

UNIVERSITY OF TARTU
DEPARTMENT OF ENGLISH STUDIES

**CREATING, TESTING AND EVALUATING
PERSONAL, SOCIAL AND HEALTH EDUCATION –
ENGLISH CLIL LESSON PLANS AND MATERIALS
FOR YEAR 7 STUDENTS**

MA thesis

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ABSTRACT

This thesis explores the integration of Personal, Social and Health Education (PSHE) and English through the Content and Language Integrated Learning (CLIL) approach in basic school education. Chapter 1 outlines the theoretical foundations of CLIL, focusing on language development and cross-curricular learning. Chapter 2 describes the qualitative case study design and the development of five CLIL lesson plans for Year 7 students. Chapter 3 presents the implementation, data collection, and analysis of feedback from students and teachers. The findings indicate that CLIL supports engagement and content understanding but requires stronger support for productive language skills.

Keywords: Content and Language Integrated Learning (CLIL); Personal, Social and Health Education (PSHE); English; cross-curricular integration

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LIST OF ABBREVIATIONS

CLIL	Content and Language Integrated Learning
PSHE	Personal, Social, and Health Education
CEFR	Common European Framework of Reference for Languages
ICT	Information and Communication Technology
OECD	The Organisation for Economic Co-operation and Development
SEL	Social and Emotional Learning
UNESCO	The United Nations Educational, Scientific and Cultural Organisation

INTRODUCTION

Education plays a crucial role in preparing young people for life in an increasingly complex and interconnected world. Modern education systems are expected not only to transmit academic knowledge, but also to support the development of social, emotional, and communicative competencies that enable individuals to participate responsibly and actively in society. As Marsh (2002: 1) argues, education does not simply prepare learners for the future, but also actively shapes how individuals understand, interpret, and engage with their social environment. Consequently, schools are increasingly expected to foster a wide range of competencies that extend beyond traditional subject knowledge, including communication skills, collaboration, intercultural awareness, and critical thinking.

These broader educational goals are reflected in the Estonian National Curriculum for Basic Schools, which emphasises the development of general competencies alongside subject-specific knowledge (Riigi Teataja 2024). The curriculum highlights the importance of outcome-based learning and focuses on developing students' abilities to manage everyday life, participate responsibly in society, and make informed decisions about their future. In addition to academic knowledge, the curriculum stresses the importance of values, attitudes, and social skills that contribute to students' personal development and well-being.

Within this framework, Personal, Social and Health Education (PSHE) plays a particularly vital role. PSHE is a subject that supports students' personal development by addressing topics such as relationships, communication, emotional awareness, and responsible decision-making (Riigi Teataja 2023a). PSHE aims to help students understand themselves and others, develop healthy relationships, and become responsible members of society. Through the topics it covers, PSHE contributes to the development of social and emotional skills essential for students' well-being and successful participation in society. Research has also shown that social and emotional skills are strongly linked to academic

achievement, well-being, and long-term life outcomes (OECD 2019, OECD 2021). Therefore, PSHE-related competencies have gained increasing attention in educational policy and research.

At the same time, foreign language education plays a significant role in preparing learners to function in multilingual and multicultural environments. In Estonia, foreign language teaching is guided by *the Common European Framework of Reference for Languages* (CEFR), which emphasises communicative competence and meaningful language use (Council of Europe 2021). According to the CEFR, language learning involves the development of linguistic, sociolinguistic, and pragmatic competencies that allow learners to communicate effectively in diverse contexts. Rather than focusing solely on grammatical accuracy, contemporary language education aims to enable learners to use language as a practical tool for interaction, collaboration, and knowledge construction. The CEFR provides a framework for describing language proficiency levels and guiding language learning objectives; in this study, the participating students' English proficiency corresponds approximately to the A2-B1 levels (Council of Europe 2021).

In recent decades, educational researchers and practitioners have increasingly sought ways to combine language learning with subject learning to create more meaningful and authentic learning experiences. One of the most widely discussed approaches in this field is Content and Language Integrated Learning (CLIL). CLIL refers to an educational approach in which subject content is taught through a foreign or additional language, promoting the simultaneous development of subject knowledge and language competence (Coyle et al 2010: 1). In CLIL classrooms, students acquire subject knowledge through a foreign or additional language while also developing their language skills.

CLIL offers several potential educational benefits. First, learning subject content through a foreign language can enhance learners' motivation and engagement, as language

becomes a meaningful tool for communication, rather than an abstract subject of study (Coyle et al 2010, Mehisto et al 2008). Second, CLIL environments often promote deeper cognitive processing, since students must engage with subject content while simultaneously navigating linguistic challenges (Dalton-Puffer 2008). Third, CLIL can contribute to the development of intercultural competence and global awareness by exposing learners to multiple languages and perspectives (Brüning and Purrmann 2014). These potential benefits have contributed to the growing interest in CLIL as an innovative educational approach within European education systems.

Despite its rising popularity, CLIL is most often implemented in subjects like science, geography, and history (Eurydice 2006). In these areas, CLIL is frequently used to support the learning of academic content while also enhancing students' language skills. However, the use of CLIL in socially oriented subjects has received much less attention in both research and classroom practice. Particularly, the incorporation of CLIL into Personal, Social and Health Education remains relatively underexplored.

This lack of research is quite surprising, as PSHE topics offer many opportunities for meaningful communication and interaction. Themes such as communication skills, emotional awareness, group dynamics, and social relationships naturally encourage discussion, reflection, and group learning. These features align closely with the principles of CLIL, which emphasise communication, cognition, content, and culture as interconnected elements of the learning process (Coyle et al 2010). Moreover, discussing socially relevant topics in a foreign language can provide learners with authentic chances to express opinions, negotiate meaning, and enhance their communicative skills.

In addition, international educational frameworks increasingly highlight the importance of social and emotional learning in schools. For example, the OECD (2019) emphasises that competencies such as empathy, cooperation, resilience, and self-awareness

are essential for students' personal development and future success. Similarly, research on social and emotional learning programmes has demonstrated positive effects on students' academic achievement, well-being, and interpersonal relationships (Durlak et al 2011). These findings suggest that educational approaches integrating cognitive, linguistic, and social development may offer significant benefits for students.

Within the Estonian educational context, the National Curriculum encourages cross-curricular integration and the development of general competencies across subject areas (Riigi Teataja 2024). Foreign language teaching is expected to support learning in other disciplines and promote interdisciplinary connections (Riigi Teataja 2023b). CLIL, therefore, represents a pedagogical approach that aligns well with national curriculum goals by combining subject learning with language development.

However, despite these theoretical and curricular foundations, the practical implementation of CLIL in PSHE contexts remains limited. In particular, there is a lack of research examining how CLIL lesson plans can integrate PSHE content with English language learning for the third-stage school students. Moreover, relatively little is known about how students and teachers perceive such integrated learning experiences.

This research gap highlights the need for practical studies exploring the implementation of CLIL in socially oriented subjects. Investigating how CLIL can be applied in PSHE contexts may provide valuable insights into how interdisciplinary learning can support both language development and students' social and emotional competencies.

The purpose of the present thesis is, therefore, to explore the possibilities of integrating Personal, Social and Health Education and English through the CLIL approach. The study focuses on the design, implementation, and evaluation of CLIL lesson plans for Year 7 students in Estonian schools. In particular, the thesis aims to examine how CLIL-based teaching materials can be developed and how students and teachers experience this

interdisciplinary approach. By combining theoretical analysis with practical classroom experimentation, this study aims to contribute both practical CLIL teaching materials and a deeper understanding of how cross-curricular integration between PSHE and English can support students' language development and social learning in Estonian schools.

The thesis is organised into three main chapters. Chapter 1 provides an overview of the theoretical foundations of CLIL. It discusses the historical development of CLIL, its conceptual frameworks, benefits and challenges, and principles for designing CLIL lessons and teaching materials. The chapter also examines the potential of teaching Personal, Social and Health Education through CLIL. Chapter 2 describes the methodological framework of the study and the process of developing the CLIL lesson plans. It introduces the research design, the context and participants, and the principles used in designing the teaching materials. Chapter 3 presents the testing of the created teaching materials, including the implementation of the CLIL lessons, the methods used for data collection, and the analysis of feedback from both students and teachers. Finally, the thesis concludes with a discussion of the main findings, reflections on the effectiveness of the developed lesson plans, and suggestions for future research and pedagogical practice.

1 CONTENT AND LANGUAGE INTEGRATED LEARNING

This chapter provides an overview of the theoretical and research-based foundations of Content and Language Integrated Learning (CLIL). It begins by examining the historical background and core principles of CLIL, outlining how the approach has evolved and its role in combining subject learning with additional language acquisition. The chapter then discusses the conceptual framework of CLIL, focusing on key theoretical models that guide its implementation, especially Coyle's 4Cs Framework and the Language Triptych, which highlight the links between content, communication, cognition, and culture. Subsequently, the discussion reviews the advantages and disadvantages of CLIL, drawing on previous research to showcase both pedagogical benefits and practical challenges faced in CLIL settings. Finally, the chapter reviews guidelines for designing CLIL lessons and materials, presenting essential principles and strategies to promote effective integration of content and language learning in the classroom. These sections collectively establish the theoretical foundation for understanding CLIL and provide a framework for the analysis undertaken in the current study.

1.1 Historical background and principles of CLIL

The integration of content and additional language learning is not a recent development. Historically, multilingual education has often coincided with periods of cultural, political, and economic growth (Coyle et al 2010: 2). During the Roman Empire, Greek language and culture significantly influenced Roman society. Greek functioned as a language of education and intellectual prestige among elite Roman families, whose children studied Greek to access cultural capital and professional opportunities within Hellenistic communities (Coyle et al 2010). This example illustrates that using an additional language

as a medium of instruction has long been associated with social mobility and intercultural exchange.

Similar patterns of bilingual or multilingual education have appeared across different regions throughout history (Coyle et al 2010). In the present context, the global spread of English has increased interest in learning subject matter through a second or foreign language. Contemporary CLIL initiatives differ in their emphasis on accessibility and inclusivity. Earlier forms of bilingual education were often restricted to socially privileged groups, whereas current CLIL programmes aim to provide integrated content and language learning opportunities to a broader and more diverse student population (Coyle et al 2010).

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language serves as the medium of instruction for both subject content and language development (Coyle et al 2010: 1). CLIL settings place equal emphasis on disciplinary knowledge and language skills. The approach is not entirely new, it combines elements of established educational traditions and language-teaching methodologies. The term is intentionally broad, encompassing a range of models and practices across different educational contexts. CLIL functions as a flexible framework that integrates content and language learning in a coherent manner (Coyle et al 2010).

The term CLIL was introduced by David Marsh in 1994 and adopted by the European Network of Administrators, Researchers, and Practitioners in 1996 (Coyle et al 2010, Marsh 2002). It initially referred to educational contexts where non-language subjects were taught through a second or foreign language to develop both subject knowledge and language competence. The Eurydice (2006) report expanded this definition, describing CLIL as a broad term for programmes in which a language other than the main medium of instruction, foreign, regional, minority, or another official language, is used to teach non-language subjects.

Brüning and Purrmann (2014) highlight the European conceptualisation and impact of CLIL. Several related terms describe integrated content and language instruction, including CLIL, the French EMILE (Enseignement d'une Matière par l'Intégration d'une Langue Étrangère), and the German Bili (Bilingualer Unterricht). These concepts have been widely discussed within European education systems, teacher training, and academic research, shaping varied perspectives on bilingual education.

Since its conceptualisation, CLIL has been implemented across Europe in diverse forms and with varying intensity. The approach aligns with the principles of *the Common European Framework of Reference for Languages* (CEFR), which emphasises meaningful communication, plurilingual competence, and language use in authentic contexts (Council of Europe 2021). By situating language learning within cognitively demanding subject matter, CLIL promotes purposeful communication and functional language use.

Mehisto et al (2008) describe CLIL as an umbrella term that includes immersion education, bilingual education, multilingual programmes, language showers, and enriched language instruction. Despite variation in models and applications, CLIL consistently promotes the simultaneous development of subject knowledge, language skills, and learning strategies. Its objectives include achieving age-appropriate academic performance in content subjects taught through the target language, developing skills in listening, speaking, reading, and writing, maintaining first-language proficiency, enhancing intercultural understanding, and fostering cognitive and social skills relevant to a globalised society (Mehisto et al 2008: 12).

From a theoretical perspective, CLIL aligns with cognitive learning theories that link deeper processing of information to improved retention and conceptual understanding (Eurydice 2006). The Eurydice (2006) report identifies four main aims: socio-economic (preparation for participation in an internationalised society), socio-cultural (promotion of

tolerance and intercultural awareness), linguistic (development of practical language proficiency), and educational (advancement of subject knowledge through innovative pedagogy).

CLIL is also associated with the development of broader learning skills, including critical thinking, problem-solving, and metacognitive awareness (Mehisto et al 2008). Engagement with subject-specific content in an additional language supports the acquisition of specialised vocabulary and disciplinary discourse, preparing learners for further academic study and professional contexts (Coyle et al 2010). Operating in more than one language, even at basic proficiency levels, can enhance cognitive flexibility and deepen conceptual understanding (Marsh 2002).

Motivation is a central dimension of CLIL pedagogy. Engagement with subject matter through an additional language can increase learners' investment in both content and language learning (Coyle et al 2010). Learners adapt effectively to language development in naturalistic and cognitively engaging environments, particularly when language is embedded in purposeful activities. By providing authentic contexts for communication, CLIL supports naturalistic language acquisition while strengthening motivation and engagement.

A clearer understanding of CLIL in practice requires consideration of the theoretical models that support its implementation. The following section outlines the conceptual framework of CLIL and the key models guiding the integration of content and language in educational contexts.

1.2 Conceptual framework of CLIL

The conceptual framework of Content and Language Integrated Learning (CLIL) has been created to emphasise its key features and to differentiate it from related forms of bilingual or language-integrated education. As Ball et al (2015) note, the term CLIL is

sometimes used for educational practices that do not fully adhere to its core dual-focus principle, which involves the simultaneous development of subject knowledge and language skills. Therefore, clarifying the foundational ideas of CLIL is crucial for understanding how the approach functions in educational settings and how it distinguishes itself from other pedagogical models that incorporate elements of language integration.

Although CLIL aims to integrate both content learning and language development, the relative emphasis placed on these two dimensions may vary depending on the educational setting. To account for such variation, scholars have introduced the distinction between “hard” CLIL and “soft” CLIL (Ball et al 2015: 26–27). This distinction reflects differences in the balance between subject learning and language instruction and helps to explain the diversity of CLIL practices implemented across different institutions and educational systems.

In “hard” CLIL programmes, instruction is usually delivered by subject specialists who teach academic disciplines through a foreign or additional language. In these contexts, the primary aim is to acquire subject knowledge, while language development is generally seen as a secondary outcome of the learning process. Conversely, “soft” CLIL generally involves shorter curricular interventions or partial integration of subject content into language lessons. These approaches are often conducted by language teachers and primarily aim to enhance linguistic competence, with subject content providing a valuable context for language learning (Ball et al 2015).

This distinction has crucial implications for curriculum design, materials development, and classroom practice. Educational programmes aiming to achieve a proper balance between subject knowledge and language development often seek to integrate elements of both “hard” and “soft” CLIL. When equal importance is assigned to content and

language objectives, it becomes possible to create learning environments where disciplinary knowledge and language skills develop together and support each other.

To guide the implementation of CLIL in educational contexts, several theoretical models have been proposed. Mehisto et al (2008) describe CLIL as an umbrella concept encompassing a variety of integrated educational approaches, including immersion education, bilingual education, and other forms of content-based language instruction. Similarly, Ball et al (2015) argue that content and language should not be viewed as separate components within CLIL instruction. Instead, they conceptualise them as part of a unified pedagogical process comprising conceptual understanding, procedural knowledge, and the language needed to express and construct meaning in academic contexts.

Among the theoretical models proposed for CLIL, the most widely recognised framework is Coyle's (2010) 4Cs Framework, which provides a comprehensive structure for integrating content and language learning. The model brings together four interconnected dimensions of the learning process: Content, Communication, Cognition, and Culture (Coyle et al 2010). These elements are considered mutually dependent and collectively shape the pedagogical design of CLIL instruction.

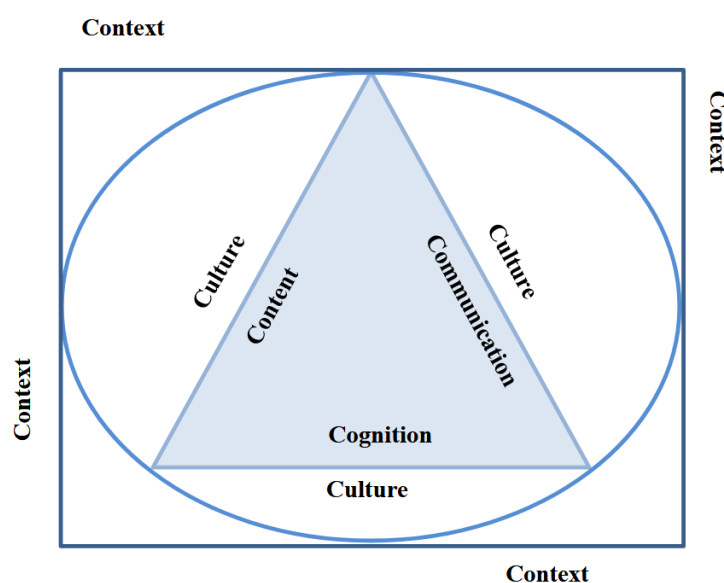


Figure 1. 4C Framework (Coyle et al 2010, Chapter 3.4, para 5)

The first component, Content, refers not only to the acquisition of subject knowledge but also to the development of conceptual understanding and disciplinary skills (Coyle et al 2010: 53). Within CLIL classrooms, learners are encouraged to actively construct knowledge rather than simply reproduce factual information. Consequently, content learning involves both the comprehension of subject-specific concepts and the ability to apply them in meaningful contexts.

The second dimension, Communication, emphasises the central role of language in the learning process (Coyle et al 2010: 54). In CLIL settings, language serves as both a learning objective and a tool for constructing knowledge. As Coyle (2010: 42) explains, communication within CLIL involves “learning to use language appropriately whilst using language to learn effectively”. This dual role of language requires learners to develop both linguistic accuracy and communicative competence in order to engage successfully with subject content.

The third component, Cognition, highlights the importance of engaging learners in a range of thinking processes (Coyle et al 2010: 54). CLIL instruction aims to stimulate both lower-order and higher-order cognitive skills, including analysing, evaluating, and creating knowledge. By encouraging learners to process subject content through an additional language, CLIL environments promote deeper cognitive engagement and support the development of meaningful conceptual understanding (Coyle et al 2010).

The fourth dimension, Culture, introduces an intercultural perspective into the learning process (Coyle et al 2010: 54). Through exposure to different languages and perspectives, learners develop greater awareness of cultural diversity and global citizenship. According to Coyle (2010: 54), the cultural dimension of CLIL encourages learners to

develop tolerance, openness, and understanding within increasingly plurilingual and pluricultural societies.

Together, these four dimensions demonstrate the interconnected and mutually reinforcing relationship between content and language learning in CLIL environments. Instead of viewing language and subject knowledge as separate instructional aims, the 4Cs Framework conceptualises them as interdependent parts of a unified learning process.

Further insight into classroom practices in CLIL contexts is provided by Krzemińska-Adamek and Papaja (2015), who investigated teachers' perceptions of language development within bilingual education settings. Their research shows that teachers generally recognise the importance of integrating language learning into subject instruction. However, the authors also observe that classroom practices do not always reflect a balanced development of all language skills.

In many CLIL classrooms, receptive language skills such as reading and listening often receive greater focus, as these skills are deemed essential for understanding subject-specific content. Teachers regularly introduce learners to various input sources, including authentic materials, which support comprehension and aid content acquisition. Consequently, students usually show relatively strong receptive language abilities and face fewer challenges when engaging with written or spoken input (Krzemińska-Adamek and Papaja 2015).

At the same time, the study (Krzemińska-Adamek and Papaja 2015) highlights certain imbalances in the development of productive language skills within CLIL instruction. Students were reported to participate less actively in speaking activities and often avoided oral interaction due to limited opportunities for practice and insufficient lexical and grammatical resources. Vocabulary and grammar were identified as areas requiring continuous pedagogical attention. Although teachers frequently devote considerable

classroom time to the introduction and practice of subject-specific vocabulary, grammatical structures tend to receive less systematic focus.

Krzemińska-Adamek and Papaja (2015) thus emphasise the importance of integrating meaningful language practice into CLIL lessons to strengthen learners' communicative competence. While the primary goal of CLIL teachers often remains teaching subject content, providing opportunities for active language use can significantly improve learners' linguistic accuracy and communication confidence.

