the created learning materials, a study among teachers and students was conducted to provide answers to the following research questions:

- How do students assess the learning materials: their structure, content, development of ICC skills, and suitability?

- How do teachers assess the learning materials: their structure, content, development of ICC skills and suitability for Year Eight and Nine?
- How can the learning materials be improved to be more beneficial for students?

The current paper consists of three chapters: Principles of ICC Model, ICT, Approach and Webquest in FL Lessons; Creating Learning Materials; and The Study of Assessing the Learning Materials by the Teachers' Opinion. The first chapter provides an overview of Byram's (1997) ICC model and ways of including its components in FL lessons. Moreover, arguing about the advantages and disadvantages of integrating ICT in the teaching and learning process, summarising a task-based approach and the characteristics of WebQuest. The second chapter introduces the process of designing the course and the discussion of piloting the learning materials and the study results are held. In the third chapter, an overview of the conducted study among the teachers is given and an overview of the suggested amendments is provided.

The thesis contains three appendices: the link to the created learning materials: How to Be Polite in Everyday Encounters in Great Britain? A WebQuest, the questionnaires for the students' and the teachers' opinion. In total, 48 sources were consulted.

THE ICC MODEL, ICT, THE TASK-BASED APPROACH AND WEBQUESTS IN FL LESSONS

This chapter provides the theoretical background to the learning materials created by discussing the ICC model and the role of ICT and the task-based approach (including WebQuests) in FL classes.

ICC Model and Ways to Include Its Components in FL Lessons

Teaching culture together with the FL is a common practice. Usually, EFL lessons concentrate on the big ‘C’ competences, the visible side of the culture. However, we have to delve into the hidden meanings and connotations, body language, and modifying our communication style to be polite and communicate successfully. Therefore, the small ‘c’ culture plays an important part in intercultural encounters and Byram’s (1997) ICC model aids us to learn to manoeuvre in this area.

Byram (1997) argues that the intercultural competence covering cultural aspects of communication, its differences and similarities, is only one facet of ICC. In order to communicate successfully, there is a need for linguistic, sociolinguistic, and discourse competences as well. The linguistic competence is the ability to produce and understand the language; the sociolinguistic competence is the knowledge of how to use the language in communication appropriately; the discourse competence means creating coherent texts from the sentences according to context, interpreting content, and negotiating terms and conditions. These competences are also addressed in the CEFR (2001) and play an essential part in learning to communicate in any FL (see also Council of Europe 2020).

The intercultural competence includes, according to Byram (1997), five components (*Savoirs*): attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction and critical cultural awareness. The first four of them are also represented in the CEFR (2001) (see also Council of Europe 2020). Byram (2009) hypothesises that critical cultural awareness is not included in the CEFR's description due to the framework's broader attention to language learning as it is not only concerned with mandatory schooling. However, Byram (2009) claims that critical cultural awareness is a significant element in the language learning process. In the following part of the paper, Byram's (1997) definitions of the model's cultural competences and ideas for implementing them in the FL classroom are provided.

Attitudes (Savoir être) is an open-minded approach to other cultures. Our values, beliefs and behaviour are not the only correct ones. And members from different cultures may not perceive our way of acting as polite. Therefore, it is vital to be willing to adapt our viewpoint. This can be developed through the assignments helping students to find cultural similarities and the supporting tasks are brainstorming, visualising the topics to intrigue students, using songs and other authentic texts, internet-based activities and virtual meetings.

Knowledge (Savoirs) explains social groups, identities and how they function. Knowing our own culture and learning to maintain our identity by socialising with others is equally important. Tasks helping to develop the skill are learning about stereotypes, working with texts, films or other authentic materials to observe the interaction. Similarly to speech, we have to observe non-verbal communication, such as facial expressions and gaze, body language, appearance, emotions (Byram 1997:13).

Skills of interpreting and relating (Savoir comprendre) mean seeing events, encounters and written texts from other perspectives, comparing them with our customs

and relating to them. The tasks to acquire the skills are analysing and interpreting texts, projects and simulations to see the events from another angle and role plays. Corbett (2010) suggests that using various genres, such as blogs, articles, conversations, letters, and e-mails, can help to convey the meaning.

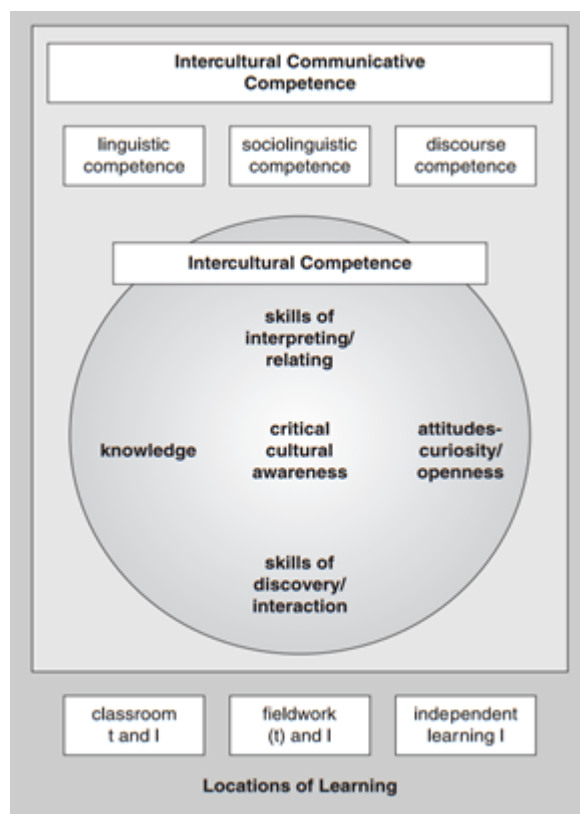
Skills of discovery and interaction (Savoir apprendre) mean gathering the knowledge of the other culture and using these findings in the communication. To master the skill, Corbett (2010) and Byram (1997) suggest starting monitoring our everyday practices such as visiting a café or a shop, discussing the findings in class and sharing the thoughts with members of other cultures. Activities such as analysing cultural misunderstandings, role plays, discussions of peculiarities and virtual projects also help develop the skill.

Critical cultural awareness (Savoir s'engager) is a critical appraisal of the cultural criteria. Corbett (2010) emphasises that keeping an open mind, gaining respect for the strange customs, and making them acceptable and intelligible is vital in mastering the skill. Moreover, Byram (2009) does not urge accepting the other culture and explains the skill as finding a middle ground between the others' way and our own. We can make the peculiar customs comprehensible by watching movies, reading literature, listening to songs, and comparing two cultures in the light of one event. The keywords are: notice, understand, and settlement.

All the components of and their place in Byram's (1997) ICC model can be seen in Figure 1. The illustration is taken from Byram's (2009) publication. Additionally, Byram (1997) points out the learning locations and explains that the teacher and the learner both play a significant role in studying an FL. The teacher guides and encourages learners in discovering and implementing the ICC skills in the lessons. In fieldwork, the learner takes the central part in the studying process and the teacher's participation is optional. For

instance, field trips and foreign exchange students' programs provide an opportunity to interact and work on students' attitudes. The learner is the only participant doing independent learning. The latter takes place following the input received in the classroom.

Figure 1: A Model of Intercultural Communicative Competence (Byram 2009: 323)



Evaluating students' progress is an integral part of the learning process. In recent years, the term of the proficiency level the language learner should reach, according to CEFR (2001), has been changed from 'native speaker' to 'intercultural speaker'. If the intercultural competence is included in the learning process, the term 'native speaker' is insufficient to describe the language user (Council of Europe 2020). Byram (2020) explains that language learners need to obtain linguistic and communicative competences, develop their knowledge and attitudes. Therefore, the term 'intercultural speaker' contains the linguistic competence and the cultural competences, allowing students to adjust their communication style according to the situation.

Byram (2009) explains that his model describes what the intercultural speaker can do and recommends assignments that help students to acquire ICC skills. Nevertheless, the author does not point out the relations between the tasks and the ICC model's competences. Therefore, we could say that the model does not recommend a specific order

for teaching its competences. Moreover, Byram (1997) suggests that the development of ICC skills should be assessed rather holistically, in which self-assessment and peer feedback play an essential role. Likewise, students' needs and goals are an indispensable part of the process.

Moreover, Byram (2009) indicates that his model does not provide the perfect intercultural speaker's description nor the levels in between. It outlines the minimum requirements for successful interaction with members of other cultural societies. Deardoff (2006) points out that students' ICC needs have to be mapped and the progress should be monitored regularly. Furthermore, the author points out the need to create indicators for assessment purposes that correlate with the ICC definition.

As stated in the CEFR (2001: 1), "In an intercultural approach, it is a central objective of language education to promote the favourable development of the learner's whole personality and sense of identity in response to the enriching experience of otherness in language and culture." Thus Byram (1997) suggests that the objective is not to change the language learner's values but to change their attitudes towards the unknown and strange, gather the information about the other culture, assess the information critically, question one's point of views, respect the differences to communicate with members of various cultures successfully and avoid misinterpretations (see also Byram 2020).

Limitations of the ICC Model

The previously discussed ICC model is a helping tool for teachers to implement and assess students' progress towards becoming intercultural speakers. In this section, the focus is on the limitations of the model.

The ICC model describes the skills the language user needs to communicate successfully in FL but, as Byram (2009) explains, the descriptors do not include different personalities. Additionally, the model has been criticised for focusing only on the target language country or countries (Byram 2009: 322). Hence it focusses on only one characteristic of the language speaker - their nationality - but does not include other aspects such as age, sex, profession (Byram 2009: 330, see also Matsuo 2012).

Similarly, critical cultural awareness (*Savoir s'engager*), in which the learner needs to assess the cultural components critically, is grounded in one's background and judgment. The latter is influenced by moral standards, a sense of right and wrong, and the rationality of the decisions. Furthermore, Byram (2009) himself indicates that this list of descriptors might be too limited and indicates the problems with morality and rationality. He explains that a Moslem and a Christian with different moral foundations may reach different conclusions (Byram 2009: 324). Likewise, people may not make decisions rationally but act in the most comfortable or seemingly pleasant way.

On the other hand, Hoff (2014) argues that Byram's ICC model expresses the other cultural standpoint as the dominant one, but the learner's input should have the same value. The conflict between the unknown and familiar might cause stress for the language learner, resulting in reluctance to accepting the target culture. Byram (1997) searches for harmony between the differences, but Hoff (2014) points out that to express one's conceptions, praise the conflict and argue about the ideas are essential parts of becoming a proficient intercultural speaker: "Such personal investment is essential if the intercultural dialogue is to affect the learners' ways of thinking and the cultivation of their personal identities" (Hoff 2014: 514).

The model is designed to help teachers to integrate culture into FL lessons. Still, teachers may not be aware of the cultural facets or not familiar enough with them to guide

their students to master the skills. There is also a concern about teachers' attitudes and biases regarding the target culture. Byram (2009) explains that culture teaching should be a regular and systematic process to benefit students. As discussed earlier, the model does not explain the relations between the competences and, as Byram (2009) mentions, it is only possible to note if the competence is present or absent. The latter is not always helpful for teachers to monitor the development of their students' ICC skills (see also Matsuo 2012).

We may conclude that, despite some shortcomings, the ICC model can be used to integrate culture and language learning. The model covers intercultural and linguistic facets of language learning and is designed for the classroom purposes. It offers several ideas for integrating the teaching of culture into the language learning process and explains what the intercultural speaker can do.

Including ICT in the Teaching and Learning Process

Due to the current situation with the Covid-19, teachers have to conduct online lessons, and digitalised learning materials have an essential role in the process. The following part of the paper discusses the advantages and disadvantages of integrating ICT into language learning.

According to Voet and Wever (2017), there is a widespread belief that it is essential to use technology in the classroom. The authors emphasise that teachers integrate ICT into their lessons because it increases effectiveness and efficiency. After all, the devices are a part of the younger generation's everyday life. Voet and Wever (2017) differentiate teachers' and students' use of technology. Teachers use ICT to introduce past events or facts, present topics or answer questions by searching the web. On the other hand, students use ICT in their learning activities to search the web for information and create content

according to the teacher's instructions. Therefore, implementing ICT in the FL language lessons should, first and foremost, develop students' reading and listening skills. At the same time, discussing tasks and creating content promotes students' speaking and writing skills.

