

**UNIVERSITY OF TARTU
DEPARTMENT OF ENGLISH STUDIES**

**THE CLIL APPROACH IN PRACTICE: CREATING,
CONDUCTING AND EVALUATING A HISTORY-ENGLISH
CLIL COURSE
MA thesis**

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ABSTRACT

The aim of this study was to investigate whether the methodology of content and language integrated learning (CLIL) is suitable for students with limited competence of English (from five students of an Estonian basic school who have learned English as a foreign language (EFL) for three years). The reason for carrying out the study was the fact that teachers feel hesitant implementing the CLIL approach due to lack of ready-made resources and insufficient expertise either in language or content teaching employing CLIL.

A history-English CLIL course was created with lesson plans and resources for 21 lessons. A group interview and assessment results were used to analyse and evaluate the course.

The thesis consists of two chapters and appendices with study materials. Chapter One introduces the methodology of CLIL and earlier longitudinal studies employing CLIL with young learners. Chapter Two covers the empirical study describing and analysing the process of creating the materials, conducting, and evaluating the course. It also includes a discussion comparing the outcomes with those of earlier longitudinal research. Literature on implementing the CLIL approach and the Estonian National Curriculum for Basic Schools were consulted when creating the study materials.

Keywords: CLIL approach, foreign language learning, young learners

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List of Abbreviations

CEFR - Common European Framework of Reference for Languages

CLIL - Content and Language Integrated Learning

EFL - English as a Foreign Language

SL - Second Language

YL - Young Learners

INTRODUCTION

According to an American linguist Stephen Krashen (1982), there are two independent systems of foreign language performance: the acquired system and the learned system. The acquired system is the result of a subconscious process that requires meaningful action in the target language in which people focus not on the form but on the communicative act. The learned system is developed through formal instruction and it comprises a conscious process which results in conscious knowledge about the language e.g., knowledge of grammar rules. The author of the current paper is a great believer in Krashen's hypotheses and sees parallels with the CLIL (Content and Language Integrated Learning) approach. CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language (Mehisto et al 2008: 9). It means that any foreign language can be used to learn and teach content of different subjects. For example, French can be used to study music, Spanish to study literature, English to study international business, Japanese to study engineering, etc.

The author's interest in the approach was raised by her teaching of EFL in a summer school during three consecutive summers in England in 2017-2019. This experience provided a clear overview of this format of learning and the plan was to set up a summer school teaching EFL to Estonian second and/or third stage basic school learners implementing the methodology of CLIL.

The aim was to target learners whose families have summer homes in Kabli which is a picturesque seaside village in the south-west of Estonia with captivating history and a beautiful nature environment. The village is especially popular in the summer season when the population doubles as owners of summer houses return with their families and all the local accommodation

companies get fully booked. As this part of the country (part of the former parish of Orajõe) is well known for its history of long-distance wooden sailing boats and shipbuilding, the author's plan was to teach this history topic to the third stage learners in English.

One of the local schools was chosen to pilot the programme. It was important to find out what works and what does not work before marketing the course to wider audiences. The course was initially introduced to the third stage learners, but sadly there was no interest. However, learners of form five were positively engaged and the course was piloted with this age group.

The main aim of the course was to raise learners' awareness about the local history using English as the medium of instruction. In addition, sub-goals of the project were to promote the use of cross-curricular studies and to enhance co-operation and communication between learners. The course aimed to develop all four skills and pay special attention to expanding vocabulary connected with shipbuilding and long-distance sailing boats.

The thesis consists of two chapters and 17 appendices which contain the learning materials developed. Chapter One introduces the methodology of CLIL and previous research implementing the CLIL approach with similar age groups. Chapter Two covers creating, conducting and evaluating the history-English course developed. The discussion comparing outcomes of the current project with earlier research and its findings is part of the second chapter. In addition, it suggests adaptations to the course materials if the course would be taught to a similar age group again.

1. PRINCIPLES OF THE CLIL APPROACH AND PREVIOUS RESEARCH

History of CLIL

The CLIL approach can take pride in a long history. The first known CLIL-type programmes were carried out around 5,000 years ago in today's territory of Iraq. The Akkadians conquered the Sumerians and wished to learn the local language. Sumerian was used to teach several subjects to the Akkadians, such as theology, zoology and botany (Mehisto et al 2008: 9).

At the end of the 19th century learning a foreign language was a privilege that only wealthy families could afford. Two ways to learn a foreign language were practised in Europe, either sending children to study abroad in a foreign language environment or hiring a tutor or governess who taught a foreign language and some subject matters through a foreign language.

In 1970s the need to develop language and content integrated programmes was a consequence of several geographic, demographic and economic issues. This type of instruction was used near national borders or in big cities (Eurydice 2006: 7). One of the first of this type of programme was developed around 1965 in Quebec, Canada. English-speaking parents of the area of Quebec wanted to have a kindergarten programme in French. The parents' ultimate goal was the fact that their children would acquire French proficiency which was important in French-speaking environment. This type of programme was voluntary and was started at several schools. Cooperation between authorities and parents played an important role in launching these immersion programmes (Eurydice 2006: 7). This type of programme spread all over Canada, the USA and the rest of the world (Mehisto et al 2008).

From the 1960s, classes with emphasis on English and German gained popularity in former Soviet era Estonia. Some subjects were taught either in English or German, e.g., the author of this paper studied in the First Secondary School of Pärnu where the history and culture of English-speaking countries were taught in English. A similar concept was implemented in the 7th Secondary School of Tallinn which is now known as English College.

At the beginning of 1990s, some Russian-speaking Estonian schools started to develop and implement CLIL programmes in order to popularise and improve learners' Estonian skills. It was supported and coordinated by the Ministry of Education and Research. Immersion programmes to integrate Russian-speaking schools have continued. As The Ministry of Education and Research (n.d.) reports: "The main goal of the transition to Estonian-language education is to provide all children in Estonia, regardless of their mother tongue, the opportunity to provide quality education in Estonian, which supports the shaping of Estonian national identity, increases social integration and reduces educational and socio-economic segregation". To facilitate this reform, a higher salary band has been introduced to attract teachers who are proficient in Estonian and are prepared to go and teach in north-east of Estonia where the Russian-speaking population is higher than average. There are also Russian-based schools in Tallinn. However, finding teachers with a high level of Estonian is not as challenging in Tallinn as it is in Narva.

The many faces of CLIL

At the present time there are different forms of CLIL and the methodologies used can vary. Mehisto et al (2008: 12) define the approach as follows: "CLIL is an umbrella term (Figure 1) covering a dozen or more educational approaches e.g., immersion, bilingual education, multilingual education, language showers and enriched language programmes.

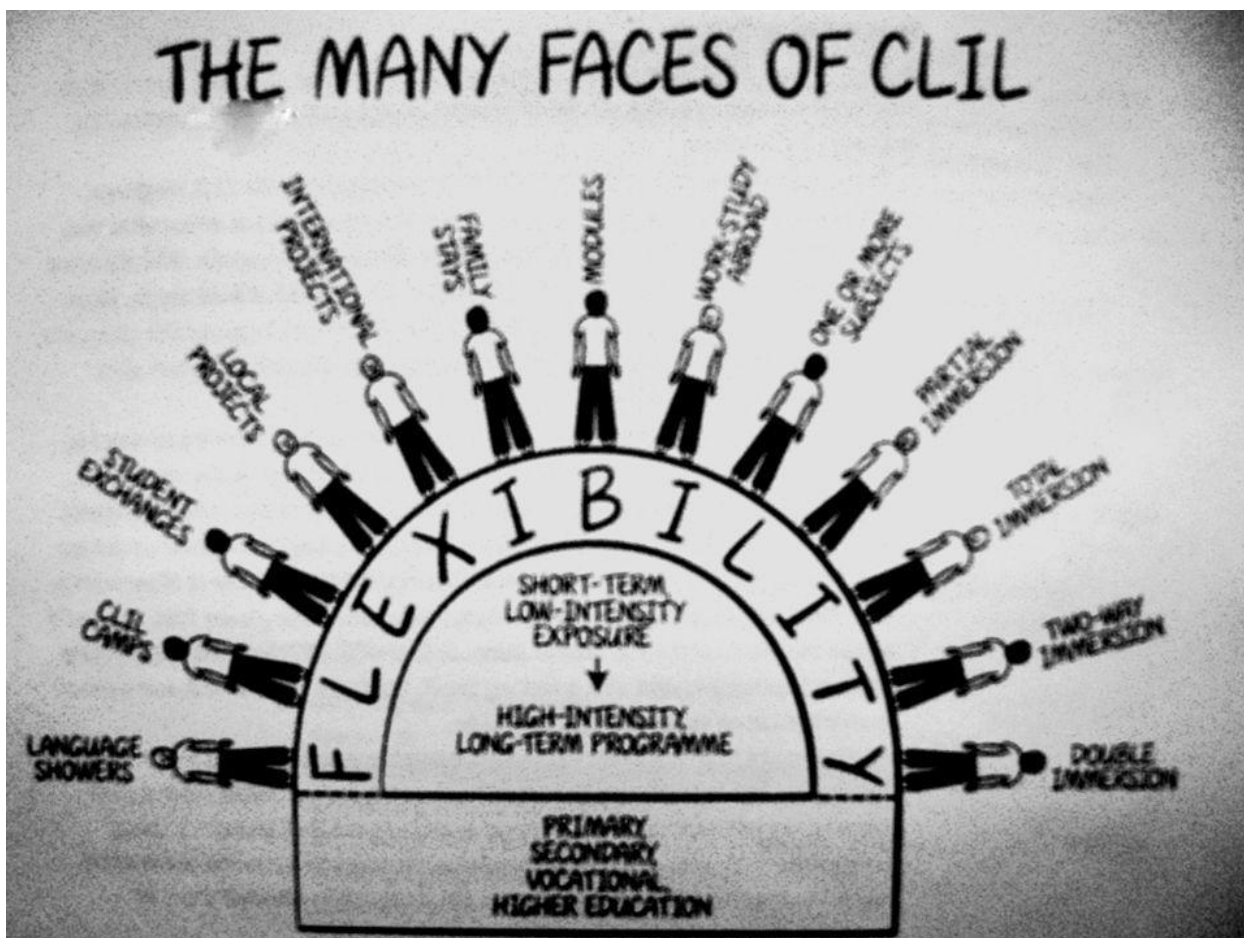


Figure 1. The many faces of CLIL (Mehisto et al 2008: 13)

Considering different forms of CLIL, learners can experience short-term low intensity exposure or long-term high intensity exposure. In other words, CLIL teaching can take place from 30 minutes to some classes per day, during a project which consists of certain number of lessons or a language camp which can last from one week to several weeks. There are schools where pupils learn one subject in a second language (SL) and schools where approximately half of the curriculum is learned through the immersion language (Mehisto et al 2008: 12-13). Studying abroad in a SL environment is a form of CLIL with high-intensity exposure. An Erasmus Plus programme is an ideal example of studying abroad in a SL environment. It is the

European Union's programme that supports education, training, youth and sport in Europe (European Commission n.d.).

Key principles of CLIL

The key word in CLIL is integration. Integration has a dual focus. Firstly, language learning continues in content lessons (e.g., maths, history, geography, computer programming, science, civics, etc.). Information is repackaged in a manner that supports understanding, for instance, drawings, diagrams, charts, hands-on experiments. The drawing out of key concepts and terminology are all known CLIL strategies. Secondly, language teachers co-operate with content teachers and incorporate vocabulary, terminology and texts from content lessons in language classes. Learners learn the language they need to understand and use in content lessons (Mehisto et al 2008: 11).

According to Mehisto et al (2008: 11) learners want to understand and use the content that motivates them to learn the language. Students probably also learn more in language classes if they have got concrete tasks to accomplish instead of learning language for language's sake. In addition to content and language there is a third element in CLIL, learning skills. Developing learning skills supports achieving goals in content and language learning. These three components – content, language and learning skills – constitute the so-called CLIL triad (Figure 2; Mehisto et al 2008: 11).

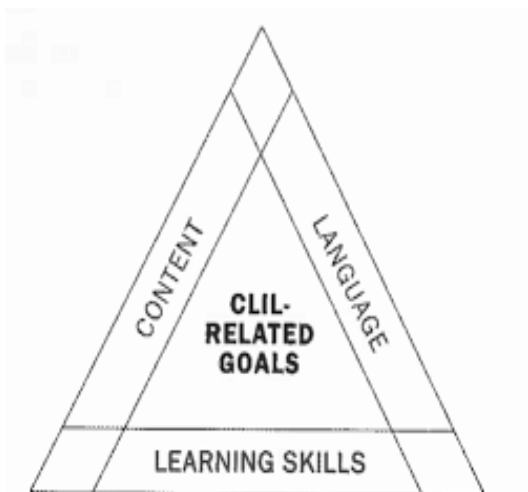


Figure 2. CLIL triad (Mehisto et al 2008: 11)

As Mehisto et al (2008: 12) state the main goal of CLIL initiatives is to create conditions that support achieving the following:

- Grade-appropriate levels of academic achievement in subjects taught through the CLIL language;
- Grade-appropriate functional proficiency in listening, speaking, reading and writing in the CLIL language;
- Age-appropriate levels of first language competence in listening, speaking, reading and writing;
- An understanding and appreciation of the cultures associated with the CLIL language and the student's first language;
- The cognitive and social skills and habits required for success in an ever-changing world.

The CLIL method supports learners by giving them skills to study in the target language. In today's global world there are several international programmes where learners can study abroad in a foreign language. Learners of comprehensive schools in Estonia usually practise

studying in another country in English as this is the most popular foreign language at Estonian schools. In the comprehensive schools' context it takes place via student exchange either during form nine or upper secondary studies.

It can be said that in CLIL lessons language learning happens in a more natural way. Comparisons can be drawn with language acquisition. In language teaching, language acquiring and learning are different processes. Acquisition refers to an innate process, e.g., like children developing their first language skill. However, learning is a conscious process where language learning can take place either independently at home, e.g., online, or in a school environment, e.g., in a language school or at a comprehensive school.

Core features of CLIL methodology

According to Mehisto et al (2008: 29-30), CLIL methodology is characterised by six core features: multiple focus, safe and enriching learning environment, authenticity, active learning, scaffolding and co-operation.

Multiple focus

- supporting language learning in content classes;
- supporting content learning in language classes;
- integrating several subjects;
- organising learning through cross-curricular themes and projects;
- supporting reflection in the learning process.

Safe and enriching learning environment

- using routine activities and discourse;
- displaying language and content throughout the classroom;
- building student confidence to experiment with language and content;
- using classroom learning centres;
- guiding access to authentic learning materials and environments;
- increasing student language awareness.

Authenticity

- letting the students ask for the language help they need;
- maximising the accommodation of student interests;
- making a regular connection between learning and the students' lives;
- connecting with other speakers of the CLIL language;
- using current materials from the media and other sources.

Active learning

- students communicating more than the teacher;
- students help set content, language and learning skills outcomes;
- students evaluate progress in achieving learning outcomes;
- favouring peer cooperative work;
- negotiating the meaning of content and language with students;
- teachers acting as facilitators.

Scaffolding

- building on a student's existing knowledge, skills, attitudes, interests and experience;
- repackaging information in user-friendly ways;
- responding to different learning styles;
- fostering creative and critical thinking;
- challenging students to take another step forward and not just coast in comfort.

Co-operation

- planning courses/lessons/themes in co-operation with CLIL and non-CLIL teachers;
- involving parents in learning about CLIL and how to support students;
- involving the local community, authorities and employers.

Scaffolding forms an important component of CLIL's core features and it is worth explaining its meaning in detail. Maybin et al (1992) define scaffolding as "A type of teacher assistance that helps students to learn new skills, concepts or levels of understanding that leads to the student successfully completing a task". Scaffolding strategies can be implemented either on macro- or micro-level. Macro-level scaffolding means curriculum planning that integrates language systematically. A synonym to micro-level scaffolding is interactional scaffolding, which means minute-to-minute support that teachers give in the classroom (van Lier 2004: 148). The first strategy of scaffolding is building on existing knowledge. The aim of the second strategy is to use supportive materials e.g., visual aids, graphic organisers, body language and other means that help learners to understand the content text. The third strategy is connected with terminology teaching where L1 could be employed and learners can use their own words to explain the new terminology. The fourth strategy is a task-solving strategy whereby teachers help learners solving the tasks using guiding discourse. The final strategy is metacognition

which means learning to learn (Coyle et al 2010: 29), in other words teachers make learners aware of their own learning competences doing it either via modelling an activity or making a product (Gritter, Beers & Knaus 2013; van de Pol, Volman & Beishuizen 2010).

In addition to the core features mentioned above, Ball et al (2016: 18) emphasise the importance of the following: conceptual sequencing where different language occurs at different stages of sequence; conceptual fronting where concepts, themes and topics are prioritised in CLIL. In addition, the task should always be the first thing that learners see; language should serve as a vehicle.

For CLIL learning to be successful 4Cs framework must be considered: firstly, the content (subject matter); secondly, communication (language learning and using); thirdly, cognition (learning and thinking processes); fourthly, culture (developing intercultural understanding and global citizenship) (Coyle et al 2010: 41).

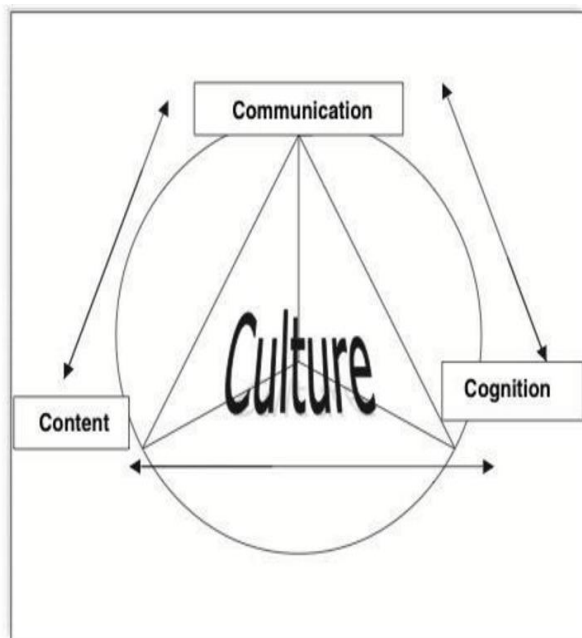


Figure 3. The 4Cs framework (Coyle et al 2010: 41)

The role of language: The Language Triptych

Language plays an important role in planning and creating CLIL learning materials. Coyle initiated the Language Triptych and made it part of the CLIL concept. The language triptych highlights the three purposes language is used for in CLIL classes: language of learning, language for learning and language through learning (Figure 4; Coyle et al 2010: 37). Language of learning means that learners need to acquire grammatical topics such as tenses, forming comparative/superlative, conditionals, etc. As to language for learning, learners need to know language for communicating such as presenting, carrying out project work and expressing arguments. Language through learning relates to getting actively engaged in applying the language and thinking. As Coyle (2010: 36) states: “The language Triptych helps to integrate cognitively demanding content with language learning and using”.