The study (Krzemińska-Adamek and Papaja 2015) further notes that pronunciation is rarely addressed explicitly in many CLIL classrooms, possibly because it is perceived as less directly related to the transmission of subject knowledge. Nevertheless, the authors argue that balanced development of all language skills is essential for effective CLIL implementation. They recommend that learners be provided with more opportunities to practise speaking and writing, while both general academic vocabulary and subject-specific terminology should be systematically recycled to support long-term retention and more fluent language use.

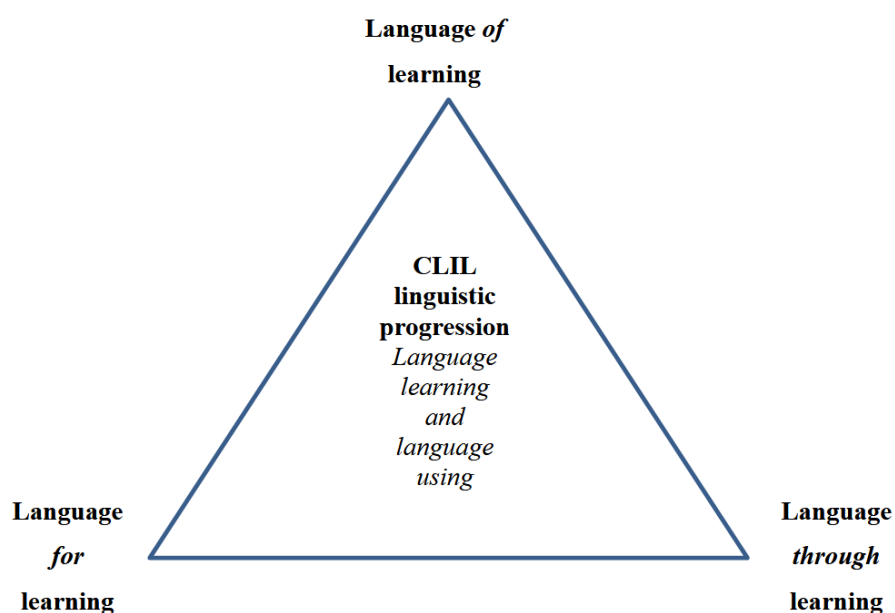


Figure 2. The Language Triptych (Coyle et al 2010: Chapter 3.2, para 17)

Complementing the 4Cs Framework, Coyle et al (2010) also propose the Language Triptych, a model designed to address the linguistic demands of CLIL classrooms more explicitly. The Language Triptych distinguishes three interrelated dimensions of language use in integrated learning environments: language of learning, language for learning, and language through learning.

The language of learning refers to the specific vocabulary, grammatical structures, and discourse patterns required to understand key concepts in a particular subject area. Teachers must therefore identify the linguistic demands embedded within subject content and ensure that learners receive adequate support in mastering the language needed to access these concepts (Coyle et al 2010: 37).

The second dimension, language for learning, encompasses the language functions and interactional strategies required for effective participation in classroom activities. These include expressions used for pair work, group discussions, asking and answering questions, evaluating ideas, and drawing conclusions. In order to support meaningful participation in such activities, teachers must provide appropriate scaffolding and carefully plan opportunities for collaborative learning (Coyle et al 2010: 37).

Finally, language through learning emphasises the idea that language development occurs through active engagement with content and interaction with others. CLIL classrooms, therefore, require a high level of dialogue and interaction that allows learners to articulate ideas, negotiate meaning, and reflect on their understanding. In this way, language functions not only as a medium for acquiring new knowledge, but also as a tool for extending and refining learners' thinking processes (Coyle 2010: 37–38).

Overall, the theoretical frameworks described above provide a comprehensive conceptual foundation for CLIL. They emphasise the dynamic integration of content,

language, cognition, and culture, while also offering practical guidance for addressing the linguistic and cognitive demands of integrated learning environments.

While these conceptual models clarify the theoretical foundations of CLIL, it is equally important to examine the empirical evidence regarding its outcomes and potential limitations. The following section, therefore, reviews the advantages and disadvantages associated with CLIL implementation in educational contexts.

1.3 Benefits and challenges of CLIL

In line with the socio-cultural and linguistic aims identified by Eurydice (2006) and the intercultural dimension emphasised in Coyle's (2010) 4Cs framework, Brüning and Purrmann (2014) highlight that bilingual education offers multiple benefits. These include enhanced language proficiency, particularly in subject-specific vocabulary, increased awareness of the importance of a shared scientific language, and improved preparation for international careers in a globalised world. CLIL also supports a deeper understanding of other cultures and societies, contributing to the development of intercultural competence and appreciation of diverse perspectives.

Empirical research categorises the benefits of CLIL into three main domains: cognitive development, language acquisition, and intercultural competence (Coyle 2006, Dalton-Puffer 2008). CLIL learners often show greater motivation and may achieve stronger subject-matter learning outcomes than students in traditional classrooms. Learning subject matter through a foreign language promotes deeper cognitive processing and the development of more complex conceptual understanding, in agreement with the cognitive learning principles emphasised in CLIL research (Mehisto et al 2008).

At the same time, the effectiveness of CLIL depends on teacher quality and preparation (Brüning and Purrmann 2014). Despite its recognised advantages, specialised

CLIL teacher training has historically been limited, requiring many educators to develop their practices independently (Brüning and Purrmann 2014). Cultural awareness remains essential, as language learning extends beyond linguistic competence to include reflection on cultural values, attitudes, and beliefs (Brüning and Purrmann 2014). CLIL teachers, therefore, require strong subject knowledge, language proficiency, and intercultural competence to support students in becoming globally aware citizens (Brüning and Purrmann 2014). High-quality teacher training is central to maximising the benefits of CLIL and strengthening the education system (Brüning and Purrmann).

Learner motivation plays a central role and is widely recognised as a key predictor of educational success (Marsh 2002, Mehisto et al 2008). In CLIL contexts, motivation emerges from the meaningful integration of language and content, particularly when instruction involves authentic tasks and interactive methodologies (Mehisto et al 2008). Evidence from the Greek pilot project “From Michelangelo to Picasso” shows that creative, task-based activities increased engagement and willingness to participate, while fostering progress in both language proficiency and content mastery (Anagnostou et al 2016: 141-160).

Interactional research further explains these motivational dynamics. Teaching strategies such as comprehension checks, reformulations, extended wait time, and supportive feedback create a “space for learning” that reduces anxiety and encourages active participation (Evnitskaya 2018). Emotional support and face-sensitive repair strategies sustain learners’ positive self-concept, promoting linguistic risk-taking and continued engagement in the target language (Evnitskaya 2018).

Research by Doiz et al (2014) confirms the connection between CLIL and increased motivation. CLIL students are generally more motivated to learn a foreign language than their EFL peers because the target language functions as a meaningful tool for academic

communication. Learning subject content through the L2 creates a supportive environment, fosters authentic language use, and accommodates diverse learning styles and paces. Furthermore, Doiz et al (2014) state that the inclusion of students' perspectives is important for understanding factors that influence motivation. Classroom elements such as teacher practices, materials, peer interaction, and pedagogical approaches strongly shape learner engagement, with CLIL acting as a key contextual factor. Their study in Spain shows that both younger and older learners perceive more benefits than drawbacks, with older students expressing slightly more positive attitudes. Although studying content in English requires additional effort, most learners consider it worthwhile for the improvements in language proficiency and international communication skills (Doiz et al 2014).

Beyond motivation, CLIL enhances communicative competence by requiring the use of the target language for meaningful purposes rather than isolated practice (Dale and Tanner 2012). It promotes higher-order thinking skills, including problem-solving, critical thinking, and creativity, as learners process cognitively demanding content through an additional language. In addition, CLIL environments accommodate diverse learning styles and prepare students to use the target language confidently in real-world contexts, strengthening intercultural awareness and supporting global citizenship (European Language Council 2019, Dale and Tanner 2012). At the institutional level, CLIL contributes to coherent school language policies and encourages collaboration between subject and language teachers, leading to more integrated curricula (Piacentini et al 2019).

At the same time, increasing heterogeneity in CLIL classrooms presents challenges. Learners differ in linguistic readiness, confidence, and preferences (Doiz et al 2014). Some experience the subject matter as demanding in the target language, while others respond positively to the cognitive challenge. This diversity requires differentiated instruction, specialised teacher training, and sustained institutional support. Students tend to prefer

collaborative work and varied activities, whereas repetitive tasks can reduce motivation. Although responses differ, identifiable patterns can inform pedagogical adjustments to maintain engagement.

A persistent issue is the shortage of adequately trained teachers. Effective CLIL instruction requires both strong subject expertise and high target-language proficiency, yet teacher education programmes that integrate these competences remain limited (Eurydice 2006, Lancaster 2018). As a result, instruction may be delivered by language teachers with limited subject knowledge or subject teachers with insufficient language proficiency, affecting overall quality.

Another challenge is the limited availability of CLIL-specific materials (Ball 2018, Coyle et al 2010). Teachers often adapt existing resources or develop their own materials, which is time-consuming and demanding. CLIL lesson planning requires careful alignment of content objectives with explicit language support (Ball et al 2015). These challenges increase when subject teachers lack awareness of disciplinary language demands or when language teachers are unfamiliar with subject-specific cognitive requirements (Coyle et al 2010).

Misunderstandings about CLIL persist among educators, parents, and students. Some consider it suitable only for high-achieving learners, while others fear it may hinder content learning. Research indicates that CLIL can benefit learners at all proficiency levels when appropriate scaffolding and institutional support are in place (Mehisto et al 2010). Effective implementation depends on a shared understanding of CLIL principles, collaboration among teachers, and consistent support from school leadership and stakeholders.

CLIL offers clear pedagogical advantages, including improved language proficiency, cognitive development, intercultural understanding, and increased motivation. Its success depends on teacher training, access to appropriate resources, institutional support, and a solid

understanding of its theoretical and methodological foundations. Addressing these factors is essential to realise the full potential of CLIL as an integrative educational approach.

Given these benefits and challenges, effective lesson planning and materials development are essential. The following section outlines key principles and recommendations for designing CLIL lessons and teaching resources.

1.4 Principles of developing CLIL lessons and creating materials

Creating effective CLIL materials is a significant challenge for teachers. As Ball et al (2015) point out, many educators lack the time or resources needed to develop materials that support both content learning and language development. However, well-designed materials are essential in enabling successful CLIL teaching.

Mehisto (2012) outlines ten principles for developing high-quality learning materials that balance content and language. These include making learning objectives, such as language, content, and skills, and processes transparent to learners, incorporating both short- and long-term achievable outcomes, and systematically developing academic language skills by highlighting structures or identifying language features. He emphasises fostering learner autonomy through methods such as think-pair-share and brainstorming, and integrating formative assessments, including self-, peer-, and reflective evaluations. Creating a safe environment by avoiding overload, sarcasm, and ridicule, while providing scaffolding, is also essential. Promoting cooperative learning through pair and group work, using authentic language materials, encouraging critical thinking, and supporting cognitive fluency via scaffolding are also key. Lastly, connecting learning to students' interests and communities helps to make education meaningful (Mehisto 2012: 17-25). Similarly, Ball et al (2015) emphasise these principles for CLIL, highlighting clarity of objectives, systematic

promotion of academic language, safety, cooperation, and scaffolding for cognitive fluency (Ball et al 2010: 175).

Ball et al (2015) outline seven principles for CLIL materials design. The first principle emphasises the importance of a task (the text-task relationship). Students should be aware from the outset of the “goal”, as it motivates learning and helps them complete the task. Second, priority should be given to the three dimensions of content. The focus must be on “conceptual content, through procedural choices, using specific language derived from the discourse content” (Ball et al 2015: 181). Teachers can assign one of these three dimensions as the main focus over the others. The third principle to consider in any educational context is guiding input and supporting output. Tasks must support both receptive skills, such as reading and listening, and productive skills, such as speaking and writing. Students need to develop these skills to handle more complex tasks (Ball et al 2015). The fourth vital principle, discussed by several authors (Coyle et al 2010, Mehisto 2012, Coyle and Meyer 2021), is scaffolding. In addition to scaffolding, Ball et al (2015) highlight embedding: where scaffolding provides explicit support visible to students, embedding involves more implicit support. The key language is integrated into the tasks, enabling students to understand the concepts independently. Both scaffolding and embedding foster deeper understanding and encourage students to become more autonomous in their learning.

To further assist students in overcoming difficulties with a task, four design-based parameters are essential: labelled and captioned illustrations; content-specific text types and vocabulary; graphic organisers; and the use of ICT applications to scaffold both input and output. Various graphic organisers (charts, mind maps, grids) can reduce cognitive and linguistic load, while also revealing how information is interconnected and providing tools for speaking (Ball 2018). These organisers also activate schemata.

The next principle involves making key language salient, so that key language and concepts stand out clearly. The sixth principle addresses the concept of “difficulty” in didactic materials. Difficulty is often subjective and depends on the individual; it is the teacher’s responsibility to craft tasks appropriate to students’ levels. As the authors note, “there is no such thing as an easy or difficult text; there are only easy or difficult tasks” (Ball et al 2015: 206). The final principle stresses thinking in sequences, meaning that a task should be part of a broader sequence rather than an isolated activity (Ball et al 2015).

When a teacher decides to challenge themselves and create effective, high-quality CLIL materials, they must follow the principles outlined in this section.

1.5 Teaching PSHE through CLIL

PSHE focuses on emotional literacy, interpersonal skills, well-being, and social responsibility. Learning in this area is inherently dialogic and reflective, as learners are expected to share personal experiences, express opinions, and navigate different perspectives. These characteristics make PSHE a potentially valuable, yet pedagogically demanding, environment for CLIL implementation.

International policy frameworks are increasingly recognising the importance of social and emotional skills within education systems. The OECD (2019) highlights resilience, agency, and well-being as essential elements of future-oriented education. Furthermore, findings from the OECD Survey of Social and Emotional Skills (2021) demonstrate a strong link between social-emotional skills, academic achievement, and overall life satisfaction. Similarly, Durlak et al (2011) find that well-structured social and emotional learning (SEL) programmes positively influence both academic performance and emotional well-being.

From a public health perspective, the World Health Organisation (2021) emphasises the increasing importance of schools in supporting adolescent mental health. At the European level, the Council Recommendation on Key Competences for Lifelong Learning recognises personal, social, and civic competences as essential for active citizenship (European Commission 2018). Similarly, UNESCO (2021) underlines the duty of education systems to promote empathy, intercultural understanding, and responsible participation in society. Collectively, these international frameworks prioritise PSHE-related objectives as central to modern educational goals.

Within the Estonian context, the National Curriculum for Basic Schools promotes cross-curricular integration (*aineülene lõimimine*) and the development of general competences (Riigi Teataja 2023, 2024). Foreign language teaching is expected to support knowledge acquisition in other subject areas, and the inclusion of CLIL elements is explicitly encouraged. In the third school stage, PSHE places particular emphasis on communication skills, emotional awareness, cooperation, cultural understanding, and responsible social participation. These aims closely align with the principles of the 4Cs framework (Content, Communication, Cognition, and Culture) and with broader European competence frameworks. Consequently, integrating English and PSHE through CLIL reflects both national curricular expectations and wider European educational priorities.

However, formal curriculum alignment does not automatically ensure effective classroom implementation. Structural constraints, such as timetable organisation, assessment traditions, and teacher workload, may restrict the practical realisation of CLIL principles (Lancaster 2018). This underscores the necessity for context-sensitive empirical research examining how CLIL functions within PSHE settings.

Moreover, integrating PSHE and English presents specific linguistic challenges. Discussing emotions, identity, and interpersonal relationships in a foreign language requires

a high level of linguistic and cognitive sophistication. Without adequate support, students may struggle to articulate complex feelings or abstract concepts (Coyle et al 2010, Dalton-Puffer 2008). Therefore, the successful implementation of CLIL in PSHE depends heavily on carefully structured interaction and systematic scaffolding. Explicit language support, guided dialogue, and safe communicative environments are essential to ensure that both content learning and language development are meaningfully achieved.

2 CREATING CLIL MATERIALS

This chapter presents the methodological and developmental framework of the study. Building on the theoretical foundations and empirical studies outlined in Chapter 1, this chapter explains how the CLIL course integrating English and Personal, Social and Health Education (PSHE) was designed for Year 7 students. The chapter describes the research design, the school context and participants, and the stages of the development process.

Particular attention is paid to translating theoretical principles and findings from previous empirical studies into pedagogical practice. The chapter outlines how CLIL theory, the Estonian National Curriculum for Basic Schools, and the CEFR proficiency framework informed the development of five lesson plans. It also explains how content and language objectives were integrated, how scaffolding strategies were embedded, and how materials were adapted for the A2–B1 proficiency range.

Furthermore, the chapter outlines the cyclical nature of the development process, comprising planning, piloting, reflection and revision. By documenting both design decisions and practical considerations, it establishes the methodological foundation for the empirical evaluation presented in Chapter 3.

2.1 Research design

This study was undertaken as a qualitative case study. The primary objective of the thesis was to design, evaluate, and implement a CLIL course that integrates English with Personal, Social, and Health Education (PSHE) in a real classroom setting for Year 7 students.

Development research (Laws et al 2013) focuses on creating and testing practical educational solutions grounded in theory. In this thesis, the practical need identified was the

limited use of CLIL in socially oriented subjects, particularly PSHE, within the Estonian third school stage. The study included the following stages: reviewing relevant literature, designing five CLIL lesson plans, testing the lesson plans in real classroom settings, collecting feedback from teachers and students, and revising the materials based on journal entries and analysis. This structure ensured that the final version of the lesson plans was informed by both theoretical principles and authentic classroom experience.

The study primarily used a qualitative approach, aiming to understand experiences, perceptions, and classroom processes rather than to measure statistical outcomes. The empirical data included journal entries written by three English teachers, students' feedback and short written reflections, and the researcher's field notes documenting the development process. Using multiple data sources supported a broader understanding of how the CLIL lesson plans functioned in practice. In the present thesis, the author acted as course designer, reflective practitioner, data collector and analyst.

The study's outcome includes a practical element, a set of five CLIL lesson plans, as well as an analysis of the development process. It advances practical lesson plans for implementing CLIL in PSHE, promotes cross-curricular integration in Estonian schools, and enhances understanding of how development research can support educational innovation.

2.2 Context and participants

This study was conducted in two Estonian schools. Both schools follow the Estonian National Curriculum for Basic Schools. The two schools differ slightly in their CLIL experience. In one school, there had been prior experience with CLIL lessons. This allowed insight into how CLIL can function in that environment. In the other school, CLIL had not previously been used. This created an opportunity to introduce and test a new cross-curricular approach.

The focus was on students typically aged 13–14. The participants included students from both schools and three English teachers. There were three groups: two comprising Year 7 students, and one consisting of Year 5–6 students whose language level was comparable to that of the Year 7 students. The classes comprised regular groups, and no special selection criteria were applied, ensuring the lesson plans were tested under authentic classroom conditions. The students' English proficiency was approximately A2–B1 on the CEFR scale, and this level was carefully considered when designing the CLIL tasks, vocabulary support, and scaffolding strategies. The students participated in the English lessons and provided feedback through classroom activities, while the teachers contributed through teaching and journal entries, offering feedback on the lesson plans and teaching materials.

Ethical principles were followed throughout the study. All participants were informed of the study's purpose. The study did not interfere with normal learning objectives, and normal learning processes were not disrupted. Because the student participants were minors, particular care was taken to ensure that classroom participation was not negatively affected, and participation in feedback activities was voluntary. Feedback was collected in a respectful and confidential manner. No personal or identifying information is included in the thesis.

2.3 Development of the five CLIL lesson plans

The development of the five lesson plans constitutes the central practical outcome of this study. This section describes how theoretical principles, curriculum requirements and classroom realities were translated into structured teaching materials.

The lesson plans were based on Chapter 3, “Teismelised üheskoos” [Teenagers Together], in the *Inimeseõpetuse tööraamat III kooliastmele. I osa. Teismeeast nii- ja naapidi* [PSHE workbook for the third school stage. Part 1. Various perspectives on teenage

years] (Israel 2025). The chapter was selected because students were studying the same thematic unit in their PSHE lessons during the pilot period. This alignment enabled meaningful cross-curricular integration and reduced cognitive overload, as students engaged with familiar content in English rather than with entirely new subject matter.

The implementation followed the principles of Content and Language Integrated Learning as outlined in Chapter 1, particularly the dual focus on content and language. CLIL is characterised by the simultaneous development of subject knowledge and language competence, with language serving as both a learning objective and a tool for constructing knowledge (Coyle et al 2010, Mehisto et al 2008). In the present study, this dual focus was operationalised through tasks that required learners to process PSHE content while actively using English for communication, reflection, and interaction.