The Advantages of Including ICT in the Teaching and Learning Process

Teachers would like to make their lessons motivating and engaging for students, and combining technology provides diversity. Similarly, Zarate (2003) emphasises the importance of students' and teachers' motivation in language learning and teaching. Moreover, according to Parmenter (2003), the essential component in the process is the relationship between the teacher and the student because they have a joint commitment to developing language skills and find motivating ways to reach the set aims.

According to Larsen-Freeman and Anderson (2011: 14), integrating technology and language learning provides independent learning opportunities, which, according to Drigas and Tsolaki (2015), might promote students' self-regulating skills. The latter are one of the critical factors in shaping lifelong learners, which is the focus of the Estonian Lifelong Learning Strategy. To quote it: "The Estonian Lifelong Learning Strategy considers every individual as a learner – children as well as youth and adults. Learning must become an integral part of an individual's active approach towards life, including among those who are older" (Ministry of Education and Research 2014: 3).

Drigas and Tsolaki (2015) note that social networking and collaboration are connected to lifelong learning competencies, whereas Stahl et al. (2006) demonstrate that promoting collaborative learning in which students can participate actively by asking questions, expressing their ideas and searching for answers together is one of the advantages of integrating ICT into the learning process (see also Jung et al. 2012).

Jung et al. (2012) note that more reserved students participate eagerly in group work and mention that collaboration “/.../ improves access to shared knowledge, experience, ideas, skills and resources, encourages working towards common aims, increases the credibility of the processes and outcomes and can lead to ongoing working relationships” (Jung et al. 2012: 1016, 1017). The latter provides an opportunity to develop students’ receptive and productive skills and promotes their social skills.

Another reason for using ICT, according to Dema and Moeller (2012: 9), is that it provides a source for authentic materials. Teachers may enliven topics by presenting short videos or podcasts, asking students to search for specific information on the internet, use blogging and interactive worksheets. Additionally, ICT communication tools allow students to collaborate over distance or organise communication with other students from different cultures. The latter provides a good foundation for the inductive learning environment in which students are led to discover the patterns by observing given examples and developing ICC competences. In agreement, CEFR (2001) emphasises that ICT tools provide an opportunity for communicating with a broader range of people to practise language skills (see also Council of Europe 2020).

We may conclude that integrating ICT and FL learning promotes, in addition to the language skills, students’ motivation, self-regulating and social skills. Furthermore, it seems to be engaging for students and provides a foundation to the inductive learning environment, allowing teaching ICC competences in context.

The Complications of Including ICT in the Teaching and Learning Process

Though there are considerable advantages to integrating technology and language learning, there are several obstacles as well. One may point out the lack of devices or the instability of the internet connection or the other malfunction of the equipment, making it

challenging to plan the lessons (Voet and Wever 2017). The authors emphasise that some teachers, especially those from the generations not having grown up with computers, are not confident in and competent at using modern technology (see also Syvanen et al. 2016).

Syvänen et al. (2016) claim that teachers may suffer from technostress whose key elements are a lack of ICT competences, difficulties with integrating ICT and the teaching style, scarcity of school management's support, and teachers' negative attitudes towards using ICT for educational purposes. The same authors explain that the need to digitalise teaching might increase teachers' workload and obligation to learn new skills (Syvanen et al. 2016). The latter may cause reluctance to get involved.

Technostress may similarly affect students' performance. Jung et al. (2012) argue that the condition may cause anxiety, depression and decreased learning motivation. The latter leads to insufficient participation and a decline in learning outcomes (see also Wang et al. 2020). Furthermore, the authors explain that if students are not skilled at using technology, stress may deepen their negative attitudes towards ICT. Moreover, the need to communicate in FL and collaborate in an inharmonious group may increase students' stress levels (Jung et al. 2012).

On the other hand, Dema and Moeller (2012) caution that the presented tasks should be meaningful (see also Azmi 2017). The idea is supported by Rozgonjuk and Täht (2017), stating that the amount of time spent using technology correlates with students' academic results. Excessive use of more than six hours daily means lower academic results, whereas moderate internet usage of fewer than 60 minutes associates with better grades.

Bellur et al. (2015) add that multitasking connected to checking the internet devices for irrelevant information lowers students' academic results. Multitasking lowers learners'

attentiveness in the classroom and prolongs homework time. As a result, students develop “inefficient study habits” (Bellur et al. 2015).

Therefore, we may conclude that integrating ICT into the lessons moderately and meaningfully could positively affect students’ involvement, motivation, and academic results. At the same time, technology may cause stress on users, which is amplified by the other factors connected to the FL learning process; multitasking and excessive use of ICT tools may lead to inefficiency and lower academic results.

Principles of the Task-Based Approach and WebQuests

The task-based approach (TBL) is a suitable choice for teaching language while also supporting students’ ICC competences as it provides opportunities for developing students’ language and reflectional skills and practising them in communicative situations. Using the TBL approach with ICT gives rise to a special type of tasks - WebQuests. Both the principles of the TBL approach and WebQuests are discussed below.

The Task-Based Approach

There are several versions of the task-based approach, but they are similar in the sense that learning is based on tasks. Ellis (2003) defines the task as “/.../a work plan that requires learners to process language pragmatically in order to achieve an outcome /.../”. When working on a task, students have to use all their language skills, emphasising the language content and meaning. Tasks can be used to develop both productive and receptive language skills. Ellis (2003) classifies tasks into focused or unfocused tasks. Focused tasks aim at developing a specific linguistic item, whereas unfocused ones have no such intent. Tasks are designed to encourage learners to use the target language in communication in a meaningful context.

Skehan (1996), on the other hand, divides TBL into a strong and a weak form. In the case of the strong form, tasks are the primary components of language learning; in the weak form, tasks are a vital part of learning, but they are mixed with other pedagogical techniques. Thus, the weak form of TBL is relatively close to general communicative language learning.

Ellis (2003) points out that a whole course and syllabus could be designed using focused or unfocused tasks or a mixture of both. The latter is called task-based language teaching, task-based language learning or task-based approach (TBL), in which the units consist of the lists of tasks (see also Bygate 2020). The process of creating unfocused tasks includes choosing tasks, topics and deciding their succession. In contrast, focused tasks' learning materials consist of the selection of covered language forms and functions.

One of the strengths of the TBL approach, as pointed out by Branden (2016), is that it scaffolds students' speaking skills through pair-work and group work, which is an excellent foundation for raising students' confidence to use the target language. Fang (2021) demonstrates that mobile supported TBL positively affects students' vocabulary acquisition and listening skills. The latter proves that this teaching method improves students' fluency and confidence in communication.

TBL is also advocated by the Council of Europe (2020: 34) as an appropriate approach for supporting the CEFR ideas and is thought to increase students' learning motivation, according to Chua and Lin (2020). The latter, however, caution that students have to be familiar with the approach to gain from it (see also Branden 2016). Moreover, input must be meaningful and guidance sufficient to complete the tasks successfully. Branden (2016) argues that TBL does not only benefit language learning but also helps to develop students' ".../self-regulation, problem-solving skills, intercultural competence, and social skills" (Branden 2016: 174).

WebQuests

WebQuests and TBL share similar principles. In both cases, teachers have to plan the activity, set aims, prepare assignments, and assist learners in completing them. Moreover, students have to use all their language skills to communicate in a context. The difference lies in the source of information and Dodge (1995) defines the WebQuest as “an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet, optionally supplemented with videoconferencing.” Such tasks motivate students, foster their independent learning skills, develop critical thinking and evaluation skills, and require collaboration (Dodge 1995, see also Liang and Fung 2020).

A WebQuest can be seen as a set of tasks or projects that integrate ICT with authentic materials and provide assignments mirroring everyday situations (see also Dudeney 2003, Liang and Fung 2020). Dodge (1995) explains that WebQuests could be designed as short-term projects within one to three lessons or long-term projects lasting from one week to one month. Dudeney (2003) adds that WebQuests could be designed by the teacher or students, depending on the set goals.

The WebQuest, according to Dodge (1995), has a fixed format consisting of an introduction, task, process, evaluation and conclusion. The introduction provides background information and the task should be motivating and engaging, including searching for information from the internet, books, videos or other documents. Online discussions might be organized and pointers of the task are linked to the WebQuest document. The process describes the steps the learner has to take to reach the goal. Evaluation was not included on the Dodge’s (1995) list but, according to Dudeney (2003), it includes self-, peer-, and teacher evaluation, though. not all the assessment types have to be present simultaneously. The conclusion is the last part of the WebQuest and may include

students' reflection and encourage them to find out more (see also Dudeney 2003). WebQuests can take different forms; they do not have to be created as web pages and the designer can use their favourite format (Dodge 1995, see also Dudeney 2003, Liang and Fung 2020).

To conclude, for creating the learning materials, Byram's (1997) ICC model is consulted and students are presented with various situations in order to change their attitude towards strange customs, adapt their communication style, and avoid misinterpretations. Several task types explained in the model are used in the designing process. The students are provided with an opportunity to practice their ICC skills in completing assignments in collaboration. The Task-Based approach is considered and to combine it with ICT, the materials are designed as a WebQuest.

CREATING AND PILOTING THE LEARNING MATERIALS HOW TO BE POLITE IN EVERYDAY ENCOUNTERS IN GREAT BRITAIN? A WEBQUEST

The learning materials *How to be Polite in Everyday Encounters in Great Britain?* A WebQuest for supporting the teaching of culture in EFL education were created. A practical approach with various situations that students may encounter in everyday life was chosen and small 'c' culture principles were considered. The primary objective of the course is for students to manage in intercultural communicative situations. This chapter provides an overview of the process of creating and piloting the learning materials.

The Preparation Phase

The study was motivated by the author's observation that the customs of being polite in Estonia and Britain are somewhat different and our students may not grasp the nuances without prior exposure. There do not seem to be EFL learning materials focussing on these differences available in Estonia, which serves as a justification for creating them.

Some of the differences in the politeness conventions of Estonians on the one hand and the British and Americans on the other hand have been discussed by Keevallik (2005), who argues that the degree of politeness and the rules considered acceptable in society are different in different cultures. We address older people or strangers using a second plural pronoun absent from the English language. On the other hand, in the English language, respectful titles are more common than in Estonian. Keevallik (2005) notes that we, Estonians, like brief greetings and goodbyes, whereas Americans would find it impolite. The author points out that, usually, Estonians do not compliment others, while it is considered a part of the conversation in Britain.

Thus, the aim of the project was formulated: to create learning materials for teaching culture together with its language. Culture was narrowed down to an aspect of small 'c' culture - everyday intercultural encounters in specific situations. Seelye (1984) mentions that everything related to peoples' everyday life plays an essential role in communication. The importance of the small 'c' culture lies in its relations to social behaviour and norms, understanding the proper and improper ways of communicating, including non-verbal language (Kramsch 2013, Larsen-Freeman and Anderson 2011, Lustig and Koester 2013).

Byram's (1997) ICC model combines linguistic, sociolinguistic, discourse, and intercultural competences providing a framework for teaching language and its culture. Therefore, the principles of the model were taken into consideration in creating the learning materials. According to Estaji and Rahimi (2018), most EFL teachers have high perceptions of ICC, which are not influenced by their education nor experience and find it necessary to teach culture in EFL classes. Still, only a few are using it in practice. Beltrán-Palanques (2016: 2) points out that it is widely accepted that learning an FL and its culture must take place simultaneously. However, it seems that traditional language textbooks do not provide enough assignments to foster intercultural competence (see also Dema and Moeller 2012: 6).

As far as the author knows, there are no digitalised EFL textbooks and workbooks available in Estonia. It is possible to find individual complementary tasks such as interactive worksheets and videos. Providing something for a long-term activity would decrease teachers' current workload. Therefore, the designed materials are digitalised.

The Design Phase

Once the design principles were in place, the designing phase could begin. First, the learning outcomes were developed, then the method, digitalizing the materials and the primary platform for the tasks was decided. After that, the available materials were gathered and specific tasks were designed and compiled into the units.