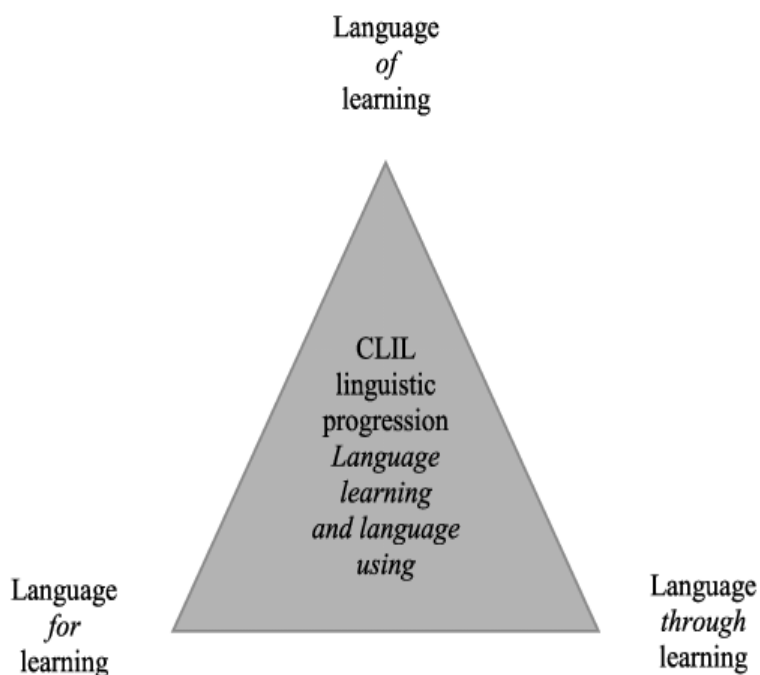


Figure 4. The Language Triptych (Coyle et al 2010: 36)

Language learning policies according to the Council of Europe vs CLIL

Common European Framework of Reference for Languages (CEFR) is a document that was developed by the Council of Europe to regulate language learning and teaching in the European Union area. It is also being followed in China, Japan, and Korea (CEFR 2001). The main goal of CEFR is to develop language learners' communicative skills. Furthermore, CEFR introduces linguistic, sociolinguistic, and pragmatic components. Language programmes, examinations and study books have been developed in accordance with this policy. CEFR was first published in 2001 and the companion volume was released in 2020. The companion volume includes information on sign language, mediation and multilingualism which form important parts of the 21st century language learning, teaching and assessment. It can be concluded that CEFR has played a tremendous role developing plurilingualism in European countries.

As a legitimate member country of the European Union, Estonian education and learning policymakers have to liaise closely with their counterparts elsewhere in the EU. The European Language Council held its annual conference in Brussels in 2019, bringing together committed language specialists from across Europe on the subject "Languages and education". A keynote speech by Florika Fink-Fooijerwas (2019) was delivered on "Language education or multilingualism as a link between people and European institutions". Fink-Fooijerwas emphasised the importance of multilingualism in the integration of today's multicultural world. Furthermore, the idea of teaching subjects such as science, history, and geography to students through a foreign language was strongly supported by language specialists who had gathered at this conference (European Language Council 2019). Teaching a subject in a foreign language can be recognised as the main characteristic of CLIL. As Ruiz de Robe and Lasagabaster (2010:

9) advocate: “CLIL is the result of a commitment with European policies aimed at fostering multilingualism and growing awareness of the need to learn foreign languages”.

The main foreign language in the European Union is English and current practice has shown that English is also the number one foreign language implementing CLIL. Dalton-Puffer et al (2010) refer to it as CEIL which is Content and English Integrated Learning.

It is well-known practice that some European Union diplomats have their children educated in international schools even when residing in their home country. Learning in a foreign language makes learners appreciate the culture of the CLIL language. Moreover, it prepares learners for international projects and studying abroad. International schools in European countries usually operate in English, French or German.

CLIL in Europe: previous research

Over the last two decades there has been an explosion of interest in implementing CLIL with YLs in Europe and America (Nikolov and Timpe-Laughlin 2020). Many educators, learners, parents, researchers and policy-makers have understood its potential. As Coyle (2010) has pointed out, the fact that CLIL is open to a broad interpretation is its strength since the ways in which different languages are learned and used, including the first language, need to be embedded in the local and regional learning context.

Spain has become one of the flagship countries of the EU implementing CLIL strategies. This European country has allocated a considerable amount of funding to research and teacher training to make implementing CLIL more effective. Hard work and efforts resulted in a book “CLIL in Spain: implementation, results and teacher training” (Lasagabaster and Zarobe 2010). This book gives valuable insight to educators who would like to raise awareness on CLIL and employ it in teaching practice.

Pre-service and in-service teacher training applying CLIL methodology has continued to remain one of the biggest challenges. To tackle this, an integrated language curriculum was developed and implemented in Andalusia in southern Spain. Lessons of English, German, French and Spanish were put together sharing topics and similar text typologies. Fifteen university specialists, leading secondary school teachers, and the researchers Lasagabaster and Zarobe worked together for a year and developed a 900-page document with the theoretical basis and sample lessons. The document covers solid theory and is user-friendly for teachers with clues and practical aid for day-to-day situations (Lasagabaster and Zarobe 2010). A similar resource would be appreciated by content and language teachers in Estonia. It would help to raise awareness and decrease hesitancy towards the CLIL approach as research findings and information on CLIL are mainly in English.

Teachers concerns regarding the use of the CLIL approach was studied by Dvorjaninova and Alas (2018). Responses to a questionnaire administered to English and geography teachers in Estonia revealed a reluctance to apply the approach. The reason is the widespread belief that the approach benefits the development of language skills rather than subject knowledge advancement, marginalising the latter and thus undermining the overall achievement of curricular goals. Furthermore, language teachers feel they do not have sufficient content knowledge and content teachers are concerned about their low level of English. Lack of ready-to-use CLIL materials and limited time resource make implementing CLIL even more challenging.

Another aspect connected with teacher education in CLIL is implementing scaffolding. Recent research where scaffolding was studied took place in Norway where the CLIL approach was practised teaching science, history and social science through English (Mahan 2022). The research showed that teachers use different scaffolding strategies to help learners to understand

the new content, such as building on existing knowledge and using supportive materials. However, the employment of metacognition was lacking. Undergraduate teacher education could be improved by employing the CLIL approach and its strategies. In addition, in-service teachers would benefit from CLIL-related training as many of them have been in teaching for more than 20 years when CLIL was not consciously practised in local education system.

A critical appraisal of foreign language research in CLIL, young language learners and technology-enhanced language learning covering the period of 2003-2012 was published in Spain in 2015 (Dooly and Masats 2015). Addressing the young learners, a number of research-based conclusions were made: firstly, precise, and graded teacher discourse. In addition, teachers have to be able to estimate when greater language support is needed, it goes down to teacher training; secondly, the amount of exposure to and use of the target language is pivotal to success in language learning in CLIL environments (Zarobe et al 2008); thirdly, the teacher's planning and the way in which a CLIL teaching sequence is presented has a significant impact on the learning process (Whittaker et al 2011); fourthly, the need for more precise instructions in order to bring the learners' attention to both content and language is particularly important (Tapias Nadales 2011); fifthly, in order to have CLIL project more learner-centred, learners must be involved in assessment process (Eixarch 2011).

Previous research has shown that CLIL learners surpass non-CLIL learners in foreign language test results. This has been confirmed in several surveys (Admiraal et al 2008; Lasagabaster 2008; Ruiz de Zarobe 2008, 2010; Lorenzo et al 2005). Respondents of those surveys were 10–16-year-old learners. The question remains as to in what aspect of language learning are CLIL learners better. Studies demonstrate that CLIL learners' receptive and productive lexicons are wider, contain more words from lower frequency bands, have wider stylistic range and language is used more appropriately (e.g., Jexenflicker et al 2010; Ruiz de

Zarobe 2010; Merikivi and Pietilä 2014; Llach and Alonso 2016). Research regarding writing has shown that CLIL students have at their disposal a wider range of lexical and morphosyntactic resources. Furthermore, CLIL learners form more complex structures. CLIL learners showed a higher degree of accuracy in inflectional affixation, tenses, and spelling. The area where CLIL learners clearly outperform non-CLIL learners is spontaneous oral production (Admiraal et al 2006; Lasagabaster 2008; Ruiz de Zarobe 2008; de Diezmas 2016). CLIL learners also demonstrated better adeptness at dealing with spontaneous conversational interaction. Researchers concluded, based on the pool of evidence, that CLIL learners are stronger in strategic competence, thus allowing learners to convey content at an early stage even when their linguistic resources are limited (Lorenzo & Moore 2010; Moore 2009; Nikolov and Timpe-Laughlin 2021). Comparisons can be drawn with Krashen's comprehensible input theory (1985) where learners have been exposed to comprehensible input and acquisition will occur. In CLIL classes learners are in a language environment and this is the key for success.

Results regarding research on content learning are not comparable with research conducted on language learning as much less research has been completed on content learning. There are some studies which were carried out in a Canadian immersion context where CLIL learners performed better on content even when they were tested in their first language (e.g., Day & Shapson 1996). A similar result was proved by young CLIL mathematics learners in Belgium (van de Craen et al 2007). Researchers claim that this relates to the fact that CLIL students are more persistent working on tasks and show higher tolerance of frustration acquiring a higher degree of procedural competence in the subject (Vollmer et al 2006).

The same age group with a similar content subject as in the current study was examined in a longitudinal study in northern Greece (Griva and Kasvikis 2014). Eight projects were piloted with the learners of the 6th grade (11-12 year old pupils) who had learned English as

EFL for four years in three lessons per week. The learners' English level was A2 according to CEFR. The learners were taught Greek history and local culture in English. The following teaching methods were used: different communication tasks, task-based learning, hands-on tasks, story-based learning, games, dramatisation and field trips. To carry out the study the following evaluation methods were conducted: content and language related pre-/post-testing, interviews, role-plays, questionnaires, journals and portfolios. Results confirmed that CLIL can be an effective approach to teach content and to improve the target language. Firstly, the learners acquired new vocabulary and enhanced their language skills. Secondly, the learners accessed new concepts and basic vocabulary related to the content. Thirdly, the pupils acquired new content knowledge about history and developed their critical thinking skills. Fourthly, the learners developed cultural understanding. The Language Triptych can be recognised here as the learners were provided opportunities to use the language of learning, the language for learning and the language through learning (Coyle et al 2010). These projects confirm that there is also potential for implementing CLIL with younger pupils.

Simoes et al (2013) introduce a study carried out in Portugal where history was taught via the CLIL approach to 7th grade learners who were 12-13 years old. The learners had two history classes per week, one of them in English. The learner's first foreign language was English and the second foreign language was French. The project was carried out in 2011-2012 with the intention to continue if learners were positively alerted. Even though there were some doubts and fears at the beginning, students' involvement improved gradually. The learners and parents believed the project supported the learners' language development. Furthermore, the learners and parents were convinced that diversity of activities created more opportunities to practise language skills and the content learning seemed more interesting. All learners except one wanted to continue with the project in the following year.

Teachers stressed improvement in several areas. Firstly, linguistic, and communicative skills in English were improved, plus expanded vocabulary. Productive and receptive skills were both developed. Secondly, regarding content knowledge, learners started to show increased interest in history. Thirdly, learning competences were developed, and the learners demonstrated better study and research skills including co-operation in groups. Fourthly, the learners presented greater autonomy which is important in group work where one must take responsibility. Fifthly, the teachers saw improved cognitive development in terms of memorisation and attention and claimed development of creativity and imagination regarding role-plays and retelling. Last but not least, interpersonal competences were enhanced. The learners felt more confident communicating and interacting. Moreover, they became better at listening.

Both the subject and the language teachers stressed enhanced professional development skills, thereby making curriculum management more flexible. Furthermore, the teachers experienced improved content knowledge and linguistic competence in English. In addition, they developed didactic knowledge especially via preparing history resources in English. A history teacher, a native speaker from the South African Republic, having linguistic competence, supported the project in great deal as content teachers are not usually skilled and confident in language teaching.

Learners of other classes at the school showed an interest in becoming involved in the project. However, the school was hesitant to extend the project to other classes and content areas as there were not enough teachers with linguistic skills to support content teachers. The teachers pointed out there were some more constraints to consider: firstly, the lack of training and information about CLIL; secondly, the difficulty with resources as there were no ready-made

authentic materials, e.g., history textbooks in English adapted to Portuguese syllabus; thirdly, the management of teachers' schedules to find the time when they could both work together.

In addition, research results show differences in attitudes and motivations regarding foreign language learning and CLIL. Lasagabaster and San Isidro (2022) carried out a longitudinal study in Spain among 15- and 16-year-old learners researching learners' and families' attitudes and motivations to language learning and CLIL. Students of CLIL group learned social science in English. The CLIL learners' attitudinal means and motivation proved to be higher than non-CLIL peers. It might be connected with socio-economic reasons. 55% of CLIL learners' parents had a university degree while only 12.5% of non-CLIL cohort's parents stated having higher education.

Advantages and disadvantages of CLIL

Based on the resources consulted there are the following advantages:

- CLIL immerses language learners with subject knowledge, and it motivates learners (European Language Council 2019).
- Development of language skills regarding fluency and accuracy.
- Meaningful interaction. It sets the scene for language acquisition.
- CLIL improves language production, supports communicative abilities and learning the culture of the subject (Dale and Tanner 2012: 11-13).
- Cognitive development. Learners work hard, their thinking skills, memory and creativity are in intensive work (Dale and Tanner 2012: 10).
- Learning styles. CLIL learners process and produce content and language features in different ways and settings.

- Being ready to learn in a foreign language. It makes learners more confident in employing the language in real life situations.
- Intercultural awareness. Learners communicate with people from other cultures (Dale and Tanner 2012: 13).
- Development of school's language policy and curriculum.
- Better co-operation between language and subject teachers in planning.

However, there are also disadvantages to consider:

- Content teachers have to improve their language skills, especially when they are not native speakers.
- Language teachers must co-operate with subject teachers. Language specialists have to support content teachers in lesson planning and developing study materials.
- Lack of teacher training and ready to use CLIL materials. Planning and preparing CLIL lessons are time-consuming considering the needs on content and language (Simoes 2013; Dvorjaninova and Alas 2018).

2. CREATING, CARRYING OUT AND EVALUATING A HISTORY-ENGLISH CLIL PROJECT

In this chapter the creating, carrying out and evaluating of a history-English CLIL project for form five is discussed. The teaching period was from the 21st November to the 16th December 2022 and took place in a local basic school (hereinafter The Basic School). The Basic School involved in the project is a public school in the south-west of Estonia three kilometres from the border with Latvia where 54 learners study in forms one to nine. The Basic School teachers have been involved in some co-operation between different subjects. This was, however, the first cross-curricular project where students were taught a subject (history) in English.

Target group

The target group of this history-English course based on the CLIL approach were form five learners of the Basic School. The project was voluntary and six out of eight learners (two boys and four girls) of form five participated. The learners of The Basic School commence learning English in form two learning English twice per week. There are four English classes per week through forms three to five. Learners of form five are pupils whose English is at the A2 level. However, three of the learners had better English language skills than the other three and were probably at the A2+ level.

Aims of the course

The main aim of the course was to raise learners' awareness about their local history using English as the medium of instruction. In addition, sub-goals of the project were promoting the use of cross-curricular studies and to enhance co-operation and communication between

learners. All four skills were developed, and special attention was paid to expanding vocabulary connected with shipbuilding and long-distance sailing boats.

This CLIL project had four main teaching and learning objectives:

- To support the learners giving them the knowledge and self-confidence to study history in English.
- To enhance collaboration and communication skills.
- To raise the learners' awareness about local shipbuilding and long-distance sailing boats which forms an important part of their local history.
- To demonstrate that taking learners outside of classroom setting supports cognitive learning and increases their motivation to learn.

The project puts a lot of emphasis on collaboration and communication. The main cooperation tasks are the following:

- To research information on the most well-known locally built long-distance sailing boats.
- To create and present a poster about the allocated locally built long-distance sailing boat.
- To recognise and map the pine trees on the school territory.
- To carry out hands-on tasks exploring the long-distance sailing boats trail at Kabli.
- Vocabulary and reading tasks that require discussion with peer students.

Developing the course and the study materials

The CLIL resources were created in accordance with the National Curriculum for basic schools. The following resources were used: materials of the Museum of the Naval School of Ainaži, the postcards of Kabli with descriptions (Alunurm 2009), “Purjelaevanduse õpperada Kablis (Alunurm & Korju 2021), “Laevade lood” (Kesper 2018), “Rannalautritest

ilmameredele” (Kurgo 1965) and a research paper of Artur Taluste (The University of Tartu 2005) who is a teacher of history at The Basic School. In addition, “Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education” (Mehisto et al 2008) and “Content and Language Integrated Learning (Coyle et al 2010) were consulted. The medium of instruction was English and the project consisted of 21 lessons.

Drawing comparisons with the National Curriculum

When developing the project, the National Curriculum was consulted.

The National Curriculum presents the concept of learning as follows:

In acquiring new knowledge, the pupil shall proceed from previously acquired knowledge and shall construct his or her knowledge on the basis of the new information. The acquired knowledge shall be implemented in new situations, for resolving problems, making choices, discussing the correctness of arguments, providing supporting evidence of his or her arguments and in the course of further studies (National Curriculum 2011: 3).

The National Curriculum’s concept of learning was considered when planning, creating, and carrying out this history-English CLIL course. The learning process started with activating existing knowledge and new information was built on to this. The learners implemented acquired knowledge in new situations, such as creating informative posters about the most well-known sailing boats; introducing the most interesting exhibits in the Museum of the Naval School of Ainaži to peer students; carrying out the hands-on tasks on the long-distance sailing ships trail at Kabli including demonstrating practical knowledge how to tie sailor’s knots etc.

The National Curriculum draws attention to differentiated learning. According to the National Curriculum (2011) the content and the level of difficulty should be in proportion to learners’ capabilities. Conducting this course there were two weaker learners who had to be considered. The instructor allocated more time to these learners by explaining the content and

asking concept-checking questions to determine their understanding and learning. To support the weaker pupils, the instructor paired them with stronger helpful learners.

As the National Curriculum (2011) states, the general competences are subject field and subject-specific competences that are very important in the development of a person into a human and citizen. The National Curriculum (2011) outlines the following general competences: value competence, social competence, self-management competence, learning to learn competence, communication competence, mathematics competence and entrepreneurship competence. The general competences must be considered when planning and conducting the learning process to develop learners in preparing them for personal, educational, and work-related future endeavours. In this history-English CLIL course five general competences were developed. Value competence was implemented by teaching and raising awareness about the local cultural heritage as the history topic learned plays an important role in development of the former parish of Orajõe. Self-management competence was addressed. The learners had to be able to understand and evaluate their weaknesses and strengths, estimate what they had learned and accept feedback. Learning to learn competence was implemented in several ways. Technology was used for searching information and conducting revision via the Kahoot environment. Planning learning time and giving feedback were also addressed. The communicative competence was regularly developed by communicating in and outside the classroom in pairs and mini groups. Furthermore, the communicative competence was addressed in playful lead-in tasks, working on reading texts, asking and answering questions, researching information, presenting posters about the most famous sailing boats and carrying out the hands-on tasks on the long-distance sailing ships trail at Kabli. Mathematics competence was practised in hands-on tasks mapping and counting the pine trees on the school's territory.