The lesson sequence was designed according to the 4Cs Framework (Content, Communication, Cognition, Culture), which provides a conceptual structure for integrating subject learning and language development (Coyle et al 2010). Each lesson addressed these dimensions, with a gradual increase in cognitive and linguistic complexity. In addition, the Language Triptych model (language of learning, language for learning, language through learning) guided the selection of vocabulary, functional language, and interactional tasks, ensuring that learners were supported in both understanding and producing language.

The selected themes focus on communication, emotional awareness, relationships, group roles, and peer influence. These topics are developmentally appropriate for Year 7 students and naturally encourage discussion and reflection. The lesson plans were organised to progress from individual awareness to broader social understanding: I Am a Communicator, Solitude vs Loneliness?, Different Cultures and Communication, Group Roles, and Group Influence and Support Networks. This sequence gradually increases cognitive and linguistic demands.

Each lesson plan sets out clear content and language objectives. The design followed the 4Cs framework: content (PSHE topics), communication (functional English for reflection and discussion), cognition (analysis, comparison and problem-solving), and culture (empathy, respect and intercultural awareness). Activities such as jigsaw reading, role-play stations, group discussions and gallery walks were used to maximise student interaction and minimise teacher talk.

Given the learners' A2–B1 proficiency range, scaffolding strategies were systematically integrated. These included sentence frames, word banks, structured discussion prompts and guided reflection tasks. Formative assessment was embedded via observation checklists, peer feedback and exit tickets.

The final version of the lesson plans presents a context-sensitive CLIL model adapted to the realities of Year 7 classrooms.

2.4 Development principles

This section outlines the principles that guided the design. Three frameworks informed the development process: the Estonian National Curriculum for Basic Schools, Foreign Languages, and PSHE (Riigi Teataja 2023, 2024), and the CEFR proficiency framework (Council of Europe 2020).

The *Inimeseõpetuse tööraamat* [PSHE workbook] (Israel 2025) provided the thematic foundation for the lesson plans, but it was used solely as a conceptual reference. All English-language reading passages were written specifically for this study. The original Estonian materials inspired the identification of themes and learning goals, but no passages were translated or reproduced verbatim. This ensured compliance with copyright regulations while enabling adaptation to the CLIL methodology and the targeted proficiency level.

The linguistic framework was derived from the CEFR Companion Volume (Council of Europe 2020). The participating Year 7 students of two groups and Year 5-6 students of the third group demonstrated English proficiency at approximately A2–B1; therefore, this range was adopted as the target level. According to CEFR descriptors, A2 learners can understand short, simple texts and participate in routine exchanges, while B1 learners can produce connected speech and express opinions with some independence. These descriptors guided both text creation and task design.

In line with CLIL principles (Mehisto et al 2008), content and language objectives were explicitly integrated. Content objectives focused on communication skills, emotional awareness, and social responsibility, while language objectives covered functional expressions for expressing opinions and reflecting, vocabulary for interpersonal interaction, and basic discourse markers for organising ideas.

Systematic scaffolding supported progression within the A2–B1 range. Core grammatical structures included present and past simple forms, coordination, and basic cause–and–effect constructions. Tasks were considered appropriate when A2 learners could respond with supported utterances and B1 learners could produce connected explanations. During testing, materials were adjusted when linguistic demands exceeded the framework's limits.

Together, these principles ensured that the lesson plans were pedagogically coherent, linguistically appropriate and aligned with both national curriculum goals and CEFR descriptors.

3 TESTING THE LESSON PLANS AND TEACHING MATERIALS CREATED

This chapter presents the empirical phase of the study and focuses on the testing of the CLIL lesson plans developed in Chapter 2. It examines how the materials functioned in classroom practice and how they were experienced by students and teachers.

Building on the theoretical framework outlined in Chapter 1, the chapter analyses how key CLIL principles such as the integration of content and language, the 4Cs Framework, and the use of scaffolding were implemented in practice (Coyle et al 2010, Mehisto 2012).

The chapter is divided into three sections. Section 3.1 describes the implementation of the lesson plans and analyses each lesson. Section 3.2 outlines the data collection methods, including teacher and student feedback. Section 3.3 presents the analysis of the collected data and discusses revisions to the materials.

Generally, these sections evaluate the effectiveness of the developed CLIL lesson plans and provide insight into the possibilities and challenges of integrating PSHE and English in real classroom contexts.

3.1 Data collection

The empirical data were collected through multiple sources to gain a broad understanding of how the CLIL lesson plans functioned in practice. Teachers' feedback (see Appendix 11) was collected via journal entries completed promptly after each lesson to ensure accuracy. Students' feedback was gathered through brief written reflections, exit tickets at the end of each lesson, and a feedback questionnaire (see Appendix 12) administered after five lessons to explore their views on CLIL-based PSHE instruction.

Eleven statements addressed key aspects of the learning process, including clarity of instruction, perceived difficulty, emotional responses such as anxiety or enjoyment, and students' preferences for learning PSHE in English rather than in their native language. The students answered 11 statements on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). Additionally, four open-ended questions were included to gather more detailed qualitative feedback on students' engagement and perceptions of the tasks.

The author used Google Forms to efficiently collect student feedback, offering easy access, intuitive navigation, and automatic organisation of responses. The questionnaire was designed to ensure anonymity, fostering a safe environment and encouraging honest responses. Throughout the research, data were managed responsibly and used exclusively for research purposes, in line with the university's ethical standards and with an emphasis on confidentiality.

3.2 Testing implementation

The lessons were delivered during regular English lessons, while students were studying the same thematic unit in their PSHE lessons, which began in March. This parallel timing supported cross-curricular coherence and enabled students to engage with familiar content in a foreign language, which is considered beneficial in CLIL contexts because it reduces cognitive load and allows learners to focus on both content and language development (Coyle et al 2010). Each lesson lasted 45 or 60 minutes, depending on the school.

The testing phase involved implementing lesson plans in both schools, gathering feedback from students and teachers, and recording practical challenges and adaptations in teachers' journal entries. The next section offers a more detailed account of how the lessons were adapted and delivered in practice.

Lesson Plan 1: Why do people need other people? Verbal vs nonverbal communication.

The first lesson (see Appendices 1-2) introduced the central theme of interpersonal communication. It focused on deepening students' understanding of communication as a social process and encouraged the use of English to express opinions and describe behaviour.

From a CLIL perspective, the lesson primarily addressed the content and communication dimensions of the 4Cs Framework, with students engaging in pair and group discussions in English to support interaction (Coyle et al 2010). At the same time, the topic aligned with PSHE objectives related to relationships, communication, and social awareness, which are essential to students' personal development.

Teachers' reflections suggest that the lesson successfully created a supportive entry point into CLIL learning. The familiarity of the topic enabled students to engage with the content without excessive cognitive or linguistic overload, which is important in the early stages of CLIL (Coyle et al 2010). However, although students participated actively, their language production remained relatively limited and relied on simple structures, confirming findings from CLIL research that productive skills often lag behind receptive skills (Krzemińska-Adamek and Papaja 2015).

In addition, the thesis reviewer's comment highlights a limitation of the lesson content. Contemporary adolescents are strongly influenced by social media platforms such as TikTok and Instagram, where narratives of extreme independence are increasingly promoted (e.g., "I don't need anyone", "I am strong on my own"). This discourse may shape students' perceptions of maturity and relationships, potentially encouraging social isolation and weakening the perceived value of interpersonal connections.

From a PSHE perspective, this represents a gap in the lesson design. While the lesson introduced the importance of communication, it did not explicitly address contradictory social narratives that students encounter in their everyday lives. According to CLIL

principles, meaningful learning should connect classroom content with real-life contexts and learners' experiences (Mehisto et al 2008). Therefore, failing to address such influential external discourses may limit the depth and relevance of learning.

Furthermore, this issue relates to the culture dimension of the 4Cs Framework, which includes not only intercultural awareness but also critical understanding of social and media influences (Coyle et al 2010). By not explicitly engaging with these influences, the lesson underutilised its potential to develop students' critical thinking and social awareness.

This analysis contributes to the research aim by showing that effective CLIL lesson plans must not only integrate content and language, but also critically engage with learners' real-life contexts, including media influences. It also suggests that students' perceptions of topics such as communication and relationships may be shaped by external factors that need to be explicitly addressed to achieve meaningful learning outcomes. Based on both teachers' reflections and the reviewer's comments, the following improvements are recommended:

The lesson should include a discussion of social media narratives, particularly those promoting extreme independence and self-sufficiency. A short activity could be added in which students analyse statements similar to those found on social media (e.g., "I don't need anyone") and discuss whether they agree or disagree with them, providing reasons.

This would support the development of critical thinking, aligning with the cognition dimension of CLIL and PSHE objectives related to responsible decision-making. Additional language scaffolding (opinion phrases, agreement/disagreement structures) should be provided to support students in expressing more complex ideas. The lesson could also include a reflective component where students consider the importance of relationships in their own lives, thereby strengthening the connection between content and personal experience.

Lesson Plan 2: Understanding solitude and loneliness

The second lesson (see Appendices 3-4) focused on emotional awareness and personal experiences. Students explored the difference between solitude and loneliness through video input, jigsaw reading, and collaborative tasks.

From a CLIL perspective, the lesson demonstrated the integration of cognition and communication, as learners were required to analyse concepts, compare perspectives, and articulate personal reflections. The use of jigsaw reading and peer explanation supported the development of mediation skills and collaborative learning, aligning with the principle of language through learning (Coyle et al 2010).

Teachers' reflections indicate that the lesson was engaging and that students grasped the key conceptual distinction between solitude and loneliness. The collaborative structure fostered participation and enabled learners to actively process the content. The topic also resonated with students on a personal level, increasing motivation and willingness to engage. This supports the idea that meaningful, emotionally relevant content enhances learning in CLIL contexts (Mehisto et al 2008).

However, the reviewer's comment highlights a limitation in the lesson's depth. While the topic was introduced and discussed, the treatment remained relatively surface-level and did not fully address the seriousness of the issue. Contemporary research and public discourse increasingly refer to an "epidemic of loneliness" among younger generations, particularly Gen Z, where social isolation is linked to mental health challenges such as anxiety, depression, and reduced well-being.

From a PSHE perspective, this suggests that the topic is not only relevant but potentially critical, as loneliness may directly affect students' lives. As noted in Chapter 1, PSHE aims to support students' emotional awareness, well-being, and their ability to manage

real-life challenges. Therefore, addressing loneliness only at a conceptual level may limit the lesson's educational impact.

From a CLIL perspective, this also relates to the cognition dimension of the 4Cs Framework. Although students engaged in basic comparison and discussion, the lesson did not fully exploit opportunities for deeper critical thinking, such as analysing the causes, consequences, and possible solutions to loneliness. According to CLIL theory, higher-order thinking tasks are essential for meaningful learning and conceptual development (Coyle et al 2010, Dalton-Puffer 2008).

In addition, the sensitive nature of the topic requires careful pedagogical handling. The reviewer's comment emphasises that, for some students, these issues may be "a matter of life and death." This highlights the importance of creating a safe and supportive learning environment, which is also a key principle in the design of CLIL materials (Mehisto 2012).

This analysis contributes to the research aim by demonstrating that effective CLIL lesson plans must not only integrate content and language but also address the depth and real-life significance of the content, particularly in socially oriented subjects such as PSHE. It also highlights that students' experiences and emotional realities must be considered in lesson design, which is essential for understanding how learners perceive and benefit from CLIL-based instruction. Based on teachers' reflections and the reviewer's comments, the following improvements are recommended:

The lesson should move beyond basic definitions to explore loneliness more deeply, covering its causes, consequences, and possible coping strategies. A discussion task could be added in which students reflect on questions such as: Why do people feel lonely? What can happen if loneliness persists? How can people help themselves or others? The lesson should incorporate elements of social and emotional learning, such as identifying support systems and encouraging help-seeking behaviour, aligning with PSHE objectives.

Additional teacher guidance is needed to ensure the topic is handled sensitively and that students feel safe when discussing personal or emotional issues. Language scaffolding should include functional phrases for expressing feelings, giving advice, and showing empathy, supporting both communication and emotional expression. If appropriate, the lesson could include a brief awareness component on mental health and support resources, ensuring the topic is addressed responsibly.

By integrating these elements, the lesson would better reflect both CLIL principles and PSHE goals and address the topic's real-life significance, as highlighted by the reviewer.

Lesson Plan 3: Different cultures and communication

The third lesson (see Appendices 5-6) focused on intercultural awareness. Students explored how communication styles vary across cultures, including differences in gestures, eye contact, and personal space.

From a CLIL perspective, the lesson strongly reflected the culture dimension of the 4Cs Framework, which emphasises the development of intercultural understanding and awareness (Coyle et al 2010). Students engaged in discussions and role-play activities that required them to interpret and respond to culturally different communication styles.

Teachers' reflections indicate that students were engaged and showed interest in the topic, particularly when concrete examples and visual materials were used. This supports CLIL research highlighting the importance of multimodal input in facilitating comprehension and supporting language learning (Mehisto 2012).

On the other hand, the reviewer's comment highlights a shortcoming in the lesson's scope and depth. Although cultural differences were introduced, the range of cultures represented was relatively limited, and the discussion did not fully explore the diversity and complexity of global communication practices. As a result, students' understanding of intercultural communication may have remained somewhat superficial.

From a theoretical perspective, this suggests that the lesson only partially addressed the culture component of the 4Cs Framework. According to Coyle et al (2010), culture in CLIL extends beyond awareness of isolated differences to encompass a broader understanding of multiple perspectives and the ability to navigate intercultural situations. Presenting a narrow range of examples may limit students' ability to generalise and apply their knowledge in real-life contexts.

In addition, the limited range of cultural input may have reduced opportunities for deeper cognitive engagement. CLIL emphasises linking content to higher-order thinking skills, such as comparing, analysing, and evaluating (Dalton-Puffer 2008). A broader range of cultural examples could have supported more complex comparisons and discussions, thereby strengthening the lesson's cognitive dimension. While students were able to understand the content, they had difficulty using newly acquired vocabulary in spontaneous interaction. This again highlights the need to balance input and output in CLIL instruction.

This analysis contributes to the research aim by demonstrating that effective CLIL lesson plans must provide sufficiently rich and varied content to support both intercultural understanding and cognitive development. It also shows that students' experience of CLIL learning is influenced not only by task design but also by the breadth and relevance of the content, which in turn affects both engagement and depth of learning. Based on teachers' reflections and the reviewer's comments, the following improvements are recommended:

Additional cultures beyond familiar or European contexts should be introduced to broaden students' perspectives and enhance intercultural awareness. Discussion tasks should be extended to encourage deeper comparison and analysis, for example, by asking students to identify similarities and differences across multiple cultures and to reflect on potential misunderstandings. Role-play activities could be expanded to include more varied and complex intercultural scenarios, allowing students to practise adapting their language and

behaviour in different contexts. Language scaffolding should include functional phrases for comparison, clarification, and the management of misunderstandings, thereby supporting both communication and intercultural competence. Vocabulary recycling should be strengthened to ensure that students actively use key terms in interactions.

Implementing these changes would more fully reflect the culture and cognition dimensions of CLIL while also providing more comprehensive and meaningful learning experience for students.

Lesson Plan 4: Groups. My groups and my social network.

The fourth lesson (see Appendices 7-8) focused on group membership and social relationships. Students analysed different types of groups and reflected on their own social networks.

From a CLIL perspective, the lesson primarily addressed the content and cognition dimensions of the 4Cs Framework, as learners engaged in tasks involving classification, comparison, and personal reflection (Coyle et al 2010). The use of collaborative activities also supported the communication dimension, as students discussed their ideas and experiences in English.

Teachers' reflections indicate that the lesson was engaging, particularly because the topic was closely related to students' personal lives. Students were willing to participate and reflect on their own social networks, which supports CLIL research highlighting the motivational value of meaningful and personalised content (Mehisto et al 2008).

However, the reviewer's comment highlights that the lesson did not adequately address the experience of exclusion from a group. For adolescents, social belonging is a central developmental need, and being left out, whether in the classroom or online, can have significant emotional and psychological consequences.

From a PSHE perspective, this is a key issue that should be explicitly addressed. As noted in Chapter 1, PSHE aims to support students' social and emotional development, including their ability to build and maintain healthy relationships. Therefore, focusing solely on group membership and structure, without addressing exclusion, may limit the lesson's relevance and impact. From a CLIL perspective, this also represents a missed opportunity to engage more deeply with the cognition and culture dimensions. The topic of exclusion enables critical discussion, the development of empathy, and the exploration of social norms, all of which are central to the cultural dimension of CLIL (Coyle et al 2010).

The reviewer points out that addressing sensitive issues such as exclusion requires teachers' confidence and willingness to engage in potentially difficult discussions. Even when classroom situations are not openly problematic, such issues may still affect students and therefore warrant attention. This aligns with CLIL principles that emphasise creating a safe and supportive learning environment while encouraging meaningful and authentic discussion (Mehisto 2012).

This analysis contributes to the research aim by showing that effective CLIL lesson plans in PSHE contexts must not only present neutral or descriptive content but also address emotionally significant and potentially challenging issues relevant to students' lives. It also highlights that students' experiences of CLIL learning are shaped by how well lessons reflect real-life social dynamics, including both the positive and negative aspects of group interaction. Based on teachers' reflections and the reviewer's comments, the following improvements are proposed:

The lesson should address social exclusion, including instances where individuals are left out of groups, both in real life and on social media. A discussion or scenario-based task could be added in which students analyse situations of exclusion and consider questions such as: How does it feel to be left out? Why does it happen? What can others do to help?

The lesson should include activities that promote empathy and perspective-taking, supporting both PSHE objectives and the cultural dimension of CLIL. Teachers should be encouraged to approach such topics with confidence and sensitivity, even when they are not immediately visible in the classroom, recognising their importance for students' well-being. Language scaffolding should include phrases for expressing feelings, offering support, and discussing solutions (I feel..., You could..., It's important to...), thereby supporting both communication and emotional expression. Reflection tasks could be strengthened to encourage students to connect the topic to their own experiences and consider how they can contribute to inclusive group environments.

By incorporating these elements, the lesson would better address the social realities of adolescents and more fully align with both CLIL principles and PSHE goals.

Lesson Plan 5: The impact of groups: positive and negative influence. Conformism

The fifth lesson (see Appendices 9-10) addressed more complex social concepts such as peer pressure, group influence, and decision-making.

From a CLIL perspective, the lesson integrated all four components of the 4Cs Framework. The content dimension focused on understanding group influence and its effects on behaviour, while the communication dimension was developed through discussion, mini-debates, and collaborative tasks. The lesson also emphasised cognition, as students were required to analyse situations, evaluate group behaviour, and propose solutions. In addition, the topic supported the culture dimension by encouraging reflection on social norms and group dynamics within adolescent contexts (Coyle et al 2010).

Teachers' reflections indicate that this lesson was particularly successful in meeting both content and language objectives. Students were actively engaged in discussions and showed strong interest in the topic. The theme of conformity appeared to resonate with students, supporting participation and encouraging more extended interaction. As noted in

the lesson documentation, students performed well in the final written self-expression task, suggesting that both conceptual understanding and language production were effectively achieved.

This outcome aligns with CLIL theory, which emphasises that cognitively demanding and personally relevant tasks promote deeper learning and more meaningful language use (Dalton-Puffer 2008, Coyle et al 2010). By this stage of the lesson sequence, students had also become more familiar with the CLIL approach, which may have contributed to greater confidence and improved performance.

This lesson demonstrated a better balance between receptive and productive skills. This suggests that progression and sequencing are crucial to CLIL implementation, enabling students to gradually develop both content understanding and language competence. At the same time, the lesson highlights the importance of structured task design. Mini-debates, scenario-based discussions, and guided reflection tasks created opportunities for students to express and justify their opinions, thereby supporting both communicative competence and critical thinking. This aligns with research indicating that CLIL environments can enhance higher-order thinking skills when tasks are appropriately designed (Dale and Tanner 2012).

This lesson provides strong evidence that well-designed CLIL lesson plans can effectively integrate content and language learning, directly addressing the study's main research aim. It also deepens understanding of students' experiences of CLIL, showing that learners respond positively to interactive, discussion-based tasks relevant to their lives. The lesson demonstrates that CLIL can support not only language development but also the development of social and critical thinking skills, which are central to PSHE. Based on teachers' reflections and the analysis, the following recommendations are offered:

Future lesson plans should continue to include discussion-based and debate-oriented tasks, as these promote both communicative competence and critical thinking. Scenario-

based activities should be maintained and further developed, as they enable students to apply content knowledge in realistic contexts. Continued use of structured language support (opinion phrases, argumentation frameworks) is recommended to support all learners, particularly those with lower language proficiency. The sequencing of lessons should be preserved, as gradual progression appears to support both confidence and language development. Reflection tasks should remain an integral part of each lesson, as they help consolidate understanding of content and language use.