The main aim of the materials was to prepare students for coping in intercultural communicative situations. More specifically, the following learning outcomes were set: to notice cultural stereotypes, prepare students to introduce themselves, say goodbyes, use small talk, give and receive compliments, use public transport, and ask for directions, familiarize themselves with visiting etiquette and table manners. To develop students' ICC intercultural awareness, they brainstorm and discuss our customs and search for information about the target cultural habits. After that, they solve situations and create role plays or dialogues to test out the newly acquired knowledge. Reflecting on the topics by writing blog posts and discussing them will follow.

The learning materials' overall aims are linked to the general competences listed in the Estonian National Curriculum and its Appendix 2: Foreign Languages (Government of the Republic 2011, updated 2020). The created materials should develop students' cultural (ICC), ICT, reflectional, and language skills. Promoting ICC skills helps students notice and understand cultural differences and adjust their behaviour and communication styles accordingly. Students' confidence to write and speak in an FL will improve together with their fluency and accuracy in communication. Leading learners to use various ICT tools and to create content fosters their ICT competences, and students are improving their self-awareness skills by justifying their choices. The detailed information of the tasks and learning outcomes are provided in the table The Learning Materials' Structure and Learning Outcomes.

The principles of the task-based approach were considered in designing the learning materials and students are provided with the opportunities to use the target language in communication to solve various tasks. Through group work and pair-work, the assignments develop students' speaking and listening skills, improving their fluency and confidence in communication. The tasks concentrate on language content and meaning and, following the CEFR (2001) suggestions, the author offers various situations to practise interaction in different settings tailored to students' needs. After passing the course, students know how to behave politely on these occasions. Different tasks are presented in the form of a WebQuest and the product the learners create is their blogs.

All the slides, questionnaires, and tasks were designed by the author to accompany the texts and videos from the Internet. The primary collection was created on the Google Slides platform and the preface, instructions to students, the teachers' guide, and answer keys are provided. The created learning material *How to Be Polite in Everyday Encounters in Great Britain?* The WebQuest is accessible in Appendix 1 and is divided into ten units:

- Culture. Stereotypes
- British Greetings and Goodbyes
- Small Talk
- Introduce Yourself! Compliments
- Public Transport
- Directions
- Visit a Friend
- Dining Out and Table Manners
- Movie Club
- Conclusion

The covered topics are not exhaustive as we cannot predict every situation students may face. The author chose the themes based on personal preferences, appropriateness for the specific age group, and the illustrative materials' available.

The structure of the created learning materials varies slightly by the unit but they all start with a discussion or a role-play followed by a discussion. In the middle part, students are expected to solve cyberhunts and worksheets as well as create something. Usually, the

created content is added to the written blog post, in which learners reflect on the topic. The units end with discussions and feedback on the created content and topic.

The Learning Materials' Structure and Learning Outcomes		
<i>Culture. Stereotypes</i>	<i>WQ stage: Introduction, Process, Evaluation</i>	Duration 4 lessons
<i>Skills developed:</i> Attitudes, Knowledge, Critical cultural awareness.		
<i>ICT skills developed:</i> Uses Mentimeter. Fills the Google Forms questionnaire. Uses Google Docs environment. Blogs on Google Blogger. Creates on Voki.com.		
<i>British Greetings and Goodbyes</i>	<i>WebQuest stage: Task, Process, Evaluation</i>	Duration 2 lessons
<i>Skills developed:</i> Attitudes, Knowledge.		
<i>ICT skills developed:</i> Uses Google Jamboard. Fills the Google Forms questionnaire. Records on Vocaroo.com. Blogs on Google Blogger.		
<i>Small Talk</i>	<i>WebQuest stage: Task, Process, Evaluation</i>	Duration 3 lessons
<i>Skills developed:</i> Attitudes, Skills of interpreting and relating, Skills of discovery and interaction, Critical cultural awareness.		
<i>ICT skills developed:</i> Fills the Google Forms questionnaire. Uses Google Jamboard. Uses Google Jamboard. Records on Vocaroo.com. Records on Loom.com. Blogs on Google Blogger.		
<i>Introduce Yourself! Compliments</i>	<i>WebQuest stage: Task, Process, Evaluation</i>	Duration 3 lessons
<i>Skills developed:</i> Attitudes, Knowledge, Skills of discovery and interaction.		
<i>ICT skills developed:</i> Fills the Google Forms questionnaire. Records on Vocaroo.com. Blogs on Google Blogger.		
<i>Public Transport</i>	<i>WebQuest stage: Task, Process, Evaluation</i>	Duration 3 lessons
<i>Skills developed:</i> Attitudes, Knowledge, Skills of discovery and interaction, Critical cultural awareness.		
<i>ICT skills developed:</i> Fills the Google Forms questionnaire. Blogs on Google Blogger. Uses Canva.com .		
<i>Directions</i>	<i>WebQuest stage: Task, Process, Evaluation</i>	Duration 2 lessons
<i>Skills developed:</i> Attitudes, Knowledge, Skills of discovery and interaction, Skills of interpreting and relating.		
<i>ICT skills developed:</i> Fills the Google Forms questionnaire. Blogs on Google Blogger. Records on Vocaroo.com .		
<i>Visit a Friend</i>	<i>WebQuest stage: Task, Process, Evaluation</i>	Duration 3 lessons
<i>Skills developed:</i> Attitudes, Knowledge, Skills of discovery and interaction, Skills of interpreting and relating.		
<i>ICT skills developed:</i> Fills the Google Forms questionnaire. Blogs on Google Blogger. Uses Google Slides presentation. Creates on Canva.com.		
<i>Dining Out</i>	<i>WebQuest stage: Task, Process, Evaluation</i>	Duration 4 lessons

<i>Skills developed:</i> Attitudes, Knowledge, Skills of discovery and interaction, Skills of interpreting and relating, Critical cultural awareness.		
<i>ICT skills developed:</i> Fills the Google Forms questionnaire. Blogs on Google Blogger. Records on Loom.com. Chooses a web program to make a commercial.		
<i>Movie Club</i>	<i>WebQuest stage: Task, Process, Evaluation</i>	Duration 6 lessons
<i>Skills developed:</i> Attitudes, Knowledge, Skills of discovery and interaction, Skills of interpreting and relating, Critical cultural awareness.		
<i>ICT skills developed:</i> Creates on Mindmeister.com . Uses Google Docs environment. Fills the Google Forms questionnaire. Creates on Google Slides. Records on Vocaroo.com . Blogs on Google Blogger.		
<i>Conclusion</i>	<i>WebQuest stage: Conclusion, Evaluation</i>	Duration 1 lesson
<i>Skills developed:</i> Skills of discovery and interaction, Critical cultural awareness.		
<i>ICT skills developed:</i> Blogs on Google Blogger		

The teachers' guide providing an overview of the stated aims, sequence of the tasks and expected learning outcomes and the tenth unit to conclude the entire course was added after the research period.

The whole set of the learning materials can be covered in about 31 academic hours, but the teacher may choose to use only specific units. The first and the last units are the compulsory part of the learning kit and the rest of it is optional. The sequence of the other units is recommended, but it is up to the teacher to decide which ones to use. Some longer tasks may be assigned as homework followed by the in-class discussions. Although the materials are digitalised, it is possible to use them in contact lessons. The questions provided in the slides, cyberhunts and worksheets may be used as a starting point in discussions and shorter videos and text could be worked through together. After independent tasks, there should be a discussion organised for students to reflect on the topic and ask for clarifications.

The assessment criteria are not predetermined, leaving free hands for the teacher to decide according to the situation, the students, and pre-set goals. On the other hand, the tasks provide several opportunities to apply self-assessment and peer assessment solely or in addition to the teacher's evaluation.

The created learning materials have to be tested out and assessed if they are suitable for the proposed age group and develop the meant competences. The following chapter is dedicated to the latter.

Piloting the Learning Materials

The learning materials were piloted in the classroom and the students' opinion in the form of the questionnaire was asked. Although the study among the teachers' was conducted before piloting the materials, there were no specific changes made due to the limited time frame. Therefore, the discussion of the trial period is held before the teachers' assessment.

The test subjects were three students from Year Eight and five from Year Nine assigned to the authors' class. The distance learning period at the beginning of March 2021 was chosen to conduct the study and the used timeframe was two weeks and six lessons in both classes. The selected space of time allows the students to peek into the materials and gives an idea of the activities. Similarly, it is possible to assess the materials' appropriateness, quality and achievability of the objectives.

The notes were made during the trial period to seek an answer for the previously mentioned features. The unit Small Talk was chosen to test out with the Year Nine students and the unit Public Transport with the Year Eight students together with the Culture.Stereotypes unit. With this, an overview of the findings is provided.

The unit's Culture. Stereotypes materials were used in both of the classes for three lessons. During the time students had the opportunity to discuss the meaning of culture, point out stereotypical characteristics and find them from the provided texts. They described stereotypical Estonian and Brit, discussed the dangers of stereotypes, created and

presented a chant about the stereotypical Estonian. Learners gave self and peer feedback, set up a blog, and wrote a post of personal experience.

The unit Public Transport was following for the Year Eight students for two lessons. Students watched videos and read the text for finding information, discussed similarities and differences with our customs. They solved the given situations, pointed out the weirdest customs, created a poster in collaboration and wrote a blog post. Learners reflected on their experience and gave self-feedback and peer feedback.

The unit Small Talk was following for the Year Nine students for two lessons. Students brainstormed about small talk usage and topics, compared their thoughts by reading a text, watched a video, and analysed what is familiar and new. Learners solved the given situations, checked the outcome from the text, pointed out the weirdest customs, and wrote a blog post. Students analysed the usage of weather talk, created a response to a specific greeting and recorded it.

The last lesson in both of the classes was dedicated to concluding the course and filling in the questionnaires. The students were reflecting on their learning experience and discussed the topics they would like to know more about.

The learning materials' main objective was to prepare students to cope in intercultural communicative situations. After piloting the materials, we may conclude that the learners acknowledge the differences between the cultures and can notice and analyse them. Nevertheless, the students face the danger of making inaccurate conclusions. The period of piloting the learning materials was too short for assessing the pupils' ability to change their behaviour and communication style. We may presume that the materials support the latter because the students' could notice, analyse and play through the situations but we do not have an answer if the students could act appropriately facing an

unfamiliar situation. The latter leads us to an implication of the created learning materials: the lack of instructions for interaction with other cultures' members.

The materials help develop ICT skills as the students used Internet-based programs to solve the tasks and create content by the authors' opinion. Learners encountered some problems with unstable internet connectivity and solving tasks on mobile devices. Some students were hassling to open inactive links and navigating between the pages was troublesome on mobile devices. Therefore, the solution to turn the inactive links into hyperlinks has to be found. Although the learners encountered some technical obstacles, using the programs was not excessively complicated for them. Consulting each other or asking for the teacher's assistance encouraged students' cooperation and promoted social skills. ICT gadgets helped break the ice before the speaking assignments providing an opportunity to think about the topic beforehand.

Similarly to the ICT skills, the study kit helped to develop students' affective language skills. After some time, the students opened up and participated in the discussions and other activities that required voicing their thoughts. The necessity to listen to each other in collaborative tasks and watching the videos promoted pupils' listening skills. The students' overlooked the need to use these skills because the listening tasks were not explicitly mentioned. Writing assignments were the most complicated ones, but finishing the first blog post raised the students' confidence. Although the reading assignments were similar to those in their textbooks, the context and emphasis differed. The texts were not focusing on the grammar but the situations and peoples' behaviour. The latter made it easier for the students to relate to the topic.

Development of the language skills was mostly disguised and caused only minimal distress in students. We may conclude that the learners were more confident in their speaking and writing at the end of the course. Although it was hard to assess the progress

of students' fluency and accuracy in solving the tasks due to the short testing period, their readiness to communicate in FL improved.

The opposite of language learning, the reflection process seemed new to the students and took time to get used to. Since the students started to justify their opinions quite willingly by the end of the course, we may conclude that the presented tasks promoted learners' self-awareness competence.