In addition, calculating the captains' ages and demonstrating the sailor's knots on the long-distance sailing boats trail would qualify under the mathematics competence.

The core features of CLIL methodology in the study materials

According to Mehisto et al (2008: 29-30) the core features of CLIL methodology are multiple focus, safe and enriching learning environment, authenticity, active learning, scaffolding and cooperation. The author tried to develop the course keeping these core principles in mind.

Multiple focus

Multiple focus was implemented by integrating teaching history, English language and learning skills. The author is a teacher of English and has no background in teaching history except serious interest in this particular topic. To be competent teaching the content of this course, the author started in 2021 to research the local history of shipbuilding and long-distance sailing boats to raise her awareness. Supporting reflection on the learning process was considered regularly throughout the course. The learners were involved developing the course, setting learning goals and reflecting on learning outcomes.

Safe and enriching learning environment

Language and content were displayed throughout the classroom from the beginning of the course until the end. Building student confidence to experiment with language and content was made a priority. The teacher emphasised right at the beginning of the course that making mistakes is part of learning and encouraged all the learners to actively participate. According to

Krashen (1982) and his “Affective filter hypothesis” learners who are confident with high motivation and low anxiety levels perform better in SL acquisition.

Authenticity

The learners were encouraged to ask for language help. In addition, maximising the accommodation of student interests was considered. The learners were eager to do research about well-known local long-distance sailing boats and create posters.

Active learning

English was agreed on as the main working language of this course. Furthermore, the teacher was cautious by trying to minimise her talking time so that increasing the learners’ speaking time was made priority. Peer co-operative work was facilitated. The students discussed regularly in pairs and mini groups. In addition, the learners researched information on content in pairs creating posters about the most well-known local sailing ships. Presenting the posters was carried out in pairs in front of the peer students and the teacher. Furthermore, active learning was implemented working in mini groups carrying out hands-on tasks exploring the long-distance sailing boats trail at Kabli.

Scaffolding

Building on students’ existing knowledge, skills and interests was regularly practised. Activating and repackaging existing knowledge was done before teaching a new topic. The learners were enthusiastic to share their knowledge and experience on the content they had heard from their grandparents and great grandparents. The teacher monitored the learning process regularly and supported with guiding questions and explained new vocabulary when the learners

had difficulties understanding the content. Fostering creative and critical thinking was encouraged throughout the course. It was implemented in classroom discussions, brainstorming sessions and whilst creating posters. The classroom walls were used to keep the vocabulary and content learned in front of the learners' eyes throughout the course.

Co-operation

During developing the course, a regular dialogue was maintained with the history teacher who had researched the history of the local shipbuilding and long-distance sailing boats of the southern part of Häädemeeste parish (former parish of Orajõe) during his studies at the University of Tartu. Moreover, he is a history teacher at The Basic School and knows the form five learners and their capabilities well. The learners' interests were asked and considered. In addition, the local community was involved via museum lessons in Ainaži and carrying out learning activities at Kabli exploring the long-distance sailing boats trail and doing sightseeing.

Learning skills

By the end of the course the students will be able to (Table 1)

Language	Content	Learning skills
1. Use vocabulary connected with shipbuilding and long-distance sailing boats. 2. Speak about history of shipbuilding and long-distance sailing boats. 3. Use vocabulary connected with the Naval School of Ainaži. 4. Form and use past simple tense.	1. Speak about history of local shipbuilding and long-distance sailing boats. 2. Name the most well-known local ship owners and captains. 3. Name and show the port towns in Europe and America where the local coasters sailed. 4. Show where are the mansions of the well-	1. Work in pairs and mini groups. 2. Distinguish important from less important when researching information. 3. Use English-Estonian dictionary 4. Think critically when analysing information.

5. Form and comparative superlative. use and	known local ship owners and captains at Kabli. 5. Speak about history of the Naval School of Ainaži. 6. Demonstrate two types of sailor's knots.	5. Plan his/her time when carrying out learning tasks. 6. Create an informative poster according to the subject given. 7. Present his/her poster in front of the peer students. 8. Give and take feedback.
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Table 1. Learning skills

Lessons and topics with learning outcomes

Learning outcomes have been indicated in every lesson as follows: L - language; C - content; LS –

learning skills (Table 2).

No of lesson	Topic	Learning outcomes L - language C - content LS - learning skills
1	Introduction to the course, a sailing boat 'Hoppet'	L1 C1 LS1
2	History of local shipbuilding	L1-2, 4 C1-2 LS1
3	Ainaži. Its importance in shipbuilding and long-distance sailing	L1-4 C1, 3, 5 LS1, 5
4	Stocking of timber	L1-2, 4 C1 LS1, 5
5	Making of a ship model	L1-2, 4 C1, 3

		LS1, 5, 8
6	Christening and launching a ship	L1-2, 4 C1 LS1, 5, 8
7-8	Stories of the most well-known local ships. Searching for information and creating posters of the ships	L1-2, 4-5 C1-3 LS1-6
9	The most famous sailing ships: presenting the posters	L1-2, 4-5 C1-3 LS1-2, 4-8
10	Professional coasters	L1-2, 4 C1-2 LS1, 5
11	The Museum of the Naval School of Ainaži	L1-4 C1, 5 LS1-5, 8
12-14	Founding the Naval School of Ainaži and its operations between 1864-1919 (lessons at the museum including a tour in Ainaži)	L1-4 C1, 5-6 LS5, 8
15	The most well-known local ship owners and captains	L1-2, 4-5 C2, LS1, 5, 8
16-18	Exploring historical long-distance sailing boats trail at Kabli. Sightseeing viewing mansions of the local ship owners.	L1, 5 C2, 4-6 LS1-2, 4-5, 8
19	Fading of the wooden sailing boats era	L1-2, 4 C1 LS1, 5, 8
20	Revision test	L1, 3-4 C2-3 LS5
21	Concluding the course. Feedback and reflection	L1, 3 C1-2 LS1, 8

Table 2. Topics and learning outcomes

Assessment

Assessment can be formative or summative. Formative assessment was implemented throughout the course, e.g., feedback after a certain task, at the end of a lesson or a topic. The learners were engaged via self-evaluation and giving feedback to peer students. Formative assessment is learner-centred and supports development applying CLIL approach.

Summative assessment was implemented via two tasks and regular class attendance. To pass the course students had to meet the following criteria:

- regular attendance and participation in class discussions (at least 75% of the course).
- presentation of a project in pairs (score 50% and above).
- revision test (score 50% and above).

The English teacher used lesson plans and resources specially created for this project. After carrying out the lessons, the instructor analysed every lesson and tasks completed separately. At the end of the project a group interview with the learners was conducted.

Overview of the learning materials

All the electronic resources (lesson plans, reading texts, vocabulary sheets, handouts, slides and photos) were uploaded to Google drive. The medium of instruction was English. However, it must be borne in mind that pupils of form five are A2 level learners and Estonian was used as part of scaffolding strategies when the learners had difficulties understanding the content in English.

In total there were 21 lessons. Five classroom and three museum lessons (including the tour in Ainaži) will be discussed here.

The aim of the first lesson of this history-English CLIL project was to introduce the course and agree learning outcomes. The second lesson introduced how the ships were constructed. The third lesson drew attention to the Latvian neighbour town Ainaži and its importance in development of people's lives in this part of Estonia. The fourth lesson introduced what type of trees were used in shipbuilding and how the stocking of timber was carried out. The fifth lesson taught how to make a ship model and its importance in the building process. Museum lessons at the Museum of the Naval School of Ainaži played a crucial role in enriching the learning environment by showcasing authentic objects and therefore these lessons will be discussed as well. To support learning the learners were provided with the following study materials: slides, reading texts, vocabulary sheets, photos, handouts with different tasks, video clips and realia. Each lesson is briefly described below.

Lesson no 1: Introduction

The first lesson introduces the history-English course and is pivotal for the whole project. It is very important that the learners have a positive feeling about the course at the end of the first lesson. It must be explained to the learners that this is an extraordinary experience at their school when learning a subject will be carried out in a foreign language. The learners have an opportunity to learn the local history of shipbuilding and long-distance sailing boats and improve their English skills. Furthermore, communication and collaboration will play an important part in learning via the CLIL approach. The first lesson has three main learning goals: to introduce history-English CLIL course, its learning outcomes and assessment; to establish the learners' previous knowledge about the topic *Wooden sailing boats*; and to establish what the learners want to learn during this history-English CLIL course.

The most important part of the first lesson was introducing the course and making the learners positively alert. To do this the slides of *Introduction* were shown. To raise the learners' curiosity, the first content slide presented the question "Where did the local ships sail?" and the map of England. English port towns were frequent destinations of the local coasters in the second part of the 19th of century. The learners were asked to discuss in pairs and have a guess looking at the map. Connection between learning and students' lives was implemented in the lead-in task "*Find someone who...*" where the learners had to ask questions and find out everyone's connections with the local history and culture by filling in a handout. To set the stage the students were shown two video clips. It was explained to the learners that the first clip introduced the oldest wooden sailing boat 'Hoppet' which is still in use and the second clip presented the wooden sailing boats era in general. The learners were asked to write down at least eight words that came to their minds when they were watching the video clips. The pairs had to exchange their work for language advice. After this the sheets were posted on the walls and all the learners could walk around and identify the number of learners who had similar thoughts and the number of people who had different thoughts. Scaffolding was implemented building on the learners' existing knowledge, skills, experience, and interests. The students were given four discussion points connected with local shipbuilding and sailing boats, the task being to brainstorm on those points in pairs. Using this information, the posters were created and introduced in pairs. The learners' interests were accommodated in a reflection session where the pupils shared what they had learned in the first lesson and what they would like to learn during the course. Overall, the first lesson set the scene for the rest of the course.

By the end of the first lesson, the learners know it is an extraordinary experience to participate in this history-English CLIL course; they have shared what they would like to learn

during the course; they have learned about the oldest wooden sailing boat 'Hoppet' and remember the vocabulary.

Lesson no 2: So were the ships constructed

The aim of the second lesson was to introduce how the ships were constructed. This lesson has three main learning goals: to introduce how local wooden sailing boats industry started; to teach about the first sailing boats; and to remind the rules of forming past simple tense. To add an authentic touch the photos of locally built sailing boats '*Markus*', '*Estonia*', '*Lemming*' and '*Neptun*' were shown in the first task, and the learners described the photos in pairs. To support language learning rules of past simple tense were emphasised and practised in the second task before introducing the text how the ships were constructed in task three. The learners were asked to discuss in pairs what the text was about and report back to the class. Task four was detailed reading. The learners had to read the text again and fill in missing words based on the text. To support this the learners were provided with vocabulary sheets, the teacher explained and pre-taught new vocabulary. It was followed with exchanging the work with peer students and corrections were made if needed. Task four was checked, reporting back to the class. The lesson was concluded in task five. The learners were asked to sit in a circle and share with the group one to two points they had learned regarding the content and language.

At the end of the second lesson the learners knew how local shipbuilding started. They knew the names and stories of the first sailing boats (e.g., '*Markus*' and '*Julie*'). They knew how to form and use past simple tense.

Lesson no 3: Introducing Ainaži

The aim of the third lesson was to introduce the importance of the neighbouring town Ainaži. This lesson had three main learning goals: the learners could identify Ainaži's location on the map; the pupils were able to speak about Ainaži's importance in the development of local people's lives; the learners could use past simple tense when speaking about Ainaži. In task one the pupils were asked to discuss in pairs what they knew about Ainaži to activate the learners' existing knowledge. The second task provided a text about Ainaži, the learners had to present general comprehension discussing in pairs and reporting back to the class. The third task was about detailed understanding of the text and to facilitate this, new words were pre-taught. The learners had to find information from the text covering four points. The fourth lesson tested what was learnt after reading the text about Ainaži. The learners had to form three questions about the text and exchange their exercise books with their peer learners. The learners were allowed to use the texts when answering the questions, thus forming part of scaffolding practice to support the pupils. The aim of the fourth task was to reflect on the topic learned.

At the end of the third lesson the learners could show the location of Ainaži on the map. The pupils could speak briefly about Ainaži and its importance. The learners could use past simple tense when speaking about Ainaži.

Lesson no 4: Stocking of timber

The aim of the fourth lesson was to raise learners' awareness about stocking of timber. The lesson had three main learning goals: the learners knew what type of timber was used in shipbuilding; the learners knew how timber was stocked and transported to the building site. The lead-in task was playful. The students were standing in pairs facing each other. A student said a noun, or an adjective connected with wooden sailing boats e.g., sea, the other student said

a noun or an adjective that came to her/his mind when she/he heard the noun sea, e.g., stormy. Students continued the same way and reacted to the last noun or adjective. The aim of the second task was to activate the learners' existing knowledge. The pupils discussed in pairs what type of timber was used in shipbuilding and how the logs were transported to the building site. To practise speaking skills, every pair appointed a member to report back to the class. The third task was reading for gist, the learners read the text and chose the most appropriate title for the text. The teacher showed illustrative photos to connect the context with real life. The learners described the photos in pairs. The fourth lesson was detailed reading where learners had to answer the questions. To facilitate this the new vocabulary was pre-taught. The learners compared their answers in pairs before the whole classroom feedback. The aim of the last task was to enable physical exercise and get the learners engaged in hands-on task identifying all the pine trees on the school territory. The pupils had to work in pairs, every pair got a map of the school territory and the hands-on task could commence. The learners went outside and marked down the pine trees. The maps with notes were handed back to the teacher at the end of the task.

At the end of the fourth lesson the learners know which timber was used in shipbuilding and they are able to recognise pine trees; they know how timber was stocked and transported to the building site.

Lesson no 5: Making a ship model

The aim of the fifth lesson was to introduce the importance of making a ship model. The lesson had two main learning goals: the learners know the importance of a ship model and can speak about it in shipbuilding process. The learners of this age group like to play and the lead-in task of lesson five was therefore playful. The teacher gave a post-it note to every student. Every learner then wrote down a port town and stuck it on the back of another student. The

students walked around without knowing which port town was on their back. The teacher said: “Let’s sail to Riga!” The teacher and students then made a row behind the student who had “Riga” on her/his back. They all repeated: “We are sailing to Riga”. The students continued to walk around separately, and the teacher picked the next destination from someone’s back, e.g., Liverpool and she said, “Let’s sail to Liverpool!” The teacher and the students made a row behind the student who had Liverpool on her/his back, and they all continued sailing saying: “We are sailing to Liverpool”. In task two the teacher showed pictures of two ship models to support the learners with visual aids. The learners described the photos in pairs. Activity three was reading for gist. The learners read the text about making a ship model and said briefly what the text was about. Activity four was detailed reading where the learners had to decide whether the statements about the text were true or false. The teacher pre-taught the new vocabulary before the detailed reading task. The learners compared their answers in pairs. Checking was done via reporting back to the class. The task five was reflection. The learners thought about what they learned and discussed in pairs.

At the end of the fifth lesson the learners knew the importance of a ship model and could speak about it in terms of the shipbuilding process.

Lessons no 12-14: Museum lessons: founding The Naval School of Ainaži and its operations in 1864-1919. A Tour in Ainaži

Museum lessons at the Museum of the Naval School of Ainaži played an important role enriching the learning environment and increasing authenticity of this history-English CLIL course. The main aim of the museum lessons was to introduce the Naval School of Ainaži and its importance in the development of the local region. In the first task the learners had to write down the information they remembered about Ainaži and the Naval School of Ainaži. The

learners had learned about Ainaži and the Naval School of Ainaži the previous day by working on the museum's brochure. In the second task the teacher gave a talk introducing the exhibits and background in all four rooms of the museum premises. To facilitate understanding the teacher had prepared vocabulary sheets for every room. To determine learning the teacher had developed a set of questions at the end of the talk in every room before moving on to the next room. The learners reported back the points they had learned. To include a hands-on task the learners were taught to tie two types of sailor's knots. Task three accommodated the learners' interests. Every student had to choose the most interesting object and introduce it briefly to practise speaking skills. Task four was revision for the museum session integrating knowledge covering all four rooms. As the learners had preferred Kahoot to Socrative, a revision quiz via Kahoot had been created. Tablets were provided for all six learners. The learners played individually and performed well. At the end of the museum lessons the students reflected and wrote down three interesting points they had learned about the Naval School of Ainaži. The post-it notes with comments were stuck on the board so that all the pupils could see what was learned.

The museum lessons were preceded by a tour in the town of Ainaži. Firstly, there was a walk to see the castle of Jüri and Andres Weide who were some of the founding members of the Naval School. When reading the information board describing the two brothers who were also known as ship owners and famous captains, it was found that some vocabulary was too complicated for five learners. The teacher asked the three stronger students to contribute and she helped to explain more challenging words. Secondly, the group walked to the main square and visited the church. The teacher gave some background information about both of those places to raise learners' awareness.

After the museum lessons and the tour in Ainaži the learners knew where the museum of the Naval School of Ainaži was. In addition, they knew the story of the Naval School of Ainaži and could speak about it briefly using past simple tense. Furthermore, the learners acquired some practical knowledge in that they could show how to tie two types of sailor's knots.

Assessment: the tests and presentations

There were two assessment tasks in the course: a final test and a poster presentation. The test was conducted in English. It included 16 tasks, and it was possible to gain 50 points. 14 tasks covered the content, and two tasks addressed the language issues. Topics such as the history of shipbuilding and long-distance sailing boats, the most famous local captains, the Naval School of Ainaži, the more common port towns in Europe and international trade were covered in content tasks. The learners had to form ten sentences using vocabulary from the word bank and draw a picture of a sailor's chest with belongings describing the drawn items in writing in language-related tasks.

The test results were lower than anticipated. The highest score was 88%. To pass the test the score had to be 50% and above. 50% of the learners passed the test with respective scores of 88%, 64% and 57%. The test proved to be especially challenging for weaker learners whose scores were 49%, 43% and 25%. These learners experienced the biggest difficulties in two vocabulary tasks where half of the learners scored less than 50%. The content-related tasks were completed better. All the learners were aware that Ainaži was called Heinaste when it was part of The Republic of Estonia and that pine trees were used for building sailing boats. Five learners out of six knew that seafaring was studied at the Naval School of Ainaži and the working languages were Estonian and Latvian. Four learners out of six knew the nearest port

towns and two learners out of six were aware of the most common port towns in Europe. The knowledge about international trade was especially poor where only two learners knew which products were exported and just one learner knew what was imported from European and American port towns.

The learners researched information and created posters about the most well-known sailing ships. The task was carried out in pairs and the posters were assessed regarding the content, presenting skills and design. The learners had to gain at least 20 points to pass; in total it was possible to gain 40 points. 20 points for content, 10 points for presenting and 10 points for design. The sailing boats were allocated to pairs via a lottery.

The highest score was 38 points and the lowest 28 points which means that this task was passed by all the learners. Two pairs out of three received respectively 19 and 18 points for the content and maximum points in presenting. The third pair gained 18 points for the content but only 50% of the points for presenting and design. That pair was absent during the second lesson when the learners were working on the posters. The pair was allowed to take the poster with them to spend more time on it at home - sadly, the two boys forgot to bring it to school.