3.3 Data analysis and revision

This section presents data from student feedback questionnaires and teacher reflections to assess the effectiveness of CLIL-based PSHE lessons in promoting student engagement, language skills, and content understanding. The data were analysed using qualitative content analysis (Öunapuu 2014, Laherand 2008). The goal of the analysis was not to measure effectiveness statistically, but to improve the materials and evaluate their suitability for classroom use.

3.3.1 Student feedback analysis

The student feedback questionnaire (see Appendix 12) consisted of 11 Likert-scale statements focusing on learners' perceptions of CLIL-based PSHE lessons, including language skills, task difficulty, engagement, and attitudes towards integrated learning.

A total of 27 of 34 participating students completed the questionnaire, resulting in a response rate of approximately 79.4%. The results are analysed thematically in order to identify broader patterns in students' experiences.

I find it easy to reply in English

27 responses

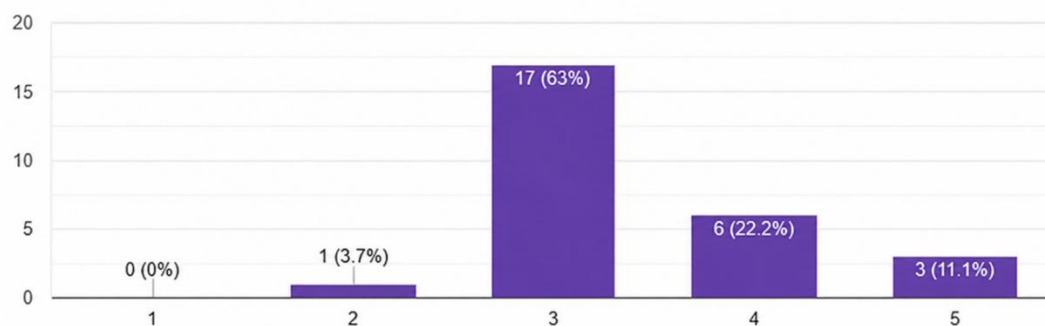


Figure 3. Students' confidence in answering in English (Question 1).

I find it easy to understand my teacher's explanation in English

27 responses

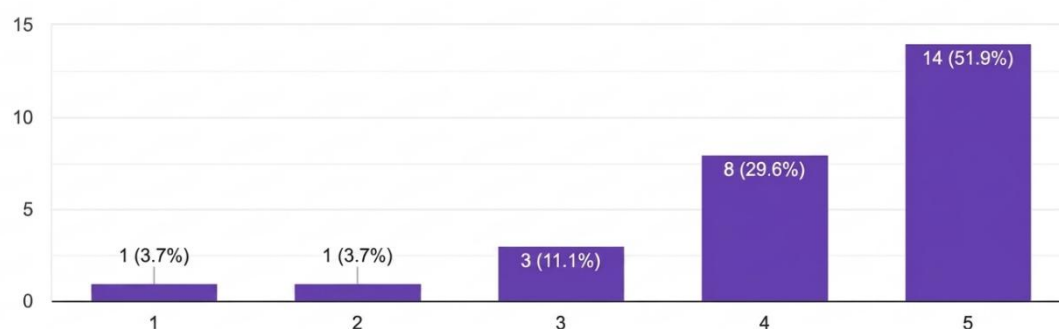


Figure 4. Student ratings for instructional clarity in CLIL lessons (Question 2).

I find it easy to ask questions and/or speak in English

27 responses

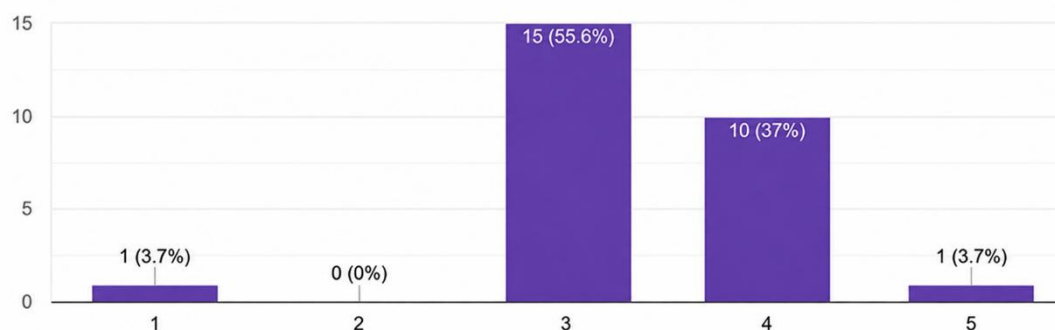


Figure 5. Students' confidence in speaking English (Question 3).

I find it easy to understand written texts in English

27 responses

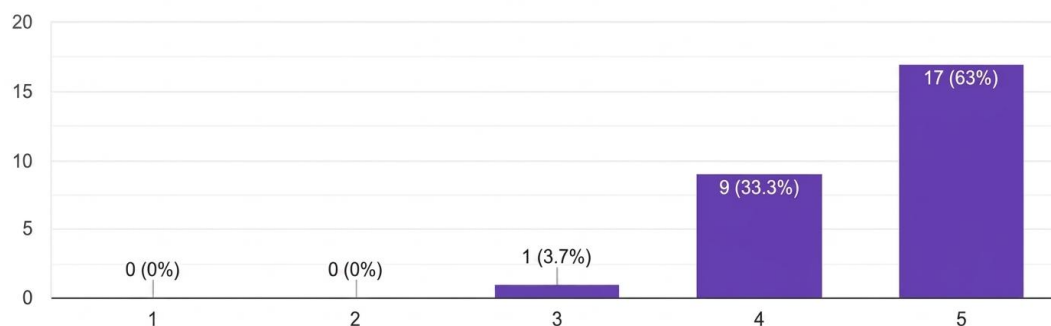


Figure 6. Students' ratings of their understanding of written texts in English (Question 4).

I find it easy to write in English

27 responses

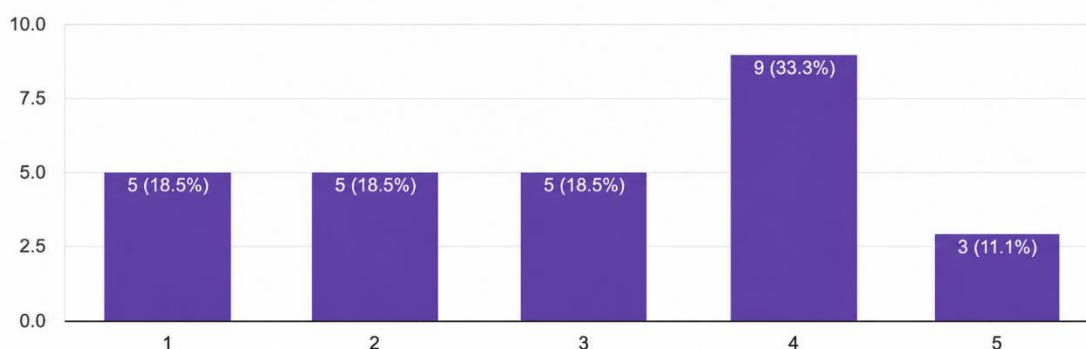


Figure 7. Students' confidence in writing in English (Question 5).

I find it easy to do the activities the teacher asks us to do in English

27 responses

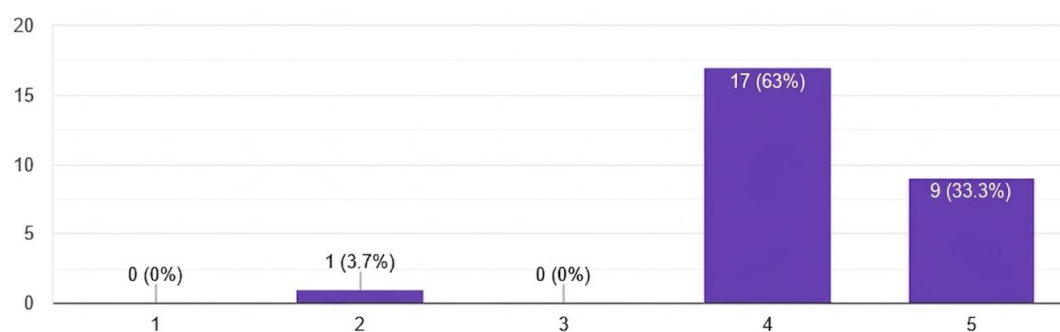


Figure 8. Students' ratings for participating in English (Question 6).

The first six statements focused on students' ability to use English during the lessons, including understanding explanations, speaking, writing, and completing tasks. The results indicate that students felt more confident in receptive skills than in productive skills. Most learners agreed that they were able to: understand the teacher's explanations in English (Question 2), understand written texts (Question 4), and follow classroom activities (Question 6).

This suggests that the input provided during the lessons was accessible and appropriately scaffolded. According to CLIL theory, effective learning requires careful support to enable learners to process both content and language simultaneously (Coyle et al 2010, Mehisto 2012). The findings, therefore, indicate that the scaffolding strategies used in the lessons were largely successful in supporting comprehension.

However, responses to Questions 1, 3, and 5 reveal greater difficulty in productive language use, particularly replying, speaking, and writing in English. Students reported lower confidence in actively using language compared to understanding it. This imbalance reflects a well-documented tendency in CLIL classrooms, where receptive skills often develop more rapidly than productive skills (Krzemińska-Adamek and Papaja 2015). From the perspective of the Language Triptych (Coyle et al 2010), the findings suggest that while the dimension of the language of learning was largely achieved, those of the language for learning and language through learning require further development. This highlights the need for more structured opportunities for speaking and writing, supported by clear language scaffolding.

Students' responses to the statement "I find it easy to do the activities the teacher asks us to do in English" (Question 6) indicate that most learners were able to successfully participate in classroom tasks. The overall results suggest that the level of difficulty was

appropriate. This is an important aspect of CLIL, as tasks must balance cognitive and linguistic demands to avoid overload while still promoting learning (Ball et al 2015).

The variation in responses also reflects the heterogeneity of CLIL classrooms, where learners differ in language proficiency and confidence. As noted in Chapter 1, effective CLIL implementation requires differentiation and flexibility to support learners with diverse needs (Mehisto et al 2008).

I liked to study PSHE in English

27 responses

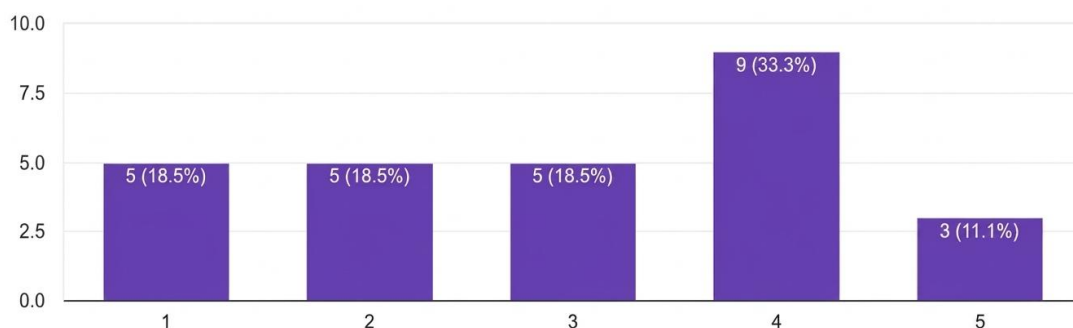


Figure 9. Student ratings for studying PSHE in English (Question 7).

I understood the PSHE content (Me and others) quite well in English

27 responses

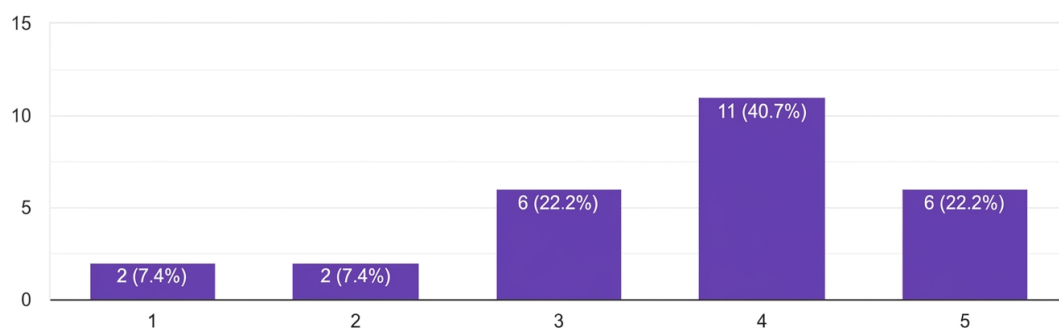


Figure 10. Student ratings for understanding PSHE content in English (Question 8).

I think learning PSHE in English is a good idea

27 responses

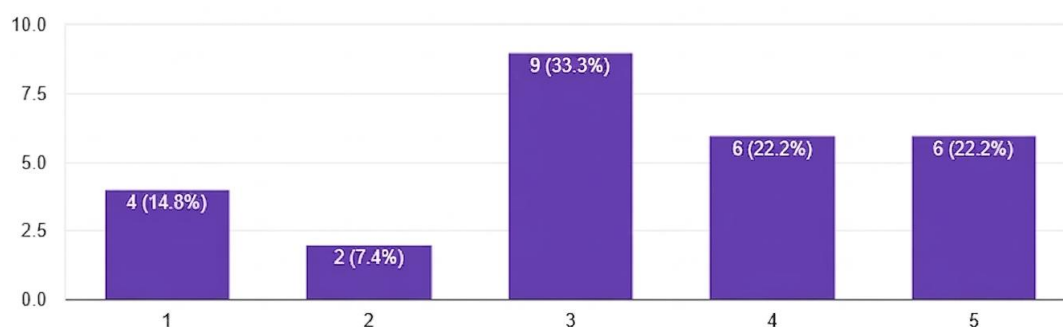


Figure 11. Students' opinions on learning PSHE in English (Question 9).

Questions 7–9 focused on students' attitudes towards learning PSHE in English. The results indicate that students generally held a positive attitude towards CLIL lessons. Many students agreed that they enjoyed studying PSHE in English (Question 7) and that they understood the PSHE content well (Question 8).

This finding supports the view that CLIL can enhance learner motivation by providing meaningful, authentic learning contexts (Coyle et al 2010, Mehisto et al 2008). Because PSHE topics are closely linked to students' personal lives, they naturally encourage engagement and interaction, which are key principles of CLIL pedagogy.

Furthermore, most students agreed with the statement "I think learning PSHE in English is a good idea" (Question 9), indicating they recognised the value of integrating content and language learning. This aligns with research suggesting that CLIL learners often develop more positive attitudes towards language learning when it is embedded in meaningful subject contexts (Doiz et al 2014).

I prefer to study PSHE in Estonian

27 responses

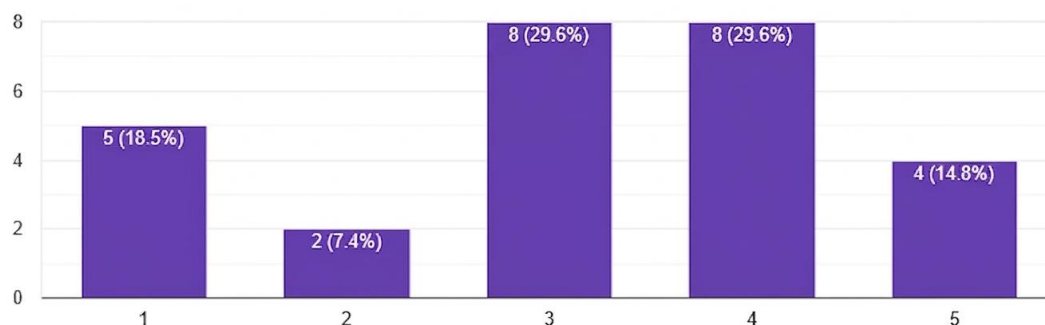


Figure 12. Students' opinions on learning PSHE in Estonian (Question 10).

The statement “I prefer to study PSHE in Estonian” (Question 10) elicited more varied responses. While some students preferred to learn in their first language, others were open to learning in English. This suggests that although CLIL was generally well received, students may still feel more comfortable discussing complex or emotionally sensitive topics in their first language.

This finding is particularly relevant in PSHE contexts, where topics such as relationships, emotions, and identity require nuanced expression. As noted in Chapter 1, discussing these topics in a foreign language can pose linguistic and cognitive challenges for learners (Coyle et al 2010, Dalton-Puffer 2008).

Studying PSHE in English helps me to improve my English language skills.

27 responses

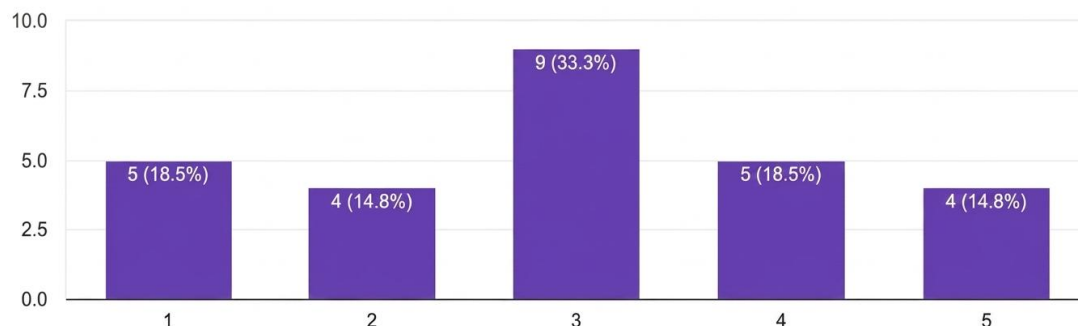


Figure 13. Student ratings of learning PSHE in English to improve language skills (Question 11).

The final statement, (Question 11), asked whether students believed that learning PSHE in English improved their language skills. Most students agreed that CLIL lessons were beneficial for language development. This supports one of the central assumptions of CLIL, namely that language is most effectively acquired when used as a tool for meaningful communication and knowledge construction (Coyle et al 2010).

By engaging with subject content in English, learners are exposed to authentic language use, which can support vocabulary development and communicative competence (Mehisto et al 2008).

Overall, the results of the questionnaire indicate that students had a generally positive experience with CLIL-based PSHE lessons. The findings highlight several key patterns: stronger development of receptive skills compared to productive skills, generally appropriate level of task difficulty, high levels of engagement and interest, mixed preferences regarding the use of the first language, and recognition of language learning benefits.

These findings are consistent with CLIL research presented in Chapter 1, which emphasises the potential of CLIL to enhance motivation, support language development, and promote meaningful learning (Coyle et al 2010, Mehisto et al 2008, Dalton-Puffer 2008).

3.3.2 Teachers' reflections

The review of teachers' journal entries offers valuable insights into the practical application of CLIL in PSHE and English classes. Analysing these entries within the context of the theoretical framework from Chapter 1 reveals important findings on the effectiveness, challenges, and pedagogical implications of the lesson plans.

One of the most significant findings concerns the challenge of balancing content and language objectives. As defined in Chapter 1, CLIL is a dual-focused approach in which subject knowledge and language competence are developed simultaneously (Coyle et al 2010). However, teachers' reflections indicate that maintaining this balance was challenging in practice. The linguistic level of the materials was often too demanding for students, requiring frequent translation and teacher support. This suggests that the language of learning (subject-specific vocabulary such as conformism or peer influence) was not always fully accessible to learners. This finding aligns with CLIL research highlighting that insufficient alignment between language level and content complexity can hinder learning (Ball et al 2015). It also reflects the importance of scaffolding, which CLIL theory emphasises as essential for enabling learners to engage with cognitively demanding content (Mehisto 2012).

Another key conclusion concerns the imbalance between students' receptive and productive language skills. Teachers observed that students generally understood texts and identified key information but struggled to express their ideas clearly in English. This aligns with findings in Chapter 1, which show that CLIL classrooms often prioritise receptive skills

(reading and listening) over productive skills (speaking and writing), leading to uneven language development (Krzemińska-Adamek and Papaja 2015). From the perspective of the Language Triptych (Coyle et al 2010), this suggests that while the language of learning was partially achieved, the language for learning (interactional language) and the language through learning (developed through active use) were less fully realised. This imbalance highlights the need for more structured opportunities for speaking and writing, supported by guided language scaffolding.