The materials were convenient to use from the teacher's point of view. Created worksheets and cyberhunts helped the students go through the materials, concentrate on the crucial parts, relate to the topics, and guide them on solving situations and providing reflections. Even so, other teachers might find it rather challenging to implement the tasks into the lessons. Moreover, the stated aims were marked only on the preface and were not easy to find. Therefore, the teachers' guide must be created to provide a detailed overview of the stated aims, sequence of the tasks and the expected learning outcomes.

The prepared answer keys turned out to be helpful and made searching for the answers less time-consuming. At the same time, the answer cues were providing ideas explaining the topics to the students.

The students seemed to like the pair works and group works because they could count on the friend's help. At times it backfired as the friend was not interested in solving the task but these problems were addressed. The topics seemed appropriate to learners and they could see themselves in the given situations. At first, the students resisted and claimed that they did not need such guidance. Regardless, their opinion changed after demonstrating some differences between our behaviour and the British ones. If they found the topic to be beneficial, they participated happily. At the end of the course, the students asked if it was possible to do something similar in the future, providing some areas to explore. The latter proves the chosen topics, learning materials and methods were suitable

and valuable for the given age group. To get a better overview of the students' opinion, the author asked the feedback in the form of a questionnaire.

Students' opinion of the Learning Materials

The questionnaire for the students' opinion was given to three students from Year Eight and five students from Year Nine. Although the number of pupils in total is eleven, consent to participate in this survey was received from the eight participants. The cover letter was included in asking for assistance and explaining the study's purpose. Both of the documents are accessible in Appendix 2. Additionally, the school's administration was informed of the study and permission to involve the students was asked from their parents or guardians. The signed documents are in possession of the author.

The compiled questionnaire consists of five sections and a total of 28 questions in order to find an answer to the research questions: to what extent are the created learning materials suitable for Year Eight and Nine in the opinion of the learners. The latter was asked to address the structure and content of the learning materials, the development of ICC skills, and the suitability for the given students. At the same time, the questionnaire seeks information about refining the designed materials. The form contains Likert scale statements to show the agreement level and open-ended questions to elaborate on the thoughts. The gathered results are presented in accordance with the research questions.

How do the students assess the structure of the learning materials?

The questionnaire about the learning materials' structure asks to evaluate if the structure of the learning materials is clear and logical, are split up into appropriate units, is the sequence of the units and tasks clear and logical, is it easy to navigate from one task to another and are text font, colour, and size easy to read and comfortable to watch?

Additionally, seeks an answer to the open-ended question of how to improve the structure of the learning materials?

Participants agree that the structure is clear and logical (A=4.6, Mo=5) and the materials are split into the appropriate units (A=4.8, Mo=5). The students find that the units' sequence is clear and logical (A=4.6, Mo=5) and the visual image (A=4.8, Mo=5) of the course is at an acceptable level. As expected by the author, the students are slightly more critical in their answers concerning navigation between tasks (A=4.1, Mo=4). The results are in accordance with the observation notes pointing that some adjustments have to be made. More information is provided in Figure 2.

Respondents struggled to point out the improvements and did not provide an answer in several cases. The students mentioned that the tasks were straightforward and they understood what was expected of them. Simultaneously, it became evident that the inactive links were a problem, and some documents' access settings have to be checked.

Grant access to pages. (Student 1) Make the links work. (Student 3)

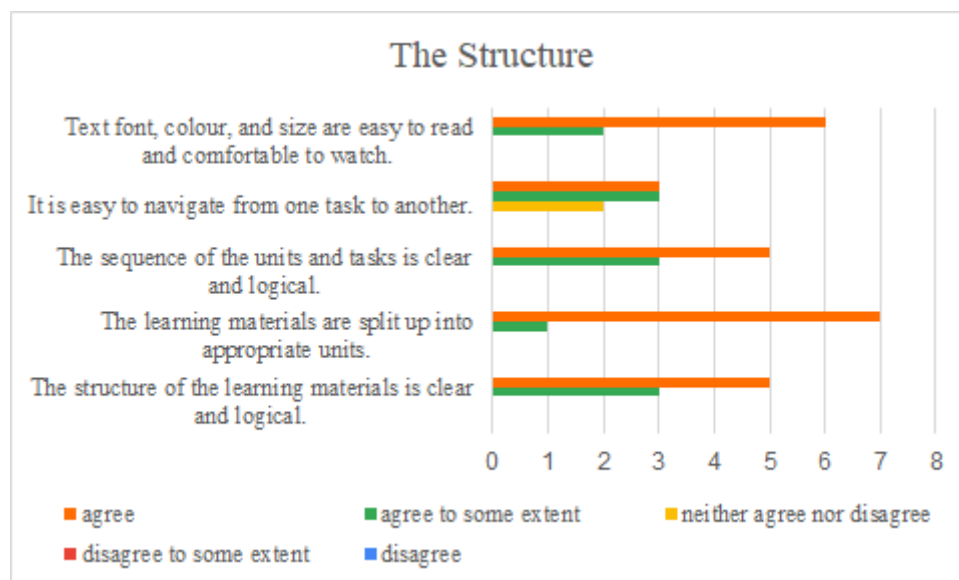


Figure 2. Assessment of the structure of the learning materials

In conclusion, we may acknowledge that the structure and layout of the created learning materials are acceptable for the students. Now follows the discussion of students' opinion about the content of the learning materials.

How do the students assess the content of the learning materials?

The questionnaire about the learning materials' content asks to evaluate if the learning materials' aims are clear and reachable, are the tasks solvable, the assignments challenging, and the instructions clear. The open-ended one asks to provide ideas of how to improve the structure of the learning materials.

The students mention that the learning materials' aims might be slightly more precise ($A=4.5$) but they are reachable ($A=4.8$). Participants find that the tasks are mainly doable and challenging ($A=4.6$). For most of the learners, the assignments are demanding enough and the instructions of the assignments are clear ($A=4.6$). Despite the few lower average ratings, the mode for all of the questions is 5. For more information, see Figure 3.

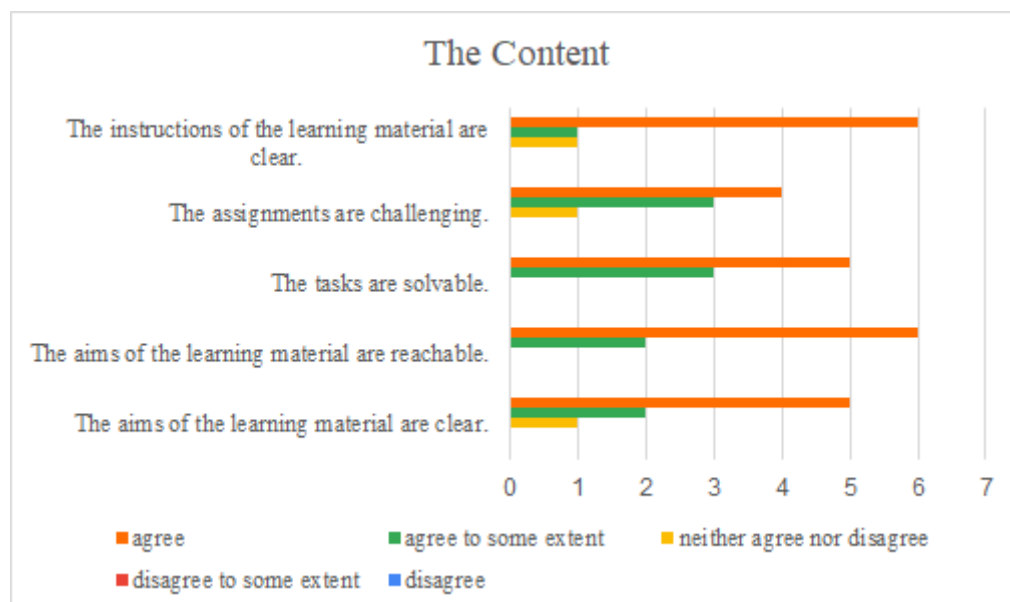


Figure 3. Assessment of the content of the learning materials.

The opinions about the provided instructions differed from one end to another. Therefore we turned to the observation data that showed the provided instructions mainly were up to a point. However, in some cases, additional guidance was needed.

Some more instructions. (Student 8) Too detailed explanations. (Student 4)

Additionally, the answers pointed to the learners' personal preferences asking the author to leave out specific tasks. On the other hand, some responses suggested that the students were happy with the materials' content, giving no further refinement suggestions. Simultaneously, one student wished to be presented with more in-depth materials indicating that the course raised interest in the topic.

We may conclude that the WebQuest content is at an acceptable level because the received feedback was rather positive. Nevertheless, the stated objectives have to be made more evident for the students. The following part of the thesis focuses on the students' responses about the development of the ICC skills.

How do the students assess the development of the ICC skills?

The questionnaire about the development of the ICC skills asks to evaluate if the learning materials raise interest in the topic, provide an opportunity to find cultural similarities, help to keep an open mind to strange cultural habits and understand them, provide an opportunity to analyse cultural misunderstandings, and to accept other cultural habits. Statements if the learning materials prepare to interact with the British people and provide opportunities to reflect on the learning experience are following.

Participants equally agreed that the created materials raise interest in the topic, provide an opportunity to find cultural similarities, and prepare the students to interact with the British people (A=4.8, Mo=5). Somewhat lower was the feedback about keeping an open mind to strange cultural habits, understanding them, and analysing cultural

misunderstandings (A=4,6, Mo=5). The students find shortcomings in accepting other cultural habits and opportunities to reflect on their learning experience (A=4.3, Mo=5). For more information, see figure 4.

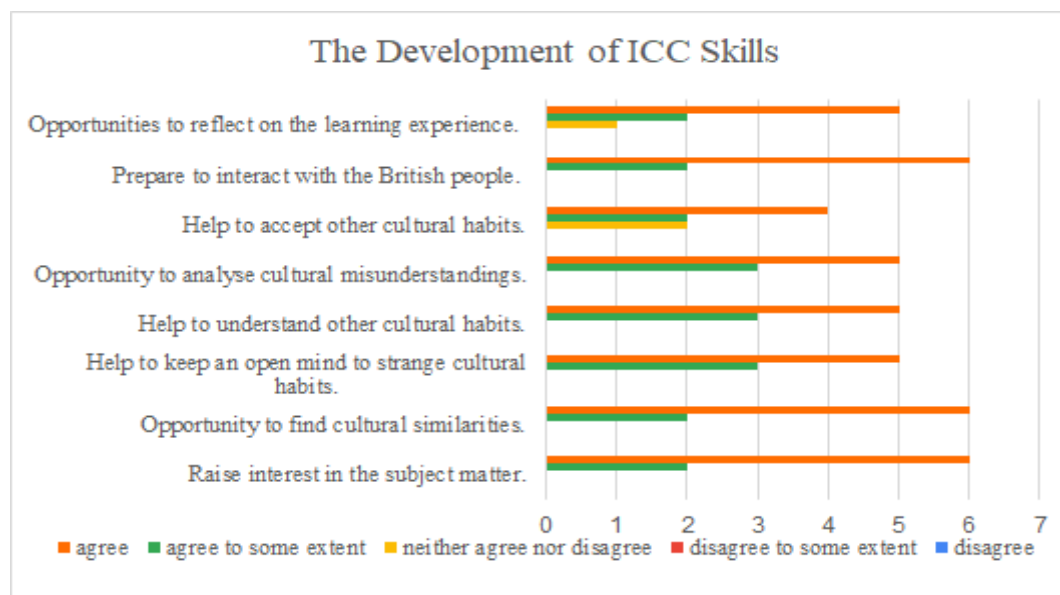


Figure 4. Assessment of the development of the ICC skills.

The provided feedback proves the necessity to present the learners with the obstacles they may face in everyday interaction with foreigners. If not to point out the differences in cultures, the students might not notice them. The latter prevents pupils from adjusting their style of communication accordingly and thwarting successful communication. The duration of the course was relatively short and we can see from the answers that it was not enough for the students to master all the ICC facets. In general, we may conclude that the learning materials allow the development of ICC skills. Nevertheless, interacting with students from different countries would benefit the learners to test out and recall the learned topics.

How do the students assess the suitability of the learning materials?