Test results support the view that this history-English CLIL course was too challenging for form five learners. It was especially difficult linguistically and learners of the third stage with higher level of English would have performed better.

On the other hand, creating and presenting posters secured positive results for all three pairs. Two pairs received respectively 38 and 37 points out of 40. The learners of this age group loved to draw, and they were not shy to express their thoughts. Pupils become more reserved and timid when they reach puberty which is generally near form six. Results regarding posters prove that the learners were engaged, and the outcome was well worth it.

The group interview

To evaluate the course a group interview was conducted at the end of the course. The interview was recorded, and it took place on 16th December 2022. All six learners were present. The interview was conducted in Estonian to make sure the learners could explain their thoughts freely without a language barrier. The interview consisted of three broad questions and sub-questions (Table 3).

Broad questions	Sub-questions
What did you learn?	<ul style="list-style-type: none"> • What did you learn in the history of local shipbuilding and long-distance sailing (the content)? • What did you learn in English? • Which learning skills did you develop?
What did you especially like?	<ul style="list-style-type: none"> • Which lessons were the most interesting? • Which tasks did you like?
What could have been done differently?	<ul style="list-style-type: none"> • The study materials • There were seven CLIL lessons per week. How did you feel about this? • The course consisted of 21 lessons. What do you think about the length of the course?

Table 3. The group interview

What did you learn? As to learning the content, two learners said they learned interesting facts about wooden sailing boats and far-away destinations. Two learners learned the stories of the most famous local ships and captains: “It is exciting to know that the houses I walk past every day belonged to famous ship owners and captains”. Two learners acquired knowledge about the Naval School of Ainaži. With regard to learning English, all six learners learned new vocabulary connected with shipbuilding and long-distance sailing boats. Two learners said they had improved their writing skills. One weaker learner said he learned new difficult words. Regarding developing learning skills, three learners said they learned to distinguish important

from less important when researching information. Three learners found the course helped to improve their collaboration and communication skills. Two learners said they developed their presenting skills and became more confident speaking in English in front of their peer students and the teacher.

What did you especially like? All six learners emphasised that they liked the museum lessons and the tour in Ainaži. The reasons mentioned were such as “It was exciting to see and learn about the objects at the museum”; “I liked learning at the museum, the ship models were especially interesting”; “You become cleverer at the museum”; “The classroom at the museum and how they learned at the Naval School was fun”. Three learners liked learning by exploring the long-distance sailing boats trail at Kabli. The reasons mentioned were “It was exciting to look for information and I liked practising the sailor’s knot”; “Learning at the long-distance sailing boats trail was different from learning in the classroom, we could search for information, take photos, send an email and tie the sailor’s knot”. Five learners liked the tasks searching for information and creating posters about the most famous sailing ships. All six learners enjoyed the tasks where they could use tablets, “It made learning more fun”. Four learners believed that working in pairs supported learning (the teacher had nominated the duos to have equal pairs). Two learners added they really liked that the teacher was helpful and explained in Estonian when the learners had difficulties understanding the content in English.

What could have been done differently? Two learners found that the reading texts were difficult. Three learners said they learned a lot through reading, but they would have preferred more playful tasks. Two learners found that seven extra lessons per week made school days longer. Three learners said it was all right as it was interesting, and they liked learning in English. The CLIL lessons were carried out after the mandatory lessons. Two learners found that they would have preferred to have CLIL lessons during their compulsory lessons. One

learner said that the course could have taken place during lessons he did not enjoy, such as maths. Five learners were satisfied with the length of the course (21 lessons), but one learner found it was too long.

Based on the tests and presentations it can be concluded that from five learners were able to present the content quite well in speaking considering their age and language level. However, the course was too difficult linguistically so this age group would have needed much more scaffolding. The group interview confirmed that the learners of the pilot group were positively alert. The learners were engaged throughout the course and learning outside the classroom setting was preferred to ordinary classroom learning. The fact that the course was challenging, especially linguistically, was claimed during the group interview as well.

The group interview signalled that the history-English CLIL course was planned quite well. The learners made progress learning the content, expanding vocabulary in English, and developing learning skills.

It is not surprising that the learners liked learning at the Museum of the Naval School of Ainaži and the tour in the town most. The fact that the learners enjoyed learning by exploring the long-distance sailing boats trail at Kabli did not come as a surprise either. It included hands-on tasks, and it was especially liked by the boys. Authentic learning materials and environments brought the learners closer to real life situations. Furthermore, these lessons included core features of CLIL methodology. 21st century learners like to use technology and so did from five learners of the Basic School. The tablets were used in researching information and conducting revision via Kahoot. Learners of this age group enjoy drawing, and this is the reason the learners liked creating the posters.

On the other hand, thinking of the study materials, two learners found there were too many reading texts and that the texts were difficult. Vocabulary sheets were created to support

understanding of the content. However, it must be borne in mind that form five learners are A2 level learners, and they would have benefitted from more scaffolding. The course included a lot of new vocabulary and therefore it was a challenge for all A2 learners, but especially for the weaker pupils. 50% of the lessons included reading texts. The author agrees that having fewer reading texts would have been more appropriate for this age group. Half of the learners said they learned a lot via reading, but they would have preferred more playful tasks. Nearly all lead-in tasks were playful, but games were not used in other phases of lessons. Form five learners are young learners and finding ways to integrate games in other parts of lessons should have been considered. The CLIL course took place after the mandatory lessons. There were seven extra lessons per week. It made the learners' days longer and it is understandable that the pupils became tired. Two learners would have preferred to have the CLIL course during the timetabled lessons. As the author did not work as a teacher of English, but as the teacher of Estonian and literature at the Basic School, the school's leadership team decided that the CLIL course must take place after the timetabled lessons. Five learners found that the length of the course was suitable. However, one weaker learner thought 21 lesson course was too long.

Discussion

International studies confirm that the CLIL approach can be successfully used with younger learners whose English skills are still at quite a low level. Longitudinal research has shown that learners benefit from the enhancement of their linguistic, communicative, cognitive, interpersonal, social and co-operation skills (Griva and Kasvikis 2014, Nikolov and Timpe-Laughlin 2021). Simoes et al (2013) emphasise similar findings mentioned by Nikolov and Timpe-Laughlin (2021). In addition, Simoes et al (2013) point out the enhancement of learning skills and development of greater autonomy which is important in collaborative tasks. Earlier

research has shown that CLIL learners clearly outperform non-CLIL learners in spontaneous oral production (Admiraal et al 2006; Lasagabaster 2008; Ruiz de Zarobe 2008, Llach and Alonso 2016). Empirical research also supports the view that young learners are able to convey content at an early stage even when their linguistic resources are limited (Lorenzo & Moore 2010; Moore 2009). In addition, according to Lasagabaster's and San Isidro's (2022) longitudinal study, CLIL learners showed more progress in attitudes and motivation towards language learning.

The author of this paper experienced development of similar aspects mentioned in the previous paragraph. The learners of the current history-English CLIL course improved linguistic, communicative, cognitive, interpersonal, social and co-operation skills. It must be emphasised that the most remarkable improvement was seen in development of learners' speaking skills and spontaneous oral production. The pupils excelled in presenting the posters about the most well-known local sailing ships. Furthermore, the learners stood out in spontaneous oral production when they were asked questions by the peer learners and the teacher. The presenters were confident and enjoyed introducing their work. This age group loved to draw and as the ships were from their home villages there was a connection with their lives. In addition, similar observations were made by Lasagabaster and San Isidro (2022), that the learners showed positive attitudes and high motivation towards language and content learning throughout the course. Moreover, the learners were present and actively engaged in all the lessons except one lesson when two pupils were absent as they had forgotten. Considering the fact that the course was voluntary and took place after the timetabled lessons, the learners must have been highly motivated.

Applying the CLIL approach promotes greater participation and interaction within the community, with learners, teachers, parents and local authorities. The current project

implemented co-operation with the Museum of the Ainaži Naval School. The project could be developed further co-operating with the Basic School of Ainaži targeting the same age group as people from this part of Estonia and Latvia share similar history.

Planning and creating study materials for young learners must be carefully thought through. Firstly, children like physical activities and playing with peer learners. Secondly, children relate to stories as stories make them to exercise their imagination, fantasy and creativity. Stories of the most famous local sailing ships formed an important part of the content. Comparisons can be drawn with the study of Griva & Kasvikis (2014) who employed story-based learning among other methods. Thirdly, games stimulate children's fantasy, curiosity and provide them with opportunities to practise language. Furthermore, games are productive because they enable the recycling of new vocabulary. Games were used in lead-in tasks. However, there should have been more games and they could have been employed also in other phases of lessons. Fourthly, study materials must be appropriate for this age group including photos or pictures and different colours.

There are also disadvantages to consider when implementing the CLIL approach. International research affirms that context-based texts might be too challenging because of specific vocabulary. The author of the current study experienced the same aspect teaching the history of shipbuilding and long-distance sailing boats. The texts included specific vocabulary and it was especially difficult for weaker learners. Pupils of form five are A2 level learners whose receptive and productive repertoire covers areas such as home and family, school, free time, hobbies etc. The vocabulary of shipbuilding and long-distance wooden sailing boats is not familiar to this age group.

There are some more constraints to consider. Teacher education and ready-to-use CLIL resources have remained the main concern. Dvorjaninova and Alas (2018) studied subject and

language teachers' reluctance to apply CLIL and reached the same conclusion. Simoes (2013) emphasised similar challenges. Language teachers worry about the content and subject teachers have got concerns regarding language. Better co-operation between subject and language teachers would create greater synergies in curricular areas. However, the workload in teaching is high. Content and language teachers struggle to find time to integrate language and content, and this is one of the main reasons why a lot of schools feel hesitant regarding applying the CLIL approach.

If the course was taught to the same age group again, several aspects must be kept in mind. Firstly, study materials must be appropriate for learners' skill set. In addition, content texts must be looked over and adapted to make sure the texts are not too complicated regarding specific vocabulary. Handouts should include age-appropriate visual aids and be appealing for young learners. Furthermore, hands-on tasks with physical activities are appreciated by young learners. Children love to do experiments, learn via games and work in pairs or groups. The course includes games in lead-in parts, but gamification could be employed in other lesson phases too. It was also suggested by the learners in the group interview. Giving feedback is not less important. Learners feel motivated and proud when they have been involved in assessment. Pointing the learners in the right direction regarding further development would help to maintain their interest and develop intrinsic motivation. Last but not least, applying scaffolding strategies to support the learners is particularly important with this age group.

Teaching this history-English CLIL course to the third stage learners the materials would need less adaptation but implementing scaffolding strategies should continue. Students in form nine are B1 level learners and motivated learners of form seven and eight working in pairs/groups would cope. Another aspect to bear in mind with this age group is facilitating slightly higher autonomy in the learning process. It would be a voluntary course and only

motivated learners who like to improve English skills and learn something new would sign up for this module.

CONCLUSION

The present study researched the methodology of Content and Language Integrated Learning (CLIL). The methodology was put into practice with learners of form five at a small countryside school in the south-west of Estonia. Earlier studies employing the CLIL with similar age groups were read and analysed. Furthermore, European language policies were looked at to see how the CLIL approach fits in.

The results of international research have shown that the CLIL approach can be employed with similar age groups. However, there are points to consider in order to make CLIL learning successful with this age group. Young learners learn better doing hands-on activities and working in pairs or groups. Study materials must be appropriate for their skill set including pictures or photos and different colours. In addition, integrating gamification into different lesson phases makes the learning process more appealing for young learners. Teacher support via scaffolding strategies is crucial.

However, there are also disadvantages to consider when applying the CLIL approach with young learners. Earlier research has proved that content texts can be too challenging because of specific vocabulary. In addition, there are other concerns to bear in mind when implementing CLIL in practice. Firstly, the choice of ready-made CLIL materials is rather limited. Secondly, the workload in teaching is high. Subject and language teachers struggle to find time to co-operatively create teaching materials. Thirdly, content teachers do not feel competent teaching in a foreign language and vice versa.

The CLIL resources were created in accordance with the National Curriculum for basic schools. To develop study materials, resources covering the local history of shipbuilding and

long-distance wooden sailing boats were used. The course was carried out from 21st November to 16th December 2022 and consisted of 21 lessons.

The current history-English project confirmed that the CLIL approach can be employed with young learners. The most significant improvement was seen in the development of learners' speaking skills and spontaneous oral production. In addition, the learners showed positive attitudes and high motivation levels. The course was voluntary and took place after the timetabled lessons with seven extra lessons every week. However, the content texts were linguistically too challenging for A2 level learners. The same was claimed in the group interview. However, as the characteristics of this age group had been considered when planning and creating the materials, the learners mostly enjoyed the learning due to interactive tasks employed throughout the course.

To conclude, CLIL can be employed with form five, but characteristics of teaching this age group must be kept in mind when planning and developing study materials. It would be exciting to pilot the course with adapted materials which would be linguistically more appropriate for form five. Furthermore, it would be interesting to see whether this move would support enhancement in some other aspects of language acquisition in addition to improvement of speaking skills and spontaneous oral production.

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Tunnikonspekt 1

Klass: 5. klass

Õpetaja: Marju Naar

Aine: kohaliku purjelaevanduse ajalugu inglise keeles

Aeg (kuupäev, kellaaeg): 21.11.2022, 13:00-13:45

Teema: kursuse tutvustus, puidust purjelaevad ja purjelaev Hoppet

Tunni eesmärgid (oskustest lähtuvalt): õpilane teab, milline on vanim tänaseni kasutuses olev puidust purjelaev (Hoppet) ja oskab sellest lühidalt rääkida. Õpilane oskab öelda, mida ta selle kursuse raames õppida soovib.

Tunni läbiviimiseks vajalikud materjalid ja töövahendid: veebiühendusega arvuti, tahvel, kriit, projektor ja A3 paber plakatite jaoks.

Tunni käik

Aeg	Tegevused ja õpilastele antavad juhised	Märkused
3 min.	Õpilaste tähelepanu haaramine. Kursuse ülesehituse ja eesmärkide tutvustamine. Use the slides and explain learning outcomes in Estonian as the learners might not understand the context in English.	Õpilased said peaaegu kõikide punktide taha kaasõppijate nimed kirja, v.a kapten-reeder Jakob Marksoni elamu külastamine Kablis, aga sinna said õpilased lisada minu nime, kuna osalesin ka ise. Ainaži Meremuuseumis oli käinud kuuest õpilasest üks õppija.
10 min.	Activity 1 lead-in “Find someone who...” Look over the handout in terms of new words. What type of school is a ‘naval school’? Who can explain the term ‘recreation centre’? Walk around the room and ask questions to find someone who has been to the viewing platform at Kabli, who has visited The Museum of Ainaži Naval School etc. Write the name of the person who says yes to your question on the appropriate line. Have a few students model how they would ask the question and then have everyone begin. You have 10 minutes.	Viimase etapina istusime ringis ning iga õpilane sai võimaluse detailsemalt rääkida. Nt Jarek rääkis, millal ta Ainaži Meremuuseumit külastas ja

12 min.	<p>Activity 2 Setting the stage Watch 2 video clips of wooden sailing boats (1 +1 min). Free association (10 mins)</p> <p>https://www.facebook.com/kristin.lauri.7/videos/1815019088671126 watch the 1st minute. The first video clip is about the oldest wooden boat built in Estonia which is still in use. It is called '<i>Hoppet</i>'. It was launched in Spitham in 1927. Show Spitham on the map of Estonia and speak about it briefly.</p> <p>https://m.facebook.com/watch/?v=2960941850894302&rd=3:52-4:44 watch the part about wooden sailing boats. The second video clip is from the Museum and Visitor Centre of Fat Margaret.</p> <p>After viewing the video clip students write down on a separate sheet of paper eight words that came to their mind when watching the clips. Each student passes his/her sheet to another student for language advice. Once corrections are made the sheets are posted around the room. Students walk around and read what other students have written, identifying the number of people who had similar thoughts and the number of people who had different thoughts. Do a sort of debrief to have students share what they have learnt.</p>	<p>mis oli seal tema jaoks kõige huvitavam.</p> <p>All students wrote 8-12 words connected with the sea and wooden sailing boats. The words were generally correct, except some minor spelling mistakes.</p> <p>The students thought that the local sailors exported meat, vegetables, fish, fur and grain.</p>
18 min.	<p>Activity 3 Accessing existing knowledge. Ask students to work in pairs to brainstorm what they know about locally built wooden sailing boats:</p> <ol style="list-style-type: none"> 1. Interesting facts about locally built wooden sailing boats. 2. International trade. Which products were exchanged? 3. Different port towns over the world where the local ships sailed. 4. Which names were given to sailing boats? 	<p>The students knew the ports nearby such as Ainaži, Riga, Pärnu and Tallinn.</p> <p>There were no ideas regarding choosing names to sailing boats. It will be discussed in one of the following lessons.</p> <p>3 students wrote that they learned new vocabulary and 3 students noted down the events and persons connected with long-distance wooden sailing boats they had heard about in the lesson. The learners would like to learn about famous sailing ships and create posters. All the</p>
2 min.		

	<p>Create posters. Additions and revisions are made as required. Don't forget to praise the students for the content. They can be encouraged to further develop their thinking by being asked if there are any points that came out in their brainstorming session that they are not sure are accurate. These questions can be kept in mind and returned to during the lessons as we study about history of wooden sailing boats.</p> <p>The pairs had two minutes to present their posters.</p> <p>Activity 4 Reflection</p> <p>Every student writes down on a post-it note what they learned in the first lesson and what they would like to learn during the course. The students go and stick their post-it notes on the board.</p>	<p>learners preferred learning in pairs.</p>
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Activity 1: Find someone who ...

1. Have you been to the viewing platform on the beach of Kabli? _____
2. Have you visited The Museum of Ainaži Naval School? _____
3. Have you got a boat at home? _____
4. Have you visited historical long-distance sailing boats trail at Kabli? _____
5. Have you participated in Kabli's Sunset Festival events? _____
6. Have you been to the sea wall in Ikla? _____
7. Have you visited the captain and ship owner Jakob Markson's house at Kabli? _____
8. Have you been fishing in local waters? _____
9. Have you visited the recreation centre at Kabli? _____
10. Have you been to Kabli's bird station? _____

Appendix 2

Tunnikonspekt 2**Klass:** 5. klass**Õpetaja:** Marju Naar**Aine:** kohaliku purjelaevanduse ajalugu inglise keeles**Aeg (kuupäev, kellaaeg):** 22.11.2022, 13:50-14:35**Teema:** puidust purjelaevade ehitamise lugu Häädemeeste vallas**Tunni eesmärgid (oskustest lähtuvalt):** õpilased oskavad rääkida, kuidas kohalik puidust purjelaevandus alguse sai. Õppijad teavad esimeste kohalike purjelaevade (*Markus* ja *Julie*) lugusid ja nimesid. Õppijad oskavad kasutada suulises kõnes lihtminevikku.**Tunni läbiviimiseks vajalikud materjalid ja töövahendid:** veebiühendusega arvuti, töölehed teksti ja lünktekstiga, tahvel, kriit ja projektor.**Tunni käik**

Aeg	Tegevused ja õpilastele antavad juhised	Märkused
2 min.	Õpilaste tähelepanu haaramine. Tunni teema ja õpitulemuste tutvustamine.	
5 min.	Activity 1 Firstly, show the photos of constructing 'Neptun' at Kabli. Secondly, show the photos of 'Markus', 'Estonia' and 'Lemming'. All these sailing boats were built at Kabli. Ask students to describe the photos in pairs.	The students remembered the rules of past simple well.
8 min.		13 new words were pre-taught.
10 min.	Activity 2 Talk through the rules of forming past simple. The students have learned this tense before. The rules have been written on the board before the lesson. Ask a volunteer to come to the board to practise, the other students use their ex. books.	The students said they learned about the oldest boats ('Markus' and 'Julie') and new vocabulary. Practising past simple helped to remember the rules.
15 min.	Activity 3 Reading the text 'So were the ships made' for general understanding. What is this text about? Students discuss in pairs. It will be followed up by the whole classroom discussion.	
5 min.	Activity 4 Reading for detailed understanding. Pre-teach new vocab. Fill in the gaps on the handout (turn the other side of the text). Change your work with your peer student and make corrections if needed. Students use a	

	<p>different colour to make corrections. It will be followed up with reporting back to the class monitored by the teacher.</p> <p>Activity 5 Conclusion. Tell the students to sit down in a circle and say one to two new points they learned.</p>	
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So were the ships made

Activity 3 Read the text individually. What is this text about?