The journal entries consistently emphasise the crucial role of teacher support in CLIL implementation. Teachers frequently needed to explain tasks repeatedly, simplify instructions, and provide sentence starters to help students express their ideas. This finding strongly supports CLIL theory, which identifies scaffolding as a central principle in both language and content learning (Mehisto 2012, Coyle et al 2010). Scaffolding enables learners to engage with tasks that would otherwise be beyond their linguistic or cognitive abilities. In addition, the need to adapt materials during lessons highlights the importance of teacher flexibility. As CLIL research suggests, effective implementation requires ongoing adjustment to learners' needs rather than strict adherence to pre-designed materials (Ball et al 2015).

Despite the challenges, the teachers' reflections indicate that students were generally motivated and interested in the lessons. The absence of traditional textbooks and tests, along with the use of interactive and practical activities, contributed to positive student attitudes. This supports the claim made in Chapter 1 that CLIL can enhance learner motivation by providing meaningful and authentic learning contexts (Coyle et al 2010, Mehisto et al 2008). In particular, topics related to students' personal lives, such as social networks, group influence, and communication, were especially engaging. This confirms that PSHE is well-suited to CLIL, as it naturally encourages discussion, reflection, and interaction.

The journal entries also highlight how classroom dynamics affect the success of CLIL lessons. Conflicts among students, reluctance to cooperate, and uneven participation posed challenges to group work, a central component of CLIL pedagogy. This finding suggests that the effectiveness of CLIL is determined not solely by lesson design but also by the classroom social environment. Since CLIL relies heavily on interaction and collaboration, negative group dynamics can significantly limit its effectiveness. From a theoretical perspective, this relates to the communication dimension of the 4Cs Framework, which depends on active participation and meaningful interaction (Coyle et al 2010). It also reinforces the importance of creating a safe and supportive learning environment, as emphasised in the design principles for CLIL materials (Mehisto 2012).

Another important conclusion is that the lesson materials were often too extensive and complex for the available time. Teachers suggested that individual lesson plans should be divided into multiple sessions to allow for deeper understanding. This reflects CLIL principles related to sequencing and progression. According to Ball et al (2015), effective CLIL instruction requires tasks to be organised in sequences that gradually increase in complexity. The findings suggest that the progression in this study may have been too rapid, limiting students' ability to fully process both content and language.

Finally, the journal entries indicate that, despite challenges, the lessons successfully encouraged students to reflect on their social lives and relationships. Students engaged with topics such as communication, group influence, and cultural differences, demonstrating growing awareness of social dynamics. This aligns with the goals of PSHE, which aim to support students' social and emotional development, as well as with broader educational frameworks emphasising competencies such as empathy, cooperation, and self-awareness (OECD 2019). From a CLIL perspective, this demonstrates the potential of integrated

learning to support not only language and content development but also broader personal and social competencies.

Overall, the analysis of the teachers' journal entries confirms that CLIL is a promising but complex approach to integrating PSHE and English. The findings support key theoretical claims from Chapter 1, including: the importance of scaffolding and teacher support, the role of motivation and meaningful content, the challenge of balancing content and language objectives, and the need to support productive language skills more explicitly. At the same time, the results highlight that successful implementation depends on careful adaptation to learners' needs, classroom context, and available time. Thus, the study contributes to answering the research questions by showing that effective CLIL lesson plans must be flexible, scaffolded, and context-sensitive, and must also address both linguistic and social dimensions of learning.

3.3.3 Discussion

The findings from student feedback and teacher reflections provide a comprehensive picture of how the CLIL-based PSHE lessons functioned in practice. When analysed together, these data sources reveal both the strengths of the developed materials and the key challenges associated with implementing CLIL in a Year 7 context.

One of the most consistent findings across both data sets concerns the imbalance between receptive and productive language skills. Students reported relatively high levels of understanding of teacher explanations and written texts, but experienced greater difficulty with speaking and writing in English. This observation was strongly supported by teachers' reflections, which noted that students often understood the content but struggled to express their ideas independently. This pattern aligns with previous CLIL research, which has shown

that receptive skills tend to develop more rapidly than productive skills in integrated learning environments (Krzemińska-Adamek and Papaja 2015).

From a theoretical perspective, this finding can be interpreted through the Language Triptych model (Coyle et al 2010). While the lessons appear to have successfully supported the language of learning (subject-specific vocabulary and comprehension), there was less consistent development of the language for learning and language through learning, particularly in relation to spontaneous communication. This suggests that future lesson design should place greater emphasis on structured speaking and writing opportunities, supported by explicit language scaffolding.

Another key finding concerns the overall accessibility of the materials. Students' responses indicate that most learners were able to follow the tasks and understand the content, while teachers' reflections highlight that the linguistic level was at times too demanding and required additional support. This apparent contradiction can be interpreted as evidence of the teacher's central role in CLIL implementation. While materials may initially appear challenging, effective scaffolding and teacher mediation can enable learners to engage successfully with the content. This supports CLIL theory, which emphasises scaffolding as a crucial element in balancing cognitive and linguistic demands (Mehisto 2012).

At the same time, both data sources highlight the importance of adjusting linguistic complexity to learners' developmental level. Teachers' reflections suggest that some materials may have been more suitable for older students, indicating that the alignment between language level and content difficulty requires further refinement. This finding reinforces the idea that CLIL lesson design must be highly context-sensitive and responsive to learners' needs.

In terms of student engagement and motivation, the results are clearly positive. Students reported enjoying learning PSHE in English, and teacher reflections confirm that learners were actively involved in discussions, group work, and role-play activities. These findings support the argument that CLIL can enhance motivation by providing meaningful and authentic learning contexts (Coyle et al 2010, Mehisto et al 2008). The use of personally relevant PSHE topics appears to have played a particularly important role in promoting engagement, as students were able to connect the content to their own experiences.

However, the data also suggest that engagement is closely linked to task design. Activities such as discussions, role-plays, and mini-debates were particularly successful in encouraging participation, while tasks with higher linguistic demands sometimes limited students' ability to contribute. This highlights the importance of designing tasks that balance cognitive challenge with linguistic accessibility, allowing all learners to participate meaningfully.

A further important theme emerging from the data is the tension between learning in a foreign language and the nature of PSHE content. While many students recognised the benefits of learning in English, some expressed a preference for studying PSHE in their first language. This is understandable, given that PSHE involves discussing personal experiences, emotions, and relationships, which require nuanced language use. As noted in Chapter 1, such topics may pose additional challenges in CLIL contexts due to their linguistic and cognitive complexity (Dalton-Puffer 2008). This finding suggests that while CLIL is a valuable approach in PSHE, it requires careful pedagogical consideration. Teachers must create a supportive environment where students feel comfortable expressing themselves, even with limited language resources. This includes providing appropriate language support, encouraging collaborative work, and allowing flexibility in language use when necessary.

Another significant finding concerns students' perceptions of the benefits of language learning. Most students agreed that learning PSHE in English improved their language skills, indicating an awareness of CLIL's dual focus. This is an important outcome, as it suggests that students recognise the value of using language as a tool for learning rather than as an isolated subject. Such perceptions are essential for sustaining motivation and supporting long-term language development.

Overall, the findings demonstrate that the developed CLIL lesson plans were largely effective in integrating content and language learning, thereby addressing the study's main aim. Students engaged with PSHE topics in English, and the lessons supported both content understanding and language development.

At the same time, the study highlights several areas for improvement. These include the need for: more systematic support for productive language skills, careful adjustment of linguistic difficulty, and greater attention to the specific demands of PSHE topics when taught in a foreign language.

These findings deepen understanding of how CLIL operates in socially oriented subjects and offer practical guidance for future lesson design. They also reinforce the idea that successful CLIL implementation depends not only on well-designed materials but also on responsive teaching, appropriate scaffolding, and sensitivity to learners' needs.

In conclusion, the results of this study confirm that CLIL has strong potential to integrate PSHE and English in basic school contexts. However, its effectiveness depends on achieving a careful balance among content, language, and learner support, and on recognising the specific challenges of teaching socially and emotionally complex topics in a foreign language.

CONCLUSION

This thesis set out to explore the potential for integrating Personal, Social and Health Education (PSHE) and English through the Content and Language Integrated Learning (CLIL) approach in Year 7 classrooms. By combining theoretical analysis with the practical development and testing of lesson plans, the study aimed to contribute to both CLIL pedagogy and cross-curricular teaching practices in the Estonian educational context.

The theoretical framework demonstrates that CLIL is a dual-focused approach that supports the simultaneous development of subject knowledge and language competence. Models such as the 4Cs Framework and the Language Triptych emphasise the importance of integrating content, communication, cognition, and culture, as well as providing structured linguistic support. Previous research emphasises that CLIL can enhance motivation, promote deeper cognitive engagement, and foster intercultural awareness, while also posing challenges related to teacher preparation, material design, and the balance between language and content objectives.

The practical component of the study involved designing, implementing, and evaluating five CLIL lesson plans on PSHE topics relevant to Year 7 students. The findings indicate that CLIL can be successfully applied to socially oriented subjects such as PSHE, particularly when the content is meaningful and closely connected to students' lives. Both teacher reflections and student feedback suggest that the lessons were generally engaging and supported understanding of both content and language.

The results also revealed several important patterns. Students demonstrated stronger receptive skills than productive ones, consistent with findings from previous CLIL research. While learners could understand instructions and texts in English, they found it more difficult to express themselves, particularly in speaking and writing. This highlights the

importance of providing structured opportunities for language production and explicit scaffolding.

In addition, the study showed that the effectiveness of CLIL lessons depends not only on task design but also on the depth and relevance of the content. Topics that were closely related to students' personal experiences, such as relationships, loneliness, and group dynamics, increased engagement and participation. At the same time, the analysis indicated that some lessons would benefit from deeper exploration of socially significant issues and stronger connections to students' real-life contexts.

Overall, the findings suggest that CLIL has strong potential for integrating PSHE and English in Estonian schools. When carefully designed, CLIL lessons can support not only language development but also the development of social, emotional, and critical thinking skills. However, successful implementation requires well-structured materials, appropriate scaffolding, and teachers who are prepared to address both linguistic and sensitive social topics.

In conclusion, this study contributes to a growing body of research on CLIL by demonstrating its applicability in a less commonly explored subject area. It also offers practical teaching materials and insights that may help teachers implement cross-curricular approaches. Further research could examine the long-term effects of CLIL in PSHE contexts, as well as strategies to support productive language skills and address complex social issues in integrated learning environments.

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APPENDIX 1

Lesson plan of Lesson 1

Topic: I am a communicator. Why do people need other people? Communication skills: verbal vs nonverbal.

Time: 45 minutes

Form: 7

Level: A2–B1 (CEFR)

CLIL (English + PSHE)

Content focus: Why do people need other people? Verbal vs nonverbal communication

Language focus:

Linguistic competence (vocabulary range, grammatical accuracy):

Key vocabulary:

communication, interaction, relationship, support, cooperation, listening, gestures, facial expressions, body language, tone, eye contact, personal space, verbal, nonverbal, message, feedback.

Grammar and cohesion: simple cause/reason sentences (*Because...*, *That's why...*), linking words (*and, but, so, because*), present simple for general statements.

Sociolinguistic competence (sociolinguistic appropriateness, awareness of cultural norms):

Functional language:

Expressing reasons — “*Because...*”, “*I need people to...*”, comparing — “*Verbal communication is... while nonverbal is...*”, agreeing/disagreeing politely — “*I agree because... / I see your point, but...*”

Communicative language activities: oral reception, written reception, oral production, written production, oral interaction, (elements of mediation during peer feedback)

Teacher role: Supporter/facilitator — students are active, collaborative

Integrated CLIL objectives

By the end of the lesson, learners will be able to:

- explain why people need social relationships using short spoken and written texts, applying key vocabulary related to communication and support (Content: social relationships. Communication: oral and written production).
- compare verbal and non-verbal communication in oral interaction, using simple contrast structures (e.g., while, but, because) (Content: communication types. Communication: oral interaction).
- demonstrate awareness of effective communication strategies in role-based interactions, combining verbal and non-verbal cues appropriately (Content: communication behaviour. Communication: oral interaction and pragmatic competence)

English learning outcomes (by lesson end)

Learners can:

- produce a short oral text (2–3 sentences) explaining two reasons people need other people. (overall oral production – A2/B1)
- identify specific information in a short written text. (written reception – reading for information)
- participate in a short role-based oral interaction, using at least one non-verbal strategy. (oral interaction)
- produce a short written text (4–6 sentences) describing a situation where non-verbal communication is important. (written production)

PSHE learning outcomes (by lesson end)

Learners will be able to:

- explain at least two reasons why people need social relationships in everyday life.
- differentiate between verbal and non-verbal communication and give real-life examples of both.
- describe how communication affects relationships and cooperation in school or family contexts.

Materials

- Short reading (2 paragraphs) on “*Why people need other people*”
- Small cards with vocabulary & definitions (one word per card).
- Role-play task cards (real-life scenarios) — 4 sets.
- Quick survey template (3 questions) for pair interviews.
- whiteboard/projector, sticky notes, timers, A4 paper for paragraph writing.

Lesson procedure

Time	Activities	Materials and comments
5 min	Warm-up. Informal discussion. Activity: Ask the whole class: <i>“Why do people need other people?”</i>	Oral interaction Students think for 30 sec, then pair to share 1 reason each (teacher monitors and supports vocabulary). Outcome: Activate prior knowledge; generate quick ideas for later use.
6 min	Vocabulary activation. Information exchange. Activity: Distribute vocabulary cards (one per student).	Oral interaction, lexical range development. In a fast mingle (2 min), each student finds one classmate and explains their word in one sentence using the target language; swap cards twice. Teacher moves between pairs, prompts with model phrases: <i>“It means... / For example...”</i> . 20 vocabulary cards. See Appendix 2.
7 min	Reading task. Activity: Students read a short 2-paragraph text (silent, 2 min) about social needs and communication. Then, in pairs, they answer a gist question: <i>“What are two main</i>	Reading for gist (written reception). Reading texts for students. See Appendix 2.

	<i>reasons people need others?</i> ” (2–3 short answers).	Check: Teacher elicits 2 answers on the board.
7 min	Listening/ teacher performance. Activity: The teacher plays or reads a short audio/dialogue (approx. 1 min) or performs a mini role with exaggerated non-verbal cues. Pair discussion: compare notes.	Overall oral comprehension (oral reception). Students listen/watch and note examples of verbal and non-verbal communication they observe (2 columns). The teacher collects examples on the board under the headings “<i>Verbal</i>” and “<i>Nonverbal</i>”. Scenario cards. See Appendix 2.
12 min	Role play carousel. Tasks: A and B perform a short role play (1 minute) using at least one nonverbal cue (gesture, facial expression, tone). Observer notes one effective verbal phrase and one nonverbal cue and gives quick feedback using sentence frames: “<i>I liked when you... / You could try...</i>” Timing: 3 rounds of 3 minutes each (switch roles so each student practises speaking and observing).	Goal-oriented co-operation (oral interaction); turn-taking, co-operating (interaction strategies). Setup: In groups of 3 (A, B, observer). Each group gets a scenario card (e.g., meeting a new student, asking for help, resolving a small disagreement, giving praise). Scenario cards. See Appendix 2. Teacher circulates, prompts, and models feedback. Pair survey questions. See Appendix 2.
6 min	Paragraph writing.	Overall written production.

	Activity: Individually, students write a short paragraph (4–6 sentences) describing one situation where nonverbal communication is important and why (use <i>because, so</i>).	Provide a scaffold: topic sentence + 2 supporting sentences + concluding sentence.
2 min	Feedback. Quick whole-class poll: each student says one new thing they learned (1 sentence) or posts a sticky note with one word from the lesson.	Facilitating collaborative interaction with peers (mediation). The teacher closes with a brief praise and suggests home learning: notice 3 nonverbal cues tomorrow and be ready to describe them.

Assessment

Formative assessment focuses on: range and control of vocabulary, grammatical accuracy (simple clauses with *because, so*), fluency in oral interaction, coherence and cohesion in written production, and use of interaction strategies

Success criteria (shared at start): student can:

- name 2 reasons people need others
- list 3 verbal and 3 nonverbal examples
- perform a 1-minute role-play using at least one nonverbal cue-
- write a coherent 4–6 sentence paragraph using “because”.

Differentiation

Support (A2): provide sentence stems, word bank, and a partially completed paragraph scaffold. Allow the observer to prompt the actor with vocabulary prompts.

Extension (B1+): ask learners to include a contrastive sentence using “while”/“whereas” (e.g., “Verbal communication shares facts, while nonverbal often shows feelings.”) or to reflect on cultural differences in nonverbal cues.

Classroom management and teacher moves

Teacher as supporter: circulate, monitor pairs, provide quick recasts and model phrases, and prompt observers to use the target language for feedback. Minimise teacher talk; use quick, targeted interventions.

Use timers for activities; keep groups compact (3 students) for maximum speaking time.

Notes for the teacher

Model one role-play first, showing both verbal and clear nonverbal cues.

Remind students that gestures/facial expressions vary by culture — treat differences respectfully.

Encourage concise feedback using the provided frames.

APPENDIX 2

Lesson 1: I am a communicator. Why do people need other people?

Communication skills: verbal vs nonverbal.

20 vocabulary cards

WORD	DEFINITION + EXAMPLE
COMMUNICATION	Definition: sharing information with other people Example: Good communication helps us work together
INTERACTION	Definition: talking or working with someone Example: Classroom interaction helps students learn.
RELATIONSHIP	Definition: a connection between people Example: Friends have a strong relationship.
SUPPORT	Definition: help from other people Example: My family gives me support.
COOPERATION	Definition: working together for a goal Example: Cooperation makes group work easier.
MESSAGE	Definition: information you send to someone Example: Your smile sends a positive message.
FEEDBACK	Definition: comments that help you improve Example: The teacher gives helpful feedback.
VERBAL COMMUNICATION	Definition: communication using words (spoken or written)

	Example: Speaking in class is verbal communication.
NONVERBAL COMMUNICATION	Definition: communication without words Example: Gestures are nonverbal communication.
GESTURE	Definition: a movement of your hands or body Example: A thumbs-up is a friendly gesture.
FACIAL EXPRESSION	Definition: the look on your face that shows feelings Example: Her facial expression showed happiness.
BODY LANGUAGE	Definition: how your body shows feelings or attitudes Example: Open body language shows confidence.
EYE CONTACT	Definition: looking at someone's eyes when speaking Example: Eye contact shows you are listening.
TONE (OF VOICE)	Definition: how your voice sounds (angry, calm, friendly) Example: His tone was polite and calm.
PERSONAL SPACE	Definition: the physical distance between people Example: Some people need more personal space.
LISTEN	Definition: to pay attention to what someone says Example: Good communicators listen carefully.

COOPERATE	Definition: to work together with others Example: We cooperate in group projects.
AGREE	Definition: to have the same opinion Example: I agree with your idea.
DISAGREE POLITELY	Definition: to say you have a different opinion in a kind way Example: I see your point, but I think differently.
REASON	Definition: why something happens Example: The reason we need friends is support.

Short reading text

Why do people need other people?

People need other people for many reasons. First, we need help. When we are sad, sick, or confused, friends and family can help us feel better. They offer advice, share tools, or explain things. Second, we need to work together. Many tasks are easier when people cooperate. For example, a team can build a school faster than a single person could. Third, people need company. Talking, laughing, and spending time with others make life more enjoyable and less lonely.

Communication helps us connect with others. There are two main kinds of communication. Verbal communication uses words — speaking and writing. We use words to share information, ask questions, and exchange ideas. Nonverbal communication does not use words. It includes gestures, facial expressions, eye contact, and body language. Sometimes nonverbal signals convey our feelings more clearly than words. For example, a smile can show friendliness, while crossed arms can show discomfort.

Both are important. Words convey clear information, while non-verbal signals help people understand emotions and intentions. Good communicators use both: they speak clearly and pay attention to their gestures and facial expressions.

Role-play scenario cards

Instructions for students: In groups of 3, two students act while one observes. Use at least one non-verbal cue (gesture, facial expression, or tone). The observer gives one positive comment and one suggestion.

Card 1. Meeting a new classmate.

Situation: You see a new student sitting alone at lunch. Introduce yourself and invite them to join your group. Show friendliness through words and a welcoming gesture.

Goals: Use name, ask a simple question (*Where are you from? What do you like?*), smile, and offer the seat.

Card 2. Asking for help with homework.

Situation: You do not understand the homework. Ask a classmate for help. Use clear language and show polite body language.

Goals: Say what you do not understand, ask "*Can you help me?*", maintain eye contact, and nod to show you understand.

Card 3. Resolving a small disagreement.