To evaluate the learning materials' suitability for the mentioned level, the students had to evaluate if the learning materials are suitable and exciting for them and if they

would like to know more about the topic. They were asked to describe their favourite task and the most challenging one. As well the information on how to improve the learning materials was asked.

The students agreed that the learning materials are suitable for them ($A=5$, $Mo=5$). They shared that the lessons were different from the usual FL classes. Furthermore, tasks seemed fun, providing them plenty of opportunities to talk. At the same time, examples and additional explanations were given by the teacher. The students were satisfied with the opportunity to ask questions. Additionally, they mentioned receiving new knowledge of other's cultural habits. In accordance with the author's hope, the tasks proved to be quite challenging for the students.

I thought that the tasks were so simple but to do them needed time and thinking. Didn't know all the answers. (Student 8).

Participants' opinions on whether the learning materials are exciting and if they want to know more about the topic varied slightly ($A=4.3$, $Mo=5$). The distribution of answers can be seen in Figure 5.

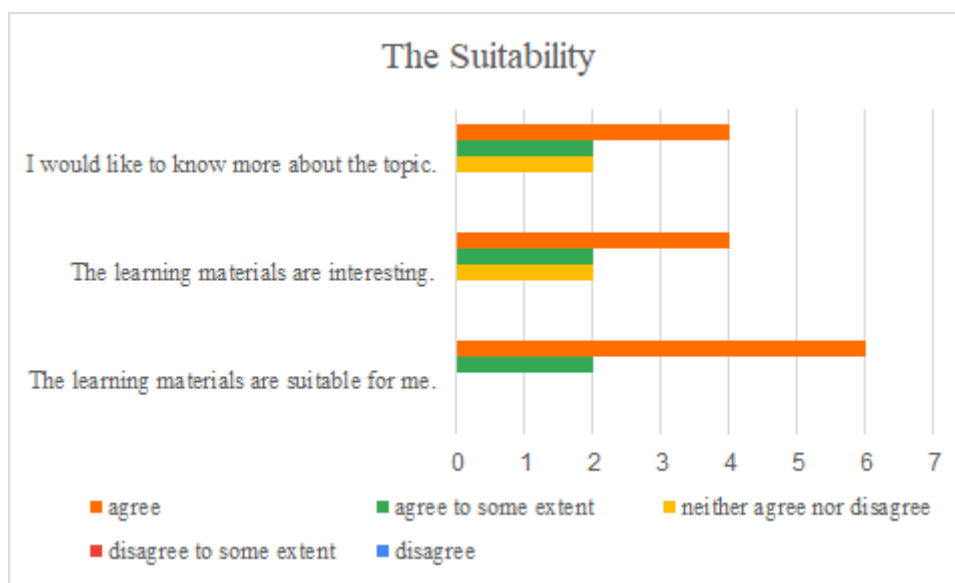


Figure 5. The suitability of the learning materials for Year 8 and 9 students.

The students explained that they liked pair work and creating dialogues.

Respondents gave positive feedback for the task where they had to change the song's lyrics and make a poster. As well, the included videos seemed interesting and solving the situations were engaging. We can see that the assignments in which the students had the hands-on experience were remembered by them and received positive feedback. In the light of the previously discussed results, we may conclude that the created learning materials are suitable for the Year Eight and Nine students.

In addition to the study among the students, the teachers were asked to evaluate the course. The following chapter concentrates on the discussion of the teachers' opinion about the created learning materials.

TEACHERS' OPINION OF THE LEARNING MATERIALS

The learning materials were created and the study among the teachers was conducted. For answering the research questions, the teachers' opinion was asked in the form of a questionnaire. The cover letter was added requesting assistance and explaining the study's purpose. Both of the documents are accessible in Appendix 3. The form consists of five sections and a total of 37 questions to search for an answer to the research questions: to what extent are the created learning materials suitable for Year Eight and Year Nine students in the opinion of teachers. The latter addresses the structure and content of the learning materials, the development of ICC skills, and the suitability for Year Eight and Nine. At the same time, the form seeks information about refining the learning materials following the third thesis question: how can the learning materials be improved to be more beneficial for students?

The questionnaire contains Likert scale statements to show the respondents' agreement level and open-ended questions to elaborate their opinion. Possible answers to Likert scale questions are: 1 - disagree; 2 - disagree to some extent; 3 - neither agree nor disagree; 4 - agree to some extent; 5 - agree. With this, the information and discussion about the study's participants are provided.

The Participants of the Study

The survey's participants were selected based on the terms of convenience sampling. The prepared questionnaire was sent to the second-year MA students of the University of Tartu studying in the foreign language teacher's program. The latter was selected as they were easy to reach and competent to evaluate the learning materials. Furthermore, some of them have been teaching EFL for several years already.

The questionnaire for teachers' advice was sent to eleven potential participants and the received number of answers were seven. The distribution of participants, according to their working experience, is shown in the table Participants Teaching Experience and the School Level They Instruct. As we can see, we have almost an equal number of respondents in each category. Moreover, one of the test subjects has experience in EFL teaching for more than five years.

From the same table, we establish the school level the working teachers have experience with. Moreover, we can see that three of the participants teach the target group of the created learning materials.

Participants' Teaching Experience and the School Levels They Instruct.									
Teachers	Teaching experience (in years)				The school levels the teachers instruct				
code	MA students	< 2	2-5	>5	Year 1-3	Year 4-6	Year 7-9	Year 10-12	Adults
T1			✓		✓	✓	✓	✓	✓
T2			✓					✓	
T3		✓			✓	✓			
T4		✓				✓	✓		
T5				✓			✓	✓	
T6	✓								
T7	✓								

The analysis of the responses was conducted after gathering the answers. In the next part of the paper, the results are presented and discussed.

Results and Discussion

In this section, the author gives an overview of the gathered information. The presentation of the results is linked with the research questions. Simultaneously, teachers' ideas for improving the learning material are provided.

How do the teachers assess the structure of the learning materials?

The questionnaire about the learning materials' structure seeks information if the structure of the learning materials is clear and logical, are split up into appropriate units, is the sequence of the units and tasks clear and logical, is it easy to navigate from one task to another and are text font, colour, and size easy to read and comfortable to watch? The question to provide ideas of how to improve the structure of the learning materials is added?

Similarly to the students' opinion, the experts agree that the learning materials' structure is relatively straightforward and logical, giving an average assessment of 4.4 (A=4.4) and the materials are split into the appropriate units (A=4.7). Additionally, they evaluate that the sequence of the units is clear and logical (A=4.6). The mode of the previously mentioned topics is 5. Teachers find that the navigation between tasks (A=4.0) and visibility (A=4.1) of the created learning materials might be better. Teachers assess the previously mentioned characteristics more critically than the students' and reveal the problematic areas of the learning materials. The mode for both topics is 4. More information is provided in Figure 6. A selection of the participants' thoughts is presented below.

Participants pointed out that they found some contradictions with the intertwined themes, such as introducing and giving compliments. At the same time, they liked the structure and sequence of the topics.

I like the structure and it makes sense to start with culture and finish up with practical tips on everyday life. (Teacher, 7)

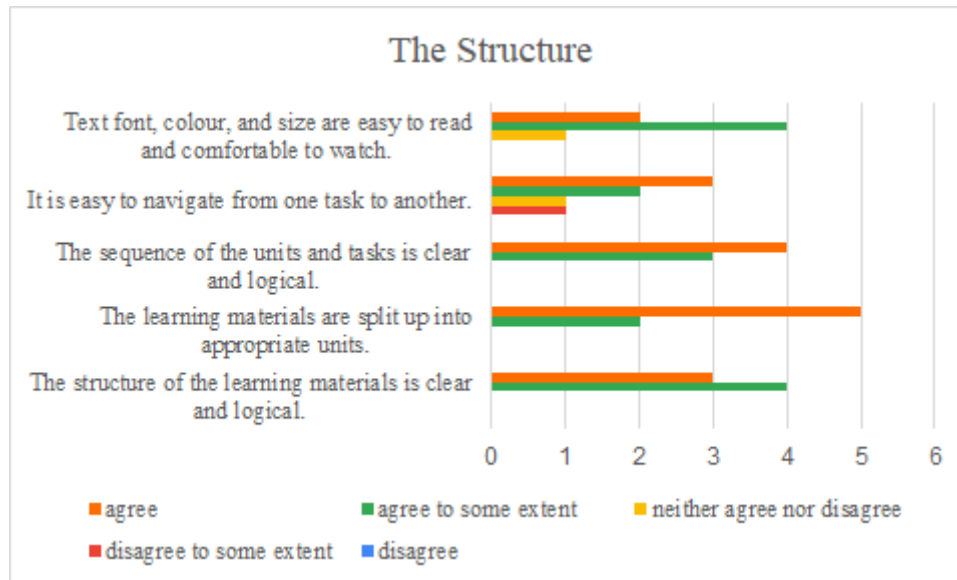


Figure 6. Assessment of the structure of the learning materials

Respondents suggested that links in Google Form documents should be clickable hyperlinks making it easier to navigate between the pages. The author expected the latter and the students' suggestions concurred with the teachers' ones on this topic. Although the embedded videos were provided for most cases, there was a suggestion to use them all the time. However, the issue was not touched upon the students' responses. Teachers also suggested adding the links leading back to the first slide to improve the navigation in WebQuest's main document.

It would be great if I could somehow go back to the very first slide once I'm already somewhere in the middle. (Teacher, 2)

The participants gave some advice to change the design of the slides. The problematic points were the usage of full stops at the end of the sentences and the lack of visuals in the primary collection. The latter did not come out during the trial period nor was it mentioned in the students' responses.

In conclusion, we may acknowledge that the structure and layout of the created learning materials are acceptable. At the same time, the areas for improvement are brought out to make it more convenient for users. Hereby, we turn our attention to the content of the created material and reveal the teachers' opinion about it.

How do the teachers assess the content of the learning materials?

The questionnaire about the learning materials' content asks to evaluate if the learning materials' aims are clear and reachable, are the tasks solvable, the assignments challenging, and the instructions clear. The questionnaire seeks information if teachers have a clear overview of using the materials, are the materials versatile and answer keys helpful. The teachers' are requested to provide ideas to improve the structure of the learning materials.

Respondents state that the aims of the learning materials should be more explicit (A=4.0), but the circumstances with the reachability of these aims are more satisfactory (A=4.4). The participants mostly agree that the designed tasks are solvable (A=4.7) but they are not in concord about the provided task instructions (A=4.3). It is not always clear for the teachers how to implement these materials in the lessons (A=4.0). Nevertheless, the participants mostly agree that the included materials are relevant to the topic and the provided answer keys are helpful (A=4.7). One participant finds that the tasks should be more versatile but others think they are variable (A=4.3). Despite the few lower average ratings, the mode for all of the questions is 5. For more information, see Figure 7.

The most problematic issue, the teachers pointed out, was regarding the stated aims. The objectives were not easy to find, making it difficult to connect to the task. One participant suggested marking the aims on WebQuest's slides. Similarly to the teachers'

opinion, the students found that set aims should be placed within the sight. This shortcoming of the learning materials has to be solved to benefit the students more.

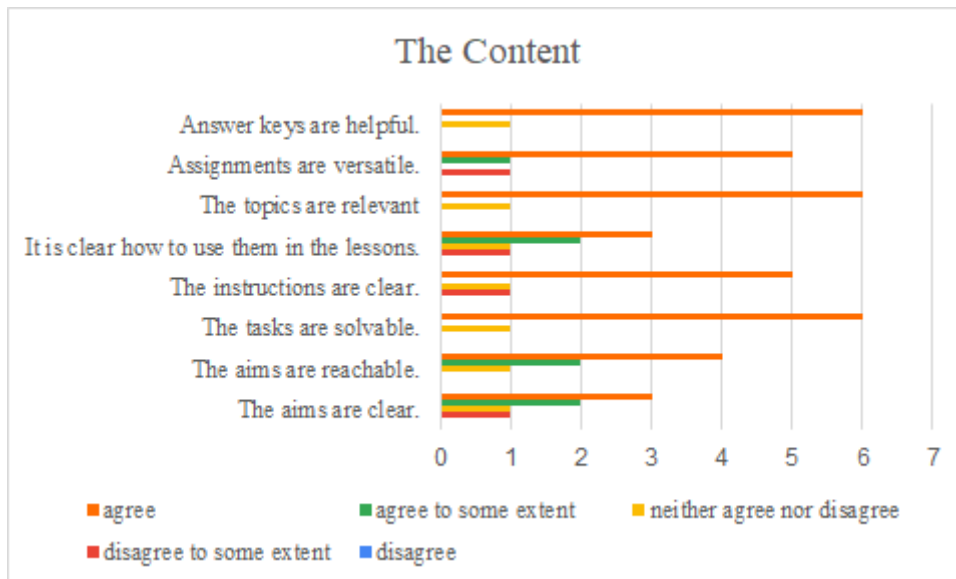


Figure 7. Assessment of the content of the learning materials.

