

**UNIVERSITY OF TARTU
DEPARTMENT OF ENGLISH STUDIES**

**CREATING AND PILOTING FINANCIAL LITERACY
MATERIALS BASED ON THE ENGLISH LANGUAGE
CURRICULUM TO ENHANCE STUDENTS'
FINANCIAL LITERACY COMPETENCE**

MA thesis

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ABSTRACT

The purpose of the present master's thesis is to create English language learning materials that integrate financial literacy content in order to support both linguistic development and practical financial competencies of students aged 16–19. The materials are designed as supplementary resources to the Upstream series textbook. The study uses an action research approach to evaluate the lesson plans and handouts.

The first chapter reviews literature on financial literacy, task-based learning, and materials development. The second chapter describes the design and implementation of the materials, data collection methods, analysis of findings, and provides recommendations for integrating the materials into the curriculum.

Keywords: English language teaching, financial literacy, tasks, action research, materials

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LIST OF ABBREVIATIONS

CEFR - Common European Framework of Reference for Languages

EFL - English as a Foreign Language

NCTE - National Council of Teachers of English

OECD - The Organisation for Economic Co-operation and Development

INTRODUCTION

In recent years, financial literacy has been receiving more and more attention, and the topic of managing money responsibly has become highly relevant in everyday life. The Organisation for Economic Co-operation and Development (OECD), which emphasises the importance of financial consumer protection and promotes financial literacy policies through projects with countries and regions, has defined financial literacy as “a combination of financial awareness, knowledge, skills, attitudes, and behaviours necessary to make smart financial decisions and ultimately achieve individual financial well-being” (OECD 2020). Financial literacy became increasingly important worldwide during the 2008 global financial crisis, which showed clearly the dangers of widespread economic ignorance (Edey 2009; Stiglitz 2009). This created a situation in which governments began seeking solutions at the national level and developing corresponding strategies.

In Estonia, a 2010 OECD survey indicated poor levels of financial awareness, leading to national initiatives such as the 2013-2020 Financial Literacy Strategy. Building on that, the 2021-2030 strategy promotes a consistent, inclusive learning path that prepares students to make smart financial decisions (OECD 2020), providing guidelines for advancing financial literacy in Estonia (*Rahatark Eesti* 2021). According to the document, the goal of financial literacy is to enhance people’s satisfaction and quality of life by helping them manage their finances more effectively, feel more secure in their everyday decisions, and ultimately improve their overall well-being. One of the key aims of the strategy is to ensure that financial literacy education is accessible and systematic across all levels of education, from preschool to university.

While Estonia’s efforts have produced results, evidenced by students ranking first in PISA 2018 financial literacy assessments (*Haridus- ja Noorteamet* 2025), most instruction still occurs in standalone economics courses. However, research supports embedding

financial education into subject-based learning (*Civitta Eesti AS* 2020; Kozina & Metljak 2022). Integrating real-life content into English language classes not only enhances learners' vocabulary and critical thinking but also encourages meaningful language use (Forson 2023; EdCircuit 2024).

In 2023, the FinanceEstonia financial literacy initiative group began working with two schools in Ida-Viru County, one of which was Kohtla-Järve Gymnasium. In 2024, the main focus of this collaboration was to launch financial literacy education in schools and assess whether and how integrated financial literacy instruction could be implemented across different subjects (FinanceEstonia 2024). Currently, financial literacy is taught as a separate course in schools; however, for more effective and meaningful learning, there is a growing emphasis on integrating this real-life topic into subject-based lessons (Sommer-Kalda 2025).

Integrating financial literacy into various subjects helps students recognize connections between different areas of knowledge. Similarly, embedding real-life content into English lessons enhances meaningful language learning. As Rod Ellis (2004) points out, focusing on meaning—particularly pragmatic meaning—can lead to more effective language acquisition. He explains that when language is used in authentic communication situations, students tend to be more motivated. The methodological message of the CEFR (2001) also supports this approach, stating that language learning should prepare learners to manage everyday situations, express themselves, and complete practical tasks. This reinforces the value of integrating financial literacy into English lessons, as it allows students to develop both communicative competence and real-world awareness through purposeful language use.

The research gap addressed in this thesis stems from the fact that, while a wide variety of materials have been developed for teaching financial literacy as a standalone course, there is currently a lack of practical, classroom-ready resources that embed financial content into subject-based lessons. This means that most existing financial literacy materials are not

designed for language learning contexts and therefore do not support both language development and financial competence simultaneously. Moreover, there is a shortage of teacher-created or piloted resources that provide clear methodological guidance aligned with CEFR levels and national curriculum goals. This gap highlights the need for integrated materials that enable teachers to support students' language development while also fostering essential financial skills. Therefore, this MA thesis aims to create English language learning materials that integrate financial literacy content, supporting both the language learning process and the development of essential life skills. This approach promotes a cross-curricular model, ensuring that financial education is not limited to a standalone course but is meaningfully reinforced within English language instruction.

The aim of the master's thesis is to develop and pilot curriculum-based financial literacy materials for English lessons and to answer the following research questions:

1. How do students perceive the usefulness and relevance of financial literacy topics in English language lessons?
2. How do students perceive the impact of the materials on their financial literacy and language development?
3. How do students evaluate the materials created for developing both English language skills and financial literacy in upper-secondary English lessons?

These research questions are addressed through a structured process of action research that includes planning, acting, observing, and reflecting. This means (1) designing supplementary English language materials that embed core financial literacy concepts, CEFR descriptors, and national curriculum goals, and planning the lessons; (2) piloting these materials in a real classroom setting; (3) collecting and analysing feedback from students, as well as the results of the author's observation notes; and (4) reflecting on the materials and results and providing suggestions for their further development based on the feedback, in order to integrate the

materials into the school curriculum, as well as to create a replicable model that I and other language teachers can adapt and use to support financial literacy education in different groups of learners.

The thesis consists of two main chapters. The first chapter provides a literature review on the background and concept of financial literacy as well as the importance and obstacles of teaching it. Additionally, the first part of the thesis discusses the principles of contemporary language teaching, defines a task, and explains the principles of developing teaching materials and designing and using tasks for integrating financial literacy in English lessons. The second chapter presents the method used to meet the aims of the study, focusing on the development of materials and tasks to supplement the *Upstream* coursebook series. It explains the aim of the study and the selection of the target group. The section gives an overview of the action research cycles, describes the data collection methods, and analyses and reflects on the findings. Finally, it provides recommendations for improving the materials and integrating financial literacy materials into the school curriculum.

AI tools were used at the early stage of the study during the brainstorming phase to support the initial structuring of the thesis. The structure was later revised, and the final version differs significantly from the initial outline. In addition, AI tools were used for grammar and spelling checks, as well as for improving wording and editing the clarity of both the lesson plans and the thesis. AI was also used to modify and adapt a listening gap-filling task in Lesson Plan 2 (Appendix 3). The main AI tools used in this study were ChatGPT, Gemini, QuillBot, and Grammarly.

1. INTEGRATING FINANCIAL LITERACY WITH LANGUAGE LEARNING

Chapter 1 focuses on integrating financial literacy into language learning and is divided into three main sections. Section 1.1 outlines the concept of financial literacy, its importance, and the challenges related to teaching it, as well as its alignment with the Estonian National Curriculum and the CEFR in the EFL context. Section 1.2 discusses the use of tasks in integrating financial literacy into EFL classrooms, including the principles of contemporary foreign language teaching and the definition of a task. Section 1.3 highlights the principles of developing teaching materials, with particular attention to designing effective tasks.

1.1 Educational Context of Financial Literacy

1.1.1 The background and concept of financial literacy

Today, financial literacy has become one of the central topics in public discussions and educational policy. Although the concept itself is not new, the need for managing financial resources has been recognised for a long time in both personal and societal contexts. One of the earliest records on how to manage one's personal finances was written by Benjamin Franklin in 1737. A century later, James Gilbart, a manager at the London & County Bank, promoted opening bank accounts and helped people make more informed financial decisions. In the 20th century, financial literacy began to take shape as a formal educational field, supported by governmental initiatives such as the Smith–Lever Act of 1914, which funded public education and research programmes (Rose 2018). In the 21st century, financial literacy has become an important part of lifelong learning. Knowing the

basics of personal finance contributes to long-term well-being and a less stressful life not only on a personal level but also for society as a whole.

The need for financial literacy becomes especially evident during periods of economic instability, as demonstrated clearly during the global financial crisis of 2008. Rapid product innovation in the financial sector and consumers' limited understanding of associated risks led to declining financial well-being and long-lasting economic consequences. As Kovács and Terták (2016: 8) emphasise, individual financial knowledge and understanding of these processes, acquired experience, and the ability to reach well-founded decisions directly influence how deeply a crisis affects society and how long recovery takes. Financially literate individuals are better equipped to evaluate risks, manage debt, plan for uncertainty, and avoid harmful financial behaviour. These skills become critical during economic downturns. Thus, "the greater the financial literacy in a society, the greater the available savings in the country ... [and] the financial literacy of the population contributes to the stability of the financial system itself" (Kovács, Terták 2016: 10).

Following the 2008 crisis, many countries began developing national strategies for financial education, integrating financial literacy into school curricula, creating lifelong learning programmes, and promoting public awareness initiatives to ensure that future generations grow into financially aware consumers, workers, and citizens (Lusardi, 2019: 6). Organisations such as the OECD, the European Commission, and various central banks have since underlined financial literacy as a key component of long-term socioeconomic stability. International assessments show that young people's financial skills remain worryingly low. The OECD's Programme for International Student Assessment (PISA) in both 2012 and 2015 found that 15-year-olds performed poorly in financial literacy. According to *PISA in Focus* 2017/72, 22% of students across OECD countries perform at or below Level 1, meaning that they are only able to recognise the difference between needs and wants, make very simple

decisions about everyday spending, and understand the basic purpose of common financial documents such as an invoice (OECD 2017: 2). These results demonstrate that formal education plays a crucial role in developing financial capability, making schools a key setting for systematic financial literacy instruction.

In this context, it is essential to clarify what financial literacy actually means. Lusardi and Mitchell (2023: 137) interpret it as “people’s knowledge of and ability to use fundamental financial concepts in their economic decision-making”. The Organisation for Economic Co-operation and Development (OECD) defines financial literacy as “a combination of financial awareness, knowledge, skills, attitudes, and behaviours necessary to make smart financial decisions and ultimately achieve individual financial well-being” (OECD 2020). This definition highlights that financial literacy is more than factual knowledge—it also includes the ability to apply information in real-life situations, make reasoned financial choices, and demonstrate responsible financial behaviour over time.

To sum up, historical developments, economic crises, and global research findings illustrate why financial literacy has become a fundamental life skill in the 21st century. It contributes not only to individual well-being but also to economic resilience at the societal level. For these reasons, strengthening financial literacy has become a priority in educational policy, emphasising the need to start developing it from an early age and continue its development throughout life.

1.1.2 The importance and the obstacles of teaching financial literacy

In today’s world, young people face new and increasingly complex financial challenges that require stronger financial competencies. Although access to financial services has expanded and financial inclusion has improved globally, these opportunities can easily lead to difficulties if individuals lack the skills needed to navigate them effectively (Klapper

et. al 2011: 4). As Lusardi and Mitchell (2014: 6) point out, people must be able to make informed financial decisions when planning for their future. Importantly, young people now gain access to financial products and services at a much earlier age than previous generations. However, their level of financial knowledge has not kept pace with these developments. OECD evidence shows that younger generations have lower financial literacy levels compared to their parents, making them particularly vulnerable to financial risks (OECD 2014: 3). For this reason, international organisations emphasise that financial education should start early, and schools play a crucial role in developing young people's financial capability.

Financial education in schools can be understood as the process of helping students develop the financial knowledge, skills, attitudes, and behaviours they need to make informed and effective financial decisions both in their everyday lives and later as adults. When these competencies come together, the outcome is described as financial literacy or financial capability (OECD 2014: 11). The rationale for introducing financial education into the school curriculum stems from several considerations. In today's global financial environment, both the supply of and demand for financial products and services have expanded significantly. Individuals are now faced with a much wider range of financial options, from bank accounts and digital payments to loans, investment platforms and mobile-based services. OECD (2014: 14-15) argues that making informed choices therefore requires the ability to compare fees, interest rates, contract terms and risks, as well as to identify appropriate providers among traditional banks, online institutions and other service channels. At the same time, technological and economic developments have fundamentally changed the way people interact, communicate and carry out financial transactions, making regular engagement with financial service providers almost unavoidable. As a consequence of these developments, individuals are expected to take on far greater responsibility for their own financial security

and long-term well-being in order to avoid costly mistakes. This growing individual responsibility highlights the essential role of financial education in enabling people to navigate an increasingly complex financial landscape and to make decisions that support their economic stability throughout life.

Financial education provides citizens with the necessary knowledge and skills to secure themselves and to behave wisely in the market of financial products and services. This means that financially-skilled citizens are well-informed about money and prices, and are capable of managing their personal budget responsibly and preventing over-indebtedness (Tomášková et. al 2011). Therefore, according to the OECD (2022) financial literacy should be offered in schools to all students, regardless of their socio-economic background. The OECD emphasises the importance of tackling socio-economic inequalities in financial skills and behaviours and promoting financial literacy not only among students but also among parents and peers. In addition to strengthening students' interest and attitudes towards money matters, it is important to ensure safe and age-appropriate opportunities to learn through access to and use of financial services. Furthermore, the OECD endorses financial consumer-protection frameworks to safeguard young financial consumers. Following the OECD (2020) guidelines, many countries have developed national strategies and programmes to promote financial literacy among the population, and financial education has increasingly been incorporated into school curricula.

Providing financial education at school therefore helps ensure equal access to essential financial knowledge. However, there are a number of challenges that hinder successful implementation, which include overloaded curricula, teachers' insufficient preparation, a lack of relevant materials, and shortages of time and resources (OECD 2014: 18). This suggests that despite the increasing integration of financial education into school curricula, a range of barriers continues to hinder its effective delivery.

One of the main obstacles to the successful implementation of financial literacy in schools is the fact that the existing curriculum is already overloaded. Schools face pressure to meet standardised testing and examination requirements, while also preparing students for university studies and future careers. Adding another subject to the curriculum can therefore be difficult, particularly in countries where limited political willingness affects education policy decisions (Cobb Global Outreach Inc 2024). In Estonia, the programme *Rahatark Eesti*, coordinated by the Estonian Ministry of Finance, strongly supports improving the well-being of the population by promoting systematic financial literacy education from kindergarten to university, encouraging the application of financial knowledge in everyday life, ensuring support from financial service providers and protecting consumers (*Rahatark Eesti* 2021). Despite this support, schools still report a shortage of time, materials, and staff, making it difficult for financial literacy to secure a stable place in the timetable. The current social studies curriculum is described as overly extensive: “the number of lessons for teaching all these topics is catastrophically small” (Talpsepp 2025: 14–15). The report also reveals that financial literacy topics are often addressed only indirectly through social studies or mathematics, and instruction at the individual level frequently remains limited. In some schools, financial literacy appears only as an optional module, an elective economics course or a hobby group; however, such options tend to focus on broader economic topics rather than financial literacy itself and remain voluntary rather than systematic.