The Estonian farmers' active sailboat building began in the 1850s and lasted until the end of the 1930s.

In 1857 the first ship building site and a slipway was set up in Heinaste (Ainaži today). By the 1860s, the coasters were already building two-masted ships. One shipload (2 tons) earned 30 roubles during the whole navigation season at that time. In 1861 a two-masted schooner named 'Markus' was launched in Kabli. Its capacity was 100 shiploads (200 bruto tons) and it belonged to Mats Grant. In the same year, another two-masted schooner named 'Julia' was launched in Häädemeeste. That one had a capacity of 70 shiploads (140 bruto tons) and belonged to Gustav Martinson. These facts urged coasters to obtain ever newer and cheaper ships. Each vessel was built in a way that it could be more and more profitable - a simpler rigging, a smaller crew, the ship would "sit" in relatively shallow water, and it would hold quite a lot of cargo. Without the need for partial unloading, these ships could enter into any ports, whereas many foreign vessels could not come because of their deep draft as well as complex clunky rigging. The low cost of ships was guaranteed by using simple vessel building technologies. In these cases, there were no needs for any reconciliation or waiting after projects. The shipmaster made a wooden half-model of the planned vessel, the future ship owner confirmed it, and the construction could begin.

Vocabulary

Rouble (noun) - the unit of money in Russia

Schooner (noun) - a sailing ship with two or more masts

Rigging (noun) - ropes that support the masts and the sails of boat/ship (taglas)

Coaster (noun) - a person who lives at the coast

Cargo (noun) - the goods carried in a ship

Vessel (noun) - a ship or large boat

Reconciliation (noun) - acceptance

Launch (verb) - to put a ship or boat into the water, especially one that has just been built

Draft (noun) - laeva süvis

Clunky (adjective) - heavy, not well-designed

Navigation (noun) - the movement of ships

Capacity (noun) - amount that ship can carry

Shallow (adjective) - not having much distance between the top and the bottom

Activity 4 Fill in the gaps based on the text you read.

The Estonian farmers' active sailboat building began in the _____ and lasted until the end of the _____.

In 1857 the first ship building site and a launching track was set up in _____ (Ainaži today). By the 1860s, the coasters had already come to the building of two-masted ships. Larger ships exceeded the need of coasters' own hauls, and the ships could be offered for freight in the transportation market. One shipload (2 tons) earned 30 roubles during the whole navigation season at that time. In _____ a two-masted schooner named 'Markus' was launched in _____. Its capacity was 100 shiploads (200 bruto tons) and it belonged to _____. In the same year, another two-masted schooner named "JULIA" was launched in _____. That one had a capacity of 70 shiploads (140 bruto tons) and belonged to _____. These facts urged coasters to obtain ever newer and cheaper ships. Each vessel was built in a way that it could be more and more _____ - a simple rigging, a smaller crew, the ship would "sit" in relatively shallow water, and it would hold quite a lot of cargo. Without the need for partial unloading, these ships could enter in any ports, whereas many foreign vessels could not come because of their deep draft as well as complex clunky _____. The low cost of ships was guaranteed by using simple vessel building technologies. In these cases, there were no needs for any reconciliation or waiting after projects. The shipmaster made a wooden half-model of the planned vessel, the future ship owner confirmed it, and the construction could begin.

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Appendix 3

Tunnikonspekt 3**Klass:** 5. klass**Õpetaja:** Marju Naar**Aine:** inglise keel**Aeg (kuupäev, kellaaeg):** 23.11.2022, 14:40-15:25**Teema:** introducing Ainaži**Tunni eesmärgid (oskustest lähtuvalt):** õpilased oskavad näidata Ainaži asukohta kaardil ja rääkida Ainaži tähtsusest purjelaevanduse ajaloo. Õpilased oskavad kasutada kõnes lihtminevikku.**Tunni läbiviimiseks vajalikud materjalid ja töövahendid:** veebiühendusega arvuti, tahvel, kriit, projektor ja tekstid Ainaži kohta.**Tunni käik**

Aeg	Tegevused ja õpilastele antavad juhised	Märkused
3 min.	Õpilaste tähelepanu haaramine. Tunni teema ja õpitulemuste tutvustamine.	
5 min.	Activity 1 Activating existing knowledge. Ask students to discuss in pairs what do they know about Ainaži. Additionally, ask a volunteer to come to the board to point out the location of Ainaži on the map.	The students knew Ainaži mainly because of shopping and Latvian ice cream which is especially liked in this part of Estonia. Jarek volunteered to show Ainaži on the map.
8 min.	Activity 2 Reading the text “Ainaži” for general understanding. What did you learn about Ainaži? Students discuss in pairs. It will be followed up by the whole classroom discussion.	The students took turns writing the points they learned on the board. The students found the information asked.
15 min.	Activity 3 Pre-teach new vocabulary. Reading the text for detailed information looking for information on <ul style="list-style-type: none"> • number of inhabitants of Ainaži town; • the naval school; • the ship building; • the port of Ainaži 	The students were allowed to look at the text about Ainaži during answering the questions.

14 min.	<p>Students compare the notes in pairs. It will be followed up with the whole classroom feedback.</p> <p>Activity 4 Reflection</p> <p>Think about what you learned in this lesson and form three questions into your ex. book to your peer student. Exchange your ex. books and answer the questions. It will be followed up with the whole classroom discussion.</p>	
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Ainaži

Activity 1. What do you know about Ainaži? Discuss in pairs.

Inhabitants



According to data of the last census (2022, Central Statistical Bureau of Latvia) there are 666 inhabitants in Ainaži town. 92% of inhabitants are Latvians, 3% are Russians, 2% are Estonians and others 4%.



Historical background

Ainaži existed for centuries as a Livonian fishing village. The town was first mentioned in 1564. Town rights were granted in 1920. In 1864 the first naval college in the whole Russian Empire was opened there, training young Estonian and Latvian farmers to become ship captains. The school was free-of-charge, and teaching was carried out in Estonian and Latvian. One of the founding members was Krisjanis Valdemars. With the opening of the school, a shipbuilding industry was developed, and a port was constructed (1900-1905). During the period from 1857 to 1913, over 50 seaworthy vessels were built in the town. Before World War I, Ainaži was the fourth largest port of Latvia. In World War I Ainaži was heavily damaged. The port was ruined, and the entire shipping fleet destroyed. In February 1919 the Estonian army drove the Germans from Ainaži and occupied it. After the war Ainaži became part of Latvia after its inhabitants voted to join Latvia in a referendum. Estonia kept the northern part of the town, the Ikla village. In World War II Ainaži was again destroyed. The port was bombed. Though the port was partially rebuilt after the war, Ainaži was over-shadowed by nearby Pärnu. Today the building of the naval school hosts the Museum of Ainaži Naval School. It is dedicated to the history of the school and the

tradition of shipbuilding along the Vidzeme coast. Nowadays Ainazi is the smallest town in Vidzeme.

Vocabulary

Inhabitant (noun) - a person who lives in a particular place

exist (verb) - to be present in a place

grant (verb) - to agree to give permission to do something

industry (noun) - the people and activities involved in producing something

construct (verb) - to build or make something

damage (verb) - to have harmful effect on something

seaworthy (adjective) - (of a ship) in a suitable condition to sail

fleet (noun) - a group of ships

referendum (noun) - an occasion when all the people of a country can vote on an important issue

host (verb) - to introduce

Activity 2. Look for information on the following points and write down your answers.

1. Number of inhabitants of Ainaži town
2. The naval school
3. The shipbuilding
4. The port of Ainaži

References:

Wikipedia: <https://en.wikipedia.org/wiki/Ainaži>

Appendix 4

Tunnikonspekt 4**Klass:** 5. klass**Õpetaja:** Marju Naar**Aine:** kohaliku purjelaevanduse ajalugu inglise keeles**Aeg (kuupäev, kellaaeg):** 24.11.2022, 13:00-13:45**Teema:** puidu varumine laevade ehitamiseks**Tunni eesmärgid (oskustest lähtuvalt):** õpilane teab, mis puitu purjelaevade ehitamiseks kasutati (mänd). Oskab rääkida, kuidas puitu varuti, ja mismoodi palgid laevaehitusplatsile transporditi. Oskab kasutada kõnes lihtminevikku.**Tunni läbiviimiseks vajalikud materjalid ja töövahendid:** veebiühendusega arvuti, tekstid puidu varumise kohta, tahvel, kriit ja A4 kaart (3tk) kooli territooriumil asuvate mändide kaardistamiseks.**Tunni käik**

Aeg	Tegevused ja õpilastele antavad juhised	Märkused
3 min.	Õpilaste tähelepanu haaramine. Tunni teema ja eesmärkide tutvustamine.	The learners ran out of nouns and adjectives in 3 min.
5 min.	Activity 1 Warmer: Associations using nouns and adjectives connected with wooden sailing boats and/or sea The students are standing in pairs facing each other. A student says a noun, or an adjective connected with wooden sailing boats e.g., sea, the other student says a noun or an adjective that comes in her/his mind when hearing the noun sea, e.g., stormy. Students continue the same way reacting to the last noun or adjective.	
5 min.	Activity 2 Stocking timber. Activating existing knowledge What type of material was used to build ships at the time? How was building material transported to the building site? Discussion in pairs, every pair appoints one member to present their thoughts.	The students suggested oak and fir trees. Some students asked questions about the photos.
5 min.	Activity 3 reading for gist. Choose the most suitable title for the text.	Ran out of time. Would have needed
15 min.	Show illustrative photos connected with the text. The learners describe the photos in pairs.	

15 min.	<p>Activity 4 detailed reading. Pre-teach the new vocabulary. Answer the questions about the text individually. Compare your answers with your peer student.</p> <p>Activity 5 Go outside and find all the pine trees on the school territory. The students work in pairs. Every pair gets a map with a school building and the learners have to mark down the pine trees. How many pine trees did you find?</p>	20 min. for this task.
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Activity 3 Choose the most suitable title for the text.

- a) **The first sailboat ‘Markus’** b) **Stocking of timber** c) **The building master’s role**

The building of the larger wooden long-distance sailboats started in this area in the second half of the 19th century. The very first sailboat ‘Markus’ was launched in Kabli beach in 1861. Shipbuilding was possible due to the rich surrounding forests containing huge pine trees.

The first task for the future ship owner was to stock timber. Many of them had already purchased a certain forest sector from the neighbourhoods like Laiksaare, Jäärja, Kanaküla, Tali or Urissaare by buying them from the state or from the local manor. Many farmers had substantial forests of their own. The building of a ship always started at the old moon of January. Then the ship owners picked out the decent strong trees from the cutting area. The building master was there to help, of course. There were very strict rules to cut a tree for the ship. The tree which was to be cut at the old moon had to be “dead” already in order to avoid the possible decaying of the ship. The cut trees were dragged out from the forest and brought to the building site on snowy trails. This work was done as a collective task where men from several villages were present. Special trailer sledges were used to bring out longer beams. On the construction site, the building master checked and sorted the material one more time and decided which log would be used for which purposes. If the carrying out of timber occurred at high water time, the Priivitsa, Kabli, and Lemme rivers were used for floating the timber.

Up until the middle of the 19th century, the main tool for cutting trees was an axe. A saw became a more common tool in the 1830s. The oldest saws used in Estonia were two-handed saws, often called “you-me” saws by the folks.

Vocabulary

Decay (verb) - to be destroyed gradually by natural processes

drag (verb) - to pull something along with effort and difficulty

Trail (noun) - a track that is left behind and that can be followed

Activity 4 Answer the questions about the text individually. Compare the answers with your peer student.

1. What type of trees were used for ship building?
2. What was the first task for the future ship owner?
3. When did the building of a ship always start?

4. Who was in charge of building a ship?
5. There were strict rules to cut a tree for a ship. What was said about it in the text?
6. How were trees transported to a building site?
7. What was the main tool for cutting trees until the middle of the 19th century?
8. The oldest saws used in Estonia were two-handed. How were those saws called by the folks?

References:

Alunurm, Malle & Korju, Ivi. 2021. *Purjelaevanduse õpperada Kablis*.

Task 5. Find the pine trees on the school territory and mark them down on this map. How many pine trees did you find?



Appendix 5

Tunnikonspekt 5

Klass: 5. klass

Õpetaja: Marju Naar

Aine: kohaliku purjelaevanduse ajalugu inglise keeles

Aeg (kuupäev, kellaaeg): 24.11.2022, 13:50-14:35

Teema: laevamudeli valmistamine

Tunni eesmärgid (oskustest lähtuvalt): õpilane teab laevamudeli valmistamise olulisust laevaehitusprotsessis ja oskab sellest rääkida. Oskab nimetada sadamalinnasid Euroopas. Oskab kasutada kõnes lihtminevikku.

Tunni läbiviimiseks vajalikud materjalid ja töövahendid: veebiühendusega arvuti, tekstid laevamudeli valmistamise kohta, tahvel, kriit ja *post-it* märkmepaber soojendusülesandeks.

Tunni käik

Aeg	Tegevused ja õpilastele antavad juhised	Märkused
3 min.	Õpilaste tähelepanu haaramine. Tunni teema ja eesmärkide tutvustamine.	
10 min.	Warmer: Let's sail. The teacher gives a post-it note to every student. Every student writes down a port town and sticks it on the back of another student. The students walk around and they don't know which port town is on their back. The teacher says: "Let's sail to Riga!" and the teacher and students make a row behind a student who has "Riga" on her/his back. They all repeat: "We are sailing to Riga". The students continue to walk around separately, and the teacher picks the next destination from someone's back, e.g. Liverpool and she says "Let's sail to Liverpool!" The teacher and the students make a row behind the student who has Liverpool on her/his back and they all continue sailing saying "We are sailing to Liverpool".	The students were worried whether they would know enough port towns. I called up a map to help them.
5 min.		Some students asked questions about the photos.
5 min.	Activity 2: show the photos of two ship models. Ask the students to take in turns to describe the photos in pairs.	The students were surprised how many different jobs were listed in ship building.
20 min.	<ul style="list-style-type: none"> Purjelaev ESTONIA mudel (Eesti Meremuuseum) 	

2 min.	<ul style="list-style-type: none"> • Laevamudel pudelis (Hiiumaa Muuseum) <p>Activity 3: reading for gist. Share out the texts about making ship models. Ask the students to read it and say what was said in the text with 1-2 sentences. The students work in pairs.</p> <p>Activity 4: reading for detailed understanding. Pre-teach new vocabulary. Read the text again. Are the statements true (T) or false (F)? Compare your answers with your peer student. Follow it up with reporting back to the class.</p> <p>Activity 5: your take away from this lesson. Discuss in pairs. Encourage the students to share their thoughts.</p>	
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Activity 3 Read the text and say what was said in the text with 1-2 sentences.

Making a ship model

A coaster, who desired to become a ship owner, first turned to a building master, and explained to him the purpose, the size, and the capacity of the future sailboat. After that, the master started to build a model so that everyone had a precise but small-scale copy of the ship right in front of their eyes all the time.

As a modelling material, a chunk made of thin joint boards was used. After that, the skilful master carved out the model of the ship taking into account all the owner's wishes, especially regarding the sailing qualities. The model was later inspected and examined by many, some adjustments and improvements were made if necessary. Quite often the master also made a picture model of that same ship-to-be. When the owner was satisfied with the model, the master presented the calculations of needed materials and labour force. The one who made the model was also the building master. Of course, building ships of this scale were not only one man's job. Many carpenters, blacksmiths, sailmakers, and other specialists were also needed. Many local coasters were hired for these jobs, beside the diligent islanders (from Saaremaa). All in all, 70-80 workers were needed on the shipbuilding site, sometimes even more. Wealthier entrepreneurs offered board and lodging to their workers, recovering the expenses from their wages. More commonly though, the coastal families accommodated and fed the workers who had come from afar.

Vocabulary

Building master (noun) - ehitusmeister

Diligent (adjective) - showing care and effort in your work or duties

Wealthy (adjective) - having a lot of money

Entrepreneur (noun) - a person who makes money by starting or running businesses

Board and lodging - food and accommodation

Wage, wages (noun) - a regular amount of money that you earn, usually every week or every month

Feed (irr. verb) - to give food to a person/an animal. Forms: feed-fed-fed

Activity 4 Are the statements true (T) or false (F)?

1. A coaster who wanted to become a ship owner, first turned to a captain, and explained to him the purpose, the size, and the capacity of the future sailboat.
2. After that the building master started to build a model.
3. The building master never made a picture model of the planned ship.
4. When the owner was happy with the model, the master introduced the costs of materials and labour.
5. Around 50 workers were needed on the ship building site.
6. Richer ship owners offered food and accommodation to their workers.

References:

Alunurm, Malle & Korju, Ivi. 2021. *Purjelaevanduse õpperada Kablis*.