Situation: *Two students want the same seat in class. Talk to solve the problem kindly.*

Goals: Use phrases: "*I think...*", "*What if we...?*", use a calm tone, open palms to show you are calm, and reach a fair solution.

Card 4. Asking for directions.

Situation: *You are lost and need to find the library. Ask someone for directions politely.*

Goals: Use polite questions: "Excuse me, could you tell me where the library is?", point to the map or look in the right direction, and say "*Thank you*" with a smile.

Card 5. Giving praise

Situation: *A classmate gave a good presentation. Tell them you liked it and give one reason.*

Goals: Use positive words: “*Great job!*” or “*I liked how you...*”, Make eye contact and give a thumbs-up or smile.

Card 6. Inviting someone to join a group project

Situation: *Your group needs another person for a project. Invite a classmate to join.*

Goals: Explain the task briefly, say why their help is useful, use an encouraging tone, and gesture to show teamwork.

Card 7. Talking about feelings

Situation: *You feel worried about an exam. Tell a friend how you feel and ask for support.*

Goals: Use the phrase “*I feel nervous because...*”, look honest (soft voice, open face), and ask for one help idea.

Card 8. Making plans

Situation: *Plan a study session with a classmate after school.*

Goals: Decide on time and place with clear questions (“*Are you free at 4 pm?*”), use a friendly tone, and confirm the plan with a nod.

Quick pair-interview survey

Instructions for students: In pairs, take turns asking your partner these questions. Listen carefully and write down short answers. Use full sentences when possible.

1. Why do you think people need other people? Give one example from your life.

Partner's answer: _____

2. Which is more important in a conversation: words or body language? Why?

Partner's answer: _____

3. Describe a time when someone's nonverbal signal (like a smile or tone) helped you understand how they felt.

Partner's answer: _____

Optional follow-up (if time): Would you like to add one more question for your partner? If yes, write it below:

My question: _____

Partner's answer: _____

APPENDIX 3

Lesson plan of Lesson 2

Topic: Understanding solitude vs. loneliness

Time: 45 minutes

Form: 7

Level: A2–B1 (CEFR)

CLIL (English + PSHE)

Content focus: the distinction between solitude (chosen time alone) and loneliness (unwanted isolation). Emotional awareness: identifying and naming feelings (peaceful, content, anxious, isolated). Causes and effects of loneliness. Positive coping strategies and social support. The role of social connection in adolescent wellbeing. Personal reflection on experiences of being alone

Language focus:

Linguistic competence (vocabulary range, grammatical accuracy):

Vocabulary: adjectives — *lonely, peaceful, bored*, plus related adjectives (*content, anxious, relaxed*)

Grammar: past simple, present simple

Sociolinguistic competence (sociolinguistic appropriateness, awareness of cultural norms):

Functional language: short opinion phrases (*I think..., In my experience..., I felt..., It was...*)

Communicative language activities: written reception, oral interaction, oral production, written production, mediation (peer explanation and summary)

Teacher role: Supporter/facilitator, students are active and collaborative

Integrated CLIL objectives

By the end of the lesson, learners will be able to:

- explain the difference between solitude and loneliness in a short spoken or written reflection, using appropriate emotional vocabulary (Content: emotional awareness. Communication: oral and written production)
- relay key ideas from a short text about loneliness to peers, summarising main points clearly (Content: conceptual understanding. Communication: mediation of a text).
- discuss coping strategies for loneliness in collaborative interaction, expressing opinions and simple justification (Content: wellbeing strategies. Communication: oral interaction).

English learning outcomes (by lesson end)

Learners can:

- understand the main idea of short, clear video input on familiar topic (oral reception)
- understand the main points of short written texts on familiar topics. (written reception – reading for information)
- relay key information from a text to peers. (mediating a text – relaying specific information)
- produce a short spoken explanation defining solitude and loneliness. (sustained monologue: describing experience)
- produce a short written reflection using the past simple. (written production)
- participate in collaborative interaction during peer teaching. (mediating concepts – collaborating to construct meaning)

PSHE learning outcomes (by lesson end)

Learners will be able to:

- explain the difference between solitude and loneliness
- identify emotional or situational causes of loneliness in adolescence
- suggest at least two healthy coping strategies.

Materials

- A short video (BBC Learning English)
- Three short level-appropriate readings (A2–B1): positive solitude, negative solitude (loneliness), neutral reflection — one per student in each home group
- Sentence-frame cards (support & challenge versions)
- Gallery paper/cards + markers
- Timers, worksheet for exit reflection

Lesson procedure

Time	Activities	Materials and comments
8 min	Warm-up. Student moderator asks: “<i>Show of hands: Do you prefer being alone on holiday?</i>” Quick 1-word reason from each raised hand (e.g., “<i>peaceful</i>”, “<i>bored</i>”). Watching a video (BBC Learning English) 3 short comprehension questions + concise model answers	Student-led poll, informal discussion (oral interaction). Purpose: activate vocabulary, elicit opinions in the present simple. Video: Alone vs lonely https://www.bbc.co.uk/learningenglish/h/english/course/eiam/unit-2/session-49 Questions and model answers. See Appendix 4.
12 min	Jigsaw reading. Home groups → Expert groups → Home groups Step A (3 min): In home groups, assign each student one of the three short texts to read individually.	Written reception, relaying specific information (mediation of a text). Reading texts, worksheets. See Appendix 4. Provide sentence frames: Support: <i>“The text says ____.” / “This made me feel ____.”</i>

	Step B (6 min): Students form expert groups (same text) to discuss and prepare a 1–2 sentence summary (use past/simple present as appropriate). Step C (6 min): Return to home groups. Each expert reports a concise summary and one key phrase from their text.	Challenge: add a 3–4-sentence personal anecdote using the past simple. The teacher circulates, supports vocabulary and grammar. Home group compares and lists differences between solitude and loneliness (record 3 key points).
15 min	Micro-teaching. Pair work. Pairs create a 3-minute mini-lesson (a definition and 2 example sentences using the target adjectives and the past/present simple). Pairs swap and teach another pair (2 pairs per micro-teach rotation).	Oral production, encouraging conceptual talk (mediating concepts). Role play cards. See Appendix. Provide frames: Definition frame: “<i>Solitude is ____.</i>” / “<i>Loneliness is ____.</i>” Example frames: “<i>Once I was ____ when I ____.</i>” / “<i>Now I feel ____ when I ____.</i>” Teacher monitors, gives brief feedback, and models a short correction if necessary (e.g., pronunciation, verb tense). Aim: practice speaking, pronunciation, and grammar in a peer-teaching context.
8 min	Gallery walk. Posting and questioning.	Written production and reception, mediated peer response.

	Each student writes a sentence on a card: <i>“This holiday I was alone and I felt ____ because ____.”</i> Use the past simple in the reason clause. Students post cards on gallery paper; class walks, reads, and writes one positive question on one card (e.g., <i>“What helped you feel peaceful?”</i>).	Differentiation: sentence-frame cards; challenge: add a short anecdote. Teacher circulates, prompts deeper questions for stronger students.
2 min	Exit reflection. Prompt: <i>“If I feel lonely, I will ____.”</i> Students write one short plan sentence (use future/simple present strategies such as <i>“I will call a friend”</i> or <i>“I talk to someone”</i>).	Individual written plan, written production. Collect responses for assessment. The teacher quickly scans submissions for language targets (adjectives, correct tense use) and notes formative feedback.

Differentiation and scaffolding

Support: sentence-frame cards for all speaking/writing tasks (simple present/past frames, adjective prompts). Highlighted target vocabulary list with quick definitions and examples.

Challenge: option to add a 3–4 sentence personal anecdote during jigsaw or gallery (past simple + linking words). Encourage the use of short opinion phrases and two adjectives in responses.

Pairing: mix proficiency within groups so stronger students can support weaker peers; rotate roles (reader, summarizer, reporter).

Assessment and success criteria

Formative: teacher observations during jigsaw, micro-teach, gallery walk (use a quick checklist: uses at least one target adjective correctly; uses past simple in a reflection; gives an opinion).

Summative (exit ticket): collected sentence: “*If I feel lonely, I will ____.*” Assess for correct tense, a clear plan, and appropriate vocabulary.

Success criteria (shared at start): student can:

- explain one difference between solitude and loneliness.
- write/say a short reflection using past simple and an adjective.
- give a short plan for coping with loneliness.

APPENDIX 4

Lesson 2: Understanding solitude vs. loneliness

3 short comprehension questions (+ answers) about the BBC Learning English video "Alone vs Lonely":

1. How does the speaker explain the difference between "alone" and "lonely"?

- Answer: "Alone" describes being by yourself (a neutral fact); "lonely" describes a sad feeling of being isolated.

2. Give one example sentence from the video that uses "alone" correctly.

- Answer: "I like to spend Sunday mornings alone with a cup of coffee."
(or another example used in the video)

3. According to the video, can someone feel lonely even when they are not alone? Explain briefly.

- Answer: Yes — a person can feel lonely in a crowd if they lack emotional connection or feel isolated despite others being present.

Reading 1 — Positive solitude (solitude as peaceful)

I like quiet time alone. Last summer, I stayed in a small cottage by the sea. In the morning, I walked along the beach and felt peaceful. I read a book and drank coffee. Being alone helped me think and relax. I could choose what to do. Sometimes I cooked a simple meal and listened to music. I did not feel lonely because I enjoyed my own company. I think solitude can be good for the mind. Now, when I am tired from work, I take a short walk by myself and feel calm. Sometimes friends call me, and I enjoy talking with them. I know balance is important: time alone and time with others both help me feel happy.

Reading 2 — Negative solitude (loneliness)

Last winter, I spent a week in a small town for work. I had free time in the evenings, but I felt lonely. I wanted to speak with someone, yet I did not know anyone there. I ate alone in a cafe and watched people pass by. Sometimes I felt bored and sad. At night, I sent messages to my family, but it was not the same as sitting with a friend. I tried to read a book, but I did not enjoy it. By the end of the week, I felt relieved to return home. Now I try to plan small activities when I travel, such as joining a group tour, so I do not feel lonely again.

Reading 3 — Neutral reflection (mixed feelings)

One holiday, I spent three days alone in the mountains. At first, I felt excited and peaceful. I walked along quiet paths and enjoyed nature. On the second day, I felt a bit bored because there was no internet or shops. I missed talking to friends. On the last day, I felt happy because I learned to enjoy small things: a hot drink, a view of the valley, and a good book. Sometimes solitude can be helpful, and sometimes it can be hard. For me, the difference depends on choice. If I choose to be alone, I feel peaceful. If I am alone and want company, I feel lonely. I try to plan activities that help me enjoy both moments.

Vocabulary sheet for students

Key nouns:

- solitude — quiet time alone, often chosen. Example: “I enjoy solitude when I read.”
- loneliness — the unhappy feeling of being alone or without friends. Example: “She felt lonely during the trip.”

- company — being with other people. Example: “I like the company of friends.”
- isolation — being separated from others (more formal). Example: “Long isolation can be hard.”
- connection — a relationship or feeling of closeness. Example: “I have a strong connection with my sister.”

Adjectives:

- lonely — feeling sad because you are alone. Example: “He was lonely after moving.”
- peaceful — calm and quiet in a positive way. Example: “The garden was peaceful.”
- bored — feeling unhappy because nothing interesting is happening. Example: “I felt bored at the hotel.”
- content — satisfied and happy. Example: “She felt content reading alone.”
- anxious — worried or nervous. Example: “He felt anxious about meeting new people.”
- isolated — feeling cut off from others. Example: “They felt isolated in the village.”

Verbs and verb phrases:

- be alone — to be by yourself. Example: “I was alone for two hours.”
- choose to be alone — to decide to spend time by yourself. Example: “I choose to be alone to study.”
- miss someone — to feel sad because someone is not with you. Example: “I miss my family.”
- reach out (to someone) — contact someone for support. Example: “She reached out to a friend.”
- connect with — form a relationship or understanding. Example: “I connected with classmates at the event.”
- cope (with) — manage difficult feelings. Example: “He learned to cope with loneliness.”

Useful phrases and opinion language:

- *I think... / In my experience... / I felt... / For me...*

- *It helped me to... / What I did was... / I prefer being with others / I enjoy being alone*

Suggested classroom activities

Highlight 8–10 target words on a handout with definitions and translation (if needed).

Quick matching: word → definition → example sentence.

Short role-plays using verbs/phrases (e.g., “You are new in town — reach out to someone”).

Sentence-frame practice: “*This holiday I was alone and I felt ____ because ____.*”

Vocabulary (word — definition — example sentence)

1. solitude — quiet time alone, often chosen.
Example: “*I enjoy solitude when I read.*”
2. loneliness — the unhappy feeling of being alone or without friends.
Example: “*She felt loneliness during the trip.*”
3. company — being with other people.
Example: “*I like the company of friends.*”
4. isolation — being separated from others (more formal).
Example: “*Long isolation can be hard.*”
5. connection — a relationship or feeling of closeness.
Example: “*I have a strong connection with my sister.*”
6. lonely — feeling sad because you are alone.
Example: “*He was lonely after moving.*”
7. peaceful — calm and quiet in a positive way.
Example: “*The garden was peaceful.*”
8. bored — feeling unhappy because nothing interesting is happening.
Example: “*I felt bored at the hotel.*”
9. content — satisfied and happy.
Example: “*She felt content reading alone.*”
10. anxious — worried or nervous.
Example: “*He felt anxious about meeting new people.*”

11. miss (someone) — to feel sad because someone is not with you.

Example: *“I miss my family when I travel.”*

12. reach out (to someone) — contact someone for support.

Example: *“She reached out to a friend when she felt low.”*

13. connect (with) — form a relationship or understanding.

Example: *“I connected with classmates at the event.”*

14. cope (with) — manage difficult feelings.

Example: *“He learned to cope with loneliness by calling friends.”*

15. choice — a decision you make.

Example: *“Sometimes solitude is my choice.”*

Practice activities:**Worksheet****Activity 1. Match the words with definitions.**

Write the word next to the correct definition.

Words: *solitude, lonely, reach out, content, isolation*

Definitions:

- A. Contact someone for help
- B. calm and happy with what you have
- C. quiet time alone, often chosen
- D. feeling sad because you are alone
- E. being separated from others

Activity 2. Fill the gap (use words from the vocabulary list).

Complete the sentences with one suitable word.

1. After the move, I felt very _____.
2. I took a walk for _____ and to clear my head.
3. When I am bored, I try to _____ a friend.
4. She felt _____ after a long trip but then felt _____ when friends arrived.

Activity 3. Short sentences (write 3–4 sentences). Write a short personal response using past simple:

“Once I was alone and I felt _____ because _____.”

(Include one adjective from the vocabulary list and one verb phrase.)

Activity 4. Opinion swap (pair activity).

Student A: Read your sentence from Activity 3 aloud.

Student B: Ask one question using: *“What helped you feel ____?”* Then swap roles.

Activity 5. True / False (circle).

Read each sentence and circle TRUE or FALSE.

1. Solitude always means loneliness. TRUE / FALSE
2. You can choose to be alone and feel peaceful. TRUE / FALSE
3. Reaching out can help you connect with others. TRUE / FALSE

Activity 6. Plan for support (write 1 sentence). Complete: *"If I feel lonely, I will _____."*

Then add: *"I will do this because _____."*

Role play cards

Use for pairs or small groups (2–4 minutes each). Encourage past/simple present, target adjectives, and phrases like “*reach out*,” “*miss*,” “*I felt...*”, “*If I feel lonely, I will...*”.

Role-play 1. New in town

Situation: You moved to a new town this week.

Roles: New person / Local student

Target language: *reach out, connect with, nervous, excited*

Starter: “*Hi, I’m new here. Do you know any clubs I can join? I felt a bit nervous this week.*”

Role-play 2. On holiday alone

Situation: You are on holiday alone and meet someone at a cafe.

Roles: Traveller / Café regular

Target language: *alone, peaceful, bored, miss someone*

Starter: “*I’m travelling alone, and I felt peaceful this morning, but I felt a bit bored yesterday.*”

Role-play 3. Returning home after a trip

Situation: You just got home after a work trip and felt lonely.

Roles: Friend / Returning person

Target language: *lonely, call/text, relieved, past simple*

Starter: “*I was away last week, and I felt lonely in the evenings. Can we meet?*”

Role-play 4. Joining a class activity

Situation: You are shy but want to join a group project.

Roles: Shy student / Group member

Target language: *connect with, anxious, join in, I think...*

Starter: *"I want to join your group, but I feel anxious. Can I help with research?"*

Role-play 5. Helping a lonely classmate

Situation: You notice a classmate sitting alone at lunch.

Roles: Observant student / Lonely classmate

Target language: *miss someone, company, reach out, offer*

Starter: *"Hi, do you want some company? I can sit with you."*

Role-play 6. Choosing solitude to study

Situation: You decide to study alone to concentrate.

Roles: Student / Roommate

Target language: *solitude, peaceful, choose to be alone, prefer*

Starter: *"Today I choose to be alone to study because I feel peaceful when it's quiet."*

Role-play 7. Travel plan change

Situation: Your travel plan changed, and now you will be alone for a day.

Roles: Traveller / Travel agent/friend

Target language: *bored, plan, join a tour, I will...*

Starter: *"My trip now has a free day. I will join a walking tour so I don't feel bored."*

Role-play 8. Video call with family

Situation: You call family when you feel lonely abroad.

Roles: Caller / Family member

Target language: *miss, feel lonely, feel better, talk to*

Starter: *"I miss you all. I felt lonely last night, but talking helps me feel better."*

Role-play 9. Asking for help at work/school

Situation: You feel isolated in a new class/workplace and need advice.

Roles: New colleague/student / Mentor

Target language: *isolated, cope with, suggestions, connect with*

Starter: *"I feel isolated here. Do you have suggestions to help me connect with others?"*

Role-play 10. Reflecting after a quiet weekend

Situation: After a quiet weekend alone, you share feelings with a friend.

Roles: Speaker / Friend

Target language: *content, bored, peaceful, In my experience...*

Starter: *"This weekend I felt peaceful at times, but sometimes bored. In my experience, small plans help."*

Role-play 11. Planning an activity to avoid loneliness

Situation: You and a friend make a plan so one of you won't feel lonely next week.

Roles: Planner A / Planner B

Target language: *If I feel lonely, I will..., meet up, call, invite*

Starter: *"If I feel lonely next week, I will call you. Can we meet on Friday?"*

Role-play 12. Responding to a personal story

Situation: A friend shares a short anecdote about feeling lonely while traveling.

Roles: Storyteller / Listener

Target language: *empathise, I felt..., That must have been..., reach out*

Starter: *“That must have been hard. I felt the same once when I... Did you reach out to anyone?”*

Sample sentence frames

- *I felt ____ when I ____ (past simple). Example: “I felt peaceful when I walked alone on the beach.”*
- *Solitude is _____. Loneliness is _____.*
- *In my experience, I think ____ because _____.*
- *If I feel lonely, I will _____.*

APPENDIX 5

Lesson plan of Lesson 3

Topic: Different cultures and communication.

Time: 45 minutes

Form: 7

Level: A2–B1 (CEFR)

CLIL (English + PSHE)

Content focus: How culture affects communication (verbal and nonverbal)

Language focus:

Linguistic competence (vocabulary range, grammatical accuracy):

Key vocabulary:

culture, custom, gesture, personal space, eye contact, bow, handshake, tone, polite, direct, indirect, formal, informal, misunderstanding, respect, context.

Grammar and cohesion: present simple for general statements; modal verbs for advice (should / shouldn't); linking words (because, so, but, while).

Sociolinguistic competence (sociolinguistic appropriateness, awareness of cultural norms):

Functional language:

Comparing and describing — “*In X culture people usually...*”, “*In my culture we...*”,
expressing caution — “*Be careful with...*”, giving advice — “*You should... / Don't...*”

Communicative language activities: written reception (reading for information and argument), oral reception (understanding conversation), oral interaction (informal discussion; exchanging information), oral production (sustained monologue: describing experience), written production, mediating communication (facilitating pluricultural space).

Teacher role: Supporter/facilitator; students are active, collaborative

Integrated CLIL objectives

By the end of the lesson, learners will be able to:

- describe how cultural differences influence communication styles in a short oral presentation, using comparative language (Content: intercultural awareness. Communication: sustained oral production).
- participate in discussions about intercultural misunderstandings, expressing agreement, contrast, and clarification (Content: causes of misunderstanding. Communication: oral interaction and interaction strategies)
- mediate a simple intercultural conflict scenario, proposing respectful solutions using appropriate pragmatic language (Content: conflict resolution. Communication: mediating communication).