Lusardi and Mitchell (2014: 31) cite Way and Holden (2009), who highlight teachers’ insufficient preparation to deliver financial education. They refer to the fact that although most teachers acknowledged the importance of financial education, fewer than one-fifth felt competent to teach key concepts such as risk management, saving, or investing. The same was confirmed in the report commissioned by the Estonian Ministry of Finance (Talpsepp 2025: 19-20) that also pointed out teachers’ lack of confidence. The report clearly states that

the topics covered at school depend largely on the teacher's personality, experience and prior exposure to these topics. For example, topics such as pension planning, borrowing behaviour and investing are often poorly addressed. In addition, teachers feel that regular in-service training on financial literacy is lacking, which shows that the support offered to them is insufficient. A similar concern is raised by Compen, Witte and Schelfhout (2019: 24), who emphasise the importance of teacher training quality and teachers' professional development in providing high-quality financial education.

The availability of suitable teaching materials varies across countries. Some countries have already made high-quality resources available, while others need to develop materials from scratch. OECD (2014: 41-42) case studies show that in certain contexts materials were published without any co-ordination between relevant institutions, whereas in others the Ministry of Education was involved in approving or certifying resources. Countries such as Canada, the UK, Japan, South Africa and the United States illustrate different approaches depending on curriculum requirements, institutional partnerships and national priorities. In the context of Estonia, teaching materials are available, but their distribution is often fragmented and unstructured. Resources can be found on the website of the Estonian Ministry of Finance (*Rahandusministeerium* n.d.), as well as on platforms such as *Minuraha* (n.d.) and *Tagasi Kooli* e-lessons (n.d.). According to Talpsepp (2025: 19), schools need one well-structured collection, including a task bank with materials and tests, a workbook with practical financial literacy exercises, everyday methodological materials for teachers and youth-oriented video content. Furthermore, contemporary students tend to respond better to video-based formats, which increases the demand for modern, multimedia teaching tools. While such materials exist, their scattered availability reduces their accessibility and practical value, and teachers emphasise the importance of materials developed by specialists and practitioners.

One of the solutions mentioned by teachers is the deliberate integration of financial literacy topics across different subjects, as well as the organisation and consolidation of financial literacy teaching materials. At present, the availability of well-structured materials remains limited. Teachers rely on various websites; however, searching for suitable resources and preparing lessons requires considerable time and effort (Sau 2021). Talpsepp (2025: 15-20) writes that the interviewed financial experts who teach financial literacy outside the formal school system emphasise that the integration of financial literacy topics into other subjects is important, as this approach enables students to become familiar with these topics in a natural way and helps to stimulate their interest. Additionally, integrating financial literacy into subject-based lessons, for example into English as a Foreign Language (EFL) classes, may help address the problem of an overloaded curriculum.

1.1.3 Alignment of financial literacy with the National Curriculum and CEFR in EFL

According to the Estonian National Curriculum (2023), the aim of the foreign languages subject field is not only to develop learners' language competence but also to support cross-curricular integration in order to create a meaningful learning environment that promotes general competences. "Through such integration, learners gain the ability to apply their knowledge in different situations, shape their values and attitudes, and develop an understanding of society as a whole" (Estonian National Curriculum 2023: 2–3).

Financial literacy is one of the competences the OECD (2020) recommends teaching in schools to reduce inequality and support the inclusion of learners from less advantaged backgrounds, helping them make informed and responsible financial decisions. This is also supported by the *Rahatark Eesti* Strategy for 2021–2030 (2021), which emphasises the importance of making financial education accessible to all citizens.

Foreign-language teaching in Estonia follows the principles of the CEFR and its companion volume, which describe language proficiency levels and highlight the learner's right to quality education. CEFR (2001) stresses the importance of enabling learners to become active members of society who can create and interpret meaning in communication and develop multilingual and multicultural competence.

In this context, financial literacy is a relevant and practical content area for EFL lessons. It provides opportunities to develop language skills, expand vocabulary and strengthen grammar in context. Communicative language activities involve reception, production, mediation and interaction. Many upper-secondary learners already have some experience with financial services or part-time work. They are preparing for their future studies and independent life. This makes financial topics meaningful and motivating, as learners work with tasks that follow real-life situations and require concrete outcomes. By solving financial tasks and receiving feedback, learners can reach well-supported decisions or solutions that consider their abilities. These components directly support the principles of the national curriculum (2023: 2).

In addition, integrating financial literacy into English lessons aligns with the core principles of learner-centred foreign-language education (Estonian National Curriculum 2023). These include active learner participation, responsible learning behaviour, the use of authentic and relevant materials, communicative methods, treating errors as a natural part of the learning process. Real-life topics and practical tasks, especially those based on learners' prior experience, encourage active involvement and creative language use. Problem-oriented tasks guide learners to take responsibility for their work and manage their learning process. Prior knowledge increases learners' interest and helps them connect the task with their own needs (Nunan 2004). Working towards a common solution reduces the fear of errors, which can be addressed later more consciously as part of the learning process (Krashen 1982: 76).

This supports a natural and motivating learning environment with a clear learner-centred focus.

Integrating financial themes also allows teachers to connect EFL learning with several cross-curricular topics and general competences described in the national curriculum (2023). The CEFR framework (2001) also supports such integration, as it emphasises the use of language for completing real-life tasks. Several CEFR (2001) B2 descriptors link directly to financial literacy skills, such as the ability to compare options and explain advantages and disadvantages, justify decisions and present arguments, and understand factual information, including numerical data, tables, and graphs. It matches the students' proficiency level, which is expected to be at the B2 level in the first foreign language upon graduating from gymnasium, making it an appropriate level for integrating such tasks. These descriptors reflect the basis of many financial literacy tasks, such as analysing expenses, preparing a budget, comparing alternatives, and explaining the reasons behind one's choices.

Overall, financial literacy is suitable for integration into EFL teaching, as it supports the goals of the national curriculum and the CEFR (2001), follows OECD (2020) recommendations and is aligned with national financial-education initiatives such as *Rahatark Eesti* (2021). Bringing financial topics into the language classroom creates a meaningful, learner-centred environment where authentic materials and real-life tasks help learners develop both essential life skills and communicative competence through activities such as discussion, comparison, analysis and decision-making.

1.2 Using Tasks for Integrating Financial Literacy in EFL Classrooms

1.2.1 Principles of contemporary foreign language teaching

Contemporary foreign language teaching is largely influenced by communicative and meaning-focused approaches. These approaches are based on the idea that learning is shaped by experience, a view associated with Dewey's educational philosophy (Tagarda & Mahinay 2025). From this perspective, learners are not mainly engaged in practising isolated language forms, but in performing meaningful activities that resemble real-life situations. The focus is therefore placed on communication and purposeful language use, enabling learners to express ideas, solve problems and interact with others, rather than on the presentation of grammar and structures. Richards and Rodgers (2001: 21) point out that interactional view of language has been in the centre of language learning since 1980s. Nunan (2004: 7) supports this view by explaining that classroom activities should require learners to use language as a tool to achieve a communicative goal. Similarly, Ellis (2003) argues that language learning is more effective when learners are engaged in meaning-focused activities that require them to process language in order to reach an outcome.

Vygotsky (1978: 7) and Krashen (1981: 1) both emphasise the importance of communicative approaches and place meaningful interaction in the target language at the centre of language learning. Krashen argues that language acquisition depends on comprehensible input, where the focus is on understanding and conveying meaning rather than on linguistic form (Krashen, 1981: 9). Similarly, Vygotsky highlights that language development is closely linked to social interaction. Through language, individuals mediate their thinking and language is learned within the zone of proximal development (ZPD) with the support of more knowledgeable others, such as teachers or peers, whose level is slightly above that of the learner (Vygotsky 1978: 86). Language as a means of communication helps

to construct knowledge together with others, which later becomes internalised as individual knowledge (Vygotsky 1978: 57). Swain (1985: 249), therefore, emphasises that linguistic development also requires active output. According to Swain, producing output guides the learner from the comprehension of meaning to the analysis of linguistic forms and helps them notice gaps in their knowledge. Pannell (2017) summarises that full linguistic development also requires the production of output, which helps to fill the gaps in input-based learning.

Skehan (1998, as cited in Morita, 2000) outlines that second language acquisition should be understood as a cognitive process in which learners manage limited attentional resources while balancing accuracy, fluency, and complexity. He refers to this relationship as the “trade-off hypothesis”, according to which focusing on one aspect of language performance may reduce attention to the others. By designing activities carefully, which Skehan (1998: 271) also refers to as project work, it is possible to support the balanced development of accuracy, fluency and complexity. Pre-task activities, careful task implementation, and post-task reflection help ensure that sufficient attention is given to all three aspects.

The Common European Framework of Reference for Languages (CEFR 2001) further supports a communication-oriented and learner-centred understanding of language teaching. The framework defines language proficiency as the ability to carry out language activities for communicative purposes (applying “can do” descriptors), based on both general competences and communicative competences, including linguistic, sociolinguistic and pragmatic components. Learners are viewed as active social members of society for whom language skills create opportunities and allow them participate successfully in different situations (CEFR 2001: 23). Communication is understood as the co-construction of meaning and includes reception, production, interaction and mediation, which supports the development of plurilingual and pluricultural competence. Learners are engaged in purposeful and often

collaborative tasks where the primary focus is not on practising language forms, but on achieving a meaningful outcome. Such tasks may include planning a trip, preparing a poster, creating a budget or choosing affordable housing. CEFR (2001: 31) suggests that both the descriptive scheme and the action-oriented approach place the co-construction of meaning at the centre of teaching and learning.

1.2.2 Definition of task

The concept of “task” plays a crucial role in the present study. The term has been defined in different ways by various scholars. These definitions reflect different theoretical perspectives and educational priorities. As cited by Nunan (2004: 5), one of the earliest definitions was proposed by Long (1985), who describes a task primarily as a real-world activity that refers to everyday activities that people perform outside the classroom:

...a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a check, finding a street destination and helping someone across a road. In other words, by ‘task’ is meant the hundred and one things people do in everyday life, at work, at play, and in between. Tasks are the things people will tell you to do if you ask them and they are not applied linguists. (Long 1985: 89)

These tasks are meaningful in everyday situations, but they may or may not involve the use of language. In this sense, a task is something that individuals do in their daily life, at work or during leisure time.

When a task is transferred to the classroom, it becomes a pedagogical task. The definition by Richards, Platt and Weber (1986, as cited in Nunan 2004) emphasises the communicative use of language, where the learner’s attention is on meaning rather than on linguistic structure.

An activity or action which is carried out as the result of processing or understanding language (ie. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Task may or may not involve the production of a language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative ...since it provides a purpose for a classroom activity which goes beyond the practice of a language for its own sake. (Richards, Platt and Weber, 1986: 289)

For example, completing a map or performing a command while listening to a recording in response to the language input illustrates their view, as both activities involve carrying out an action as the outcome of processing or understanding the target language.

Nunan (2004: 3) also highlights Breen's (1987) definition, which sees a task as "a range of workplans" whose main aim is to support language learning.

...any structured language learning endeavour which has particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. "Task" is therefore assumed to refer to a range of workplans which have the overall purpose of facilitating language learning--from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision making. (Breen, 1987: 23)

This refers to a structured process with a specific objective, appropriate content, and a certain working procedure that guides learners towards completing a range of possible outcomes. Breen specifies that tasks may range from simple exercises to more complex activities involving group work, problem-solving, and decision-making. Nunan summarises that this shows that anything the learner does in the classroom may qualify as a task.

Skehan (2003), as cited in Nunan (2004: 3), emphasises that tasks are meaning-focused activities that require learners to create their own meanings rather than reproduce those provided by others. They also have a relationship to real-world language use, and are completed and evaluated in terms of outcome achievement. As Skehan summarises, in a task "meaning is primary; there is some communication problem to solve; there is some sort of relationship to comparable real-world activities; task completion has some priority; and the assessment of the task is in terms of outcomes."

Nunan (2004: 4) describes a pedagogical task as a classroom activity in which learners focus mainly on meaning while they are understanding, using or responding to language. Although grammar is involved, it serves the purpose of expressing meaning rather than practising isolated forms. He also points out that a task should feel complete in itself, functioning as a small communicative unit with a clear beginning, middle and end.

My own definition is that a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is

focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. (Nunan 2004: 4)

Prahu (1987: 46) introduced the idea that a pedagogical task requires some kind of gap - whether informational, reasoning-based or opinion-based - and explained that “information gap activities involve a transfer of given information from one person to another-or from one form to another, or from one place to another-generally calling for the decoding or encoding of information from or into language”. This gap is what makes the activity meaningful and drives language use and learning. According to Harmer (2015: 58), an information gap is essential for genuine communication, because learners must exchange information in order to close the gap and achieve the purpose of the task.

Bygate, Skehan and Swain (2001, as cited in Ellis 2003: 9) argue that the definition of a task depends on the purposes for which it is used. They suggest that different definitions are needed for pedagogy and for research, and that these definitions can be modified to show the specific purposes of each task. Ellis (2003: 9-10) agrees, but emphasises the need for a more general definition suggesting a set of criteria for specifying a task: it 1) constitutes a workplan for learner activity; 2) focuses primarily on meaning; 3) involves real-world language use; 4) requires the use of cognitive processes such as selecting, ordering, classifying, reasoning, evaluating, making choices; 5) may involve any of the four language skills - receptive, productive, oral or written skills; 6) has a clear communicative outcome. Later, Ellis (2020) presents a more condensed framework in which he highlights four essential features of a task: meaning is primary, there is some kind of gap to be bridged, learners draw on their own linguistic resources, and the task leads to a clearly defined non-linguistic outcome.

CEFR is based on an action-oriented approach to learning. This means that learners are seen as active members of society who need to carry out different tasks in their everyday

life and in various domains (CEFR 2001: 9). CEFR defines a task as “any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved” (CEFR 2001: 10).

Tasks can be divided into two types. First, there are tasks that are part of everyday life, either in personal or professional contexts, where individuals use a range of competences to complete them. Depending on the task, more or less language use may be required. Second, there are pedagogical tasks, which may be less directly connected to real-life situations, but aim to develop communicative competence by engaging learners in meaningful, active interaction and by creating a social and collaborative learning environment (CEFR 2001: 157–158).

Although definitions vary, most scholars agree that pedagogical tasks share several common characteristics. These definitions point out that a task is meaning-focused, has a clear outcome, is connected in some way to real-world use. It requires learners to draw on their own linguistic resources, and places communication above the practice of isolated language forms.

1.3 Principles of Developing Teaching Materials and Designing Tasks

Main language teaching sources at school are coursebooks, workbooks and grammar books, but they may not always meet the expectations of teachers or the needs of learners. Therefore, several supplementary materials are used in classes. These materials can be either authentic or teacher-created (Järvesaar 2023). Authentic materials, such as newspapers, food package labels, or live speech by native speakers (Tomlinson 2011), are originally intended for native speakers rather than for language learners. They provide exposure to real-life language use but may also contain linguistic features that are challenging for learners (Richards 2001: 252-254). Teacher-created materials, on the other hand, are designed with

particular students, specific subject objectives and learning outcomes in mind (Järvesaar 2023). Both authentic and teacher-created materials provide the input needed to increase learners' knowledge and experience of the language (Tomlinson 2011).

Even though there is a wide range of teaching and learning materials available, teachers often choose to create their own resources because these can better match their students' needs, fit the cultural context and respond to the specific learning situation. According to Harmer (2015: 76), teachers frequently supplement the coursebook to make instruction more relevant and engaging. Howard and Major (2004) summarise several advantages and disadvantages that teachers may encounter when designing their own materials. Teacher-developed materials offer contextualization, personalisation and timeliness (Block 1991). In this way, the teacher can create resources that draw on learners' interests, correspond to their language level and address immediate learning goals through relevant and up-to-date content. However, producing them is time-consuming and requires pedagogical competence. Without careful planning, they may lack overall quality; for example, problems with coherence and unclear instructions may occur, and the materials may also contain errors (Howard & Major 2004).