Appendix 6

Tunnikonspekt 6**Klass:** 5. klass**Õpetaja:** Marju Naar**Aine:** kohaliku purjelaevanduse ajalugu inglise keeles**Aeg (kuupäev, kellaaeg):** 25.11.2022, 13:00-13:45**Teema:** laeva ristsed ja veeskamine**Tunni eesmärgid (oskustest lähtuvalt):** õpilane teab ja oskab rääkida, kuidas toimus laeva ristimine ja miks see oluline oli. Õppija oskab kasutada jutustamisel lihtminevikku.**Tunni läbiviimiseks vajalikud materjalid ja töövahendid:** veebiühendusega arvuti, tekstid laeva ristimise ja veeskamise kohta, tahvel, kriit ja post-it märkmepaber soojendusülesandeks.**Tunni käik**

Aeg	Tegevused ja õpilastele antavad juhised	Märkused
3 min.	Õpilaste tähelepanu haaramine. Tunni teema ja eesmärkide tutvustamine.	
10 min.	Activity 1 Warmer: Who am I? Based on different jobs in ship building and on a ship while sailing (building master, carpenter, blacksmith, captain, boatswain, helmsman etc.). All students get a role on a post-it note to their forehead and the game can start.	The students enjoyed the game, but two students had not learned the jobs properly.
10 min.	Activity 2 activating existing knowledge: a ship was christened before its first voyage. Look at the two questions on the board and discuss in pairs. 1. How was the christening done? 2. Why was christening important?	The students knew that a bottle of champagne or wine was shattered against the stem. They also knew that good wishes were said. One student told a christening story he had heard from his grandfather.
5 min.	Share additional information on christening and introduce the points 6-7: The International Wine & Food Society: https://blog.iwfs.org/2015/10/10-little-known-facts-about-christening-ships-with-wine/	Ran out of time. Would have needed extra 5 min.
15 min.	Activity 3 reading for gist. Summarise the text using 2-3 sentences. The students take turns discussing in pairs. Ask 1-2 volunteers to present their thoughts.	All the learners had heard about Titanic and remembered what we learnt today.
	Activity 4 detailed reading. Pre-teach the new vocabulary. Answer the questions about the text	

2 min.	<p>individually. Compare your answers with your peer student. Follow it up with the whole classroom feedback.</p> <p>Activity 5 conclusion: what did you learn about the importance of christening and Titanic?</p>	
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References:

Alunurm, Malle & Korju, Ivi. 2021. *Purjelaevanduse õpperada Kablis*.

Temple, Joseph. N.d. Ten little known facts about christening ships with wine. The International Wine & Food Society. Available at: <https://blog.iwfs.org/2015/10/10-little-known-facts-about-christening-ships-with-wine/>

Appendix 7

Tunnikonspekt 7**Klass:** 5. klass**Õpetaja:** Marju Naar**Aine:** kohaliku purjelaevanduse ajalugu inglise keeles**Aeg (kuupäev, kellaeg):** 25.11.2022, 13:50-14:35**Teema:** kõige kuulsamate laevade lood**Tunni eesmärgid (oskustest lähtuvalt):** õpilane teab kõige kuulsamate laevade nimesid ja oskab rääkida nende lugusid kasutades lihtmineviku ajavormi.**Tunni läbiviimiseks vajalikud materjalid ja töövahendid:** veebiühendusega arvuti, tekstid laevade kohta, tahvel, kriit ja paberilipikud lihtmineviku lausetega soojendusülesandeks.**Tunni käik**

Aeg	Tegevused ja õpilastele antavad juhised	Märkused
3 min.	Õpilaste tähelepanu haaramine. Tunni teema ja eesmärkide tutvustamine.	
10 min.	Activity 1 warmer: what did you do yesterday? I share out slips of paper with sentences in past simple. The students work in pairs, one student asks: "What did you do yesterday?" The other student mimes the activity on her/his slip of paper with a pantomime. If the student who asked the question guesses it correctly, then it is his/her turn to mime the sentence on the slip of paper with a pantomime. When both of the students have had a chance to mime and guess, they change their slips of paper and find a new student to continue the activity.	The students enjoyed the activity and wanted to continue with this longer. As I had to be careful with the time, I said I would talk to their teacher to play it again in one of the lessons.
10 min.		The students wanted to be in pairs with their best friends. I decided the pairs myself to make sure the teams would be equal in terms of the language competence. Some students were unhappy at first, but I explained the reason behind this and then the learners understood.
15 min.	Activity 2 Introducing the project based on the book "Laevade lood" Show the book "Laevade lood" (Kesper, Dora-Alviine, 2018) which includes photos and stories of the most famous locally built long-distance sailing boats. Explain that students are going to read and gather resources to develop a project where they have to introduce one of the most well-known sailing boats creating a poster and presenting it. Set up the teams (2 + 2 + 2). Place the handouts face down on your desk	Some students underlined the vocabulary they had guessed right. I asked them to underline the vocabulary that causes difficulties in understanding.

7 min.	<p>introducing different most famous long-distance sailing boats. Every team sends a member to pick up the text. NB! One team gets a handout with two shorter texts. They have to work on both texts and choose one to present.</p> <p>Activity 3 Students read the texts</p> <p>The students try to guess the meaning of the new words based on the context. The teacher asks them to underline the vocabulary that causes difficulties understanding the text. The teacher has prepared the vocabulary sheets and shares them with the learners. The students work on the texts in pairs.</p> <p>Activity 4 Students discuss in pairs the most interesting facts that they have discovered. The students discuss the most interesting points they learned.</p>	I monitor and help the learners with new vocabulary.
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Warmer. Practising past simple

1. I made a model of a ship.
2. I built a ship.
3. I sailed on a boat.
4. I sewed the sails.
5. I pulled the boat to the sea.
6. I fished.

Stories of the most well-known locally built ships

'Jaan Grant'

Building wooden sailing boats ended around 1905 when steamboats were invented. However, at the end of the Independence War, the building of a three mast barcantine was started by the brothers Jaan and Reinhold Grant whose grandfather had been a well-known ship owner and captain Mats Grant. There were around 70-80 men building the ship led by the famous building master Mattis Hohensee (1859-1941). Most of the carpenters were from Saaremaa.

Jaan died of tuberculosis and the ship was named after him as he was one of the people who had started to build that ship. It was the most luxurious ship ever built in this part of Estonia.

The ship was 44,38 meters long and its width was 9,33 metres. It was 3,9 metres high. Building and transporting it to the sea cost around 20 million marks.

'*Jaan Grant*' was the first sailing boat built during the Republic of Estonia which took the national flag over the Atlantic Ocean to America.

The ship was launched in 1922. It started to manoeuvre and its centreboard came off. As it happened during its first time in water, it was not considered a good sign. The ship was repaired in Pärnu.

Sailors have been always superstitious. There was a saying that one should never start sailing on Fridays as it would bring bad luck. Maybe this was the reason why *Jaan Grant*'s days were numbered as it started its journey on a Friday. The ship picked up its first cargo from Sweden which was timber, and it was transported to Portsmouth in England. After that '*Jaan Grant*' sailed to Cardiff and picked up coal that was taken to Venezuela. A course was then set to Haiti. Strong wind pushed the ship to the south and it couldn't handle the current. '*Jaan Grant*' had to sail around Cuba and the Bahamas Islands due to strong wind and rain. The ship sailed to the harbour of Key-West in Florida to stock up on food. '*Jaan Grant*' stayed there for a week awaiting better weather. The crew started sailing again on the 9th of January 1924. They reached Monte Christi (in the northern part of Haiti) in 16 days. They went there to pick up red wood. The plan was to take it to Hamburg. The ship ran upon the rocks near Haiti to the north and sank. There were different versions about it in the newspapers. The ship passed the first rocks but got stuck on the second set of rocks. Reinhold went to Bluehill to get a rescue boat. Three million marks was asked to save the ship, Reinhold offered 2 million and they didn't reach agreement.

The helmsman Holdi Grant had been drunk and therefore the insurance company didn't pay anything. To cover the loan that was taken for building '*Jaan Grant*', the family had to sell their villa in Pärnu. It had been on the corner of Aisa and Suur-Posti streets. It was the first successful project for Alfred Jung who was the architect of Pärnu.

The captain Kalmet and helmsman Holdi Grant were the only ones who came back to Kabli, the crew stayed to America.

Vocabulary

barcantine (noun) - s sailing boat with three or more masts

tuberculosis (noun) - an illness that affects the lungs

width (noun) - the measurement from one side of something to the other

superstitious (adjective) - believing that particular events bring good or bad luck

loan (noun) - money that an organisation such as bank lends

'*Arcturus*'

3-masted schooner, built in 1899. The owners were Jakob Markson and Mihkel Grant. Jakob Markson gave the captain's role to his 23-year-old son Christjan. The ship had four good years sailing and earning money. The only problem was that some members of the crew left in foreign

ports and the captain had to hire foreigners to replace them. The captain had to pay higher wages to foreign sailors.

The ship started sailing from South Shields to Liibavi (Liepaja, a city in the south-west of Latvia) transporting coal.

The ship started to leak. Food was running out. The sailors emptied the vessel from water in four days. There was a rat on the ship and the sailors were superstitious. Rats always left before an accident. This rat was wandering on the ship and hadn't left in England either. The crew travelled for 12 days until they saw a Norwegian lighthouse. The crew had been in danger for 69 days. Fortunately, there were no casualties. They were lucky to get to the land near the seaside village of Puskö.

Norwegian papers published a number of pages about brave Estonian sailors and the difficulties they had gone through.

The captain Christjan Markson sailed to the biggest harbour town Bergen in Norway and sent a telegram to his dad about what had happened. The family was very happy that there were no casualties.

'*Arcturus*' was in Norway for three months where it was repaired. In the beginning of April ice had started to melt on the sea and they were able to continue sailing to Liibavi.

The crew finished their service contract in Liibavi. Grand Markson paid up the crew and thanked them. The new crew was hired. The new captain was a teacher's son Filip Grant from Treimani. The ship sailed to England from Liibavi and from there on over the ocean to America.

They picked up goods from the American harbour town of Pensacola that were meant to be transported to England. After starting the journey Filip sent a telegram to Markson and this remained the last contact. Some days after their departure a storm started in Mexico Bay which developed into a hurricane. A number of ships had sunk there and probably it happened to '*Arcturus*' as well. Jakob Markson sent telegrams all over the world but heard nothing.

Vocabulary

schooner (noun) - a sailing ship with two or more masts

telegram (noun) - a message sent by telegraph and then printed and given to sb.

contract (noun) - an official written agreement

departure (noun) - an act of leaving a place

hurricane (noun) - a violent storm with very strong winds especially in the western Atlantic Ocean

'Jupiter'

3-masted schooner, built in 1887. The owners were Jakob Markson and Mihkel Grant.

'*Jupiter*' picked up coal from Merthyr in Wales in 1910 to take it to Svolvær in Norway. The crew had eight members. The North Sea was very stormy and pushed the ship near Vestford. At the same time there was dense fog and the crew couldn't see the rocks. All three masts broke and the ship started to sink under its heavy cargo of coal. The helmsman was the only one who managed to stay alive. He found a piece of wood which helped him swim until his feet touched the ground. He discovered that he had dry matches in his pocket. He set up a fire to warm himself hoping that passing ships would notice the fire.

He noticed a fishing boat in the morning and started to wave and he was saved. He was sent to the council and a notice was sent to the owners regarding the accident with '*Jupiter*'. The council gave him money for food and clothes, and he got a ticket to a ferry '*Udin*' that was sailing between Stockholm and Riga. He travelled to Heinaste from Riga and walked to Kabli to meet old Markson who had already heard about the accident. Markson asked how much money was unpaid till the accident of '*Jupiter*' and paid what he owed.

Vocabulary

schooner (noun) - a sailing ship with two or more masts

coal (noun) - a hard black mineral that is found below the ground and burnt to produce heat

'Dora'

2-masted schooner. The owner was Christjan Markson.

Christjan decided to build a new ship after the accident with '*Arcturus*'. He named it '*Dora*' after his mother.

They had a very successful cod business in Murmansk Russia. They sailed from the Baltic Sea transporting salt to the White Sea. The captain was Aleksander Järv from Kabli. Christjan usually travelled by train and bought the whole lot of cod. It was salted on the ship, 300 tons. It was sold with good profit to the merchants from St Petersburg. Christjan caught a cold in 1913 which developed into pneumonia and he died at only 38 years old. Jakob Markson had hard times grieving and he had to look after the 3 children of Christjan. Herbert, Dora Alviine Kesper's father was one of them. Herbert remembered how they were travelling to Pärnu using horses to say good-bye to their father Christjan. The cod business finished and Jakob Markson didn't find a suitable man to continue this business and therefore he directed '*Dora*' to sail between the Baltic and West European harbours.

'*Dora*' sank in 1941 during the war. It had the longest sailing history of Marksons', Grants' and Martinsons' ships - 36 years.

Vocabulary

schooner (noun) - a sailing ship with two or more masts

cod (noun) - a large sea fish that is white inside and used for food

merchant (noun) - a person who buys and sells goods

pneumonia (noun) - a serious illness affecting one or both lungs that makes breathing difficult

grieve (verb) - to feel very sad, especially because sb has died

References:

Kesper, Dora-Alviine. 2018 *Laevade lood*. Audru

Kurgo, Robert. 1965. *Rannalautritest ilmameredele*. Tallinn: Kirjastus Eesti Raamat

Appendix 8

Tunnikonspekt 8

Klass: 5. klass

Õpetaja: Marju Naar

Aine: kohaliku purjelaevanduse ajalugu inglise keeles

Aeg (kuupäev, kellaaeg): 28.11.2022, 13:00-13:45

Teema: kõige kuulsamate laevade lood. Info otsimine ja plakatite tegemine

Tunni eesmärgid (oskustest lähtuvalt): õpilane oskab infot otsida ja eristada olulist vähem olulisest. Õppija oskab oma aega planeerida ja koostada plakati selleks määratud teema kohta.

Tunni läbiviimiseks vajalikud materjalid ja töövahendid: veebiühendusega arvuti, tekstid laevade kohta, raamatud “Laevade lood” (Kesper, Dora-Alviine, 2018), tahvel, kriit ja Junior-Aliase kaardid soojendusülesandeks.

Tunni käik

Aeg	Tegevused ja õpilastele antavad juhised	Märkused
3 min.	Õpilaste tähelepanu haaramine. Tunni teema ja eesmärkide tutvustamine.	
10 min.	Activity 1 Warmer: revise the rules of comparative. Every pair gets a set of Junior-Alias cards. The first student picks up a card and says e.g., “This is my book” (there is a book on his/her card). The other student in this pair picks up a card and says: “My boat is nicer than your book” (there is a boat on his/her card). The main idea is to use adjectives and practise forming comparative.	The students enjoyed the activity and forming comparative worked well. They had never used cards in learning a language before.
30 min.	Activity 2 Looking for additional information using the book “Laevade lood” (Kesper, Dora-Alviine, 2018). Every pair gets a copy. The students gather information and choose the most important points they want to include on the posters. I walk around and monitor.	The students wanted to start drawing the ships they had been nominated. I suggested that first we work on the information and decide the key points for the poster. Design would be the next step.
2 min.	Activity 3 homework. 1. The students form 5 sentences using comparative 2. Finish the posters at home	All pairs asked for some help regarding the vocabulary and in terms of deciding the most important facts. The students agree the time and place they are going to meet to work on the posters.

Appendix 9

Tunnikonspekt 9

Klass: 5. klass

Õpetaja: Marju Naar

Aine: kohaliku purjelaevanduse ajalugu inglise keeles

Aeg (kuupäev, kellaaeg): 29.11.2022, 13:50-14:35

Teema: The most famous local ships: presenting the posters

Tunni eesmärgid (oskustest lähtuvalt): õpilane oskab paaristööna koostatud plakatit tutvustada ja tuleb toime küsimustele vastamisega. Oskab moodustada kesk- ja ülivõrret. Oskab kasutada plakati tutvustamisel kõnes lihtminevikku.

Tunni läbiviimiseks vajalikud materjalid ja töövahendid: veebiühendusega arvuti, õpilaste plakatid kõige kuulsamate purjelaevade kohta, tahvel ja kriit.

Tunni käik

Aeg	Tegevused ja õpilastele antavad juhised	Märkused
3 min.	Õpilaste tähelepanu haaramine. Tunni teema ja eesmärkide tutvustamine.	
10 min.	Activity 1 Reminding the rules of superlative The teacher has written down the rules before the lesson. The learners practise forming comparative (comparative was reminded in the previous lesson) and superlative. Reporting back to the class.	The learners managed with the task quite well (they have learned comparative and superlative before).
8 min.	Activity 2 Looking over the posters, giving final touch. The learners look over the posters in pairs. The learners are allowed to leave the classroom to practise presenting. The order of performance is done via lottery.	One pair stays to practise in the classroom, the other two pairs went out.
22 min.	Activity 3 Presenting the posters. The teacher has developed a separate assessment document. Elisabeth & Joanna present their poster (' <i>Jaan Grant</i> '). Elisabeth and Joanna reflect on their performance. It is followed by my feedback (see the assessment doc.)	The peer learners ask questions at the end of the presentation and give feedback. The peer learners' questions and feedback. The peer learners' questions and feedback.

2 min.	<p>Kirke & Mirette present their poster ('Dora'). Kirke and Mirette reflect on their performance. It is followed by my feedback (see the assessment doc.)</p> <p>Jarek & Marthen present their poster ('Arcturus'). Jarek and Marthen reflect on their performance. It is followed by my feedback (see the assessment doc.)</p> <p>Conclusion: What did you learn about other sailing boats?</p> <p>The learners discuss in pairs. Encourage the learners to report back to the class what they learnt.</p>	<p>All learners know that 'Jaan Grant' was the first ship built during the Republic of Estonia that took the national flag over the Atlantic Ocean to America.</p>
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Task 1. Fill in the gaps forming comparative and superlative

The _____ (one) wooden sailing boats were built at Kabli in 1864. Shipbuilding was possible because of rich surrounding forests. Pine trees were _____ (suitable) than other trees and there was a lot of them. _____ (big) forests were in Laiksaare and Jäärja. At the end of the 19th century saws were used to cut down the trees. _____ (old) saws were two-handed, often called "you and me" saws by folks. Mattis Hohensee was _____ (famous) building master. _____ (many) than 70-80 workers were needed on the shipbuilding site. _____ (rich) ship owners offered board and lodging to their workers, counting the expenses off the wages. It took _____ (long) than a year and a half to build a ship. 'Jaan Grant' was 44,38 metres long. It was _____ (beautiful) ship ever built in this part of Estonia. Jaan Grant was _____ (one) sailing boat built during the Republic of Estonia which took the national flag over the Atlantic Ocean to America.

Vocabulary

Board and lodging - food and accommodation

Wage, wages (noun) - a regular amount of money that you earn, usually every week or every month

References:

Alunurm, Malle & Korju, Ivi. 2021. *Purjelaevanduse õpperada Kablis*.

Kesper, Dora-Alviine. 2018. *Laevade lood*.

Assessment of presentations

Presentations about the most well-known local sailing boats. Working in pairs. Max 40 points

Content	20 p.
Design	10 p.
Presenting	10 p.

Pärast esitlust küsimused klassist. Sellele järgneb kaasõpilaste tagasiside, esinejate tagasiside ja viimasena annab tagasisidet õpetaja.

Appendix 10**Tunnikonspekt 10**

Klass: 5. klass

Õpetaja: Marju Naar

Aine: kohaliku purjelaevanduse ajalugu inglise keeles

Aeg (kuupäev, kellaaeg): 30.11.2022, 14:40-15:25

Teema: Professional sailors, well-known local coasters

Tunni eesmärgid (oskustest lähtuvalt): õpilane oskab nimetada erinevaid ametikohti laeval ja teab, kuidas toimus laevas ametiredelil liikumine. Õppija oskab nimetada kohalikke nimekamaid kapten-reedereid. Oskavad kasutada kõnes lihtminevikku.

Tunni läbiviimiseks vajalikud materjalid ja töövahendid: veebiühendusega arvuti, tekstid meremehe ameti ja tuntuimate kohalike kapten-reederite kohta (aluseks ajalooõpetaja Artur Taluste Tartu Ülikooli töö), tahvel ja kriit.