English learning outcomes (by lesson end)

Learners can:

- identify key points in a short written text about cultural communication styles. (written reception, reading for information)
- describe communication differences between cultures in a short oral monologue (3–4 sentences) (sustained monologue, describing experience)
- participate in informal discussion expressing agreement and contrast. (oral interaction, informal discussion)
- mediate communication in a hypothetical intercultural misunderstanding. (mediating communication, facilitating pluricultural space)
- produce a short written comparison paragraph using linking devices (while, whereas, however). (written production, coherence and cohesion)

PSHE learning outcomes (by lesson end)

Learners will be able to:

- identify how cultural background can influence communication styles, including gestures, tone, and politeness norms.

- explain how misunderstandings can arise from cultural differences in communication.
- suggest respectful strategies for resolving intercultural misunderstandings.

Materials

- Short reading on cultural communication differences (projected/handout).
- Short audio clips or the teacher-read mini dialogues demonstrating cultural differences (optional).
- Culture cue cards (6 cards) with a cue and a short explanation.
- Role-play scenario cards (4 culturally varied situations).
- Reflection worksheet/paragraph scaffold.
- Whiteboard/projector, sticky notes, timers.

Lesson procedure

Time	Activities	Materials and comments
5 min	Warm up. Quick minds. Whole class: Show two images (e.g., a handshake, a bow). Ask: <i>“What do you see?”</i> Conduct a quick pair share (30 sec of thinking, 1 min of pair). Elicit one idea about a cultural difference and record it on the board.	Pictures (a handshake, a bow), or project them to the whiteboard. See Appendix 6. Teacher models a sentence: <i>“In Japan, people often bow; in my country, we shake hands.”</i>
6 min	Vocabulary activation. Distribute culture cue cards (one per pair). Pairs read and prepare a 20-second explanation using a scaffold: <i>“This is _____. In some cultures, it means _____.”</i>	Culture cue cards. See Appendix. Mingle: pairs swap cards and explain to another pair. The teacher supports with prompts.
7 min	Reading. Cultural case reading. Oral comparison task.	Written reception, reading for orientation

	Students read a short paragraph (silent, 2–3 min) about cultural communication differences. Pair task: answer gist question: “<i>What is one example of a nonverbal difference and one language difference?</i>”	Oral production, describing differences and information Reading texts. See Appendix 6. The teacher collects 2 examples.
6 min	Small group discussion Option A: Play a short audio/dialogue showing a culturally polite refusal (1 min). Option B: Teacher performs two mini-dialogues (direct vs indirect requests).	Oral interaction, informal discussion and interaction strategies: turn-taking, cooperating. Students note differences (tone, words, pauses). Pair discussion: <i>How would you respond?</i> Teacher notes examples.
14 min	Intercultural role-play. Scenario: Misunderstanding caused by tone or gesture. Groups of 3 (A, B, observer). Each group receives a role-play scenario with a specified cultural cue (e.g., personal space large/small; direct vs indirect style; different eye contact expectations). Tasks: A and B perform a 1.5–2-minute dialogue, adapting their language and nonverbal behaviour	Mediating communication, facilitating understanding in delicate situations. Role play scenarios. See Appendix 6. Rotate roles so most students speak once (2 rounds ≈ , 7 min per round).

	to the cultural cues. Observer notes one effective adaptation and one suggestion using frames: “ <i>You adapted by... / You could try...</i> ”	Teacher circulates, prompts, and models brief language.
5 min	Written reflection. Individually, students write a short paragraph (4–6 sentences) describing one cultural communication difference and how they would behave to show respect.	Written production. Provide scaffold: topic sentence + 2 supporting sentences (use <i>because/so</i>) + advice sentence with <i>should/ shouldn't</i> . Peer swap for one quick positive comment.
2 min	Exit ticket. Exit ticket: each student posts a sticky note with one new thing they learned and one question they still have.	The teacher scans the notes.

Assessment and checks for understanding

Formative: use of contrastive connectors, sociolinguistic appropriateness, participation in oral interaction, and ability to mediate misunderstanding clearly

Success criteria (shared at start): student can:

- name 2 cultural communication differences,
- show 1 adapted behaviour in role-play,
- write a clear 4–6 sentence paragraph using *should/shouldn't*.

Differentiation

Support (A2): provide sentence stems and a word bank; allow shorter written output (3 sentences); pair with a stronger peer for role-play.

Extension (B1+): ask students to compare two cultures in one paragraph using contrastive language (while/whereas) or to explain potential misunderstandings and solutions.

Notes for the teacher

Emphasise respect and avoid stereotyping; present cultural cues as general tendencies, not absolute rules.

Model one role-play first, showing clear cultural adaptation.

Encourage students to use modal verbs for advice in their reflections.

APPENDIX 6

Lesson 3: Different cultures and communication.

Pictures (AI created)

Professional handshake:



Respectful bow:



Short reading text

Different cultures have different ways to communicate. People learn habits from their families and countries. These habits affect both words and body language.

For example, in some countries, people speak very directly. They say what they think and expect others to understand. In other places, people speak more indirectly, using polite words and hints. A direct person may seem rude to someone from an indirect culture, while an indirect person may seem unclear to a direct person.

Non-verbal signals also vary by culture. In some cultures, people make strong eye contact to show honesty. In others, strong eye contact can be rude or disrespectful. Personal space also differs: some people like to stand close when they talk; others need more space. Gestures can mean different things in different countries. A thumbs-up is a friendly sign in some places, but can be offensive in others.

When we meet people from other cultures, we should be curious and respectful. We can ask questions, watch carefully, and copy polite behaviours. Good communication means using clear words and paying attention to nonverbal signals.

Culture cue cards**Card 1. Direct vs indirect speech**

Cue: Direct speakers say what they mean. Indirect speakers use hints and polite language.

Note: When talking to someone from an indirect culture, listen for meaning behind the words.

Card 2. Eye contact

Cue: Strong eye contact can mean honesty or confidence in some cultures. In others, it can be rude or challenging.

Note: If you are unsure, follow the other person's eye contact and stay polite.

Card 3. Personal space

Cue: Some people stand close when they speak; others keep a larger distance.

Note: Watch how close people stand and match their distance to be respectful.

Card 4. Touch and greetings

Cue: Handshakes, bows, or hugs are common greetings in different places. Some cultures prefer a formal bow; others like a friendly hug.

Note: Use a safe, neutral greeting (like a smile or small bow) if you are unsure.

Card 5. Gestures

Cue: Simple gestures (pointing, thumbs-up, OK sign) can have different meanings worldwide.

Note: Avoid strong or unclear gestures until you know their meaning.

Card 6. Silence and pauses

Cue: In some cultures, silence is comfortable and respectful. In others, silence feels awkward and people speak quickly to fill gaps.

Note: If the other person is silent, give them time; do not rush to fill every pause.

APPENDIX 7

Lesson plan of Lesson 4

Topic: Groups. (My groups and my social network).

Time: 45 minutes

Form: 7

Level: A2–B1

CLIL (English + PSHE)

Content focus: Types of groups, similarities/differences, personal social network

Language focus:

Linguistic competence (lexical range, grammatical accuracy):

Key vocabulary:

group, member, community, network, family, classmates, teammates, online friends, role, responsibility, similarity, difference, connection, support, contact.

Grammar and cohesion: present simple for facts; comparatives and contrastive connectors (*both, also, while, but, however*); simple possessive and prepositions (*in, with*).

Interaction strategies:

Functional language:

Describing relationships: *“I am a member of...”*, *“We both...”*,

Comparing: *“Both ____ and ____...”*, *“However, ____ is different because...”*,

Explaining importance: *“This group is important because...”*

Pronunciation focus: linking with contractions in spoken reporting (*I’m, we’re*) and stress on contrast words (*but, while*).

Communicative language activities: oral interaction (goal-oriented co-operation), oral production (giving information), written production, written reception, mediating concepts (collaborative meaning-making)

Teacher role: Supporter/facilitator, students are active and collaborative

Integrated CLIL objectives

By the end of the lesson, learners will be able to:

- describe different social groups and their roles in a structured oral or written text, using relevant group-related vocabulary (Content: group structure. Communication: oral and written production).
- collaborate in a goal-oriented group task, negotiating ideas and contributing to shared meaning (Content: cooperation. Communication: oral interaction and mediating concepts)
- reflect on how group membership influences personal identity in a short written paragraph, using cohesive devices (Content: identity development. Communication: written production and coherence)

English learning outcomes (by lesson end)

Learners can:

- give short oral descriptions of groups they belong to (sustained monologue, giving information)
- participate in collaborative group planning tasks (oral interaction, goal-oriented co-operation)
- contribute to joint meaning construction in discussion (mediating concepts, collaborating to construct meaning)
- produce a short written text describing group roles and responsibilities (written production)

PSHE learning outcomes (by lesson end)

Learners will be able to:

- describe different types of social groups and their purposes.
- explain roles and responsibilities within a group.

- analyse how group membership affects behaviour and identity.

Materials

- Short reading or prompt (one paragraph) about groups and social networks (projected/handout).
- Social network template (circle diagram with central node “Me” and five surrounding nodes) — one per student.
- Quick pair interview survey (3 questions) — printed slips.
- Sticky notes / colored pens for network labelling.
- Whiteboard/projector, timers.
- Reflection worksheet / short writing scaffold (3–5 lines).

Lesson procedure

Time	Activities	Materials and comments
5 min	Brainstorm: What is a group? Activity: Whole-class brainstorm: Ask students to shout out the groups they belong to (family, class, club, online game group).	Oral interaction. The teacher lists them on the board under two columns: “<i>Formal groups</i>” and “<i>Informal groups.</i>” Purpose: Activate background knowledge and produce vocabulary.
6 min	Vocabulary check and mini reading. Activity: Present 4 key terms (<i>group, member, network, responsibility</i>) with quick definitions and examples. Micro reading: Show a short paragraph (1–2 min) about why groups matter. Ask students to	Check: Elicit one idea from a volunteer.

	read silently and circle any group names they see.	
10 min	Social network diagram creation. Activity: Give each student a social network template. Individually, students fill five nodes with people/groups in their life (e.g., <i>mom, best friend, football team, online friends, teacher</i>) and write one word beside each node describing the role (<i>support, fun, help</i>). Use colored pens.	Social network template. See Appendix 8. Teacher move: Circulate, prompt with model: <i>“I put ‘sister — support’ because she helps me.”</i>
8 min	Pair interviews Activity: In pairs, students use the quick survey to ask about each other’s networks. (3 questions; ~3 minutes per partner).	Encourage note-taking on their own template. Quick survey sample: 1. <i>Name one group you spend the most time with.</i> 2. <i>Who supports you when you are stressed?</i> 3. <i>Which group is most fun and why?</i> Teacher monitors pairs, nudges language use.
8 min	Compare and report.	

	Activity: Still in pairs, students compare networks and list two similarities and two differences between their groups. Prepare a 1-minute report to share with another pair or small group.	Sharing: Select 2–3 pairs to report quickly to the whole class (30–45 sec each). The teacher writes common similarities on the board (e.g., “<i>both have family</i>”, “<i>both are in a school club</i>”).
6 min	Written output- short structured paragraph. Activity: Individually, students write 3–5 sentences describing their social network and explain why one group is important. Peer quick read: swap with partner for one positive comment.	Written production. Encourage use of connectors (<i>both, but, because</i>). Sentence starters. See Appendix 8.
2 min	Exit ticket. Exit ticket: On a sticky note, students write one new word they learned and one person/group they will contact this week.	The teacher collects, or the students post on the board.

Assessment and checks for understanding

Formative: ability to sustain short oral production, use of collaborative interaction strategies, clear paragraph organisation, and appropriate lexical range

Success criteria (shared at start): student can:

- name 3 groups,
- show similarities/differences between networks,
- complete a social network diagram with 5 nodes,

- write 3–5 sentences with a reason using “because.”

Differentiation

Support (A2): provide partially completed network templates and sentence starters (e.g., “*I am a member of ____.*” “*This group helps me because ____.*”). Allow drawing or labels only.

Extension (B1+): ask students to identify types of ties (strong/weak) and explain how they would expand their network using modal verbs (could, should). Advanced students can compare online vs offline groups.

Notes for the teacher

Model filling the social network quickly with your own example to show the level of detail expected.

Encourage respectful sharing—remind students not to pressure peers to disclose private details.

Use the activity to highlight differences between strong ties (close family) and weak ties (acquaintances) if extending the lesson.

APPENDIX 8

Lesson 4: Groups. (My groups and my social network).

Social network template:

My social network

Instructions: Put “ME” in the centre circle. Write five people/groups in the outer circles and add one word describing their role (e.g., *support*, *fun*, *help*).

[Large central circle] ME

[Five outer circles around the centre, with lines connecting to ME]

1. _____ Role: _____
2. _____ Role: _____
3. _____ Role: _____
4. _____ Role: _____
5. _____ Role: _____

Optional: Draw a line between outer circles if two people/groups are connected. Note: Use colours or drawings to show close people (strong ties) vs less close (weak ties).

Notes / Key:

Strong ties (close people): _____ (use a color or ★)

Weak ties (acquaintances): _____ (use a different color or ○)

Connections between outer circles (who knows each other): _____

Space for quick reflection (write 2–3 short sentences)

1. One similarity between my groups:
2. One difference between my groups:
3. One person/group I will contact this week:

Quick survey slips

Teacher tip: Give each student one slip. Switch roles after 3 minutes.

Quick pair interview

Take turns. Write short answers.

1. Which group do you spend the most time with? Why? Partner's answer:

2. Who supports you when you are stressed? How do they help you? Partner's answer:

3. Which group is most fun for you? Give one reason. Partner's answer:

Sentence starters / Scaffold sheet (for lower-level learners)

Example model

I belong to the school volleyball team. They help me with practice and friendship. This group is important because we work together and have fun. I feel happy, and I will meet them after school.

Sentence starters — talking about my groups and network

Use these starters to help you speak and write. Try to make 3–5 sentences.

A. Naming groups

- I am a member of _____.
- I belong to the _____ group.

B. Describing a person or group

- This person/group is my _____.
- They help me with _____.

C. Explaining why a group is important

- This group is important because _____.
- I like this group because _____.

D. Comparing two groups (similar/different)

- Both ____ and ____ are _____.
- ____ is similar to ____ because _____.
- ____ is different from ____ because _____.

E. Giving simple advice or feeling

- I should / shouldn't _____.
- I feel happy when _____.

APPENDIX 9

Lesson plan of Lesson 5

Topic: The impact of groups (positive and negative). Conformism.

Time: 45 minutes

Form: 7

Level: A2–B1

CLIL (English + PSHE)

Content focus: How groups affect young people: positive and negative aspects; conformism

Language focus:

Linguistic competence (vocabulary, grammatical accuracy):

Key vocabulary:

influence, peer, pressure, conformism (conformity), support, encourage, bully, role model, risky, positive, negative, decision, advice, behavior.

Grammar and cohesion: past simple/present simple for events and facts; modal verbs for advice (should / shouldn't / could); linking words (because, so, but, however, although).

Sociolinguistic competence (sociolinguistic appropriateness, awareness of cultural norms):

Functional language:

Expressing influence: *"The group makes people...", "They encourage me to...", "They pressure me to..."*

Comparing: *"A good effect is... but a bad effect is..."*

Giving opinion: *"I think..., because..."*

Suggesting alternatives: *"You could... / It is better to..."*

Communicative language activities: written reception (reading for information and argument), oral reception (understanding examples), oral interaction (discussion; expressing opinion), oral production (putting a case), written production (opinion paragraph), mediating communication (delicate situations, disagreement)

Teacher role: Supporter/facilitator; students are active, collaborative

Integrated CLIL objectives

By the end of the lesson, learners will be able to:

- analyse positive and negative peer influence in oral discussion, expressing and justifying personal opinions (Content: peer influence. Communication: oral interaction and putting a case)
- interpret key ideas from a short argumentative text about peer pressure, identifying main arguments (Content: decision-making. Communication: written reception – reading for argument)
- produce a short written opinion text proposing strategies for resisting harmful peer pressure, using modal verbs and linking devices (Content: responsible decision-making. Communication: written production and coherence)

English learning outcomes (by lesson end)
Learners can:

- understand the main points of a short argumentative text about peer influence (reading for information and argument)
- express and justify an opinion in oral interaction (oral interaction, formal/informal discussion)
- produce a short, structured spoken argument (sustained monologue, putting a case)
- write a short opinion paragraph using cohesive devices (written production, coherence and cohesion)
- manage disagreement politely in discussion (mediating communication, facilitating communication in delicate situations)

PSHE learning outcomes (by lesson end)

Learners will be able to:

- distinguish between positive and negative group influence.
- explain how peer pressure can affect adolescent decisions.
- propose strategies for resisting harmful group pressure.

Materials

- Short reading (~100 words) or two short scenarios (positive influence / negative influence) — printed or projected.
- Conformism mini-scenario cards (4 cards).
- Opinion cards (Agree / Disagree / Both / Unsure) for quick voting.
- Small group discussion worksheet (pros/cons table).
- Reflection writing scaffold (4–6 line worksheet).
- Whiteboard/projector, sticky notes, timers.

Lesson procedure

Time	Activities	Materials and comments
4 min	Warm-up. Quick opinion vote. The teacher presents the statement: <i>“Groups are more helpful than harmful for young people.”</i> Students stand on the left to agree, on the right to disagree, and in the middle to be unsure. Two volunteers each give one brief sentence explaining their position.	Purpose: Activate opinions and engage students physically.
5 min	Vocabulary preview. Present 6 target words: <i>influence, peer pressure, conformism, support, role model, risky</i>. Provide short	

	definitions and one example sentence for each. Students repeat words aloud (pronunciation focus).	
7 min	Reading: Positive vs negative influence. Students read a short text (or two short contrasting scenarios) on group influence (2–3 minutes of silent reading). Gist task: In pairs, answer: <i>“Name one positive and one negative effect in the text.”</i>	Written reception. Short reading texts. See Appendix 10. The teacher elicits 2 examples on the board.
8 min	Structured mini-debate. Distribute 4 short mini-scenario cards illustrating conformity (e.g., <i>copying dangerous behaviour to fit in; changing clothes/style to match the group; refusing to speak against the group; joining a study group and improving</i>). In small groups (3–4), students read one card, discuss: <i>“Is this conformity? Is it positive or negative? Why?”</i> and prepare a 30-second summary.	Putting a case (oral production), turn-taking (interaction strategies). Mini scenario cards. See Appendix 10. Teacher circulates, supports language with frames: <i>“This is conformism because... / It is positive because...”</i> Pros and cons worksheet. See Appendix 10.

12 min	Opinion line activity. Conflict mediation role-play. Step 1 (3 minutes): Form new small groups of 4, with each student having seen a different scenario. Step 2 (7 minutes): Groups prepare a 1-minute consensus statement (use functional language frames) and one piece of advice for someone facing peer pressure (use <i>should/shouldn't</i>). Quick share: 2–3 groups present their consensus and advice (30–45 sec each).	Oral interaction. Each student explains their scenario, and the group decides whether the overall group influence is mostly positive or negative, listing 2 reasons for their choice in the pros/cons table. The teacher prompts and provides quick language corrections.
7 min	Written opinion paragraph. Individually, students write 4–6 sentences: describe one time a group influenced them or someone they know, say if it was positive or negative, explain why, and give one piece of advice (use <i>should/shouldn't</i>).	Argument structure, written production Peer swap for quick positive comment (1 minute).
2 min	Exit ticket. Exit ticket: On a sticky note, write one useful phrase from today's lesson (e.g., "<i>You should think for yourself</i>") and one question about	Collect notes.

	conformism to discuss in the next class.	
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Assessment and checks for understanding

Learners demonstrate a clear organisation of ideas, appropriate linking devices, adequate lexical range for the topic, participation in oral interaction, and basic pragmatic control in disagreement

Success criteria (shared at start): student can:

- name 2 positive and 2 negative effects
- explain conformism with an example
- write 4–6 coherent sentences including advice using should/shouldn't.

Differentiation

Support (A2): provide sentence frames, vocabulary word bank, and partially completed reflection scaffold. Allow shorter written output (3 sentences). Pair with a stronger peer for debate.

Extension (B1+): ask students to analyse why conformism happens (need to belong, fear of exclusion) and suggest strategies to resist negative peer pressure using modal verbs (might, could).

Notes for the teacher

Emphasise that conformism can be positive (joining a study group) or negative (taking risks to fit in); avoid labelling groups as entirely “good” or “bad.”

Model one safe personal example to encourage sharing, but allow students to decide when to share personal information.

Use the jigsaw method to ensure that all students participate and teach one another.

APPENDIX 10

Lesson 5: The impact of groups (positive and negative). Conformism.

Short reading text

How groups influence young people.