Brian Tomlinson (2011) explains that developing materials is both a field of study as well as practical work to maximise purposeful outcome and support language learning. The process consists of several steps, such as creating, adapting and refining didactic materials that meet different students' needs and are suitable for the chosen teaching framework (Minto 2024). Many scholars indicate to a range of principles to take into account when designing effective teaching and learning materials. Initially, it is important to plan thoroughly before designing teaching and learning materials. According to Järvesaar (2023: 13-14), four core questions need to be addressed at this stage: *who*, *why*, *what* and *how*.

To start with, effective teaching materials must be learner-centred and based on learners' needs, interests, and language level (Minto 2024; Graves 2000; Howard & Major 2004). Nunan (1989) agrees that materials should feel authentic, meaningful and connected to real life so that students can use language for a clear purpose, while Harmer (2015) points out the importance of taking into account how engaging and convenient the materials are to use in order not to demotivate learners. Although repeating similar task types can reduce cognitive load for learners during subsequent attempts, learners may perceive such repetition as un motivating if tasks lack variation (Calzada 2026, Hidalgo & Lázaro -Ibarrola 2020). At the same time, task repetition can create a “naturally occurring context” for language use, in which learners begin to express their ideas using their own words, reflecting real-life communication (Bygate 2018: 1). Therefore, a balance between repetition and variety is essential in task design. Additionally, Tomlinson (2011: 8) emphasises the important role of the attractiveness of materials, suggesting that it can be achieved through “(a) novelty, (b) variety, (c) attractive presentation, (d) engaging content and (e) achievable challenge”.

What teacher-generated materials especially have to take into account is the need to follow the curriculum and the wider teaching context. The curriculum defines the content, skills and values to be taught, and achieving the objectives within this framework is the teacher's responsibility (Howard & Major, 2004; Nunan, 1989). Furthermore, teachers must consider their teaching environment in order to create feasible and practical materials that respond to the limitations of available resources and facilities, such as access to the Internet, a CD player, a photocopier or a whiteboard, including issues of copyright compliance (Howard & Major 2004). Finally, the teacher's personal confidence and competence are influenced by the level of teaching experience, creativity and understanding of the features of material design and production. The teacher's expertise determines how well the created materials meet students' needs (Howard & Major 2004; Minto 2024).

Material development is a systematic process involving identifying needs, preparing and designing materials, implementing them, and evaluating both the learning outcomes and the materials themselves (Tomlinson 2011). In the context of task design, Nunan (1989: 48) identifies three key components of a task: setting the goal, selecting suitable input, and planning activities that support meaning-focused language use. The goal typically stems from the syllabus and broader curriculum aims, and may relate to communicative, affective or cognitive outcomes, or describe the intended behaviour of learners and teachers in more specific operational terms (Nunan 1989: 49). Input is “data that form the point of departure for the task” (Nunan 1989: 52). According to Hover (1986) in Nunan (1989: 53), input can come from various sources, ranging from letters to economic graphs, with the purpose of helping learners solve a problem or make a decision. Nunan (1989: 59) also specifies that activities determine how learners work with the input and how the task unfolds in practice.

Building on this, several authors emphasise that task design also depends on the nature of the communicative gap the task creates. Prabhu (1987: 46–47) distinguishes between information-gap, reasoning-gap and opinion-gap activities. Each activity requires learners to engage in a different type of cognitive and communicative process. In information-gap tasks learners exchange factual information, whereas in reasoning-gap tasks they derive new information from the given information. In contrast, opinion-gap tasks encourage learners to express their personal views, preferences or attitudes. Different task types therefore support different aspects of meaning-focused interaction.

Tasks can be classified in several ways, depending on what learners need to do to complete them. Next to real-world tasks, which show everyday situations, and pedagogic tasks, which are designed for the classroom (Ellis et al 2019: 12). Rod Ellis further differentiates between input-based tasks, which mainly involve listening or reading, and output-based tasks, which push learners to speak or write. In addition, Ellis (2009: 223) notes

that tasks may be focused, directing learners toward specific linguistic forms, or unfocused, allowing them to use whatever language is needed to complete the task. Willis (1996: 26–28) identifies six task types that can be used with any topic: listing, ordering and sorting, comparing, problem solving, sharing personal experiences, and creative tasks. Another distinction concerns the level of structure: closed tasks have one clear outcome, while open tasks allow for several possible solutions and require learners to negotiate meaning more freely (Willis 1996: 28). Depending on the type of task, there are several options for designing meaningful, goal-oriented activities that support real communication and language development.

A common task structure consists of three phases. According to Jane Willis (1996), a three-part task cycle helps learners complete tasks with real progress in accuracy or confidence. The pre-task phase introduces learners to the topic and the task and activates their prior knowledge. The task cycle itself includes three stages: task, planning and report. First, learners work in pairs or small groups to complete the activity. Then they prepare to present their outcomes, and finally they present their results to the class. The last phase is the language focus, when learners focus on the language that emerged during the task cycle, noticing useful patterns, analysing form, and practising new language. As learners have already used the language meaningfully, the language focus helps consolidate and refine what they produced during the task.

2. CLASSROOM-BASED ACTION RESEARCH FOR PILOTING THE DEVELOPED MATERIALS

Chapter 2 focuses on the classroom-based action research conducted to pilot the developed materials integrating financial literacy into English language learning and is divided into five main sections. Section 2.1 outlines the aim of the study and the research questions. Section 2.2 describes the target group. Section 2.3 presents the research methodology, including the principles of action research, data collection methods, and the planning process. It also provides an overview of the implementation of the developed materials. Section 2.4 reflects on the findings from the classroom observations, analyses students' reflections on their perceptions of the development of their language skills and financial literacy knowledge, as well as their feedback on the designed materials. Finally, Section 2.5 discusses the main findings of the study.

2.1 Aim of the Study and Research Questions

In contemporary language education, teaching and learning are expected to be communicative, meaningful, purposeful and oriented towards a clear outcome. Financial literacy naturally supports this approach because its topics require learners to engage in problem-solving, decision-making and real-life communication.

The National Curriculum for upper-secondary schools (2023) for the subject field Foreign languages outlines six thematic areas: *People and Society*; *People and the Environment*; *Estonia and the World*; *Culture and Creativity*; *Education and Work*; *Science and Technology*. All these offer excellent opportunities to address financial literacy topics such as money, payment methods and financial services; income and expenses; budgeting, planning and investing; loans and credit use; and sustainable economic behaviour. Likewise,

the themes in the coursebook series *Upstream* by Jenny Dooley and Virginia Evans provide numerous entry points for connecting the national curriculum's thematic areas with communicative EFL tasks that incorporate financial literacy.

Although support materials and ready-made lesson examples exist—for instance, those created within mentoring programmes or published on websites such as the Ministry of Finance, *Rahatark Eesti*, *MinuRaha* and others - there remains a clear gap in English-language supplementary materials designed specifically for classroom use. At the same time, OECD policy documents emphasise the importance of integrating financial literacy across the curriculum, while both the CEFR and the Estonian National Curriculum highlight communicative, real-life-based learning tasks as a key component of effective foreign-language instruction.

Based on these considerations, the aim of this master's thesis is to design English-language learning materials that integrate financial literacy for upper-secondary English lessons, and to examine the extent to which these materials support learners' language development, communicative competence and financial literacy.

To determine the effectiveness and relevance of the created materials, the following research questions are addressed, covering three main areas: students' perceptions, evaluation of the materials, and implications for further development.

1. How do students perceive the usefulness and relevance of financial literacy topics in English language lessons?
2. How do students perceive the impact of the materials on their financial literacy and language development?
3. How do students evaluate the materials created for developing both English language skills and financial literacy in upper-secondary English lessons?

These responses, together with the overall analysis of the data, allow the author to draw conclusions and make recommendations for further development.

2.2 Target Group

The target group of the study are 11 twelfth-grade (G3) students from Kohtla-Järve Gymnasium. There are four female and seven male learners aged 18 and 19. The students at Kohtla-Järve Gymnasium are placed into English groups at the start of the academic year based on their proficiency level to ensure that students' learning needs match appropriate instruction. The English proficiency level of the students in this particular group ranges from A2 to B1.

The author of the study has worked with this group for two and a half years. They form a cooperative and motivated group with whom the teacher can work without major classroom-management disruptions. Their stable learning environment, consistent attendance, positive attitude toward trying new tasks, and willingness to participate in classroom activities makes them a suitable group for piloting the materials.

As the group have also shown a responsible attitude and are able to express mature and honest opinions about different activities and materials in formal situations, they are well suited to provide feedback on the designed materials and tasks. Their ability to comment on both the lesson flow and their own performance supports meaningful evaluation of how the materials functioned in practice and how well the materials help them develop their language skills and carry out the required tasks.

The students were informed of the purpose of the study, the procedures for piloting the lesson plans, how the data would be used, and that their participation was voluntary and anonymous.

2.3 Method

2.3.1 Action Research

In this study, action research is chosen as a methodological approach in which the teacher has the role of a reflective researcher. It supports the systematic improvement of teaching practice (Löfström 2011: 4). This approach is also supported in the *Occupational Qualification Standards: Teacher, EstQF Level 7 (Kutsestandard 2025)*, which describes a professional teacher as one who is familiar with current educational research, applies research-based methods, and conducts inquiries that help analyse and enhance their own teaching. Action research provides a structured way to meet these expectations.

Action research is often described as a process where practitioners study their own teaching or school situation in order to make it better (Löfström 2011). The idea goes back to Kurt Lewin, who introduced it in 1946. He explained that good teaching decisions should be based on evidence and reflection, saying that there is “no action without research; no research without action.” He was the first to apply psychological ideas to practical endeavours (NCTE 2021) and showed that meaningful improvement must be based on evidence and reflection (Lewin 1946: 35). Later authors, such as Corey (1953), Stenhouse (1975) and Elliott (1991) expanded action research into education. They argued that teachers can act as researchers who observe, test and change their own methods in real classroom situations. (Noffke & Somekh 2009: 9; Pine 2009: 40-42,50).

Kemmis and McTaggart (1988) define action research as “*a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social and educational practices.*” According to them, action research is collective as well as reflective process, where participants work together to improve their practices and understand them more deeply.

Action research is described as a cyclical and iterative process (Burns & McPherson 2017). It is a continuous process that starts with a research question and ends with knowledge gained from the research. The result leads to a new research question or a new cycle of the research (Kemmis et al 2014: 18-19), as they explain the spiral of self-reflective cycles of planning, acting, observing, reflecting on results in order to replan the next cycle. This cyclical nature supports continuous improvement and helps the teacher make informed decisions about what works and why.

In language education, action research is closely connected with the idea of teacher research or practitioner research, where the teacher systematically studies their own teaching context to enhance learner outcomes. Anne Burns (2010: 8) builds on Kemmis and McTaggart's (1988) cycles of research. The teacher is seen as a practitioner who designs, tests and evaluates teaching strategies in authentic classroom conditions.

Such inquiry is particularly relevant in the present study, as the aim is to develop and pilot English learning materials that integrate financial literacy. The implementation of the sets of tasks on four different topics follows the same cycle: plan, act, observe, and reflect.

2.3.2 Collecting data

Data was collected using three different instruments to evaluate the effectiveness of the materials, tasks, and lessons, as well as students' perceptions of their own progress in financial and language skills.

First, monitoring was used to assess student engagement, participation, and use of the target language during pair and group work, as well as the use of the specific language provided by the materials when presenting the results of the tasks, based on the teacher's notes. The notes also included timing and brief remarks on the developed materials. The notes were written on the printed-out lesson plans and worksheets. Task timing was noted

next to each task on the worksheet, while engagement, use of the target language during pair and group work, and use of specific language structures were recorded in the form of the responses “yes” or “no”. Students’ comments were also recorded on the worksheets.

Secondly, student feedback questionnaires were used to document learners’ self-assessment of their learning and engagement. After each lesson, learners filled in a self-assessment checklist (Appendices 10-13) to evaluate the extent to which they felt they had gained linguistic and financial knowledge and how much the materials supported both language development and financial literacy learning. The “*I can*” checklists varied according to the topic that was dealt with in each lesson. Additionally, feedback on the materials, tasks, and lessons was collected through a Google Forms questionnaire (Appendix 14). The same set of questions was used after each lesson.

2.3.3 Planning process

In 2023, Kohtla-Järve Gymnasium accepted the proposal made by the FinanceEstonia financial literacy initiative group to begin implementing financial literacy education in schools in Ida-Viru county and to practice integrating financial literacy instruction across different subjects (FinanceEstonia 2024). As a result, financial literacy became a cross-curricular priority. The need for suitable English-language materials increased to support its integration into subject-based lessons. Such materials needed to meet the requirements of the National Curriculum (2023) and the CEFR (2001), complement the themes of the *Upstream B2* coursebook (Evans & Dooley 2014), and address the financial literacy topics outlined in the Kohtla-Järve Gymnasium financial literacy syllabus (Appendix 1).

Based on the learning outcomes for upper secondary level described in the financial literacy guidelines (Anspal et al. 2023) and in Kohtla-Järve Gymnasium financial literacy

syllabus, the topics in the *Upstream B2* coursebook (Evans & Dooley 2008), and the National Curriculum (2023) outcomes together with the CEFR (2001) descriptors, the following themes were selected: 1) a saver or spender; 2) a weekly healthy menu; 3) travel itinerary plans; 4) renting or buying a home.

Initially, the materials were created in order to follow the sequence of topics in the coursebook *Upstream B2*: Unit 7 related to shopping (*A Saver or Spender*) and Unit 8 related to healthy eating and eating habits (*A Weekly Healthy Menu*). The next materials, created on the topics of travelling and housing, did not follow the sequence presented in the coursebook. These materials were meant for twelfth-grade (G3) students as a way to revise the themes that had been covered in the previous two academic years, to conclude the course and begin exam revision.

The materials were developed in the form of lesson plans accompanied by worksheets, as the author of the thesis considered it important to guide students step by step towards solving meaningful real-life related tasks. These tasks allowed students to discuss ideas with each other and reach a concrete outcome connected to real-life situations. In total, four 80-minute lesson plans were created on four different topics (Appendices 2-5).

According to Tomlinson's (2011) recommendations, teaching materials should be as authentic as possible. Therefore, different internet sources were used as input to provide reading and listening tasks, offering learners topic-related vocabulary and knowledge. These included accessible popular science online sources, such as the *5-Minute English Practice* podcast, a short reading text on financial wellness by UNFCU (unfcu.org), an informative text on the Healthy Eating Plate by the Harvard T.H. Chan School of Public Health (nutritionsource.hsph.harvard.edu), and materials on the pros and cons of renting and buying a home from a financial services website (Allianz), as well as media sources, such as a video from the NBC morning programme *Today* (Today.com). In addition, selected tasks were

adapted from mentor club materials provided by the Ministry of Finance of Estonia (*Rahandusministeerium* n.d.).

The selection of sources was guided by the need for linguistically authentic, reliable, and informative materials that are illustrative in nature, provide relevant terminology and topic-related content, and are appropriate to students' English language level. These materials were used to support a step-by-step approach towards the main communicative, meaningful real-world task.