Tunni käik

Aeg	Tegevused ja õpilastele antavad juhised	Märkused
3 min.	Õpilaste tähelepanu haaramine. Tunni teema ja eesmärkide tutvustamine.	
8 min.	<p>Activity 1 Activate existing knowledge Name as many jobs as you can regarding shipbuilding and working on a ship. The students write down the jobs. Ask them to exchange their ex. books and look over the written words. The students make corrections if needed and add some more.</p>	The learners named the following roles: carpenter, blacksmith, building master, sailor, captain, helmsman, and boatswain. I added 'a cook' as it was usually the first job when sb started working on a ship.
10 min.	<p>Activity 2 Reading for general understanding Read the text and say in 1-2 sentences what is this text about. Work in pairs first, follow it up with the whole classroom feedback.</p>	
20 min.	<p>Activity 3 Reading for detailed understanding. Pre-teach the new words. Look at the statements about the text and decide whether they are true (T), false (F) or not mentioned (NM). Compare your answers with your peer student. Follow it up with the whole classroom feedback.</p>	
5 min.	<p>Conclusion. Revise the most common jobs on a ship. Discuss in pairs. Follow it up with the whole classroom feedback.</p>	

Professional coasters

Activity 2 Read the text and summarise it in two to three sentences.

Around 30-40% of sailors were from Saaremaa and Hiiumaa.

One started on a ship at the age of 16-17 and the first role was usually being a cook. When a sailor's job became available, a hard-working cook was promoted to a sailor. It was difficult to get a job on a ship as there were a lot of people who were interested. The ship owner searched the background carefully before hiring.

When the ship owner had shipbuilding in progress, it was possible to ask for a job on the building site. It was a chance to show oneself. If there was no luck finding a job on a ship locally, one travelled to look for a sailing job in Riga where most of the local ships stayed over winter.

The sailors understood that working on a foreign ship was better paid. It was a reason why some younger sailors planned to desert when being in a foreign port. Nearly every trip there was someone who deserted. There were situations when only the captain and helmsman stayed, and the rest of the crew deserted. Some sailors were unlucky and got very poor working conditions as they were cheated by mediators.

Some coasters stayed abroad and had families there, e.g., in England and Australia. They never came back.

Vocabulary

promote (verb) - to move somebody to a higher rank or more senior job

hire (verb) - to give somebody a job

aware (adjective) - knowing or realising something

mediator (noun) - a person who tries to get agreement between people

Activity 3 Read the text again. Are the statements true (T), false (F) or not mentioned (NM)?

1. 10% of sailors were from Kihnu.
2. Usual starting age on a ship was around 16-17.
3. The first job on a ship was usually being a sailor.
4. The pay was usually better on a foreign ship.
5. Sailors never escaped to foreign ships.
6. All coasters returned to their home country after they had stopped sailing.

References:

Taluste, Artur. 2005. Research paper about history of shipbuilding and long-distance sailing boats in Häädemeeste and Orajõe. The University of Tartu.

Appendix 11

Tunnikonspekt 11**Klass:** 5. klass**Õpetaja:** Marju Naar**Aine:** kohaliku purjelaevanduse ajalugu inglise keeles**Aeg (kuupäev, kellaeg):** 01.12.2022, 13:00-13:45**Teema:** The Museum of the Naval School of Ainaži, preparation for the museum lessons

Tunni eesmärgid (oskustest lähtuvalt): õpilane oskab kasutada teksti tõlkimisel inglise-eesti sõnaraamatut ja koostada tõlgitud teksti kohta kokkuvõtavad laused, et oma osa kaasõppijatele tutvustada. Oskas kasutada lihtminevikku kõnes ja kirjas.

Tunni läbiviimiseks vajalikud materjalid ja töövahendid: veebiühendusega arvuti, Ainaži Meremuuseumi brošüürid, inglise-eesti sõnaraamatud, tahvel ja kriit.

Tunni käik

Aeg	Tegevused ja õpilastele antavad juhised	Märkused
3 min.	Õpilaste tähelepanu haaramine. Tunni teema ja eesmärkide tutvustamine.	
5 min.	Activity 1 Lead-in Students choose one picture based on the brochure and describe it in pairs taking turns. They have to give a reason why they chose that particular picture. I ask one to two volunteers to describe the photos out loud.	The teacher monitors and supports with translating.
20 min.	Activity 2 Translating the allocated extracts using dictionaries. The students work in pairs. Every pair has been allocated a certain part of the text to translate.	The learners had difficulties deciding on the most important points. I used guiding questions to help them. The brochure was linguistically too challenging.
15 min.	Activity 3 Introducing the translated part to peer students. The students form five sentences to introduce their extracts. Every pair appoints one student to read the sentences out loud.	Ran out of time. Would have needed another five minutes.
5 min.	Conclusion. What did you learn? Discuss in pairs. Follow it up with the whole classroom feedback.	

Brochure of the Museum of the Naval School of Ainaži

At the end of the 19th century Ainaži's port was placed third after St. Petersburg and Riga according to the number of registered ships. Ainaži was well sheltered from the wind, and it had a better anchorage. Furthermore, it froze later in the season.

The Museum of the Naval School was opened in 1969. The museum keeps over 7000 items. NB! Show the collection of anchors in the garden!

Krisjanis Valdemars (1825-1891) was well-known public figure at the time who was interested in developing naval affairs. He wrote an article "On the seafaring possibilities of the Latvians and Estonians". He was the first one who spoke to the Tsarist government saying that the local farmers would need free tuition which would improve their living standards. Krisjanis Valdemars made a tour of the Baltic coast in 1860 from Klaipeda to St. Petersburg looking for a place for a new type of naval school. He met responsive people on the Vidzeme coast. The coasters had already started cargo transport to Latvian and Estonian ports using self-built ships known as "wood johnnies". The new type of naval school was needed as the ones that were in Riga and Liepaja were expensive, their tuition period was long and teaching was in German.

The Tsarist government didn't support the initiative and the local ship owners pooled the money. In the autumn of 1864, the first naval school for peasants was opened in the servants' house of Jūri Veide. There was no age limit and tuition was free of charge. Teaching was in Estonian and Latvian. In the beginning it was the lowest category with a preparatory class and a special class.

The first teacher and headmaster was Christjan Dahl. The first three years the school functioned unofficially until the students of Ainaži had successfully passed the examinations at the Naval School of Riga. Then the Tsarist government supported Kristjan Valdemars's project.

In 1870 the school moved to a new building. It was a two-storeyed building built by the local ship owners. It burned down in 1944. In 1875 the school was awarded the highest category permitting to prepare sea captains. In 1885-1886 the number of students exceeded one hundred. Acquisition of study materials caused great problems. There was only one source of theoretical knowledge and practical skills, the teacher. Christjan Dahl (1839-1904) was a graduate of the Riga Naval School, sea captain and a Swede by birth. Another teacher Nikolai Raudsepp joined in 1870. Both of them worked at the school more than three decades. They developed methodology and improved the curriculum.

Christjan Dahl guided educational journeys to Western Europe onboard the sailing ship 'Katarina'. Science research expeditions were made to the mouth of Ob in 1876 and 1877. At the end of the 19th century the school already employed six teachers.

The activity of the Ainaži Naval School stopped on the eve of the World War I. Between 1915-1919 it functioned in evacuation in the district of Herson.

After the war the school resumed work in Ainaži for a short period. However, political confusion stopped it.

From 1864-1919 more than a thousand sea captains and helmsmen had graduated from the school. In 1887 the sea captain Peteris Snore took the sailing ship 'Rota' to America. The ship was built on the Vidzeme coast. Janis Zilemans, the graduate of Ainaži Naval School set the speed record crossing the Atlantic Ocean in 12 days. Even the international press wrote about it.

Between 1861 and 1913 around 50 sailing ships suitable for long-distance sailing were built in Ainaži.

World War I destroyed most of the local sailing fleet. Instead of white sails, the chimneys of steamers appeared on the seas and oceans.

References:

The Museum of the Naval School of Ainaži (the brochure)

Alunurm, Malle & Korju, Ivi. 2021. *Purjelaevanduse õpperada Kablis.*

Appendix 12

Tunnikonspekt 12-14**Klass:** 5. klass**Õpetaja:** Marju Naar**Aine:** kohaliku purjelaevanduse ajalugu inglise keeles**Aeg (kuupäev, kellaaeg):** 02.12.2022, 13:00-15:15 (kolm akadeemilist tundi)**Teema:** Ainaži Merekooli loomine ja selle tegevused 1864-1919, ekskursioon Ainažis**Tunni eesmärgid (oskustest lähtuvalt):** õpilane oskab rääkida Ainaži Merekooli rajamisest ja teab tähtsamaid nimesid ning sündmusi Ainaži Merekooli ajaloost. Oskab kasutada kõnes lihtminevikku. Oskab teha kahte tüüpi meremehesõlme (soodi- ja lehmasõlm).**Tunni läbiviimiseks vajalikud materjalid ja töövahendid:** Ainaži Merekooli Muuseumi ruumid eksponaatidega, arvuti, interneti ühendus ja nutiseadmed õpilastele teadmiste kontrolliks.**Tunni käik**

Aeg	Tegevused ja õpilastele antavad juhised	Märkused
3 min.	Õpilaste tähelepanu haaramine. Tunni teema ja eesmärkide tutvustamine.	
5 min.	Activity 1 Activating existing knowledge. The students have to brainstorm information that they remember about Ainaži and the Naval School of Ainaži, writing down key words in random order. Every pair appoints one student to present their facts.	The following was mentioned: the first Naval School where learning took place in Estonian and Latvian. The school was free. Christian Dahl - headmaster. Important port.
45 min.	Activity 2 The talk in the museum by the teacher. Room 1 founding the naval school. Demonstrating 2 types of sailor's twists (soodi- ja lehmasõlm). The learners watch and practise themselves	The teacher has prepared a vocabulary sheet for students to explain new words. The students are curious. They are taking notes and raise a hand when they want to ask a question. The teacher asks set of questions at the end of the talk in every room before moving into the next room. The learners liked practising the sailor's twists.
12 min.	Room 2 the classroom and learning at the school Room 3 ship building	
15 min.	Room 4 the people from Ainaži	The results were fairly good, only some questions were wrong.

5 min.		
35 min.	<p>Activity 3 Choosing the most interesting object. Every student chooses the most interesting item and introduces it briefly.</p>	<p>Three students asked for clarification regarding some new words on the board. I asked the peer students to share their knowledge first before I shared my comments.</p>
15 min.	<p>Activity 4 Revision via Kahoot. The teacher has prepared a revision test on Kahoot. Tablets were provided by the teacher, the learners played individually.</p> <p>Reflection The students write down three interesting points they learned in the museum. They stick their post-it notes with their comments on the board.</p> <p>Tour in Ainaži. A walk to the castle of Jüri and Andres Weide who were the founding members of the Naval School. Reading the information board learning about the two brothers who were also known as famous captains and ship owners. Walking to the main square. Visiting the church.</p> <p>A walk to the bus stop in Ikla. Carrying on conversation about Ainaži and famous coasters.</p>	

Lessons at the Naval School Museum of Ainaži

The teacher will give a talk in the museum which will be followed with a quiz using smart devices.

Room 1 (founding the Naval School)

Vocabulary

helmsman (noun) - a person who controls the direction in which a boat or ship moves.

peasant (noun) - (especially in the past) a farmer who owns or rents a small piece of land

1. Who was the the main founder of the Naval School of Ainaži? Krišjanis Valdemars.
2. Where did the local ships sail? Riga, Reval (Tallinn), Pärnu and St Petersburg.
3. Which products were transported to Reval and Riga? Timber and agricultural products.
4. When was the school open? 1864-1919.
5. How many ship captains and helmsmen did it train? During its operation (1864-1919) more than 1000 certified ship captains and helmsmen were trained there.
6. In what languages were the local peasants taught? Estonian and Latvian.
7. What was a sailor's chest used for? Personal belongings, e.g., a walking stick, a flask of rum, a model of a sailing ship etc.

Room 2 (the classroom)

Vocabulary

headmaster (noun) - a male teacher who is in charge of a school

1. Who was Christian Dahl? Headmaster at the school.
2. The captain Janis Zielemanis set a speed record travelling from Europe to America in 1902 in 12 days. In how many days did he cross the Atlantic Ocean? In 12 days.

Room 3 (the construction of ships)

Vocabulary

boatsman (noun) - an officer on a ship whose job is to take care of the equipment and the people who work on the ship (*pootsman, tekimeeskonna juht*)

carpenter (noun) - a person whose job is making or repairing wooden objects

blacksmith (noun) - a person whose job is to make and repair things made of iron

seal (noun) - a sea animal that eats fish and lives around coasts

crew (noun) - all the people working on a ship

leather (noun) - material made by removing the hair or fur from animal skins and preserving the skins using special processes

horn (noun) - a hard pointed part that grows, usually in pairs on the heads of some animals, such as sheep and cows

rust (noun) - a red-brown substance that is formed on some metals by the action of water and air

resin (noun) - a sticky substance that is produced by some trees and is used in making varnish, medicine, etc.

turpentine (noun) - a clear liquid with a strong smell, used especially for making paint thinner and for cleaning paint from brushes and clothes (*tärpentin, osade okaspuude vaigust valmistatav õline vedelik. Kasutatakse ka õlivärvide vedeldamiseks*)

competitor (noun) - a person or an organization that competes against others, especially in business

1. How many people were usually involved in building a ship? 20-30 people.
2. What type of timber was used in ship building? Pine trees
3. How long time did it take to build a ship? Around two years.
4. Construction of sailing ships created different jobs. Which jobs can you name? Carpenters, blacksmiths and rope makers.

5. Why were needles for sewing and mending sails kept in a cow's horn in seal oil? To prevent from rusting.
6. 1864-1919 more than 550 long-distance sailing ships were built in Latvia. How many of them were built in Ainaži? Around 50.
7. What can you say about costs of locally built sailing ships comparing them with prices of ships built abroad? They were about 50% cheaper.
8. Which products were transported from American ports to Europe? Leather, resin, turpentine, paint, salt, mahogany, coffee and sugar.
9. Ships sailed to a number of ports in Europe and America from Ainaži. Name the most common ports in Europe. Copenhagen, Liverpool, Plymouth, London, Hamburg, Amsterdam and Le Havre.
10. How many people were usually in a crew? There were about ten men in a crew. It was hard work. There is a saying that at that time ships were made of wood and men were made of iron.
11. In the beginning of the 20th century local sailing ships faced a serious competitor. What was it? Steamboats.

Room 4 (the people from Ainaži and the students of Ainaži Naval School)

Vocabulary

berth (noun) - a place where a ship or boat can stop and stay, usually in a harbour (*kai*)

perish (verb) - to die, especially in a sudden violent way

tug (noun) - a small powerful boat for pulling ships, especially into a harbour

1. What did you learn about the captain Martins Veide?
2. What did you learn about the captain August Kosenkranius?

References:

The Museum of the Naval School of Ainaži

Appendix 13

Tunnikonspekt 15**Klass:** 5. klass**Õpetaja:** Marju Naar**Aine:** kohaliku purjelaevanduse ajalugu inglise keeles**Aeg (kuupäev, kellaaeg):** 12.12.2022, 13:00-13:45**Teema:** kõige nimekamad kohalikud kapten-reederid**Tunni eesmärgid (oskustest lähtuvalt):** õpilane teab, kes olid Mats Grant, Jakob Markson ja August Klein. Õpilane oskab märgitud kapten-reederitest rääkida kasutades lihtminevikku. Õpilane oskab kasutada kesk- ja ülivõrret.**Tunni läbiviimiseks vajalikud materjalid ja töövahendid:** tekstid ja töölehed kohalike kapten-reederite kohta, veebiühendusega arvuti, projektor, tahvel ja kriit.**Tunni käik**

Aeg	Tegevused ja õpilastele antavad juhised	Märkused
3 min.	Õpilaste tähelepanu haaramine. Tunni teema ja eesmärkide tutvustamine.	
10 min.	Activity 1 Lead-in Revising comparative and superlative. Practice time: ask the learners to work on handouts forming comparative and superlative. Follow it up with the whole classroom feedback.	Needed to explain the word 'profitable'.
10 min.	Activity 2 The most well-known local captains and ship owners: Mats Grant, Jakob Markson and August Klein. Show the illustrative photos. Read the text and choose the captain who impressed you the most. The students have to give their reasons using one to two sentences. Use comparative or superlative in your sentences.	The students asked for clarification regarding some words.
20 min.	Activity 3 Read the text again and fill in the gaps with missing words Work individually first. Compare your answers with the peer student. Follow it up with the whole classroom feedback.	Three weaker learners would have needed more time.
2 min.		

	Conclusion. What did you learn? The learners discuss in pairs. Self-reflection	
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Lead-in task. Comparative and superlative

Fill in the gaps forming comparative and superlative.

1. Mats Grant was _____ (old) of three well-known local captains.
2. Schooner 'Dora' was _____ (small) than 'Arcturus'.
3. 'Jaan Grant' was _____ (one) Estonian ship that took our national flag over the Atlantic to America.
4. August Klein was _____ (young) of three captains starting his career on a ship at the age of 12.
5. Schooner 'Dora' was _____ (profitable) ship as it sailed for 36 years.
6. Shipping goods using locally built ships was _____ (cheap) than using foreign vessels.
7. Four masted 'Neptun' was _____ (powerful) locally built ship.
8. Steam boats were _____ (fast) than sailing boats.
9. The Naval School of Ainaži was _____ (one) local school where it was possible to study in Estonian and Latvian.

The most well-known local ship owners and captains

Activity 2 Read the texts and choose the captain who impressed you the most.

The most well-known local ship owners and captains were Mats Grant, Jakob Markson and August Klein. They all lived in Kabli.

Mats Grant (1811-1899)

Mats Grant was born in a seaside farm in Orajõe. He was a smart and entrepreneurial peasant. He built a sailing boat with other local peasants and started regular sailing to Riga selling herring (*ei tea, kuidas on silk*). He was involved sailing from Riga to St. Petersburg selling gypsum (plaster) for building. He continued with longer trips sailing to Sweden and Germany where he sold salted herring (*soolatud heeringas*), bream, grain, and fur. He used the money he earned to buy forest for shipbuilding and selling. He turned the beach of Kabli a shipbuilding site where his first sailing boat 'Markus' was launched in 1861. He built a beautiful wooden mansion in the centre of Kabli in the 1850s. It is a listed building reminding us of the glorious times of local ship owners and captains.

Vocabulary

bream (noun) - vimb

entrepreneurial (adjective) - connected with making money by starting or running businesses

gypsum (noun) - a soft white mineral that is used in building

mansion (noun) - a large, impressive house

listed building - a building that is under protection because of its history and architecture

Jakob Markson (1840-1930)

He built windmills. He started shipbuilding in his youth joining forces with Mats Grant and his sons. Jakob Markson was married to Dora who was the youngest daughter of Mats Grant. He started serving as a captain bringing cod from Murmansk which is a Russian port town. He learned German which was useful in foreign ports. He was mainly occupied with shipbuilding and managing of the ships in his later years. He built a beautiful wooden mansion to the southern part of Kabli in 1889. He ordered an organ from the Baltic-German workshop in Pärnu for the main room of his mansion where he received his guests and business partners. It is a listed building like the earlier mentioned Mats Grant's home in the centre of the village. He supported building the Lutheran church in Häädemeeste.