Additionally, the responses show the fear that teachers may lack the necessary ICT skills to operate in and navigate between different programs.

I think teachers who have not used those varied web solutions (like Canva, Google Forms, Jamboard) would need more thorough intro and help. (Teacher, 7)

The author understands the hesitations regarding the topic but is hopeful that the materials provide some ideas for implementing the ICT tools in the classroom. During the pandemic time, the teachers had to reorganize their lessons suitable for online tutoring. Moreover, the problems of using ICT programs were not mentioned in the students' responses.

The respondents pointed out the need to have a concluding task at the end of each unit. The latter helps to consolidate what has been learned and to discuss the confusing situations again.

Each topic should have a final discussion/overview of what was learned. (Teacher, 6)

In conclusion, we may say that the study pointed out some shortcomings of the created materials but the overall content of WebQuest is acceptable. Hereafter the author focuses on the teachers' opinion if the created course develops the ICC skills.

How do the teachers assess the development of the ICC skills?

The questionnaire about the development of the ICC skills seeks information if the learning materials raise interest in the topic, provide an opportunity to find cultural similarities, help to keep an open mind to strange cultural habits and understand them, provide an opportunity to analyse cultural misunderstandings, and to accept other cultural habits. Teachers are asked to assess if the learning materials prepare to interact with the British people and provide opportunities to reflect on the learning experience. Participants are asked if they think the learning materials support developing students ICC competences and what changes would they advise.

Participants agree that the created materials raise interest in the topic, help students keep an open mind to strange customs, and help students understand other cultural habits (A=4.7, Mo=5). The course provides an opportunity to find cultural similarities, prepare students to interact with the British people, and help pupils reflect on their learning experience (A=4.6, Mo=5). The respondents give somewhat lower ratings to the statements that the learning materials provide an opportunity to analyse cultural misunderstandings (A=4.4) and help students accept other cultural habits (A=4.1, Mo=4). Overall assessment by the teachers is that the learning materials help students develop ICC skills (A=4.6, Mo=5). For more information, see figure 8.

The experts note that only practice makes perfect and the created materials are suitable for developing students ICC skills.

I think that learners' interest depends largely on their age and there is nothing a teacher can do to change that; the created materials are interesting and offer a change for old-fashioned learning methods. (Expert, 2)

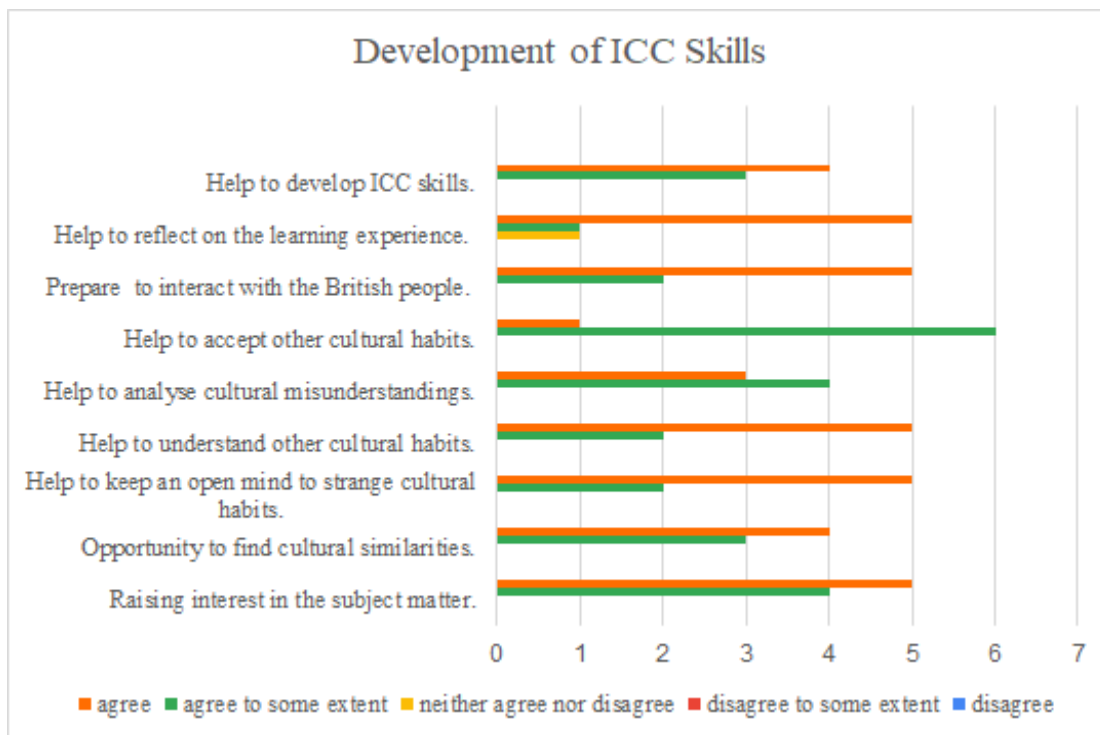


Figure 8. Assessment of the development of the ICC skills.

In their responses, teachers suggested comparing a wider variety of English speaking cultures. Similarly, the participants pointed out that more tasks should focus on comparing British and our customs. Despite the authors' apprehension, the study's participants seemed not disturbed by lack of communication with other children from different cultures.

We may conclude that the learning materials develop the ICC skills and minor adjustments would make the course even more proficient. The last part of the questionnaire concentrates on assessing the course's suitability for Year Eight and Nine and the following discusses the study's results.

How do the teachers assess the suitability of the learning materials for Year 8 and 9?

The teachers were asked to assess if the learning materials are suitable for Year Eight and Nine students, are the materials motivating for learners and are the materials adaptable for other levels. Participants note if it is possible to use the whole collection, only a chapter, or an individual task and use the course in their lessons. In conclusion, they may point out the areas for improvement.

The respondents note that the learning materials are suitable for the year Eight and Nine students (A=4.4, Mo=5) to some extent.

The fact that all the materials are built upon different web platforms is a clear sign that it is suitable for teenagers. The topic is also suitable because it offers real-life situations that this particular age group might best relate to. (Teacher, 3)

However, there was a fear that the tasks may seem too easy or the chosen texts and videos too tricky but observing the lessons did not confirm the problem. The students expected the tasks to be simple but solving them was not as easy as anticipated. Similarly, the observation data nor the students' responses proved the videos being too complicated.

The teachers' assessment differs if the learning set is motivating for students (A=4.0, Mo=4). Some of the respondents evaluate the course as motivating; others believe the tasks are unvaried and tedious.

/.../ students that age are looking for versatility and fun, interactive tasks. (Teacher, 1)

Participants find that it is possible to adapt this collection for different levels (A=4.7, Mo=5). Moreover, the teacher can choose to cover only a specific task or the whole collection (A=5.0, Mo=5). The distribution of answers can be seen in Figure 9.

Respondents conclude that the prospect of using the designed WebQuest in their lessons is relatively high (A=4.6, Mo=5).

I think you have really put effort into these materials and made them suitable for the target group. They allow students to improve different learning skills in English and the topic itself is very interesting and as I said, original. (Teacher, 3)

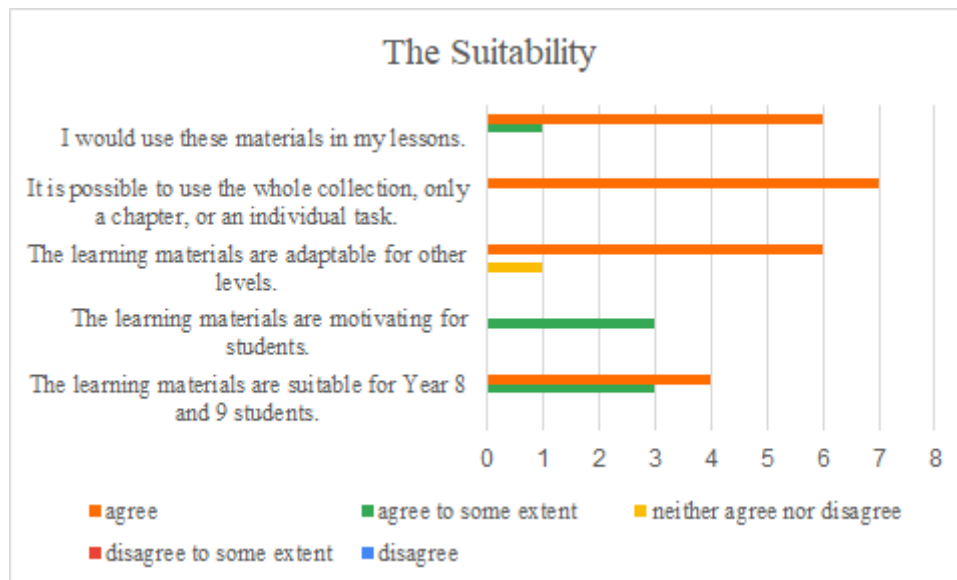


Figure 9. The suitability of the learning materials for Year 8 and 9 students.

As there were a limited number of participants in the survey, we cannot generalise the results. At the same time, we may conclude that with some refinement, the learning materials are at an acceptable level for the year Eight and Nine students. Moreover, the course's content is relevant to the topic and the tasks develop student's ICC skills. Participants' overall opinion is that the materials can be used in ESL classes with the target level students. The next part of the paper focuses on the refinement ideas suggested by the study's participants and gathered observational information.

Discussion of the Improvement of the Learning Materials

Nevertheless, WebQuest's quality received relatively positive feedback, and several ideas for refining the materials were presented. Hereby, the proposals already implemented to the course and the areas still needing adjustment are brought out.

The problems with the inactive links became evident during the trial period and were noticed by the students and teachers. The working solution was pointed out by one of the participant's advising to change the location of the links to turn them into hyperlinks. The suggestion worked and all the inactive links in the Google Forms documents were changed into clickable ones. Teachers also suggested adding the links leading back to the first slide to improve the navigation in WebQuest's main document. The latter was implemented.

Participants noticed that they could not open all the documents in WebQuest. Therefore, the author checked the access settings of the materials and made the locked ones available. It was mentioned to add embedded videos on the slides but for most of the cases the option to watch them on the current slide was granted. Therefore, no further action was taken.

The respondents advised changing the design of the slides. The problematic points were the usage of full stops at the end of the sentences and the lack of visuals in the primary collection. The emphasis of the main slides is on the provided information, it is like the content register, and the visuals may interfere with the message. The full stops at the end of the sentences should encourage students to notice and use them in their writings. The author did not detect these areas as problematic ones during the testing period nor were they mentioned in the students' responses. Therefore, no further action was taken.

Participants pointed out that the stated objectives should be presented in a more visible place. At the same time, teachers may face difficulties to use these materials without further guidance. As the solution, the teacher's guide was created containing a detailed overview of the stated aims, sequence of the tasks and the expected learning outcomes.

Respondents mentioned that not all teachers are competent in using ICT based materials and wished the instructions to be added. Although the concern is appreciated, the instructional videos of using these programs are available on Youtube. Therefore, the decision to not include any additional guidance to the materials was made.

In addition to the previously mentioned improvement ideas, the study's participants would like to see the concluding task at the end of the units. The created teacher's guide points to the reflectional tasks within the course and the tenth unit: Conclusion to complete the WebQuest and provide an opportunity to reflect the learnt topics was added.