In addition, to ensure a meaningful real-life connection (Nunan 1989), various websites and printed price lists of goods from different shops in Estonia, such as *Rimi*, *Coop*, *Maxima*, and *Lidl*, were used. The materials were designed to provide input that expands learners' knowledge and linguistic repertoire and encourages interaction and supports their progress towards meaningful language use in communicative situations and leading to a real-life outcome.

Harmer (2015) emphasises the engaging nature of learning materials in order to maintain students' motivation. However, considering the age group of the learners, who were upper-secondary school students, less attention was paid to the attractiveness of the materials – which Tomlinson (2011) also considers important – and more emphasis was placed on their logical structure and on tasks that encourage discussion. In addition, the materials were designed to support independent inquiry and the solving of real-life tasks, where learners work in pairs or groups to explore different solutions and present them to the whole class. In this way, the materials address immediate learning goals through relevant and up-to-date content (Howard & Major 2004).

All lesson plans, together with the accompanying worksheets, follow a similar structure (Appendices 2-5). The lessons begin with a lead-in discussion and continue with listening or reading tasks that function as input, providing learners with topic-related

financial vocabulary and background knowledge and preparing them for independent work. The main activity of the lesson focuses on solving a real-life task that students complete in pairs or small groups. At this stage, learners search for information, consider different options, discuss their ideas, and make a decision. The results are then presented to the whole class. Students are encouraged to use the linguistic resources provided during the lesson.

The individual tasks (Appendices 6-9) follow Willis's (1996) three-part task cycle. The aim of the pre-task phase is to warm learners up for the main task and prepare them for the activity. The task phase involves completing the activity (task), preparing the outcome in verbal and/or visual form, such as a poster or slide presentation (planning), and presenting the results to the class (report). Finally, a post-task phase focuses on reflecting on the task outcome and the language used during the activity, providing feedback and opportunities for further improvement.

All the tasks involve communicative gaps described by Prabhu (1987) and create opportunities for discussion and encourage learners to engage more deeply with the topic. Some activities involve information gaps (e.g. listening tasks), while others focus on reasoning gaps (e.g. budgeting calculations) or opinion gaps (e.g. discussing needs and wants). The task types described by Willis (1996), such as listing, ordering and sorting, comparing, problem solving, sharing personal experiences and creative tasks, make it possible to vary the activities, maintain diversity in the lessons and provide learners with different ways of engaging with the topic. Nunan's (1989) task components help to identify the goal of each task, its input and the features of the activity (Appendices 6 - 9).

2.3.4 Implementing English lesson materials integrating financial literacy

The materials were planned, created, and piloted from November to March. The implementation of the materials was a part of one action research cycle including the stages

of planning, action, observation, and reflection as described by Burns (2010) and Kemmis and McTaggart (1988).

The same routine was followed for implementing all the materials. After the materials were designed for financial literacy lessons (80 minutes at a time), they were printed out and distributed to the students. The students were introduced to the objectives and the activities of the lesson. The first part of the materials focused on tasks providing linguistic and financial literacy input on the topics. The second half of the materials focused on solving a real-life task and decision-making, justifying choices, and presenting the results to the class.

The teacher's role throughout the lessons was to introduce the topic, support reading and listening comprehension, provide guidance during the activities, encourage students, monitor their work, and guide feedback and reflection. The students' role was to discuss their habits and preferences, analyse information, make decisions, solve problems collaboratively, and present their conclusions to the class. Pair and group work were combined with whole-class discussions and presentations followed by feedback and reflection.

The observations showed that students were engaged and actively participated in discussions. The lead-in discussions addressed topics that learners were familiar with and which encouraged them to share their opinions and experiences more freely. During the tasks that were meant to provide topic-related input, students were mostly motivated. They showed active engagement while exchanging ideas and occasionally asked for clarification of certain words and expressions. A video task about planning meals or a gap-filling task about planning a visit to another country encouraged collaboration and generated productive discussions. Creative tasks such as completing mind maps or drawing a healthy plate stimulated active participation and enjoyment.

The level of students' motivation decreased when the tasks' content overlapped with earlier activities, for instance, in the lesson about spending and saving, or when there were

too many activities planned, or the level of challenge was too high, as in the housing lesson, where students encountered many unfamiliar words, and as a result, completing the task took much more time than planned. Also, motivation possibly decreased when the topic felt distant from their personal experience. For example, agreeing or disagreeing with statements related to housing progressed rather slowly, and learners were hesitant to express their opinions.

All the lessons demonstrated that students were motivated to engage with practical tasks related to everyday life, such as planning a weekly menu, creating a shopping list, comparing food prices, working on a class trip, making decisions about housing, or planning a personal budget. During pair and group work, students were reminded to use the target language. Although several functional expressions had been provided to support discussion, they were used only to a limited extent in the first two lessons.

Due to time constraints, the main objective of the lesson, to solve a real-life task, was not achieved on two occasions. The postponed tasks, such as planning a personal budget and making a decision about housing, were assigned as homework and implemented in the following lesson. Additionally, the planned self-assessment activities and feedback on the materials were not completed and extended into the break or the next lesson.

2.4 The Analysis of Findings

The analysis is based on the results of the class observations, students' checklists, and feedback questionnaires. Findings based on the teacher's notes from the classroom observations were generalised according to engagement, use of target language, and timing. The students' self-assessment checklists provided insight into how students perceived the development of their language skills and financial literacy knowledge. Students evaluated their competencies using a three-point Likert scale: "well", "a little", and "poorly". To analyse the findings, the number of responses was entered into an Excel table, and stacked

bar charts were created to illustrate students' responses to each "I can" statement after each lesson.

Feedback on the lesson materials was given through a Google Forms questionnaire. The results were analysed using Excel charts (Figures 1-2 and Appendices 15-17). Open-ended responses (Appendix 18) were generalised, and the results are presented in a summarised form.

2.4.1 Reflection on the observations

The observations indicate that the use of real-life, meaningful tasks supported student engagement and motivation throughout the lessons. Learners actively contributed during lead-in discussions and tasks that were clearly connected to their own experiences, such as spending habits, food choices, or travel plans. This suggests that personal connection to the topic and relevance to everyday situations play an important role in encouraging learners' participation. The findings also show that tasks involving elements of decision-making and problem-solving promoted interaction and the exchange of ideas. However, students needed to be reminded to use the target language during group work as they were more focused on the content and completing the tasks. On the other hand, focusing on the content makes learning more meaningful as it is developed through social interaction. This implies that collaborative tasks support meaningful learning and better understanding of the topic content.

Student motivation tended to decrease when tasks overlapped in content or when too many activities were included in a single lesson. This may indicate that the cognitive load was too high and that learners needed more time to process both the language and the content. Additionally, the findings demonstrated that students were modest in using provided specific expressions and topic-specific vocabulary, even though their use increased from lesson to lesson. This may be because tasks that required more specialised vocabulary or addressed less familiar topics, such as housing, appeared more challenging for learners. The

large number of unfamiliar expressions may have reduced students' confidence and slowed down task completion. This suggests that the level of linguistic input did not always fully match learners' proficiency. This means that additional scaffolding or pre-teaching of key vocabulary may be necessary.

Feedback on the materials focused mainly on practical and visual aspects. Visual elements had a strong impact on engagement, for example, students preferred the healthy plate image, while the hamburger picture was perceived as unattractive, although some might otherwise have preferred it. This highlights the importance of material design.

Regarding timing, the number of tasks for a 80-minute lesson could be limited to three. Tasks not directly relevant to the final task should be optional, for example for faster students. More time could be allocated for reflection and feedback by reducing the number of group presentations.

All in all, the lessons were successful in terms of engagement and participation. The use of topic-related vocabulary and functional expressions increased over time. Although all activities were completed, time management remained an issue due to the number of tasks and the level of task language, which required more time than planned.

2.4.2 Students' self-assessment checklists

The students' self-assessment checklists aim to give an overview of how students perceive the development of their language skills and financial understanding across different topics, such as spending and saving, planning a healthy menu, travel planning, and renting or buying a home. The results of the self-assessment checklists (Appendices 10-13) were collected after each lesson. Eleven students completed the checklist after the first lesson, ten after the second, nine after the third, and eleven after the fourth.

Firstly, students showed strong confidence in understanding key financial ideas. For example, in Lesson 1 (Appendix 10), all students reported that they understood the main idea

of the 50–30–20 rule, and 9 out of 11 could explain it in their own words. In Lesson 2 (Appendix 11), all students understood the main ideas about healthy eating and meal planning. In Lesson 3 (Appendix 12), students felt confident planning a trip and understanding its main components (8 “well”, 1 “a little”), and in Lesson 4 (Appendix 13), most students were able to explain advantages and disadvantages of housing (9 “well”, 2 “a little”). This shows that real-life topics helped students understand the content and stay engaged.

At the same time, more difficulties appeared in tasks where students had to apply financial knowledge. In Lesson 1, calculating percentages and creating a personal budget were more difficult. In Lesson 2, planning a weekly menu within a budget was challenging for some students (5 “well”, 4 “a little”, 1 “poorly”). In Lesson 3, creating a travel budget and suggesting ways to reduce costs were also more demanding. The most difficulty appeared in Lesson 4, where students had to apply the 50–30–20 rule to housing decisions (5 “well”, 3 “a little”, 3 “poorly”) and use salary calculations. This suggests that students understood the ideas, but needed more support when using them in more complex, real-life situations.

A similar pattern could be seen in language use. Students felt quite confident in taking part in discussions and group work (for example, all 11 students reported active participation in Lesson 4). However, expressing and justifying their ideas using new vocabulary and structures was more difficult. In Lesson 2, only 6 out of 10 students felt confident doing this, and in Lesson 3, using topic-specific vocabulary and conditionals was also more challenging. This shows that students were not always confident using new language fluently.

Across all lessons, tasks that required both thinking and language use at the same time were the most difficult. When students had to analyse options, make decisions, and explain their choices using specific language, the tasks became more demanding. This may be because students had to focus on both the content and the language at the same time.

At the same time, there are signs of improvement. In the later lessons, students felt more confident in participating, making decisions, and presenting their ideas. This may show that repeating similar task types and giving support helped students feel more confident.

Overall, the results show that the materials worked well in combining language learning with financial literacy, especially in helping students understand the topics and take part in discussions. At the same time, the results also show that students need more support in tasks that require practical application and the use of topic-specific language.

2.4.3 Students' feedback on materials and lessons

The evaluation of the materials is based on a feedback questionnaire (Appendix 14), which was completed by students after each lesson. The questionnaire consists of eight questions that can be grouped according to their focus on different research questions: usefulness of financial literacy topics (Question 1), the impact of the materials on financial literacy understanding and language development (Questions 2-3), the quality of the materials (Questions 4-5), and challenges and recommendations (Questions 6-8).

The total number of responses was 36. The number of students providing feedback after the lessons varied: 11 students after the lesson “A Saver or Spender” (henceforth Lesson 1), 9 out of 11 students after “A Healthy Weekly Menu” (Lesson 2), and 8 students after the “Travel Plans” (Lesson 3) and “Renting or Buying a Home” (Lesson 4) lessons. This may have been due to time constraints, as the questionnaire was not always completed during the same lesson but in the following lesson, after the topic had been completed. In some cases, students were absent or had missed the previous lesson and were therefore not sufficiently informed to provide meaningful feedback.

Overall, the results show that students perceived financial literacy topics as useful, especially in Lessons 1, 2, and 4, where most responses were in the higher range of the Likert

scale (Figure 1). Only one student selected a rating of 3 in the lesson related to healthy eating. In Lesson 3, students' responses were more evenly distributed across the scale from 2 to 5: one student selected a rating of 2 ("not very useful"), one student gave a rating of 3 ("somewhat useful"), and four students each rated the topic as "useful" or "very useful".

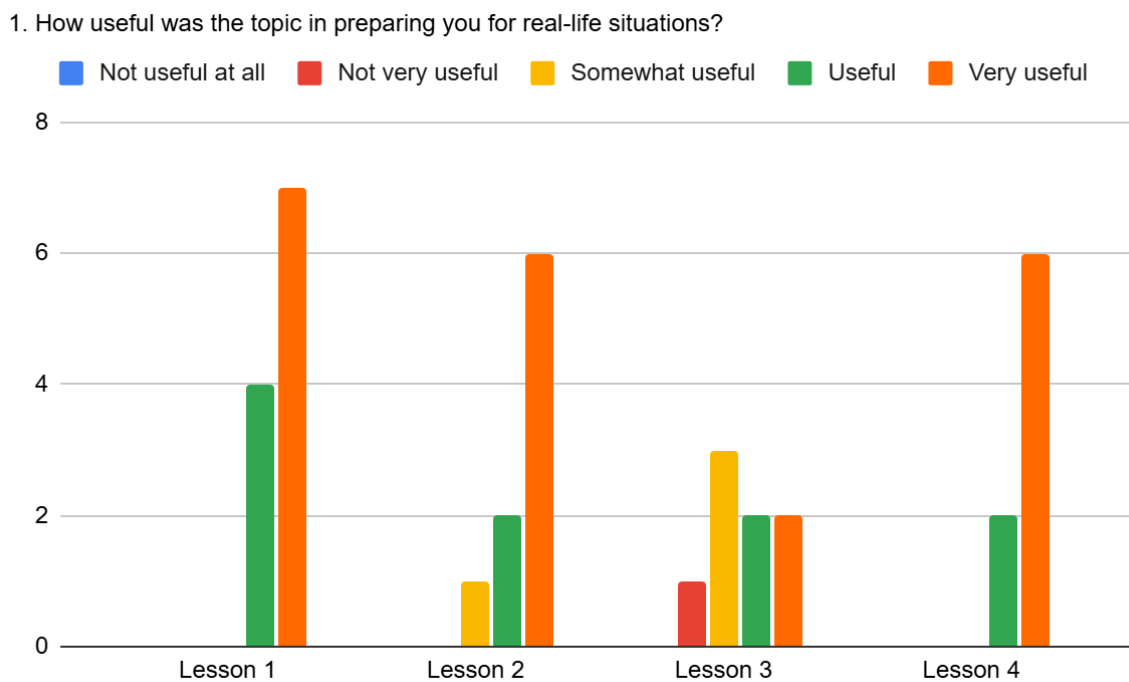


Figure 1. Students' perceptions of the usefulness of topics

In general, the overall comparison suggests that students perceive practical topics such as budgeting, meal planning, and housing as more useful than travel-related topics.

In terms of language level, the materials were generally considered challenging rather than easy (Figure 2). While this indicates an appropriate level for learning, in some cases the difficulty may have exceeded students' current proficiency, particularly in lessons with more complex tasks. In Lesson 1, responses were distributed across the scale, although the majority of students rated the materials as "challenging" (5 out of 11) or "too challenging" (2 out of 11), suggesting a relatively high level of difficulty. In Lesson 2, most students (8 out of 9) selected "challenging", indicating that the materials were demanding but still manageable. In Lessons

3 and 4, the level of perceived difficulty showed a rising trend.