Vocabulary

cod (noun) - a large sea fish which is white inside and used for food

occupy (verb) - to fill your time doing something

organ (noun) - a large musical instrument with keys like a piano. Sounds are produced by air forced through pipes

August Klein (1865-1940)

August Klein was born in Kabli as a son of the captain Mats Klein. He studied for four years at the local school and started his career at sea at the age of 12 serving as a cook. He was hardworking and was soon promoted to a sailor. He studied at the Naval School of Ainaži between 1884-1887. He qualified as a long-distance captain in 1888. He served as a captain until 1913. He was called as a 'father' of steam boats in Estonia. He was one of the founders and supporters of the theatre 'Endla' in Pärnu. He worked in the board of "Endla" 1899-1917 ("Otto Meier, eestlane" lk 188). He served also as an adviser of Pärnu and was one of the founders of the Central Library of Pärnu.

Vocabulary

promote (verb) - to move somebody to a higher rank or more senior job

adviser (noun) - a person who gives advice

All three ship owners supported education in Kabli. They built the Lutheran school, bought the furniture, learning materials and paid the teachers (Artur Taluste, lk 23 teine lõik)

Activity 3 Read the text again and fill in the gaps with missing words

Mats Grant was born in a seaside farm in _____. He was smart and entrepreneurial peasant. He built a sailing boat with other local peasants and started regular sailing to _____ selling herring (ei tea, kuidas on silk). He was involved sailing from Riga to St. Petersburg selling _____ for building. He continued with longer trips sailing to Sweden and Germany where he sold _____, _____, _____ and _____. He used the money he earned to buy _____ for ship building and selling. He turned the beach of _____ a ship building site where his first sailing boat _____ was launched in 1861. He built a beautiful wooden mansion in the centre of Kabli in 1850s. It is a listed building reminding the glorious times of local ship owners and captains.

He built _____. He started ship building in his youth joining forces with _____ and his sons. Jakob Markson married to Dora who was the _____ daughter of Mats Grant. He started serving as a captain bringing _____ from Murmansk which is a Russian port town. He learned _____ which was useful in foreign ports. He was mainly occupied with _____ and managing of the ships in his later years. He built a beautiful wooden mansion to the southern part of Kabli in 1889. He ordered an _____ from the Baltic-German workshop in Pärnu to the main room of his mansion where he received his guests and business partners. It is a listed building like earlier mentioned Mats Grant's home in the centre of the village. He supported building the _____ to Häädemeeste.

August Klein was born in _____ as a son of the captain Mats Klein. He learned _____ years at the local school and started his career on the sea at the age of _____ serving as a cook. He was hardworking and was promoted a _____ soon. He studied at the Naval School of Ainaži _____. He qualified as a long-distance captain in 1888. He served as a captain until 1913. He was called as a _____ of steam boats in Estonia. He was one of the founders and supporters of the theatre _____ in Pärnu. He worked in the board of "Endla" _____ ("Otto Meier, eestlane" lk 188). Served also as an _____ of Pärnu and was one of the founders of the Central Library of Pärnu.

References:

Kesper, Dora-Alviine, 2018 *Laevade lood*

Taluste, Artur. 2005. History of shipbuilding and long-distance sailing boats in Häädemeeste and Orajõe. The University of Tartu

Esna, Olaf. 2013. Kaptan August Klein ja tema laevad I. *Pärnu Postimees*, September 26. Available at: <https://parnu.postimees.ee/2086238/kaptan-august-klein-ja-tema-laevad-1>, accessed November 15, 2022.

Esna, Olaf. 2013. Kaptan August Klein ja tema laevad II. *Pärnu Postimees*, October 02. Available at: <https://parnu.postimees.ee/2093260/kaptan-august-klein-ja-tema-laevad-2>, accessed November 15, 2022.

Appendix 14

Tunnikonspekt 16-18

Klass: 5. klass

Õpetaja: Marju Naar

Aine: kohaliku purjelaevanduse ajalugu inglise keeles

Aeg (kuupäev, kellaaeg): 13.12.2022, 13:00-15:15

Teema: purjelaevanduse õpperaja läbimine Kablis, kohalike vaatamisväärsustega tutvumine

Tunni eesmärgid (oskustest lähtuvalt): õpilane teab, kus asub Kabli purjelaevanduse õpperada ja saab hakkama seal antud ülesannetega. Oskab teha meremehesõlme (soodisõlm).

Teab, kus asuvad kohalike kapten-reederite elamud (Markson, Grant ja Klein).

Tunni läbiviimiseks vajalikud materjalid ja töövahendid: töölehed kirjutamisalustega (2 võistkonnale), pastakad (2 tk), nõörid (2 komplekti) meremehesõlme tegemiseks.

Tunni käik

Aeg	Tegevused ja õpilastele antavad juhised	Märkused
3 min.	Õpilaste tähelepanu haaramine. Tunni teema ja eesmärkide tutvustamine.	
30 min.	Activity 1 Going through the questions about the trail to make sure the students understand what they have to do. Both of the teams get the same questions. I let the first team go five minutes earlier and record their starting time.	I monitor, the teams are in action. The teams return and hand over their answers.
10 min.	Walking to the local bakery.	I look through the work during the lunch. The first team completed the trail 3 minutes earlier but they have not answered all the questions. The second team answered all the answers.
30 min.	Lunch at the Bakery of Kabli. Checking the results and announcing the winning team. Praising the students with some sweets.	
50 min.	Activity 2 Tour at Kabli. Visiting the local cultural centre (built by the local captains in 1932, it was fully renovated in 2020). The schooner 'Kaja'. The houses of captain Markson, Grant and Klein. The ice cellar of captain Grant. The viewing platform of Kabli.	The students enjoyed exploring the trail of the long-distance sailing ships and demonstrating the sailor's knot was fun. Two students live in the same village but had never heard about the trail.

5 min.	Activity 3 Conclusion What was the most interesting part of the day? Free discussion. Walking to the bus stop.	
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Exploring the trail of the long-distance sailing ships at Kabli

Read the questions carefully and write down your answers using max two to three sentences.

1. Find the monuments for the local captains and shipbuilding.
 - 1.1 Find out and write down when did the captains Christjan Markson, August Klein and Mihkel Kurgo live?
 - 1.2 Write down who of the three captains lived longest?
2. Find the point with information about making a ship model. Write down the name of this three masted ship.
3. Who was the founder of the first Naval School of Estonia?
4. What was the name of the headmaster of the Naval School of Ainaži? Take a picture of the headmaster and email it to the teacher marju.naar@gmail.com
5. What did you learn about Malle's rock?
6. What did you learn about the rock of power?
7. Go back to the starting point. You will be given a rope and you have to show how to make the sailor's knot.

References:

Kesper, Dora-Alviine. 2018. *Laevade lood*. Audru Estonian Encyclopedia

Appendix 15

Tunnikonspekt 19

Klass: 5. klass

Õpetaja: Marju Naar

Aine: kohaliku purjelaevanduse ajalugu inglise keeles

Aeg (kuupäev, kellaaeg): 14.12.2022, 14:40-15:25

Teema: puidust purjelaevanduse hääbumine

Tunni eesmärgid (oskustest lähtuvalt): õpilased oskavad nimetada põhjuseid, miks puidust purjelaevandus hääbus. Oskavad kasutada kõnes lihtminevikku.

Tunni läbiviimiseks vajalikud materjalid ja töövahendid: tekstid ja töölehed purjelaevanduse hääbumise kohta, veebiühendusega arvuti, tahvel, kriit ja projektor.

Tunni käik

Aeg	Tegevused ja õpilastele antavad juhised	Märkused
2 min.	Õpilaste tähelepanu haaramine. Tunni teema ja õpitulemuste tutvustamine.	
6 min.	Activity 1 lead-in. Imagine you had a visitor from abroad. What would you show him/her to teach about the local shipbuilding and wooden sailing boats? Discuss in pairs and report back to class.	The Museum of the Naval School was the most popular place to show. The long-distance sailing boats trail at Kabli was suggested by 2 learners. The boys wanted to teach the sailor's knot.
8 min.		Elisabeth and Jarek volunteered to speak.
25 min.	Activity 2 reading for general comprehension. Read the text and say in 2-3 sentences what is the text about. Ask some volunteers to share their thoughts.	The boys were eager to know more about steam and motor boats. I said I am not an expert on this and recommended them to do some research at home.
2 min.	Activity 3 reading for detailed understanding. Pre-teach the new vocabulary. Read the text again. Are the statements about the text true (T) or false (F)? Work individually first. Compare your answers with your peer students. Follow it up with the whole classroom feedback.	Kirke said two reasons and Jarek added the third one.
	Activity 4 Conclusion. Students think about the text they read and say 3 main reasons that put an end to wooden sailing boats era. Ask students to discuss in pairs.	

	Follow it up with the whole classroom feedback.	
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Fading of wooden sailing boats

Activity 2. Read the text and say in 2-3 sentences what is this text about.

Local shipbuilding and long-distance sailing flourished until World War I when the majority of ships perished in the North Sea and Atlantic Ocean. At the beginning of 1920s local businessmen tried to support shipbuilding and get it back on track, but an economic crisis started and the last large sailing boat was launched in Kabli in 1930. Around a 70-year happy period of wooden sailing boats was about to end as steam and motor boats started to take over. The owners of the latter were in Pärnu and Tallinn.

Another reason why shipbuilding began to come to an end was the fact that the local forests with suitable pines from Häädemeeste until Heinaste had been used.

Railways started to offer competition since 1923 when Orajõe-Riiselja line was opened. It was used for transporting goods more than the wooden sailing ships.

There was also a human factor. While the first ship owners Grant, Markson and Klein had been very hardworking and had a lot of luck, their sons were not blessed the same way. Some of them lived very nice life spending more than they earned and some men lost themselves to drinking. This type of living used up all the family assets which had been generated by their fathers during the successful 70-year period.

Vocabulary

flourish (verb) - to develop quickly and become successful

perish (verb) - to be lost or destroyed

asset (noun) - a thing of value

generate (verb) - to produce or create something

competition (noun) - a situation where people or organisations compete with each other

bless (verb) to ask God to protect somebody/something

Activity 3 Read the text again. Are the statements about the text true (T) or false (F)?

1. Local shipbuilding and long-distance sailing developed until the World War I.
2. The last big sailing boat was launched in Kabli in 1920.

3. Around 70 year fruitful period of wooden sailing boats finished because steam and motorboats were invented.
4. The owners of steam and motorboats were the local ship owners.
5. There were plenty of pines left in local forests, but the local ship owners were more interested in steam and motorboats.
6. Railway started to offer competition from 1914 after the Orajõe-Riiselja line was opened.
7. Children of the local ship owners were not as careful with money as their parents.

References:

Taluste, Artur. 2005. History of shipbuilding and long-distance sailing boats in Häädemeeste and Orajõe. The University of Tartu

Appendix 16

Tunnikonspekt 20**Klass:** 5. klass**Õpetaja:** Marju Naar**Aine:** kohaliku purjelaevanduse ajalugu inglise keeles**Aeg (kuupäev, kellaaeg):** 15.12.2022, 13:00-13:45**Teema:** kontrolltöö**Tunni eesmärgid (oskustest lähtuvalt):** õpilane loeb tähelepanelikult läbi töökäsud ja vastab küsimustele pannes proovile oma võimed aine ja keele osas.**Tunni läbiviimiseks vajalikud materjalid ja töövahendid:** kontrolltööd õpilastele (6tk), veebiühendusega arvuti, projektor, tahvel ja kriit**Tunni käik**

Aeg	Tegevused ja õpilastele antavad juhised	Märkused
2 min.	Õpilaste tähelepanu haaramine. Tunni teema ja eesmärkide tutvustamine.	
3 min.	Activity 1 Introducing the tasks To make sure the learners know what they have to do in all 16 tasks. I emphasise that the learners have to pay attention to the content and the language.	Two stronger learners have questions regarding the length of the answers.
40 min.	Activity 2 Conducting the test	Weaker learners would have needed the whole lesson.

Revision test

1. What was Ainaži called in Estonian when it was part of the territory of the Republic of Estonia? (1 p.)

2. Use the following words/phrases to form sentences. Write at least ten sentences (20 p.)

schooner (noun), coaster (noun), launch (verb), clunky (adjective), cargo (noun), vessel (noun), decay (verb), drag (verb), helmsman (noun), boatsman (noun), sailor's chest (noun), carpenter (noun), blacksmith (noun), leather (noun), resin (noun), turpentine (noun)

Appendix 17

Tunnikonspekt 21

Klass: 5. klass

Õpetaja: Marju Naar

Aine: kohaliku purjelaevanduse ajalugu inglise keeles

Aeg (kuupäev, kellaeg): 16.12.2022, 13:00-13:45

Teema: kontrolltööde tagasisidestamine ja kursuse lõpetamine

Tunni eesmärgid (oskustest lähtuvalt): õpilane õpib juurde kontrolltöö küsimuste osas, mis vajasisid lisainfot. Õpilane oskab arutleda, mida ta selle kursuse raames õppis ning mida ta veel õppida oleks soovinud.

Tunni läbiviimiseks vajalikud materjalid ja töövahendid: õpilaste kontrolltööd, veebiühendusega arvuti, projektor, tahvel, kriit, piparkoogid ja tee.

Tunni käik

Aeg	Tegevused ja õpilastele antavad juhised	Märkused
3 min.	Õpilaste tähelepanu haaramine. Tunni teema ja eesmärkide tutvustamine.	
15 min.	<p>Activity 1 Feedback and analysing the tests Analysing the tests. Dealing with the learners' questions.</p> <p>Activity 2 Group interview</p> <p>I ask the students to sit in a circle that we could all see each other. The interview will be done in Estonian to make sure the learners could explain everything freely. I have got the following three broad questions:</p> <ol style="list-style-type: none"> 1. Mida te õppisite? 2. Mis eriti meeldis? 3. Mis võinuks olla teisiti? <p>The broad questions will be followed by sub-questions.</p> <p>Activity 3 Conclusion with tea and gingerbread. I thank the students for hard work and ask everybody to fantasise what else would they have wanted to learn/cover if we had had more time. The students</p>	<p>Some learners have questions in terms of their points. I tell them that we look through the test first and I will deal with the learners' questions after that.</p> <p>The learners share their thoughts enthusiastically and some of them tend to talk at the same time. I tell them to raise hand and take turns.</p> <p>The students would have liked to go inside the house of captain Markson (it used to be the house museum before). 1 student would have wanted to visit the Naval</p>

12 min.	have to write their thoughts on a post-it note and stick them on the board. Time to enjoy a cup of tea with some gingerbread getting ready for Christmas mood.	Museum of Riga (the museum in Ainaži is its branch).
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RESÜMEE

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Marju Naar

The CLIL approach in practice: creating, conducting and evaluating a history-English CLIL course

LAK-õpe praktikas: ingliskeelse ajalookursuse loomine, elluviimine ja hindamine

Magistritöö

2023

Lehekülgede arv: 55 + lisad tunnikavade ja õppematerjalidega

Annotatsioon:

Käesoleva magistritöö eesmärk oli välja selgitada, kuidas toimib LAK-õpe viienda klassi õppijatega, kes on õppinud A-võõrkeelt (inglise keel) kolm aastat (esimene aasta kaks tundi nädalas ja kolmandal ning neljandal aastal neli tundi nädalas). Eesti üldhariduskoolides rakendatakse LAK-õpet tagasihoidlikult mitmetel põhjustel. Esiteks, õpetajatel jääb puudu kompetentsidest - aineõpetajatel ei ole piisavalt lingvistilisi oskuseid aine õpetamiseks võõrkeeles ja keeleõpetajad tunnevad ennast ebakindlalt aine õpetamisel. Teiseks, n.ö valmis materjale LAK-õppe läbiviimiseks on vähesel määral. Kolmandaks, õpetajad töötavad suure koormusega ja sellest tulenevalt on keeruline leida lisa-aega, et aine- ja keeleõpetajad saaksid LAK-õpet koos planeerida ja selle juurde kuuluvaid õppematerjale ühiselt välja töötada.

LAK-õppe soodustamiseks loodi viiendale klassile inglise keele ja ajaloo LAK-projekt, mille käigus õpetati õpilastele kohaliku puidust purjelaevanduse ajalugu inglise keeles. Projekt koosneb 21 tunnist, mille juurde loodi tunnikavad ja õppematerjalid ülesannetega.

Töö koosneb kahest peatükist ja lisadest õppematerjalidega. Esimene peatükk annab ülevaate LAK-metoodika ajaloo, kontseptsiooni, Euroopa Liidu keelepoliitika suuna ja sarnase sihtrühma hulgas läbi viidud uuringute kohta. Teine peatükk tutvustab loodud ainekursuse sihtrühma, eesmärke, õpitulemusi, valikut tundidest klassiruumis ja Ainaži Meremuuseumis. Lisaks antakse ülevaate hindamise, selle tulemuste ja grüpiintervjuu osas, mille põhjal analüüsitakse loodud kursuse tulemuslikkust.

Rahvusvahelised uuringud on tõestanud, et LAK-õpet saab 11-12-aastaste õpilastega edukalt rakendada, aga selleks peavad olema täidetud mitmed tingimused. LAK-metoodika integreerib aine, keeleõppe ja õpioskuste arendamise. Õpilased on kaasatud kursuse sisu kujundamise, õppetöö tagasisidestamise ja hindamise protsessis. Ülesanded on õppijakesksed ning toetavad tööd paarides/minigruppides. Õpetaja rakendab õppetöö läbiviimisel LAK-õppele omaseid toetamise viise (suunavate küsimuste esitamine ja tegevuste demonstreerimine, kehakeele kasutamine jne.)

Õpilastega läbi viidud grüpiintervjuu ja hinnatud tööde põhjal saab väita, et kursus oli õppijatele huvitav ning võõrkeeleõppe arengu osas toimus edasimineku eelkõige suulises kõnes ja spontaansel suulisel suhtlemisel. Miinusena tuleb ära märkida lugemistekstide liigne keerukus spetsiifilise sõnavara osas sellele vanuseastmele.

Märksõnad: lõimitud aine- ja keeleõpe, lõimitud õpe, noored õppijad

Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks

Mina, Marju Naar,

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

Implementing the CLIL approach in form five: creating, conducting and evaluating of history-English CLIL course,

mille juhendaja on Ülle Türk,

1.1. reprodutseerimiseks säilitamise ja üldsusele kättesaadavaks tegemise eesmärgil, sealhulgas digitaalarhiivi *DSpace*-is lisamise eesmärgil kuni autoriõiguse kehtivuse tähtaja lõppemiseni;

1.2. üldsusele kättesaadavaks tegemiseks Tartu Ülikooli veebikeskkonna kaudu, sealhulgas digitaalarhiivi *DSpace*'i kaudu kuni autoriõiguse kehtivuse tähtaja lõppemiseni.

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

3. kinnitan, et lihtlitsentsi andmisega ei rikuta teiste isikute intellektuaalomandi ega isikuandmete kaitse seadusest tulenevaid õigusi.

Tartus, **16.05.2023**