Although there was an opinion not to present some topics during the same units, the author did not change it. The structure and the sequence of the topics were confirmed to be clear and logical by the respondents and no other suggestions to criticise the combined thematics were made.

From the study's responses we may gather that the materials develop ICC skills but something additional should be added. There was no specific assistance provided but the author's idea was to include the actual interaction between students from different cultures. The latter was suggested by Byram (1997) and would allow students to implement the newly acquired knowledge and provide practice time. Nevertheless, the author acknowledges the necessity of this kind of a task but would not add it without the preceding testing opportunity.

On the other hand, teachers suggested adding a wider variety of English speaking cultures for comparison. The latter would need a new set of tasks and the timeframe for creating them was too short and the problems of testing them would arise. Additionally, the author points out that the Movie Club unit provides an opportunity to observe American customs and the British ones.

With this, the author concludes that many of the participants' ideas were realised, leaving some for a later time. The course was assessed to be suitable for the mentioned age group and hopefully serves its purpose in the classrooms. Additionally to the learning materials, the teacher's explanations, scaffolding and support are essential elements in the FL learning process.

CONCLUSION

One cannot separate language from its culture and the two have to be taught together. The current MA thesis aims to create learning materials for teaching culture together with language. The focus is connected to little or small 'c' culture as it contains several elements to communicate successfully in intercultural settings. A practical approach is chosen to introduce the situations which students may encounter. Byram's (1997) ICC model is included in the process. To the author's knowledge, there are no similar EFL learning materials available in Estonia. Therefore, providing a research cap. Simultaneously, the distance learning period proved the lack of digitalised study materials for teaching EFL.

To compile the MA thesis, the learning materials: *How to Be Polite in Everyday Encounters in Great Britain? A WebQuest* were created. Before creating the learning materials the main aims were set to develop the Year Eight and Nine students' ICC competences and language skills. The primary outcome of the materials is for students to communicate successfully in intercultural communicative situations. The materials are designed keeping in mind a task-based approach and consist of ten units. The created materials should develop students' cultural (ICC), ICT, reflectional, and language skills and the emphasis on language content and meaning, helping students to gain confidence in communicative situations. After passing the course, students know how to behave politely on the presented occasions.

Furthermore, the primary collection is created on the Google Slides platform and the instructions to students, teachers' guide and answer keys are provided. The entire course's duration is approximately 31 academic hours, but the teacher may choose to use only specific units. The first and the last units are a compulsory part of the course and the

rest of it is optional. Moreover, the assessment criteria are not predetermined, leaving free hands for the teacher and the tasks provide several opportunities to apply self-assessment and peer assessment solely or in addition to the teacher's evaluation.

Together with providing the background information about previous research on culture and language teaching, advantages of integrating ICT in the process, and a summary of the task-based approach together with the characteristics of a WebQuest, an answer for the following thesis questions was searched:

- How do students assess the learning materials: their structure, content, development of ICC skills, and suitability?
- How do experts assess the learning materials: their structure, content, development of ICC skills and suitability for Year Eight and Nine?
- How can the learning materials be improved to be more beneficial for students?

From the previously done research, we can find out that culture teaching should be conducted regularly and systematically in the FL lessons, and Byram's (1997) ICC model is formulated to help the teachers integrate it into the FL lessons. Integrating ICT into the lessons moderately and meaningfully could positively affect students' involvement, motivation, and academic results.

Additionally, TBL is approved by the Council of Europe (2020:34) as an approach to implement in language teaching. Research showed that TBL might increase students' learning motivation if they are offered enough guidance and relevant input. It promotes inductive learning and develops social skills, intercultural competence, and self-regulation skills. Therefore, using a WebQuest consisting of different tasks describing everyday situations and integrating ICT-based authentic materials follows the TBL pattern.

In order to answer the research questions, the author piloted the learning materials in the classroom and asked the students' and teachers' opinion. The conducted study

showed that both the teachers and the students found that the created learning materials were acceptable, considering their structure, content, development of ICC skills, and suitability for Year Eight and Nine. At the same time, the participants were providing feedback to refine the designed materials. Several ideas were exploited, such as the teacher's guide and the final unit was added to the materials. Simultaneously, some ideas remained for future studies, such as the interaction between students from different cultures or adding a wider variety of English speaking cultures.

The author admits that due to the limited number of participants in the survey we cannot generalise the results. Nevertheless, the course was assessed to be suitable for the mentioned age group by the study's participants and hopefully serves its purpose in the classrooms.

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APPENDIX 1

How to Be Polite in Everyday Encounters in Great Britain? A WebQuest

The link of the created learning materials:

<https://docs.google.com/presentation/d/1QdfGui91cAc9EnTZMPSO3bSJssuqxN7w8jedJGJSitQ/edit?usp=sharing>

The Learning Materials' Structure and Learning Outcomes		
<i>Culture. Stereotypes</i>	<i>WQ stage: Introduction, Process, Evaluation</i>	Duration 4 lessons
<i>Tasks</i>		
Brainstorm the meaning of culture. Watch the video and read the text for gist to define culture. Discuss stereotypes. Watch the video and decide which country is being referred to? Read the texts to find specific information. Answer the questions and reflect on the topic. Discuss your findings in the classroom. Watch the video and decide if the stereotypes could be dangerous. Discuss your findings in the classroom. Listen to the song and read the lyrics for gist and specific information. Compare your findings in pairs. Pairwork or group work: Characterise an Estonian. Chant the new song. Present your chant and give self-feedback and peer feedback. Set up a blog. Write a blog post. Reflection. Pairwork or group work: Create a speaking avatar describing itself. Watch other's avatars and analyse if the characters were stereotypical. Discuss your findings in the classroom.		
<i>Learning outcomes</i>		
Discusses the meaning of culture. Points out stereotypical characteristics. Describes stereotypical Estonian and Brit. Discusses the dangers of stereotypes, gives reasons. Creates and presents a chant about the stereotypical Estonian. Gives self-feedback and peer feedback. Sets up a personal blog. Writes a blog post reflecting on one's learning experience. Creates a stereotypical speaking avatar. Discusses about avatar's features.		
<i>ICT skills</i>		
Uses Mentimeter. Fills the Google Forms questionnaire. Uses Google Docs environment. Blogs on Google Blogger. Creates on Voki.com.		
<i>British Greetings and Goodbyes</i>	<i>WebQuest stage: Task, Process, Evaluation</i>	Duration 2 lessons
<i>Tasks</i>		
Brainstorm different ways of saying hello and goodbye to a friend. Watch the videos for specific information and answer the questions. Discuss your findings in the classroom. Pairwork: give voice to the video - make a dialogue using polite greetings and goodbyes. Record your dialogues on Vocaroo.com. Write a blog post with the greetings-responses and goodbyes you would like to remember and use in the future. Listen to others' recordings and analyse if the greetings and goodbyes were polite. Discuss your findings in the classroom, providing peer feedback.		
<i>Learning outcomes</i>		

Provides different ways of saying 'Hello' and 'Goodbye'. Picks out new vocabulary with its connotations from the videos. Writes a blog post pointing out helpful vocabulary. Creates, records, and presents a dialogue. Gives peer feedback.		
<i>ICT skills</i>		
Uses Google Jamboard. Fills the Google Forms questionnaire. Records on Vocaroo.com. Blogs on Google Blogger.		
<i>Small Talk</i>	<i>WebQuest stage: Task, Process, Evaluation</i>	Duration 3 lessons
<i>Tasks</i>		
Brainstorm about small talk, its usage and topics. Read the provided text, watch a video for the specific information, and answer the questions again. Reflection. Discuss your findings. Brainstorm different ways describing a rainy day. Add your answers on a Google Jamboard. Predict the answers about weather talk. Read the text and check your answers. Discuss and reflect on the information. Watch a video and find the expressions describing a rain or rainy day. Write a blog post reflecting on the weirdest small talk customs. Pairwork or group work: create a role play demonstrating polite small talk, act it out and record it on Loom.com. Analyse the role plays and give peer feedback. Discuss your findings in the classroom and reflect on your experience.		
<i>Learning outcomes</i>		
Discusses the meaning of small talk and weather talk, its usage and topics. Compares the predictions with the texts and videos. Analyses the information. Describes the rain and rainy day. Solves situations. Writes a blog post reflecting on the weirdest customs. Creates and acts out a role play, records it. Gives peer feedback. Reflects on the experience.		
<i>ICT skills</i>		
Fills the Google Forms questionnaire. Uses Google Jamboard. Uses Google Jamboard. Records on Vocaroo.com. Records on Loom.com. Blogs on Google Blogger.		
<i>Introduce Yourself! Compliments</i>	<i>WebQuest stage: Task, Process, Evaluation</i>	Duration 3 lessons
<i>Tasks</i>		
Pairwork or group work: prepare a dialogue introducing yourself at a party and act it out. Pairwork or group work: watch the video and solve the situations. Reflect on your experience. Discuss giving compliments. Watch the videos and answer the questions about giving compliments, vocabulary and connotations. Predict the answers, check them from the videos, find specific information. Pairwork or group work: create a polite dialogue of introducing yourself, giving and receiving compliments. Record it on Vocaroo.com . Write a blog post pointing out the similarities and differences with our customs. Analyse the dialogues and give peer feedback. Discuss your findings in the classroom.		
<i>Learning outcomes</i>		
Prepares dialogues and acts them out. Introduces oneself politely. Gives and receives compliments politely. Writes a blog post. Gives peer feedback. Reflects on the experience.		
<i>ICT skills</i>		
Fills the Google Forms questionnaire. Records on Vocaroo.com. Blogs on Google Blogger.		
<i>Public Transport</i>	<i>WebQuest stage: Task, Process, Evaluation</i>	Duration 3 lessons
<i>Tasks</i>		

<p>Describes and discusses of Estonian public transport customs. Watch videos and read text for specific information. Analyse similarities and differences with our customs. Discuss your findings in the classroom. Watch the video and decide the character's intention. Watch the video for gist and specific information. Reflect. Discuss your findings in the classroom. Pairwork or group work: make a poster on Canva.com explaining public transportation customs. Write a blog post pointing out the similarities and differences with our customs. Present the poster and give self-feedback. Analyse others' posters and give peer feedback. Discuss your findings in the classroom.</p>		
<i>Learning outcomes</i>		
<p>Analyses Estonian customs. Analyses and discusses the similarities and differences with our customs. Analyses situations. Discusses the strange customs. Creates and presents a poster. Gives self-feedback. Gives peer feedback. Writes a blog post reflecting on one's experience.</p>		
<i>ICT skills</i>		
<p>Fills the Google Forms questionnaire. Blogs on Google Blogger. Uses Canva.com.</p>		
<i>Directions</i>	<i>WebQuest stage: Task, Process, Evaluation</i>	Duration 2 lessons
<i>Tasks</i>		
<p>Discussion for asking directions. Pairwork or group work: find your way in the maze. Watch the video for the specific information, new vocabulary and its connotations. Point out Estonian customs. Reflect on the topic and discuss your findings in the classroom. Watch the video for gist and specific information, analyse the information. Reflect on the topic and discuss your findings in the classroom. Pairwork or group work: study the map of London, name your starting point and give directions to somewhere. Record your answer on Vocaroo.com. Write a blog post explaining the importance of asking and giving directions, including some tips to remember the instructions. Follow the recorded instructions, name the place you arrived to. Analyse and provide peer feedback of the given directions. Reflect on the topic and discuss your findings in the classroom.</p>		
<i>Learning outcomes</i>		
<p>Gives reasons for the importance of asking directions. Finds a way in a maze and guides others out of it. Discusses Estonian customs, analyses British customs and finds their similarities and differences. Gives directions, follows them and analyses its quality. Writes a blog post. Reflects on the topic.</p>		
<i>ICT skills</i>		
<p>Fills the Google Forms questionnaire. Blogs on Google Blogger. Records on Vocaroo.com.</p>		
<i>Visit a Friend</i>	<i>WebQuest stage: Task, Process, Evaluation</i>	Duration 3 lessons
<i>Tasks</i>		
<p>Pairwork or group work: think of Estonian customs and answer the questions. Discuss your findings in the classroom. Read the texts and analyse British customs; answer the questions. Watch the video for picking out useful vocabulary and search the net for the required information. Discuss your findings in the classroom. Watch a video and find solutions to a problem. Discuss your findings in the classroom. Find your way out of the room by finding the hidden clues and answer the questions to open the lock. Pairwork or group work: create a comics strip on Canva.com emphasising visiting etiquette. Write a blog post reflecting on the topic. Analyse the comics strips and provide peer feedback.</p>		
<i>Learning outcomes</i>		