2. How well did it fit your English level?

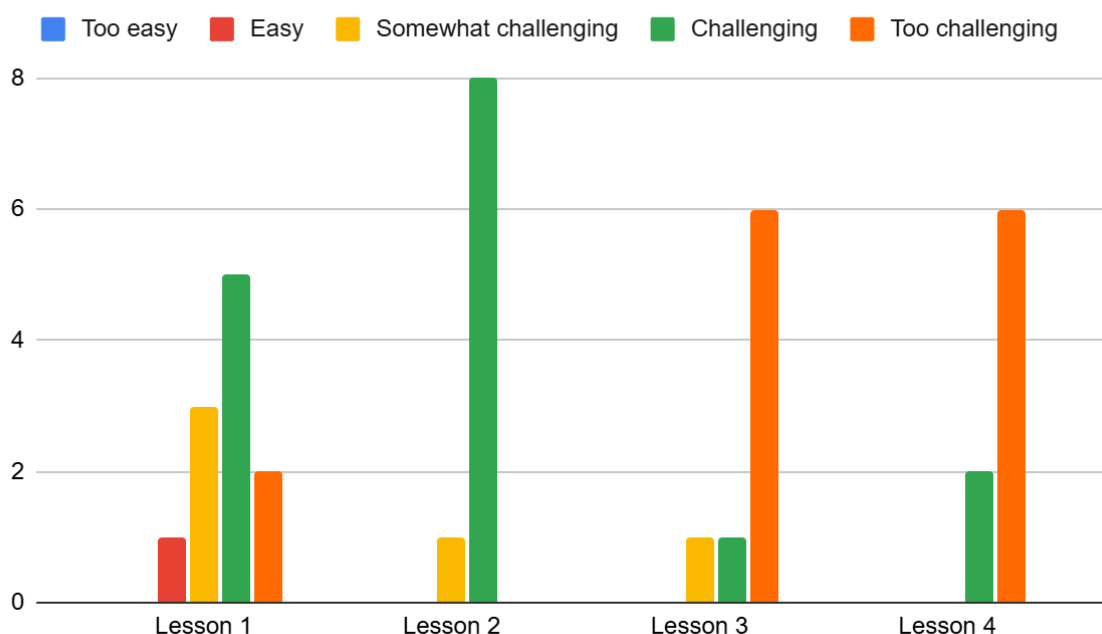


Figure 2. Students' perceptions of the level of English in the materials

Overall, the findings indicate that the lessons, which involved more complex tasks, placed higher demands on students' language proficiency.

Regarding language development, the materials were most effective in supporting speaking and pair/group work (Appendix 15). Students consistently reported high levels of participation in discussions. Across all four lessons, students rated speaking and participation in discussions highly, mostly as "well" or "very well" (13 and 18 out of 36 for speaking; 25 and 5 for participation). This suggests that the students perceived that the tasks successfully promoted communicative use of language. In contrast, listening and writing were rated lower, suggesting that these skills were less supported. Similarly, rephrasing and conveying information (6 and 2 out of 36) showed moderate results, suggesting that mediation skills were more demanding for learners.

A comparison across lessons shows some variation in students' perceptions of their language skills. This may be related to increased task complexity, the integration of financial concepts, or unfamiliar topic areas, which required students to use both language and content knowledge simultaneously.

The overall quality of the materials was evaluated positively (Appendix 16). Logical structure received the highest score, with the majority of students (26 out of 36 responses) rating it as "extremely suitable". This suggests that the lessons were well organised and easy to follow. Similarly, attractiveness (23 and 11 out of 36, respectively) and clarity (19 and 15 out of 36) were highly rated as "extremely suitable" and "suitable" across all lessons, indicating that the materials were engaging and understandable for most learners. However, more variation was observed in the level of challenge, which did not always match students' abilities. The complexity and subject-specific content might have required students to process both language and content simultaneously.

Students' learning experience was also generally positive (Appendix 17). Across all the lessons, students reported that they understood the instructions, responding "totally agreed" or "agreed" (24 and 12 out of 36, respectively). This indicates that the tasks and expectations were clearly communicated. Student engagement was also rated positively across lessons, with most responses falling into the "totally agree" and "agree" categories in Lessons 1 and 3 (8 and 10 out of 19 students).

More variation was evident in students' confidence when completing tasks indicating that some students found the tasks more demanding. The balance between English language learning and financial content was generally evaluated positively across all lessons, suggesting that the integration of content and language was not equally accessible for all students.

Overall, the results show consistently strong understanding and engagement, while variation in confidence and perceived balance may be related to task complexity and the integration of financial literacy content, which required students to use both language and subject-specific knowledge simultaneously.

Open-ended responses (Appendix 18) highlighted that students especially valued practical, real-life tasks and collaborative activities, such as working with “real prices”, planning a trip or a menu, and exploring real estate websites. Students also appreciated learning financial terminology (e.g. “saving money”, “needs and wants”, the “50–30–20 rule”) and practising language skills, particularly speaking and vocabulary. In addition, students indicated that financial literacy topics offered a welcome change and the materials were considered clear and helpful. In general, the responses suggest that students valued lessons that combined meaningful, real-life content with interactive and communicative activities, supported by clear and accessible materials.

Several suggestions emerged from the feedback. The most common was the need for more listening activities, as Lessons 3 (travel) and 4 (housing) did not include any listening apart from listening to the teacher and group mates. Students also suggested including more vocabulary and grammar practice, indicating a need for further language support. In addition, some task types were perceived as somewhat similar and too easy (e.g. budgeting in Lesson 1) or too difficult (e.g. reading in Lesson 4 due to unfamiliar vocabulary and text length), suggesting a need for better balance and scaffolding. Students also mentioned the fast pace of the lessons and the need for more time or clearer structure in certain tasks. As exam-oriented learners, they expected more exam-like speaking tasks.

Finally, most students would recommend including such materials in English lessons, as they are a good change and relevant for real life, although some suggested using them as supplementary rather than core materials.

2.5 Discussion

The main aim of the present thesis was to develop and pilot materials that integrate financial literacy into upper-secondary EFL lessons. The action research allowed for the planning, implementation, and reflection on the lessons and materials. The study sought to answer how useful students perceive the integration of financial literacy into English language lessons; what impact the tasks have on their language skills and financial knowledge; how students evaluate the materials; and what challenges and benefits emerged during the implementation phase. The discussion is structured around these research questions, focusing on three main areas: students' perceptions, evaluation of the materials, and implications for further development.

The first research question examined how students perceived the usefulness and relevance of the designed materials. The OECD (2020) highlights the importance of teaching financial literacy in schools to reduce inequality and help raise citizens who are able to make informed and responsible financial decisions, and the CEFR (2002) emphasises that learners, as active members of society, must be able to use language at an appropriate level to complete real-life tasks; therefore, financial literacy can be seen as an ideal content for language teaching. It provides meaningful input where understanding and conveying meaning is more important than linguistic form (Krashen 1981). The findings from the action research support this view as students perceive the integration of financial literacy into English language lessons as useful and relevant. Students explained that financial literacy is not sufficiently taught at school, but that it is “useful for real life”, especially when they continue their studies and live independently.

In addition, classroom observations confirmed that students were active and engaged during the lessons, especially in pair work and group discussions. This aligns with previous research (Nunan 2004; Ellis 2003) and the CEFR's (2001) interpretation of the task, which

emphasises that learners benefit from using language as a tool to achieve a clear purpose. This suggests that if students are provided with learner-centred, authentic tasks with a communicative gap (Prabhu 1987), related to the real world and matching their needs, interests and proficiency level, they become more motivated (Nunan 1989; Minto 2024; Graves 2000; Howard & Major 2004). Hence, the study suggests that financial literacy is a relevant content area.

The second research question examined the perceived impact of the materials on the development of financial literacy knowledge and language competencies. The results of the study indicate that students demonstrated confidence in understanding basic financial concepts, which suggests that content-based meaningful real-life input and tasks support students learning through the cognitive process (Nunan 2004, Ellis 2003). However, practical application of financial knowledge was problematic; for example, students had difficulties with calculating the percentages, or creating a monthly budget, which may refer to lack of personal experience or the cognitive load as learners had to process new content, mathematical calculations, and a foreign language simultaneously (Hidalgo & Lázaro-Ibarrola 2020, Calzada 2026).

In terms of language use, students tended to report moderate confidence. The same was observed during classroom observations, where students tended to switch to their first language during group work and avoided using specific language structures. The situation improved gradually across the lessons. This suggests that similar task types and repeated vocabulary and expressions may enhance learners' confidence, fluency, and complexity as cognitive load decreases (Hidalgo & Lázaro-Ibarrola 2020). In addition, the results support Skehan's (1998) trade-off hypothesis, indicating that more complex tasks place higher demands on students' language proficiency. In line with Swain's (1985) Output Hypothesis,

linguistic development requires active output, as learners need opportunities to use the language in order to develop their productive skills.

Another important finding was that students perceived the materials as supporting speaking, pair work, and group discussions, which contributed to participation and collaborative meaning-making. This can be explained through Vygotsky's (1978) concept of the zone of proximal development, where learners construct meaning together with the support of others and are more actively engaged in the learning process. Regarding task design, this implies that tasks that include a communicative gap (Prabhu 1987) create opportunities for meaningful language use. This finding is also consistent with Vygotsky's (1978) view that learning develops through social interaction and collaboration, as well as with Krashen's (1981) emphasis on meaningful input.

Generally, the findings suggest that integrating financial literacy into English lessons supports both financial knowledge and language skills, although practical application was more difficult for students. Language use improved gradually across the lessons.

The third research question addressed students' evaluation of the materials. The findings showed that the design, including structure, clarity, and attractiveness, was perceived as suitable. This suggests that the principles of materials development taken into account contributed to the overall success of the process, as effective materials meet learners' needs, interests, and language level (Minto 2024; Graves 2000; Howard & Major 2004; Tomlinson 2011). Additionally, attention was paid to the attractiveness of the materials, keeping in mind originality, variety, clear presentation, engaging content, and achievable challenge, as suggested by Tomlinson (2011), as well as authenticity, meaningfulness, and relation to real-life content, as emphasised by Nunan (1989) and Ellis (2019), in order to engage and motivate students.

At the same time, the level of challenge, the variety of tasks, and support for different learning styles were perceived as somewhat uneven. As achievable challenge is supported through careful task design, including setting clear goals, selecting suitable input, and planning activities that promote purposeful language use (Nunan 1989), this aspect should be considered more carefully. This is especially important as students noted a lack of support for their receptive (listening and reading) and productive (writing) language skills. In addition, a three-part task cycle can support learners' gradual development, guiding them step by step towards more confident and effective language use (Willis 1996). Regarding the variety of tasks, this may be explained by the fact that repetitive task types, as well as repeated vocabulary and language structures, were perceived as less motivating once students' cognitive load decreased (Hidalgo & Lázaro-Ibarrola 2020; Calzada 2026). In relation to learning styles, students did not always perceive the activities as varied enough, which may indicate that the tasks did not equally address different learning preferences.

Overall, the findings suggest that in terms of structure, clarity and attractiveness the materials were generally perceived as suitable and well-designed, further attention should be given to task variety, level of challenge, and support for different learning styles in order to better address learners' needs and enhance the effectiveness of the materials. Regarding designing materials, it would be reasonable to plan them for 2–3 lessons, as it is not realistic to fit all the activities into one lesson. Piloting the materials also showed that even with fewer materials, it was difficult to complete all the steps within one lesson.

The study highlighted the benefits and challenges of the designed materials as perceived by students. Financial literacy in English was perceived as useful, as it is not sufficiently taught at school. Students gave positive feedback on authentic, meaningful tasks related to real-life situations, confirming that solving practical tasks is motivating and promotes interaction, while also bringing a welcome change to regular lessons.

The balance between content learning and language development was generally rated as appropriate. At the same time, students suggested including more listening activities, additional vocabulary and grammar practice, and more exam-type tasks. Such tasks make the materials easier to integrate into the curriculum and help exam-oriented students feel more motivated and better prepared for final exams, especially if the materials are used in form 12. They also highlighted the need for more scaffolding, better time management, and a more balanced level of difficulty. Overall, these findings suggest that students value the integration of financial literacy as meaningful, practical, and engaging.

This study has several limitations. The size of the target group was relatively small, consisting of only eleven students, which may affect the generalisability of the findings. In addition, the teacher's preparation in the field of financial literacy was limited, which may have affected the quality of the materials, as highlighted by Lusardi and Mitchell (2014). Furthermore, the implementation period was relatively short, from November to March, and students had limited prior experience with financial literacy topics in English, as this was Cycle 1 of the action research process. Task complexity and time constraints may also have influenced students' perceptions and performance. Regarding data collection, the questions could have been designed more thoroughly, as several of them overlapped or addressed similar aspects.

In future implementation, the materials could be further developed and tested with larger and more diverse groups of learners. Greater attention should be given to balancing task complexity and providing more listening and writing activities. In terms of a wider variety of activities, it would be more practical to design the materials to cover two to three lessons as it is too challenging to fit everything within one 80-minute lesson. Integrating exam-type tasks can also motivate students, as they feel that the materials not only support learning but also prepare them for final exams. In addition, the materials with exam-type

tasks can be more easily used with various coursebooks, not just one specific textbook, as there will be the justification that while completing the activities the students are also preparing for a language exam. Further research could also explore the long-term impact of integrating financial literacy into EFL learning and into the school English curriculum.

CONCLUSION

After the global financial crisis of 2008, financial literacy became one of the key global issues, promoted by the OECD (2020) and supported through national policies at the level of individual countries. In Estonia, the first strategic programme to promote financial literacy among residents was launched in 2013 and has continued to be developed since then. The present master's thesis was inspired by a project initiated by FinanceEstonia, which aimed to establish a network of schools piloting the integration of financial literacy across subjects. This created a need to develop English language materials that would supplement the *Upstream B2* coursebook, align with the National Curriculum and CEFR requirements, and support the school's financial literacy syllabus.

Contemporary language teaching is communication-oriented and learner-centred, which aligns with the CEFR (2001) approach, viewing learners as active members of society who need to use language to accomplish purposeful tasks in everyday situations collaboratively. Therefore, it is essential that pedagogical tasks and materials used in the classroom are authentic and connected to real life, include a communicative gap, promote meaning-focused language use with a clear outcome through interaction, where communication is more important than practicing isolated language forms.

Accordingly, the present thesis is based on the idea that financial literacy provides valuable input for integration into English language lessons. In this context, financial literacy offers meaningful, authentic, and purposeful opportunities for language use in real-life situations, where tasks are solved interactively and lead to a clear outcome. To explore this, four lesson plans, accompanied by worksheets, were designed as supplementary materials. The topics covered included budgeting and spending habits, meal planning, travel planning, and housing. The materials were implemented through action research as Cycle 1.

The following research questions were addressed:

- How do students perceive the usefulness and relevance of financial literacy topics in English language lessons?
- How do students perceive the impact of the materials on their financial literacy and language development?
- How do students evaluate the materials created for developing both English language skills and financial literacy in upper-secondary English lessons?

The questions focus on three main areas such as students' perceptions, evaluation of the materials and implications for the further development.

Three different tools were used to collect data. Classroom observation was used to map students' engagement, use of the target language, and timing; students' self-assessment checklists were used to measure their perceptions of the balance between financial literacy understanding and language development; and feedback questionnaires were used to evaluate the materials based on students' perceptions.

The results of the study show that financial literacy provides meaningful input when integrated into EFL lessons. Students perceived it as useful and relevant, as it is connected to real-life situations and is important for their future.

The balance between language learning and financial content was generally perceived as appropriate. However, while basic financial concepts were understood, their practical application was more challenging. Financial content supported discussion and interaction, but students noted the need for more listening activities, additional language practice, clearer scaffolding, and a better balance in task difficulty.