Groups are part of our lives. We join groups at school, in sports, online, or with friends. Groups can help young people. A group can provide support, advice, and practice. For example, a study group helps students learn more. A sports team can teach teamwork and make exercise fun.

Groups can also have negative effects. Sometimes members feel pressured to do things they do not want to do. This is conformity: changing your behaviour to match the group. For example, a teenager may buy expensive clothes to fit in with friends. Or someone may stay silent when others are wrong, afraid to speak up.

Not all conformity is bad. If a group encourages good habits — such as studying or exercising — following them can help. The important thing is to think through your choices and decide whether a group's actions are good for you. You can get help from trusted people and say “no” if something feels wrong.

Conformism mini-scenario cards

Instructions: Read your card. Discuss in your group: Is this conformism? Is it positive or negative? Why?

Card 1. The new shoes

Sam's friends all buy the same brand of shoes. Sam cannot afford them but wants to join the group. Sam borrows money and buys the shoes. Sam feels happier with friends but is nervous about money.

Discussion prompts: Is Sam following the group? Is this a positive or negative effect? What could Sam do?

Card 2. The study group

A group of students meets after school to study. Maria usually studies alone. She joins the group and learns new ideas. Her grades improve. She also makes friends.

Discussion prompts: Is this conformism? Is it positive or negative? Why?

Card 3. The silent class

In class, many students laugh at another student's wrong answer. Ahmed thinks the answer might be right, but he stays silent because he does not want to be laughed at.

Discussion prompts: Is Ahmed following the group? What are the risks? How could he act?

Card 4. The weekend party

A group of friends plans a late party. Some people will drink alcohol. Lina does not want to drink, but she is afraid to say no because she wants to belong.

Discussion prompts: Is this conformism? Is it positive or negative? What advice would you give Lina?

Pros/cons worksheet

Instructions: Write two positive effects (pros) and two negative effects (cons) of this group or scenario. Then write one action you can take.

Pros (positive effects)

1.

2.

Cons (negative effects)

1.

2.

One action I can take (advice or choice)

- I could / I should / I will:.....
- Why this action? (one short sentence): Because....

APPENDIX 11

The journal entries of the teachers about CLIL (English-PSHE) lessons

Teacher 1

March 4, 2026.

We managed to reach the written task. The feedback part was completed very quickly, just in a few words. Written feedback was not finished. Due to tensions within the class or group, it took considerable time and persuasion to form pairs and/or groups of three.

Many students took the opportunity to come up with scenarios as rude or inappropriate as possible. Many times, they asked why we even needed this. Weaker students sometimes did not understand what was happening. We gave feedback quickly in spoken form by giving answers. It turned out that they learned what verbal and nonverbal communication are.

Although most of the lesson focused on everyday communication, many still specifically mentioned communication with deaf people in the written part.

March 6, 2026

I chose lesson plan 3 because it seemed more engaging for the students. In the previous lesson, there was some resistance to the topic as a whole. It seemed that this theme was better received.

The warm-up went well – different types of greetings were discussed. I also shared a personal story about how, in Vietnam, you should never call someone over with your palm facing up, as it is considered very rude. During my first days in Vietnam, I thought shopkeepers were telling me to go away when they waved at me with their palms facing down. Only later did I realise that they were actually inviting me to come over.

We did the culture cue cards in groups of three instead of pairs because there were only six cue cards, and there wouldn't have been enough for each pair.

There was quite a lot of confusion – the students didn't fully understand what was expected, but in the end they still explained their topics to the other groups.

The text was read and the correct answers were found.

We watched a video about how to politely refuse something. The students highlighted apologising, offering alternatives, maintaining a friendly or apologetic facial expression, and using a quiet tone of voice.

When I asked how they themselves would respond negatively, they insisted that simply saying “No” or “*I don't want to*” is polite enough in Estonia.

Role play – again there was a lot of confusion, but most groups still managed to create a short mini-dialogue.

I also had to explain the written task about 12 times. The answers probably vary greatly (I haven't had time to look through them yet – I told them that in the end, I will grade them based on how well they participated in the activities, not on the “correctness” of the answers, but on their engagement).

March 13, 2026

Brainstorm – the students listed family, friends, training group, and some online groups.

Vocabulary check – several students gave definitions in English. Some definitions were close to correct, some explained an alternative meaning to the words. In general, the vocabulary was basically familiar.

Mini reading – the students focused on making fun of the „Mini reading“ text but also identified the groups mentioned in the text. (two groups)

Students were given an example of the teacher's social network on the board with roles added.

They then received the diagram templates and wrote down their groups. The most common questions were „*Can I add x group?*“ and „*What do they offer me?*“

When comparing groups, then 80% of the groups were the same between people, with slight differences. Some students refused to talk to other students (the very few girls in the group don't really like each other, but they won't talk to boys either). I then had a short discussion/interview with them and asked them to answer questions about themselves. They were very willing to do that with no issues.

Students shared their similarities with other groups, but the answers were quite similar.

The students then wrote the paragraphs, repeatedly asking what they had to write about, despite the instructions being clearly on the board.

And students also filled in the exit ticket, with most saying they didn't learn any new words.

All the instructions for all the tasks were on the board, but students still needed to ask „*What do I have to do?*“ several times, nevertheless. If the instructions had been only oral, half the lesson would have been spent explaining things over and over again.

March 18, 2026

Today I will give feedback on lesson 4- social networks and groups.

Brainstorm – the students listed family, friends, training group, and some online groups.

Vocabulary check – several students provided definitions in English. Some definitions were nearly correct, while others explained an alternative meaning of the words. Overall, the vocabulary was essentially familiar

Mini reading – the students focused on making fun of the „Mini reading“ text and also identified the group within it. (two groups)

Students were shown an example of the teacher’s social network on the board, including roles.

They then received the diagram templates and noted their groups. The most common questions were „Can I add x group?“ and „What do they offer me?“

When comparing groups, then 80% of the groups were the same among people, with slight differences.

Some students refused to talk to others (the very few girls in the group don’t really like each other, and they won’t talk to boys either). The teacher then held a brief discussion or interview with them and asked them to answer questions about themselves. They were very willing to do so without any issues.

Students showed similarities with other groups, but their responses were quite similar.

The students then wrote the paragraphs, repeatedly asking what they had to write about, despite the instructions being clearly displayed on the board.

Students also completed the exit ticket, with most claiming they did not learn any new words. All the instructions for the tasks were on the board, but students still had to ask „What do I have to do?“ several times anyway. If the instructions had been purely oral, half the lesson would have been spent repeating explanations.

March 20, 2026

The warm-up went smoothly, with students moving around the class and explaining why they chose their positions. They identified: someone to talk to, support, and less time spent on their phones.

The teacher provided definitions of the vocabulary items and then asked students to create sentences using the items. Some time was spent on explaining what suitable example sentences should be like (not degrading any race or religion, for example).

The students then read a short text about the positive and negative effects and were able to recognise several of each.

Sorting into four groups to read and discuss the mini-scenarios also took a lot of time because, once again, internal conflicts among class members hindered the group-forming process.

When the groups finally formed, they discussed whether the topic concerned positive or negative conformism and shared their ideas with one another. Afterwards, they were asked to complete the “Pros and cons” worksheet as a group. They also considered one action to reduce the negative effects and explained why they chose it.

Unfortunately, as the lesson time ran out, the “Conflict mediation” and individual written input parts were skipped, and the last two minutes were used to complete the online feedback form for the lessons.

Teacher 2

March 9, 2026

Today I taught the first lesson. I didn’t manage to finish everything within my 60 minutes ☺ I also had to spend some time waiting for silence and calling a few students to order.

I didn’t have time to cut the word cards separately, so I gave each student the vocabulary sheets along with the reading text. I gave them a few minutes to look at the words with a partner and introduce them to one another. According to the lesson plan, this was supposed to take 2 minutes, but it took us longer. No link or suggestion was provided for examples of non-verbal communication. It also confuses me why something needs to be listened to in order to learn about non-verbal communication. In the lesson description, this part is unclear to me. Instead of the 1-minute presentation, I chose this video:

<https://www.youtube.com/watch?v=syuz5-tYfMw>

It lasts for over four minutes. I asked the students to watch it and take notes. Afterwards, we watched it again together and discussed the characters’ non-verbal communication.

At the end of the lesson, I asked the students to write down what they learned today. Since the discussion took time, we didn’t get to the role-play cards. Because the topic is so interesting, I would actually like to explore it in more depth.

In the next lesson, I will do the role-plays and the remaining activities. I would also like to add some vocabulary work – most likely, I will add a requirement to the writing task that students must use the concepts from the vocabulary sheet.

March 11, 2026

At the beginning of the lesson, we reviewed what we had discussed in the previous lesson. Then I introduced the role-play activity, divided students into groups, and sent them outside the classroom to prepare. Since there are 12 students in my combined grade 5 and grade 6 group, we formed four groups. Some students were a bit confused about what they needed

to do; a few boys couldn't work together and were fooling around instead of focusing on the task. After 10 to 15 minutes, we reconvened; each group presented a roleplay, and we discussed the non-verbal cues we observed. Some students used certain goal expressions, but many did not.

The next task was to write a short paragraph about a situation where nonverbal communication is important. Strangely, for me, a couple of students wrote about deaf people and pointing at their hands. They did not focus on the cues I had hoped for, but this shows they still need more time to understand and work with the topic.

March 13, 2026

The third lesson was today, and in our school, it is an independent study day. I had prepared a worksheet with questions about non-verbal communication, and they had to find answers on the internet. Another task involved working with a chatbot I had prepared for them. I uploaded the vocabulary sheets and short reading texts from the original materials (the lesson plan) and assigned the chatbot a role to assist students in learning vocabulary and communication skills. For example, the chatbot asked students to make questions using the words it provided.

March 23, 2026

We didn't manage to cover lesson plans 4 and 5.

In both the worksheets and the instructional materials, simpler language could have been used. Even though our students have very good language skills, they are still children 😊

I didn't have enough time to go through the material. The content and topics were good and important, so each lesson plan could have taken at least 2–3 lessons. That would have allowed for deeper engagement, discussion, and vocabulary consolidation.

The short dialogues, role-plays, and other practical tasks were good. However, the instructions could have been presented more clearly—what exactly should be said to students, and which instructions, guidance, or support are intended for teachers.

As a new CLIL teacher, you did very well, I believe. Perhaps now the focus should be more on the students—what suits them best, what works for them, and how to make the material more “digestible” for them. Also, what kind of language should be used in the worksheets and instructions. At the moment, in my opinion, the level was more suitable for older students, such as upper secondary (gymnasium) students, rather than basic school.

I also asked the students to write what they thought about the lessons before leaving the classroom.

The students' feedback included:

“cool and interesting,” “fun,” “fast,” “pretty good,” “didn’t learn much,” “cool,” “good,” “nice,” “it was OK but not the best,” “good.”

Teacher 3

March 4, 2026

First CLIL lesson. At the beginning of the lesson, I briefly explained to the students what they could expect over the next 2–3 weeks in English class—that they would be learning social studies and English at the same time. When the students heard that during this period they would not need to bring their textbooks or notebooks and that there would be no quizzes or tests, it seemed very motivating to them. With 7th-grade students, it is always necessary to explain what practical benefit they might gain from something 😊

To my surprise, the students were unable to answer why they need other people. The entire class managed only three answers. While working with the vocabulary cards, I noticed that the students did not understand all of the words, so we took time to review them together.

The students carried out role-plays in small groups of three. Everything went quite smoothly. It was a wise decision not to ask them to present their role-plays to the entire class. I observed that even those students who usually stay quiet in front of others were willing to speak within their small groups. Therefore, conducting the role-plays within groups was a sensible choice. At the same time, I had to constantly monitor and guide the students, as not everyone wanted to work in groups. I addressed this by letting one student think independently about how the role-play could be conducted. During group work, focus and attention often drifted: students began chatting about other topics, usually in Estonian, and some were tempted to use their phones.

Overall, we managed to complete everything important planned for the lesson.

March 6, 2026

Jigsaw reading was challenging for the students. It was the first time they had done this type of task, and I had to explain many times, in detail, exactly what they were supposed to do. During the group work, they also needed a lot of additional explanations. They tried to explain things in English, but preferred to do so in Estonian, which I allowed.

We did not get to the role-play cards at all; most of the time was spent on the Jigsaw reading task. Since it turned out that some students encountered unfamiliar expressions, they also completed topic-related worksheets to reinforce the material and compared their answers in their home groups. While filling in the worksheets, the students also needed quite a lot of support from me. At the end of the lesson, the students briefly wrote on the topic *“If I feel*

lonely, I will... ”. I collected their written work. The students gave good, sensible answers, which showed they understood the topic.

March 9, 2026

Everything planned was completed. The students did not have much prior knowledge about other cultures. They said they had studied it before, but they could not remember. Therefore, I made a small change to the provided lesson plan.

I asked the students to work in pairs or small groups and search online for information about how certain gestures are understood in different cultures, such as pointing, the thumbs-up sign, and the OK sign.

Each group searched for more information related to the topic on their role-play cards and then shared what they found with another group.

At the end of the lesson, each student wrote on a note card one new thing they learned and one question that came up for them. Most students wrote that they had no questions because they had just studied the topic in PSHE lessons, and today’s lesson reinforced what they had already learned.

March 13, 2026

Today’s lesson topic, My Groups, My Social Network, seemed to resonate well with the students. At the start of the lesson, we worked with the words *group*, *member*, *network*, and *responsibility*, because not all students understood their meanings.

The Social Network Diagrams task seemed to be very enjoyable for the students. It also helped them visualise more clearly who the people closest to them are and who are more distant in their social circles. However, many students still needed guidance and support from the teacher. In pairs, the students compared their diagrams and pointed out similarities and differences.

At the end of the lesson, the students wrote on the topic “*My Social Network.*” Since most of them needed support while writing, I wrote helpful sentence starters and expressions on the board. With this support, everyone managed to express their thoughts in English.

For the exit ticket, each student wrote one new word or fact they had learned during the lesson and the name of one person or group they would contact today.

March 16, 2026

Today marked the fifth and final lesson. The subject of the lesson was “The Impact of Groups (Positive and Negative). Conformism.” The topic became quite clear to the students, despite it being the last lesson of the day (the seventh). I still had to translate quite a lot into Estonian

for the students because most of them did not understand several key words, such as influence, peer, pressure, bully, and conformism.

An interesting observation during the warm-up activity at the start of the lesson was that all the girls chose the option that groups are mostly helpful. They explained that they were thinking about their own training groups. All the boys, on the other hand, believed that groups can be harmful to young people, and they said they had experienced this themselves in online environments.

The introduction was effective — the students could connect with the topic and understand what to anticipate in the lesson.

Going through the vocabulary together was a good idea because, surprisingly, many students did not know the meanings of several words. For example, several students claimed that they were hearing the word “peer” for the first time.

During the mini-debates, all students actively engaged in both thinking and speaking. It was evident that the subject of conformism resonated with them.

Since the topic was adequately covered during the lesson, all students performed well on the written self-expression task at the end.

APPENDIX 12

Student feedback questionnaire

My name is Eve Leola, and I am a Master's student at the University of Tartu. I am currently working on my Master's thesis titled "CREATING, TESTING, AND EVALUATING PERSONAL, SOCIAL AND HEALTH EDUCATION – ENGLISH CLIL LESSON PLANS AND MATERIALS FOR YEAR 7 STUDENTS."

You participated in 5 CLIL lessons from March 4 to 23, 2026. Please provide your feedback on these lessons. The survey is anonymous, and the data will be used only for scientific research.

Please underline the most suitable answer or circle the number if required.

Gender

Female

Male

I participated in (how many) lessons:

1

2

3

4

5

**In the CLIL Personal, Social and Health Education (PSHE) and English lessons ...
(please mark the most suitable answer where 1-strongly disagree, 5-strongly agree)**

	1	2	3	4	5
1. I find it easy to reply in English					
2. I find it easy to understand my teacher's explanation in English.					
3. I find it easy to ask questions and/or speak in English.					
4. I find it easy to understand written texts in English.					
5. I find it easy to write in English.					
6. I find it easy to do the activities the teacher asks us to do in English.					
7. I liked to study PSHE in English.					
8. I understood the PSHE content (Me and others) quite well in English.					
9. I think learning PSHE in English is a good idea.					
10. I prefer to study PSHE in Estonian.					

11. Studying PSHE in English helps me to improve my English language skills.					
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1. What do you think is the difference between a CLIL lesson and a traditional language and/ or PSHE lesson?
2. What did you like the most about integrated (CLIL) lessons (learning environment, used teaching methods: pair-work, group-work, student involvement)?
3. How did you benefit from the integrated classes (the acquired language, content knowledge, etc.)?
4. Was there anything you did not like about integrated (CLIL) classes (learning environment, teaching methods, little involvement in classes, etc.)?

Thank you for taking the time to fill out the questionnaire!

Your opinion is highly appreciated!

RESÜMEE

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Eve Leola

Creating, testing and evaluating Personal, Social and Health Education – English CLIL lesson plans and materials for year 7 students.

Inimeseõpetuse ja inglise keele LAK-õppe (lõimitud aine- ja keeleõppe) tundide kavade ja õppematerjalide loomine 7. klassi õpilastele, nende katsetamine ja hindamine.

Magistritöö

2026

Lehekülgede arv: 136

Annotatsioon:

Käesoleva magistritöö eesmärk on uurida, kuidas lõimida inimeseõpetuse ja inglise keele õpet LAK-õppe põhimõtete ja meetodite abil ning milline on sellise lõimitud õppe mõju 7. klassi õpilaste õppimisele. Kuigi põhikooli riikliku õppekava järgi soovitatakse LAK-õpet põhikooli 3. kooliastmes rakendada, on õppeainete lõimimine koolides tihti ebaühtlane või puudub sootuks. Töö autorile teadaolevalt ei ole varasemalt inglise keele ja inimeseõpetuse tundide lõimimist Eesti kontekstis uuritud. Käesoleva töö eesmärk on pakkuda tunnikavu ja materjale inimeseõpetuse ja inglise keele lõimimiseks ning analüüsida neid õpetajate ja õpilaste tagasiside põhjal.

Magistritöö koosneb kolmest peatükist. Esimeses peatükis käsitletakse LAK-õppe teoreetilisi aluseid, selle põhimõtteid, eeliseid ja kitsaskohti ning võimalusi, kuidas lõimida inimeseõpetust ja inglise keelt. Teises peatükis kirjeldatakse uurimuse metoodikat ning viie LAK-õppe tunni plaani ja õppematerjalide loomise protsessi. Kolmandas peatükis analüüsitakse loodud materjalide rakendamist koolides ning esitatakse õpilaste ja õpetajate tagasiside analüüs. Lisadena on esitatud viie tunni kavad ning lisamaterjalid; õpetajate päevikusissekanded ning õpilaste küsitluse vorm.

Magistritöö raames viidi läbi kvalitatiivne juhtumiuuring kahes Eesti koolis. Andmeid koguti õpetajate kirjutatud päevikusissekannete, õpilaste kirjaliku tagasiside ja küsimustiku kaudu.

Töö sisuline osa keskendub LAK-õppe tundide kavandamisele, rakendamisele ja hindamisele, pöörates tähelepanu nii ainealaste kui ka keeleliste eesmärkide saavutamisele. Uurimus käsitleb, kuidas õppematerjalid toetavad õpilaste suhtlemisoskust, sotsiaalset teadlikkust ja keelelist arengut ning millised on LAK-õppe lähenemise rakendamise võimalused ja väljakutsed inimeseõpetuse aine kontekstis.

Tulemused näitavad, et LAK-õpe suurendab õpilaste kaasatust ja aine- ning keelealast pädevust ning soodustab positiivset suhtumist õppimisse. Samas ilmnes, et suulise ja kirjaliku eneseväljenduse arendamine vajab rohkem sihipärast toetust ja keelelist

juhendamist. Uuring kinnitab, et hoolikalt kavandatud LAK-tunnid võivad tõhusalt ühendada aine- ja keeleõppe, kuid nende edukas rakendamine eeldab läbimõeldud metoodikat ja õppijatele piisava õpetajapoolse toe võimaldamist.

Märksõnad: LAK-õpe (lõimitud aine- ja keeleõpe); inimeseõpetus; inglise keel; ainetevaheline lõiming

Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks

Mina, Eve Leola,

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

Creating, testing and evaluating Personal, Social and Health Education – English CLIL lesson plans and materials for year 7 students,

mille juhendaja on Eva Rein,

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

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Eve Leola
Tartus, 11.05.2026

Autorsuse kinnitus

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Eve Leola

Tartus, 11.05.2026

Lõputöö on lubatud kaitsmisele.

Eva Rein

Tartus, 11.05.2026