<p>Discusses Estonian customs. Analyses British customs and reflects on one's learning experience. Offers and finds solutions to a situation and discusses the topic. Uses one's knowledge of the visiting etiquette to find one's way out of the escape room. Creates a comics strip. Writes a blog post and reflects on the topic. Analyses and discusses the topic and gives peer feedback. Reflects on one's learning experience. Discuss your findings in the classroom and reflect on your experience.</p>		
<i>ICT skills</i>		
<p>Fills the Google Forms questionnaire. Blogs on Google Blogger. Uses Google Slides presentation. Creates on Canva.com.</p>		
<i>Dining Out</i>	<i>WebQuest stage: Task, Process, Evaluation</i>	Duration 4 lessons
<i>Tasks</i>		
<p>Pairwork or group work: create a role play of dining out at the restaurant. Watch the roleplays and decide if they're polite. Discuss your findings in the classroom. Watch a video and read a text for helpful vocabulary and specific information. Discuss your findings in the classroom. Read the articles and watch a video for specific information and reflect on the topic. Solve situations. Pairwork or group work: act out eating with a knife and fork like a Brit, film it on Loom.com. Discuss your findings in the classroom. Pairwork or group work: watch the videos and solve the situations. Discuss your findings in the classroom. Watch the video and analyse the character's intentions and the meaning of his actions, people's behaviour. Think and discuss if you have booked the table in his restaurant and explain your thoughts. Pairwork or group work: create a commercial of your restaurant in the form of a poster, presentation, or video. Write a blog post reflecting on the topic. Present your commercial. Watch the commercials and choose a restaurant to visit; explain your choices.</p>		
<i>Learning outcomes</i>		
<p>Points out and reflects on Estonian customs. Discusses on British customs. Solves situations and gives reasons for one's decisions. Presents British table manners. Analyses people's behaviour, gives reasons. Creates a commercial and presents it. Gives reasons for one's choices. Writes a blog post reflecting on the topic.</p>		
<i>ICT skills</i>		
<p>Fills the Google Forms questionnaire. Blogs on Google Blogger. Records on Loom.com. Chooses a web program to make a commercial.</p>		
<i>Movie Club</i>	<i>WebQuest stage: Task, Process, Evaluation</i>	Duration 6 lessons
<i>Tasks</i>		
<p>Pairwork or group work: search the net to find information about Notting Hill. Make a mindmap on Mindmeister.com of your findings. Present your mindmap. Listen to a song and discuss its purpose and genre. Work with the song lyrics, watch a film trailer and predict its plot. Discuss your answers in the classroom. Pairwork or group work: watch the film Notting Hill and create a story mountain. Explain the characters' behaviour and put yourself in their shoes. Present your work. Analyse presentations and their reasoning, provide self-feedback and peer feedback. Pairwork or group work: create and act out a situation, record it on Vocaroo.com. Write a blog post of the confusing situations in a film. Pairwork or group work: pick the questions and try to answer them. Discuss your findings in the classroom. Listen to the role play recordings, provide peer feedback. Predict what could follow.</p>		
<i>Learning outcomes</i>		
<p>Creates a mindmap and presents it. Predicts a film plot. Creates a story mountain of the film, analyses characters' behaviour, gives reasons. Gives self-feedback and peer feedback. Creates a role play, acts it out and records it. Notices strange behaviour and explains it. Gives peer-feedback.</p>		

<i>ICT skills</i>		
Creates on Mindmeister.com. Uses Google Docs environment. Fills the Google Forms questionnaire. Creates on Google Slides. Records on Vocaroo.com. Blogs on Google Blogger.		
<i>Conclusion</i>	<i>WebQuest stage: Conclusion, Evaluation</i>	Duration 1 lesson
<i>Tasks</i>		
Read through all your blog posts and reflect. Write a blog post about your learning experience. What would you like to know more? Discuss your thoughts and feelings in the classroom.		
<i>Learning outcomes</i>		
Analyses and reflects one's learning experience.		
<i>ICT skills</i>		
Blogs on Google Blogger.		

APPENDIX 2

The Questionnaire for Students' Opinion

Dear Student,

Would you give feedback on the created learning materials by filling in the following questionnaire, please? Please answer the questions based on your opinion and expertise as you understand them. The questionnaire will be used only to write an MA thesis at the University of Tartu and improve the learning materials.

Your answers are anonymous.

Thank you in advance.

Best regards,

Ivika Priidel

iviprii@gmail.com

The link to the questionnaire: <https://forms.gle/8VkSQAVnw1be4rMS9>

APPENDIX 3

The Questionnaire for Teachers' Opinion

Dear Teacher,

Would you give feedback on the created learning materials by filling in the following questionnaire, please? Please answer the questions based on your opinion and expertise as you understand them. The questionnaire will be used only to write a MA thesis at the University of Tartu and improve the learning materials.

Your answers are anonymous.

Thank you in advance.

Best regards,

Ivika Priidel

iviprii@gmail.com

The link to the questionnaire: <https://forms.gle/pxhq1HLJj2DLzQtk9>

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Ivika Priidel

Creating Information and Communication Technology Based Learning Materials for Supporting Teaching of Culture in English as a Foreign Language Education.

Info- ja kommunikatsioonitehnoloogial põhinevate õppematerjalide loomine kultuuriõppe toetamiseks inglise keele võõrkeelena õpetamisel.

Magistritöö

Aasta: 2021

Lehekülgede arv: 69

Annotatsioon:

Keel ja kultuur on lahutamatud ning neid tuleb õpetada käsikäes. Antud magistritöö eesmärk on luua õppematerjal kultuuri õpetamiseks võõrkeeletunnis. Töö fookuses on oskus viisakalt käituda ning õppijatele tutvustatakse erinevaid olukordi, millega nad oma elus võivad kokku puutuda. Teadmised antud valdkonnast võimaldavad edukalt suhelda erinevatest kultuuride inimestega. Töö loomisel on arvestatud Byrami (1997) ICC mudeli tingimustega ja autorile teadaolevalt Eestis sarnaseid võõrkeele õppematerjale pole. Samuti selgus kaugõppe perioodil, et võõrkeele õpetamiseks ei ole piisavalt digitaliseeritud materjale, mistõttu on antud kursus digitaliseeritud, võimaldades kasutamist nii kontaktõppe kui kaugõppe puhul.

Magistritöö käigus valmisid veebipõhised õppematerjalid: Kuidas olla viisakas Suurbritannias igapäevastes olukordades? (How to Be Polite in Everyday Encounters in Great Britain? WebQuest). Enne õppeamaterjalide loomist pandi paika saavutatavad õpitulemused ja eesmärgid. Materjalide peamine õpitulemus on õpilaste toimetulek kultuuridevahelistes suhtlusolukordades ja põhieesmärkideks on arendada kaheksanda ja üheksa klassi õpilaste IKT pädevusi ja keeleoskust. Materjalid on välja töötatud kooskõlas ülesandepõhise meetodiga ning need koosnevad kümnest peatükist.

Loodud materjalid arendavad õpilaste kultuuriteadmisi, IKT alaseid teadmisi ja oskuseid, reflekteerimisoskust ja keeleoskust. Teemad esitatakse kontekstis ning aitavad läbi suhtluse õpilaste enesekindlust ja soravust võõrkeele kasutamisel arendada. Samuti teavad õpilased pärast kursuse läbimist, kuidas käsitletud olukordades viisakalt käituda.

Põhimaterjalid on koondatud Google'i Slide keskkonda, kus ülesanded on esitatud õppetükkide kaupa, samuti juhend õpetajale ja vastusevariandid ülesannetele. Kogu kursuse kestus on umbes 31 akadeemilist tundi. Õpetaja võib kasutada kas ainult osa materjalidest, kusjuures esimene ja viimane peatükk on kursuse kohustuslikud osad, või kogu loodud kursust. Hindamiskriteeriumid ei ole ette määratud, jättes õpetajale vabad käed otsustamiseks, mida ja kuidas hinnata. Samas pakuvad materjalid mitmeid võimalusi nii eneserefleksiooniks kui kaaslasele tagasiside andmiseks.

Töös tutvustatakse ICC mudelit ja tema kasutamise võimalusi võõrkeeletunnis. Vaadatakse, mida annab juurde IKT kaasamine õppeprotsessi ning esitatakse kokkuvõtte ülesandepõhisest meetodist koos WebQuest (veebimissioon) loomise tingimustega. Samas otsis autor vastust järgmistele magistritöö küsimustele:

- Kuidas hindavad õpilased õppematerjale: nende ülesehitust, sisu, ICC oskuste arendamist ja sobivust antud vanuserühmale?

- Kuidas hindavad õpetajad õppematerjale: nende struktuuri, sisu, ICC oskuste arendamist ja sobivust antud vanuserühmale?
- Kuidas saab õppematerjale paremaks muuta?

Varasematest uuringutest selgub, et kultuuri tuleb võõrkeeletundides õpetada regulaarselt ja süstemaatiliselt ning Byrami (1997) ICC mudel on koostatud õpetajate abistamiseks. Samas IKT vahendite mõdukas ja sisukas integreerimine tundidesse suurendab õpilaste aktiivset osavõttu tunnist, motivatsiooni ja akadeemilisi tulemusi.

Lisaks on Euroopa Nõukogu (2020: 34) ülesandepõhise meetodi kasutamise keeleõppes sobivaks tunnistanud. Uuringud näitasid, et ülesandepõhine meetod võib suurendada õpilaste õpimotivatsiooni, kui õpetaja neid piisavalt juhendab ja suunab. Samuti haakub see induktiivõppega ning arendab õpilaste sotsiaalseid oskusi, kultuuridevahelist pädevust ja eneseregulatsiooni oskusi. Seetõttu on õppematerjal koostatud ülesandepõhise meetodi tavasid arvestades ning materjalid on veebipõhised.

Uurimisküsimustele vastuste leidmiseks katsetas autor õppematerjale kaheksandas ja üheksandas klassis ning küsis küsis õpilastelt tagasisidet. Samuti viidi õpetajate seas läbi uuring õppematerjalide kvaliteedi hindamiseks ning paluti osalejatelt ettepanekuid materjalide paremaks muutmiseks. Uuringust tuli välja, et nii õpetajad kui ka õpilased pidasid loodud õppematerjalide struktuuri ja sisu vastuvõetavaks. Samuti leidsid osalejad, et materjalid arendavad õpilaste ICC oskuseid ning on sobivad kaheksandaks ja üheksaks klassi õpilastele. Samuti toodi välja õppematerjalide kitsaskohad ja jagati mõtteid nende paremaks muutmiseks. Soovitati näiteks luua juhend õpetajale, mis ka töösse rakendati. Samuti sooviti näha rohkem refleksiooniülesandeid ning selleks lisati materjalidele viimane kokkuvõttev peatükk. Samal ajal jäid mõned mõtted ka tulevaste uuringute jaoks, näiteks erinevatest kultuuridest pärit õpilaste omavahelise suhtlemise võimaldamine ja laiema spektri lisamine inglise keelt kõnelevate maade kohta.

Kuna uuringus osalejate arv oli suhteliselt piiratud, siis ei saa me tulemusi üldistada. Sellest hoolimata hindasid uuringus osalejad kursust antud vanuserühmale sobivaks ja loodetavasti leiavad materjalid kasutust klassiruumis.

Märksõnad: inglise keel, keeleõpe, kultuuri ja inglise keele õpetamine, ülesandepõhine meetod, ICC, ICT, WebQuest.

Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks

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Ivika Priidel

18.05.2021

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Ivika Priidel

18.05.2021

Lõputöö on lubatud kaitsmisele.

Ülle Türk

18.05.2021