The materials were rated highly in terms of logical structure, clarity, and attractiveness, while the level of challenge was perceived as uneven. The variety of tasks and support for different learning styles should also be taken into better consideration when designing materials to ensure an appropriate level of complexity.

The study had several limitations. Only eleven students participated, and the research was limited to one group, so the results cannot be generalised. The teacher's limited knowledge in the field of finance and the short implementation period (November to March) may also have influenced the outcomes. In addition, students encountered financial literacy topics in English for the first time, which made some tasks more challenging and time-consuming. The data collection tools could have been better designed to avoid overlapping questions.

The study shows that financial literacy can be an effective content area for English language learning. It increases participation and supports communicative language skills. However, its success depends on careful task design, appropriate language level, and sufficient scaffolding.

Future research could involve testing the materials with larger and more diverse groups and further developing them by balancing task complexity, adding more listening and writing activities, and including more exam-oriented tasks. The practical value of the study lies in integrating financial literacy into the school English syllabus.

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APPENDICES

Appendix 1. Integration of Financial Literacy Topics into Selected Upstream B2 Units

Integration of Upstream B2 Unit Topics with Teacher-Developed Financial Literacy Materials	Financial Literacy Theme (Anspal et al. 2023; Rahandusministeerium n.d.)	Financial Literacy (in connection with the school financial literacy curriculum)	National Curriculum/ CEFR
Unit 1. My home is my castle (pp. 59 - 74) Renting or buying a home (Appendix 5)	Loans and credit use; budgeting, planning and investing	Buying or renting a home: how to prepare for purchasing a first home. Understanding personal needs and mapping one's financial possibilities. Choosing the location of a home, energy efficiency classes and utility costs. Expenses related to purchasing a home and the role of Euribor.	People and Society; CEFR B2: Reception: understanding information about housing options and costs; Interaction: discussing advantages and disadvantages, and making decisions; Production: creating a visual presentation and presenting housing choices; Mediation: explaining and summarising financial decisions to the class
Unit 3. Travel broadens the mind (pp. 41 - 58) Travel Plans (Appendix 4)	Money, payment methods and financial services; budgeting and planning	Scarcity of resources and decision-making: time, money and possessions. Understanding the need to make choices and the concept of opportunity cost. Planning a travel budget and	Estonia and the World; Culture and Creativity; CEFR B2: Reception: understanding travel information and prices; Interaction: planning and negotiating travel options;

		considering travel insurance.	Production: preparing and presenting a travel plan (poster/slide); Mediation: summarising and explaining travel decisions
Unit 7. Penny wise, pound foolish (pp. 102 - 115) A saver or spender saver (Appendix 2)	Income and expenses; budgeting and planning	Creating a personal budget and evaluating the budgets of others. Planning expenses: typical household costs, car-related expenses, larger purchases and entertainment costs. Discussing ways to reduce expenses and save money.	Education and Work; CEFR B2: Reception: understanding information about income and expenses; Interaction: giving opinions, discussing spending habits and financial choices; Production: presenting a personal budget; Mediation: explaining and interpreting budget decisions
Unit 8. You are what you eat. (pp. 116 - 127) A Healthy Weekly Menu/ eating out (Appendix 3)	Sustainable economic behaviour; income and expenses; budgeting and planning	Making choices and understanding opportunity cost. Planning expenses: comparing eating at home and eating out, and discussing ways to reduce everyday costs while making healthy choices.	People and the Environment; CEFR B2: Reception: understanding information about food choices and prices; Interaction: comparing options and discussing habits; Production: presenting a weekly menu or cost plan; Mediation: explaining and justifying choices to others

Appendix 2. Lesson plan 1

Topic: A Saver or Spender

Topic in “Upstream B2” Unit 7: Penny Wise, Pound Foolish (pp. 102-115)

Time: 40 + 40 minutes

Outcomes in Financial Literacy: Budgeting, financial planning, and investing.

The learner

- analyses the income, expenses, and financial situation.
- creates a personal budget and plans possible savings.

Learning outcomes of the national English curriculum:

Students

- actively participate in discussion on a familiar topic (6);
- express and justify opinions with arguments and explanations (7, 18);
- distinguish facts from persuasive statements (15).

Descriptors:

Reception:

- can understand the main ideas and details in a short informative text on financial planning (e.g., the *50-30-20 rule*).
- can identify key vocabulary related to spending and saving habits.

Production:

- can describe personal spending habits and budgeting choices using appropriate vocabulary.
- can write a short personal budget and justify financial decisions in simple, connected sentences.

Interaction:

- can exchange ideas and opinions in pair/group discussions, agree or disagree politely, and reach conclusions.
- can ask and answer questions to compare habits and viewpoints.

Mediation:

- can summarize and rephrase key points from a text (e.g., explain the *50-30-20 rule* in their own words).
- can convey essential information from financial contexts to others clearly and simply.

Objectives:

By the end of the lesson, students will:

- distinguish between *needs* and *wants* in everyday spending;
- reflect on their own consumption habits and identify if they are spenders or savers;
- understand the main idea of the *50-30-20 budgeting rule* and explain it in their own words;
- categorise expenses into *needs*, *wants*, and *savings* and calculate proportions of spending;

- create a simple personal monthly budget and suggest realistic ways to save money.

Target language:

Grammar: Present Simple (*habits, routines, facts*); Modals (*should / shouldn't, must / have to / need to, don't have to*); Comparatives and Superlatives (*comparing expenses or habits*); Countable and Uncountable Nouns (*How much / How many*; Quantifiers: *a lot of, too much, too many, enough, not enough*).

Functions: *expressing opinion, agreeing, disagreeing, giving reasons, comparing, summarising.*

Vocabulary: *spend money on, borrow money from, cut down on, income (paycheck), expenses (debt, subscriptions, utility, mortgage, groceries, insurance), savings (emergency fund, retirement), wants, needs, spender, saver*

Preparation: Make copies of handouts, provide laptops

Stage	Activities
Lead-in discussion (5 min): Where do you get money from? What do you spend the most on?	Ask Ss to discuss in pairs or in small groups where they can get money from and what they spend it on. Ss share their thoughts with the class.
Task 1. (20-25 min) Needs vs. Wants	Ask Ss how expenses can be divided. Ask Ss to discuss and explain - what the difference between wants and needs is, - why it is necessary to distinguish and separate them, - what one should primarily spend on. Ask Ss to work in pairs or groups of three. Give them different situations. Ask Ss to read the scenarios and decide if it is about a want or a need. Additionally, tell them to - choose who argues for need and who for want; - use at least two opinion phrases; - finish with a short conclusion ("So, we think..."). Ss share the results of their discussion.
Task 2. (20-25 min) Consumption habits: A saver or spender?	Pre-listening: Ask Ss to describe a spender and a saver. Ss think in pairs and share their ideas with the class. Listening: https://www.youtube.com/watch?v=YLGHU

	HzyhQU Ask Ss to listen to the podcast “<i>How to Save Money and Spend Smart</i>” and write Jessica or Peter after each statement, depending on who said it. Also, ask Ss to pay attention to the tips given in the podcast. https://www.youtube.com/watch?v=YLGHUHzyhQU Post-listening: https://wordwall.net/resource/102131669 Ask Ss to work in pairs and discuss the questions. Ss decide whether they tend to be more of a spender or a saver. Ask Ss to write “spender” or “saver” after each question.
Task 3. (10 min) The 50-30-20 rule	Pre-reading: Ask Ss if they have heard of any systems dividing one’s income and how much money is recommended to put aside. Reading: https://www.unfcu.org/financial-wellness/50-30-20-rule/ Ask Ss to read the text “<i>Budgeting Basics: The 50/30/20 Rule</i>” and answer orally the questions in 1–2 sentences each.
Task 4. Personal Budget (10-15 min)	Ss work in pairs or small groups of three to study a sample budget, identify which expenses are needs, wants, or savings, and calculate how much of the total income is spent in each category. Ss then discuss whether saving 20% of their income is realistic and decide which expenses they could reduce to increase savings.
Home assignment (3 min)	Ask Ss to create their own monthly budget. They should list their sources of income and estimate how much they spend on needs, wants, and savings. Encourage them to reflect on what they could change to save more.
Follow-up: (7 min) Reflection	Students’ feedback - self-assessment checklist - Google Forms questionnaire

Materials: internet connection, laptops or tablets/smart phones, projector, handouts.

A Saver or Spender

Grade:

Date:

Name:

Discuss in pairs.

Where do you get money from? What do you spend the most on? (spend money on, borrow money from, cut down on)

TASK 1.

A. Think. Pair. Share.

- What is the difference between *a want* and *a need*?

A need - _____

A want - _____

- Why is it necessary to distinguish and separate them?

- What should one primarily spend on—*wants* or *needs*?

B. Work in pairs or groups of three. Read each scenario carefully. Discuss the questions below and decide whether the situation describes a *need* or a *want*. Be ready to explain and justify your choice. Use phrases from the Useful Language part.

Scenario 1 – Driving Lessons or Holiday?

You have saved €300. You could spend it on driving lessons, which would help you get your licence soon.

You could also use the money to go on a short trip with your friends during the school break—something you've been looking forward to all year.

➡ Which option would you choose? Which one is a need, and which is a want? Why?

Scenario 2 – Laptop or Designer Sneakers?

Your old laptop sometimes freezes, but it still works. At the same time, a new pair of limited-edition sneakers you've wanted for months has just come out. You can only afford one of them.

➡ Which one would you buy? How would you explain your choice to your parents?

Scenario 3 – Public Transport Pass or Walking/Biking?

You live about 5 km from school. You can walk or cycle, which takes around 40–50 minutes, or you can buy a monthly public transport pass that costs €25. Walking or cycling saves money but takes more time and effort, especially in bad weather.

➡ **Would you buy the transport pass or travel without it? Is it a *need* or a *want* for you? Why?**

Scenario 4—Streaming Subscription or Free Entertainment?

You already have access to YouTube and some free online content, but you're thinking about getting a paid streaming subscription like Netflix or Spotify Premium. It would let you watch or listen without ads and access exclusive content—but it also costs money every month.

➡ **What would you do? Is having a streaming subscription more of a *need* or a *want*? Why?**

Useful Language

1. Expressing an Opinion

- As I see it, ...
- In my opinion...
- From my perspective.../From my point of view, ...
- Personally, I believe/I think/I feel that...
- It seems to me that...
- As far as I'm concerned...

2. Agreeing with Someone

- I (totally) agree with you.
- That's true / That's a good point.
- I think so too.
- Absolutely / Exactly / Definitely.
- You're right—I hadn't thought of that.

3. Disagreeing Politely

- I see your point, but I'm not sure I agree.
- That's possible, but I think ...
- I understand what you mean, but ...
- I'm afraid I disagree.
- Yes, but on the other hand ...

4. Justifying and Giving Reasons

- The main reason is that...
- That's because ...
- One reason for this is that...
- Another important point is that ...
- It's important to consider that ...

5. Comparing and Contrasting

- On one hand ... / On the other hand ...
- While ..., ...
- Compared to ...
- However / Nevertheless / Although ...
- Whereas ...

6. Concluding

- So, to sum up, ...
- All in all, ...

- To conclude, ...
- In the end, I/we believe that ...
- Overall, I/we would say that ...

TASK 2.

A. Discuss in pairs and explain who is “a spender” and “a saver.”

A spender is someone who _____

A saver is someone _____

B. Listen to the podcast “How to save money and spend smart” by 5-Minute English Podcast. You will hear the recording twice. While listening, write *JESSICA* or *PETER* at the beginning of each statement, depending on who said it. Also, pay attention to the tips given in the podcast.

- 1) _____ buys things online.
- 2) _____ saves every month for emergencies.
- 3) _____ writes down his/her income and his/her expenses.
- 4) _____ saves for travelling or buying something special.
- 5) _____ save a little for small treats like coffee or snacks.
- 6) _____ has a separate account just for savings.
- 7) _____ sometimes tracks spending with apps.

To improve your money habits, just a few simple steps can make a difference:

- 1) _____,
- 2) _____,
- 3) _____.

<https://www.youtube.com/watch?v=YLGHUHzyhQU>

C. Discuss the questions and decide if you are a spender or a saver. Write “spender” or “saver” after each question.

- 1) Do you usually manage to avoid temptations like a spontaneous meal out?

- 2) Do you use apps to find deals or track your spending? _____
- 3) Do you do your laundry during peak hours or off-peak hours? _____
- 4) What do you do to save on electricity bills? _____

- 5) What do you usually do if a utility company has overcharged you? _____
 - 6) How do advertisements, social media, or your friends influence your consumption choices? _____
 - 7) Do you keep a record of your expenses to figure out what you spend money on? Do you think it's useful? _____
 - 8) Do you have a habit of unplugging gadgets before leaving? _____
 - 9) What do you do to prevent food from being tossed out? _____
 - 10) Do you have any important items that you are unlikely to cut down on?

 - 11) Do you recycle or reuse items to reduce waste? _____
- Are you a saver or a spender? Why do you think so?

-
- Do you think most people your age are savers or spenders? Why?
-

TASK 3.

Read the text “*Budgeting basics: The 50-30-20 rule*” (at the provided link: <https://www.unfcu.org/financial-wellness/50-30-20-rule/>). Then answer the questions in your own words, briefly (1–2 sentences each).

- 1) What is the main idea of the 50-30-20 rule?



- 2) What types of expenses belong to the “needs” category? Give two examples.



- 3) What are “wants,” and how much of your budget should they take?



- 4) What belongs in the “savings” category, and why is it important?



Budgeting basics: The 50-30-20 rule

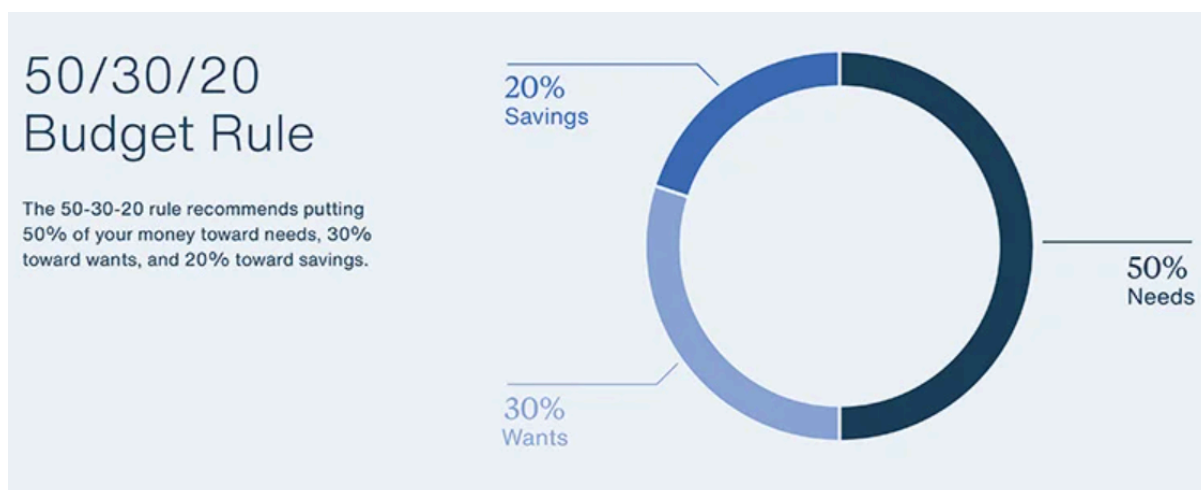
For one easy way to plan your spending, try this method.

In brief

Understanding your spending can help you better plan for the future. The 50-30-20 rule organizes spending into needs, wants, and goals. Creating a budget can help you make confident decisions and enjoy peace of mind. A detailed budget, though, can be complex to manage.

The 50-30-20 rule splits expenses into just three categories. It also offers recommendations on how much money to use for each. With some basic information, you can get on the road to financial well-being.

Getting started



Start by taking a look at your paycheck. If taxes are withheld, subtract that amount from your total earnings. Do not subtract other amounts that may be withheld or automatically deducted, like health insurance or retirement contributions. Those will become part of your budget.

The 50-30-20 rule recommends putting 50% of your money toward needs, 30% toward wants, and 20% toward savings. The savings category also includes money you will need to realize your future goals. Let's take a closer look at each category.

The 50-30-20 rule recommends putting 50% of your money toward needs, 30% toward wants, and 20% toward savings.

Needs: 50%

About half of your budget should go toward needs. These are expenses that must be met no matter what, such as:

- Utility bills
- Rent or mortgage payments
- Health care
- Groceries

If you can honestly say, “I can’t live without it,” you have identified a need. Minimum required payments on a credit card or a loan also belong in this category.

Wants: 30%

You subscribe to a streaming service to watch your favorite show, not because you need the subscription to live. Wants are things you enjoy that you spend money on by choice, such as:

- Subscriptions
- Supplies for hobbies
- Restaurant meals
- Vacations

Savings: 20%

The remaining 20% of your budget should go toward the future. You may put money in an emergency fund, contribute to a retirement account, or save toward a down payment on a home. Paying down debt beyond the minimum payment amount belongs in this category, too.

In summary

Options to save for the future at UNFCU include savings accounts and share certificates.

The 50-30-20 rule is just one way to consider organizing your budget. To find the perfect fit for your situation, consult a professional financial planner.

UNFCU. 2026. Financial Wellness: Budgeting basics: The 50-30-20 rule. Available at <https://www.unfcu.org/financial-wellness/50-30-20-rule/>, accessed November 2025

TASK 4.

Work in pairs or groups of three. Imagine you are a car mechanic earning €1,177 (net salary) per month. Study the list of typical monthly expenses below. Decide which ones are needs, wants, or savings.

Then discuss:

- How much of your income goes to needs, wants, and savings?
- Can you save 20% of your income?
- If not, what could you reduce or remove to save more?

Monthly Expenses

Item	Amount (€)	Category (Need / Want / Saving)
Rent (small apartment)	400	
Utilities (electricity, water & sewage heating, internet)	178 78 17 48 35	
Groceries	220	
Car fuel	100	
Car insurance	35	
Phone bill	25	
Streaming service (Netflix, Spotify)	20	
Eating out	70	
New clothes & shoes	60	
Gym membership	30	
Occasional coffee & snacks	25	
Savings for emergency fund	0	
TOTAL		

Analyse:

1. Mark each item as a *need*, *want*, or *saving*.
2. How much money do you spend in total on each category?
 - Needs: _____ €
 - Wants: _____ €
 - Savings: _____ €
3. Compare your **total spending** (€ _____) to your **income** (€1,177).
 - How much money is left? _____ €
 - How much should you save (20% of income)? _____ €
4. Discuss:
 - Is it realistic to save 20% with this income?

 - Which “wants” could you reduce or remove to save more money? What would be difficult to give up?

HOME ASSIGNMENT

Imagine your life **ten years from now**. Think about your **future profession** and **how much you will earn**.

Create your personal budget. What items will you spend your money on? Mark each item as a need, a want, or a saving. Can you save 20% of your income?

Monthly Expenses

Future occupation: _____

<https://www.cv.ee/>

Gross salary: _____ €

<https://www.palgakalkulaator.ee/>

Net salary: _____ €

Item	Amount (€)	Category (Need / Want / Saving)
TOTAL SPENDING		

How much money do you spend in total on each category?

- Needs: _____ € Wants: _____ € Savings: _____ €

Compare your **total spending** (€ _____) to your **income** (€ _____).

- How much money is left? _____ €
- How much should you save (20% of income)? _____ €
- Which “wants” could you reduce or remove to save more money? What would be difficult to give up?

Appendix 3. Lesson plan 2

Lesson plan II

Topic: Healthy Weekly Menu

Topic in “Upstream B2” Unit 8: You are what you eat (pp. 116-129)

Time: 40 + 40 minutes

Outcomes in Financial Literacy: Meal planning, budgeting, and responsible consumption.

Students

- analyse food-related expenses and daily eating habits;
- plan a weekly menu within a given budget;
- make informed decisions balancing health, cost, and practicality;
- reflect on the financial impact of eating out versus home-prepared meals (home assignment).

Learning outcomes of the national English curriculum:

Students

- actively participate in discussion on a familiar, everyday topic (6);
- express, justify, and defend opinions using arguments and explanations (7);
- present clear descriptions and short presentations on practical topics (9);
- distinguish facts from opinions and persuasive statements related to health and food choices (15).

Descriptors:

Reception:

- can understand the main ideas and key details in short informative texts and videos about healthy eating and meal planning;
- can identify topic-related vocabulary connected to food, budgeting, and lifestyle choices.

Production:

- can describe and explain a weekly menu using appropriate food- and money-related vocabulary;
- can justify food choices and budget decisions in connected, coherent speech;
- can write a simple meal plan and calculate costs accurately.

Interaction:

- can exchange ideas and opinions in pair and group discussions;
- can negotiate choices, agree or disagree politely, and reach joint decisions;
- can ask and answer follow-up questions during short presentations.

Mediation:

- can summarise and rephrase key points from a video or text about meal planning;
- can convey essential information (e.g. reasons for meal planning, budget limits) to others clearly.

Objectives:

By the end of the lesson, students will:

- understand the principles of a healthy and balanced weekly menu;
- identify reasons why meal planning is beneficial for health and finances;
- plan a realistic weekly menu for one student within a fixed budget;
- explain and justify food and spending choices orally;
- compare home-prepared meals and eating out in terms of cost and value.

Target language:

Grammar: Quantifiers (*some, any, no, (a) few, (a) little, too much, enough, not enough*); Countable/uncountable nouns; Modals (*should/shouldn't, need to, can, have to*); Comparatives and Superlatives (*healthier, cheaper, better value*); Conditionals (*If we eat out..., we will...*).

Functions: *decide on a menu; expressing and justifying choices; comparing options; making suggestions and compromises; summarizing information from a text or video.*

Vocabulary: *meals, ingredients/components, balanced diet, grain, protein, nutritious, promote health; within the budget, cost, affordable, value for money, save money; meal planning, shopping list, cooked meals, assembled meals.*

Preparation: Make copies of handouts, provide laptops

Stage	Activities
Lead-in discussion (5 min):	Ask Ss to discuss in pairs or in small groups the following questions: <i>What is a typical breakfast for you?</i> <i>Which is the main meal of the day? When do you have it?</i> <i>How often do you have snacks during the day? What do you usually have?</i> <i>How often do you eat out?</i> Ss share their thoughts with the class. Then, ask Ss to look at the photos and decide which plate they prefer and justify their choice.
Task 1. (20 min) Reading “Healthy Eating Plate”	Before reading, ask Ss what they think <i>the healthy eating plate</i> refers to. Next, tell Ss to read the text “<i>Healthy Eating Plate</i>,” and after reading, ask them to formulate the main idea of the healthy eating plate and draw their own plate and present it. Weaker Ss label the plate, stronger Ss

	explain their choices orally.
Task 2. (20 min) Planning a meal A video task: “Why meal plans matter and how to pull them off with minimal effort”	Before watching a video, ask Ss to think and write the reasons why to plan meals on the mind map. Ss compare their answers with their partner’s and share with the class. A video: https://www.youtube.com/watch?v=9_HE3hur7tU Ask Ss to read the gapped text and guess what the missing words from the text can be, then they watch a video, “<i>Why meal plans matter and how to pull them off with minimal effort</i>,” and fill in the missing words. Ask Ss to match the words in bold from the text with their explanations, and explain that there are more words in bold than they need. Ask Ss write down the main reasons for planning meals according to the video. Ss share their answers with their groupmates and compare the reasons from the video with the reasons on the poster by https://ourhomeonpurpose.com/meal-plan/
Task 3. (20 min) Groupwork: “Healthy Weekly Menu”	T asks Ss to work in pairs or groups of three. Ss plan a healthy weekly menu for one student. They have to stay within their budget. <u>Their budget is 35 € for 7 days.</u> T tells Ss to use modal verbs (<i>should/shouldn’t, need to, can, have to</i>), comparisons (<i>healthier, cheaper, better value, etc.</i>), conditionals (<i>If we buy/have/use/..., we will...</i>), quantifiers (<i>too much, enough, not enough</i>) while discussing their choices. T observes the class.
Language focus. (15 min) Presentations	T explains that they will present their menu to their groupmates. They have to explain and justify your choices using at least 3 justification phrases and 1 comparison in

	their presentation. T provides a presentation plan with useful phrases. Ss present their menus to their groupmates. The presentation must have a clear introduction, explain the menu, mention the budget, have three justifications, have one comparison, and have a clear conclusion. The audience has to ask questions, at least one each.
HOME ASSIGNMENT (3 min)	Ask Ss to calculate how much it costs to eat out for one day (breakfast, lunch, and dinner). They answer the following questions: <i>Where do you eat? What do you order? How much is it? What would be the total cost of eating out for the whole week?</i>
Follow-up: (7 min) Reflection	Students' feedback:

Materials: internet connection, laptops or tablets/smart phones, projector, handouts.

Healthy Weekly Menu

Grade:

Date:

Name:

LEAD-IN

1) Discuss in pairs.

What is a typical breakfast for you?

Which is the main meal of the day? When do you have it?

How often do you have snacks during the day? What do you usually have?

How often do you eat out?

2) Which meal do you prefer? Why?



<https://static.oprah.com/2017/03/201703-orig-healthy-plate-949x534.jpg>



<https://et.wikipedia.org/wiki/Hamburger>

TASK 1.

A. What does “the healthy eating plate” refer to?

B. Read the text “Healthy Eating Plate” (at the provided link:

<https://nutritionsource.hsph.harvard.edu/healthy-eating-plate/>). Then formulate the main idea of the healthy eating plate and draw your own plate. Be ready to present your plate.

Building a Healthy and Balanced Diet

Make most of your meal vegetables and fruits – $\frac{1}{2}$ of your plate. Aim for color and variety, and remember that potatoes don't count as vegetables on the Healthy Eating Plate because of their negative impact on blood sugar.

Go for whole grains – $\frac{1}{4}$ of your plate.

Whole and intact grains—whole wheat, barley, wheat berries, quinoa, oats, brown rice, and foods made with them, such as whole wheat pasta—have a milder effect on blood sugar and insulin than white bread, white rice, and other refined grains.

Protein power – $\frac{1}{4}$ of your plate.

Fish, poultry, beans, and nuts are all healthy, versatile protein sources—they can be mixed into salads, and pair well with vegetables on a plate. Limit red meat, and avoid processed meats such as bacon and sausage.

Healthy plant oils—in moderation.

Choose healthy vegetable oils like olive, canola, soy, corn, sunflower, peanut, and others, and avoid partially hydrogenated oils, which contain unhealthy trans fats. Remember that low-fat does not mean “healthy.”

Drink water, coffee, or tea.

Skip sugary drinks, limit milk and dairy products to one to two servings per day, and limit juice to a small glass per day.

Stay active.

The red figure running across the Healthy Eating Plate’s placemat is a reminder that staying active is also important in weight control.

The main message of the Healthy Eating Plate is to focus on diet quality:

- The *type of carbohydrate* in the diet is more important than the *amount of carbohydrate* in the diet, because some sources of carbohydrate—like vegetables (other than potatoes), fruits, whole grains, and beans—are healthier than others.
- The Healthy Eating Plate also advises consumers to avoid sugary beverages, a major source of calories—usually with little nutritional value—in the American diet.
- The Healthy Eating Plate encourages consumers to use healthy oils, and it does not set a maximum on the percentage of calories people should get each day from healthy sources of fat. In this way, the Healthy Eating Plate recommends the opposite of the low-fat message promoted for decades by the USDA.

C. What is the main idea of *the healthy eating plate*?

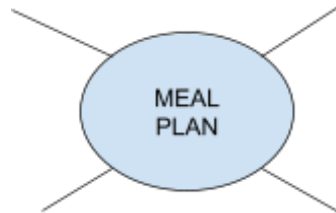


D. Draw your healthy eating plate.

TASK 2

A. Discuss in pairs.

Why do meal plans matter, and how can you pull them off with minimal effort? Write the reasons on the mind map.



B. Watch a video “Why meal plans matter and how to pull them off with minimal effort” (at the provided link https://www.youtube.com/watch?v=9_HE3hur7tU) and fill in the gaps.

Why meal plans matter and how to pull them off with minimal effort

Meal planning is often seen as something difficult and time-consuming, but experts explain that it has clear benefits. First of all, meal planning makes people _____ (1) and reduces the risk of **obesity**. Studies show that people who plan their meals have a significantly lower risk of gaining excess weight. In addition to health benefits, meal planning also helps people _____ (2). One study found that it can save around 20 dollars per week, which adds up to more than 1,000 dollars per year, and with rising food prices, the savings may be even higher.

Meal planning does not mean spending all day in the kitchen. The key idea is to cook _____ (3), **not harder**. This means cooking meals that last for at least two days and using _____ (4) **ingredients**, such as frozen or canned foods. Basic ingredients, for example, quinoa or rice, can be **reused** in different meals throughout the week, which adds variety without extra effort.

When planning meals, it is useful to think about three types of meals: _____ (5) meals, **assembled meals** made from **pantry** or freezer items, and _____ (6) meals for busy days. Another important point is that meal planning should not feel like

deprivation. Favourite foods, such as pizza, can still be included, but in a _____ (7) way, for example by eating smaller portions and adding healthier sides.

Finally, successful meal planning should be simple and realistic. It does not require a whole day—one hour is often enough to get started. Using a planning tool or a _____ - _____ (8) makes the process easier. As a bonus, research shows that people who plan meals and shop with a list tend to eat more _____ (9), which supports weight control, long-term health, and overall **well-being**.

C. Match the words in bold from the text with their explanations (a–f). There are two extra words in bold.

- a) _____ - an absence or too little of something important
- b) _____ - to use something again
- c) _____ - being extremely fat
- d) _____ - a small room or a large cupboard where food is kept
- e) _____ - food item; food component
- f) _____ - put together

D. What are the main reasons to plan your meal according to the video?

Do the reasons from the video match with the reasons on the poster by <https://ourhomeonpurpose.com/meal-plan/>?



TASK 3

Work in pairs or groups of three. You are planning a **healthy weekly menu for one student**. You have to **stay within your budget. Your budget: 35 € for 7 days**

While discussing your choices, use the phrases and structures below:

- modal verbs (*should/shouldn't, need to, can, have to*)
- comparisons (*healthier, cheaper, better value, etc.*)
- conditionals (*If we buy/have/use/choose..., we will...*)
- quantifiers (*too much, enough, not enough*).

We should consider...

If we choose this, we will...

This option is cheaper, but...

Do we really need...?

MEAL PLANNER

DAY	MEALS (breakfast, lunch, dinner)	Shopping list (ingredients - price)
Mon		
Tu		
Wed		
Th		
Fr		
Sat		
Sun		

Total cost: _____ €

☒ / ☐ (circle one) We stayed within the budget.

LANGUAGE FOCUS

Prepare to present your weekly menu to the class. Follow each step of the plan and use the model sentences provided for each part.

In your presentation, you should include

- a clear introduction,
- a clear explanation of the menu,
- the budget,
- at least three justified choices,
- at least one comparison,
- a clear conclusion.

Before presenting, underline the model sentences you used in your notes.

After the presentation, answer questions confidently; ask at least one question to another group.

Presentation Plan – Weekly Menu

Stage	Useful language
Introduction • Who the menu is for • Your main goal (healthy + budget)	• <i>We planned a weekly menu for one student.</i> • <i>Our main aim was to eat healthily and stay within a 35-euro budget.</i> • Our menu consists of simple yet nutritious meals. • We planned our shopping list in advance to control spending. • We decided to buy most items in one shop to reduce costs.
Overview of the Menu (describing meals & nutritional value) • General idea of the week (types of meals) • Balance of food groups	• <i>Our menu includes a variety of meals.</i> • <i>Our menu is based on balanced and nutritious meals.</i> • <i>We aimed to include a variety of food groups throughout the week.</i> • <i>This meal provides enough energy and essential nutrients.</i> • <i>We avoided highly processed food and limited sugary snacks.</i>
Budget & Shopping Choices • Total cost • Where you saved or spent more	• <i>Our weekly budget is 35 euros, which requires careful planning.</i> • <i>We monitored our spending to avoid unnecessary costs.</i> • <i>Some items were relatively expensive; however, they were worth the price.</i>

	• <i>We prioritized essential and affordable products.</i> • <i>This option offers better value for money in the long run.</i> • <i>Our total cost came to ... euros.</i> • <i>We saved money by buying ...</i> • <i>We decided to spend more on ... because ...</i>
Comparing Options, Key Choices & Justification • 2–3 examples of important decisions • Health vs cost	• <i>We chose this option because it offers better value for money.</i> • Compared to other options, this meal is more nutritious while remaining affordable. • Although this product is cheaper, it is less healthy. • <i>Although this item is more expensive, it is healthier.</i> • This decision/choice reflects a balance between health and cost. • We had to compromise in order to stay within our budget. • From our perspective, spending slightly more on healthy food is a reasonable investment. • This choice can have a positive impact on long-term health.
Practicality & Lifestyle • Is the menu realistic? • Time, effort, busy days	• <i>The menu is realistic for a student lifestyle.</i> • <i>We included quick or assembled meals for busy days.</i> • <i>We chose this menu because it meets both health and budget requirements.</i>
Conclusion • Did you stay within the budget? • Overall evaluation	• <i>Overall, we managed to stay within the budget.</i> • <i>We believe this menu supports a healthy lifestyle.</i> • <i>If our budget were higher, we would ...</i>

Presentation Checklist:

- | | |
|---|---|
| ☐ I made a clear introduction | ☐ I compared at least one option |
| ☐ I explained the menu clearly | ☐ I answered questions confidently |
| ☐ I mentioned the budget | ☐ I asked at least one question |
| ☐ I justified at least three choices | ☐ I made a clear conclusion |

HOME ASSIGNMENT

Calculate how much it costs to eat out for one day (breakfast, lunch, and dinner). Where do you eat? What do you order? How much is it? What would be the total cost of eating out for the whole week?

Total cost of weekly menu: _____ €

Total cost of eating out: _____ €

Appendix 4. Lesson plan 3

Topic: Travel Plans

Topic in “Upstream B2” Unit 3: Travel Broadens the Mind (pp. 38-51)

Time: 40 + 40 minutes

Outcomes in Financial Literacy:

Students

- create a budget for events and trips;
- understand the aims and significance of financial planning and saving;
- make well-reasoned spending decisions, considering their impact on a budget.

Learning outcomes of the national English curriculum:

Students

- actively participate in discussion on a familiar, everyday topic (6);
- express, justify, and defend opinions using arguments and explanations (7);
- present clear descriptions and short presentations on practical topics (9);

Descriptors:

Reception:

- can understand the main ideas and specific details in informative texts about travel planning, costs, and documentation;
- can identify topic-related vocabulary connected to travel, budgeting, transport, accommodation, and planning;

Production:

- can describe and explain a class trip itinerary using appropriate travel- and finance-related vocabulary;
- can justify choices related to destination, transport, accommodation, and budget in clear, connected speech;
- can create a simple trip plan and budget, calculating costs per person accurately.

Interaction:

- can exchange ideas and opinions in pair and group discussions while planning a class trip;
- can negotiate options, agree or disagree politely, and reach joint decisions within a group;
- can ask and answer follow-up questions during short presentations.

Mediation:

- can summarise and rephrase key information from a text or discussion about trip planning and costs;
- can convey essential information (e.g. budget limits, cost-saving decisions, reasons for choices) to others clearly and effectively.

Objectives:

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

- plan and present a class trip itinerary with a realistic budget;
- justify choices and decisions using topic-related language and grammar (future tenses, Conditionals 0 and 1);
- work collaboratively and participate actively in discussions and presentations;
- evaluate costs and suggest ways to reduce the budget.

Target language:

Grammar: Future tenses; Conditionals Type 0 & 1.

Functions: *discussing travel activities, expressing and justifying choices; comparing options; making suggestions and compromises; explaining consequences.*

Vocabulary: *class trip, culture, touring, sightseeing, adventure, beach holiday, budget, cost, affordable, value for money, save money, itinerary planning, destination, documentation, duration, accommodation.*

Preparation: Make copies of handouts, provide laptops, pens and pencils, paper for posters

Stage	Activities
Lead-in discussion (5 min):	Ask Ss to look at the photos and discuss in pairs or in small groups the following questions: <i>What types of holidays do you know?</i> <i>(backpacking, camping, cruise, hiking, package, pony-trekking, sailing, cultural, sightseeing/city, adventure, beach, touring, skiing holiday)</i> <i>Where would you like to go with your class?</i> <i>Why?</i> <i>What makes a class trip successful? (good company, well-organised trip, weather, experiences, etc.)</i> Ss share their thoughts with the class.
Task 1. (10-15 min) Reading “Visiting Spain”	Before reading, ask Ss what they should consider when organising a trip to a place and write the keywords on the mind map. Next, tell Ss to read the text “<i>Visiting Spain</i>” and fill in the gaps with the missing words. After reading, ask Ss if they can add any

	other keywords to the mind map.
Task 2. (30-40min) Planning a class trip	Ask Ss to work in groups of 3-4 and create an itinerary plan poster for a class trip to one town in Estonia of their choice, including a budget. Explain that their plan must include the following points: <i>destination, time, duration, route (km), transport, documentation, accommodation, program.</i> In addition, they have to create a budget that includes transport, tickets (including group discounts), accommodation, food, guides/activities, pocket money, cooperation with travel agencies (if needed)
Language Focus (20 min) Presentations	T explains that they will present their travel plan to their groupmates. They have to explain and justify your choices. T provides a presentation plan with useful phrases. Ss present their travel itinerary plans to their groupmates. The presentation must have a clear introduction, explain the plan, mention the budget, and have a conclusion. The audience has to ask questions, at least one each.
Follow-up Reflecion	T asks Ss to finish the sentences about what they learnt in the lesson, what was difficult for them and which trip they would choose and why.
HOME ASSIGNMENT (3 min)	Ask Ss to explain how they can reduce the costs of the trip and how much the trip will cost after the cuts in total and per person.
Follow-up: (7 min) Reflection	Students' feedback:

Materials: internet connection, laptops or tablets/smart phones, projector, handouts.

Travel Plan

Grade:

Date:

Name:

LEAD-IN

Discuss in pairs.

What types of the holidays do you know?

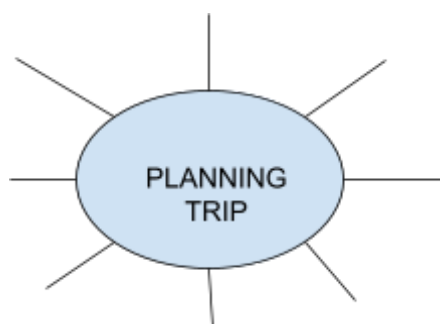
Where would you like to go with your class? Why?

What makes a class trip successful?



TASK 1.

- A. What do you have to think about when organising a trip? Write the keywords on the mind map.**



If we organise a trip, we

B. Read the text and fill in the gaps. Use the correct form of the words: *budget, document, itinerary, hotel, transportation, hostel, time, destination, meal, sight*

Visiting Spain

The best _____ (1) to visit Spain is in the spring (April to June) and early autumn (September to October) for abundant activities, good weather, and fewer crowds.

With its varied climate, Spain has something for everyone year-round, with Mediterranean summers great for the beach and chilly winters ideal for solitude and sightseeing. (Intrepidtravel.com)

Spain may not be the most _____ (2) friendly travel _____ (3), but it's still not too bad. You can find _____ (4) starting from 10 euros and private _____ (5) starting from 40 euros. _____ (6) are about 5 to 10 euros depending on location.

Barcelona is a city with a wide range of original leisure options that encourage you to visit time and time again (Spain.info). While you can see the highlights in 2 days, 4 days will give you a well-rounded experience of Barcelona's rich culture, food, and history. If you only have two days in Barcelona, you'll need a well-structured _____ (7) to cover the city's most famous sights. Expect an energetic trip packed with must-see landmarks and a taste of local cuisine. (Gowithguide.com) Barcelona draws visitors to its famous _____ (8), like the Sagrada Familia, Park Güell, Casa Batlló, and La Pedrera. But they can also discover a city full of pleasant surprises on each trip.

A walk along the seafront, evenings on a rooftop terrace with views over the city skyline, spacious parks such as Parc de Montjuïc or Ciutadella, the marina, the Olympic village, and everything to do with FC Barcelona—a range of options for new experiences on each visit.

_____ (9) is generally by bus or train, and these are efficient and great for longer distance trips. The train system may seem a bit complex at first, but it gets easier as you go.

Spain is generally a safe place to travel, with a very low violent crime rate of 0.6 per 100k inhabitants (90% lower than the global average). It's one of the safest countries in the world. However, pickpocketing and theft are notoriously common in Barcelona. Practice situational awareness and keep your hands in your pockets if you're sitting on a train or in any other place with lots of people. (Theworldtravelguy.com)

The passport or travel _____ (10) is always required and must be valid for up to three months after the expected date of departure from the Schengen area, and must have been issued within the previous 10 years to the date of entry. Citizens of the European Union, Iceland, Liechtenstein, Norway, and Switzerland may enter and travel within Spain with their national identity document or with their valid passport (unaccompanied minors travelling with an identity document must travel with a document certifying their parent's or guardian's permission). ([Spain.info](https://www.spain.info))



[https://images.gowithguide.com/filters:format\(avif\)/filters:strip_exif\(\)/fit-in/1024x1024/filters:quality\(50\)/gowithguide/posts/5861/6988f59b-0f02-46c1-8695-31fb91d9be26.png](https://images.gowithguide.com/filters:format(avif)/filters:strip_exif()/fit-in/1024x1024/filters:quality(50)/gowithguide/posts/5861/6988f59b-0f02-46c1-8695-31fb91d9be26.png)

C. After reading, can you add any other keywords to your mind map?

D. Answer the questions

Would you like to visit Spain?

What makes it an attractive destination?

Would you choose another destination instead of Spain? Why? Why not?

TASK 2

Work in groups of 3–4.

Create an itinerary plan poster for an unforgettable class trip to one town in Estonia of your choice, including a budget.

Your plan must include the following points:

1. Destination (*Where will you go? Why is this destination a good choice?*)
2. Time (*When is the best time to go? Give reasons.*)
3. Duration (*How many days will the trip last?*)
4. Route (*From? To? How long is the journey? How many kilometers? Why did you choose this route?*)
5. Transport (*How will you travel? Explain why this is the best option.*)
6. Documentation (*What documents are needed? E.g., permission forms, information for parents, safety rules*)
7. Accommodation (*Do you need accommodation? Where will you stay? E.g. hotel, hostel, camping site, tents, etc.*)
8. Program (*What will you do during the trip? E.g. sightseeing, entertainment, hiking, free time, etc.*)
9. Create a budget that includes transport, tickets (including group discounts), accommodation, food, guides/activities, pocket money, cooperation with travel agencies (if needed). What will be the total cost of the trip per person?

Use: If / When + present simple, present simple (the facts & the truths)

- *If we **travel** by bus, it **is** cheaper.*
- *If we **book** early,*

If + present simple, will + verb (decisions & future results)

- *If we **choose** a hostel, we **will save** money.*
- *If we **use** group discounts,*

LANGUAGE FOCUS

Presentation

Prepare a short presentation of your trip idea. Follow each step of the plan and use the model sentences provided for each part.

In your presentation, you should include

- a clear introduction,
- a clear explanation of the plan,
- the budget,
- a clear conclusion.

Before presenting, underline the model sentences you are going to use.

After the presentation, answer questions confidently.

Ask at least one question to another group.

Presentation Plan – Travel Itinerary Plan

Stage	Useful language
Introduction	● <i>We are going to present our class trip plan.</i> ● <i>Our group has planned a trip to ...</i>
Destination	● <i>We are going to visit ...</i> ● <i>We chose this destination because ...</i> ● <i>This place is a good choice as ...</i>
Time and Duration	● <i>The trip is going to take place in ...</i> ● <i>The best time to go is ...</i> ● <i>The trip will last ... days.</i>
Route & Travel	● <i>We are going to travel by ...</i> ● <i>The journey will take about ...</i> ● <i>We chose this route because ...</i> ● <i>This option will be safe / affordable / comfortable.</i>
Accommodation	● <i>We are going to stay in a ...</i> ● <i>We chose this type of accommodation because ...</i> ● <i>It will be close to the city centre / affordable / suitable for groups.</i>
Programme	● <i>On the first day, we are going to ...</i> ● <i>On the second day, we will ...</i> ● <i>The programme includes ...</i>

	• <i>There will be time for sightseeing / free time / activities.</i>
Budget	• <i>The total budget will be ... euros per student.</i> • <i>This will include transport, accommodation, and food.</i> • <i>We are going to save money by ...</i> • <i>Group discounts will help us reduce costs.</i>
Documentation & Safety	• <i>Parents will receive an information letter.</i> • <i>Students will need to fill in permission forms.</i> • <i>Teachers will supervise the group during the trip.</i> • <i>Safety rules will be explained before the trip</i>
Conclusion	• <i>This trip will be a great experience because ...</i> • <i>Students will benefit from ...</i> <i>Thank you for listening.</i>

Total cost of the trip: _____ €

Total cost of the trip per person: _____ €

FOLLOW-UP

Finish sentences.

One thing I learned today _____

One thing I found difficult _____

One good idea from another group _____

I would choose a trip to _____ because _____

HOME ASSIGNMENT

Can you lower the costs? What can you do to reduce them?

Total cost of the trip before cuts: _____ €

Total cost of the trip per person: _____ €

Total cost of the trip after the cuts: _____ €

Total cost of the trip per person: _____ €

Appendix 5. Lesson plan 4

Topic: Renting or Buying a Home

Topic in “Upstream B2” Unit 1: My Home is my Castle (pp. 6-19)

Time: 40 + 40 minutes

Outcomes in Financial Literacy:

Students

- analyse the advantages and disadvantages of renting and buying a home;
- calculate and compare monthly housing costs based on income;
- apply basic budgeting principles (e.g. the 50–30–20 rule) to housing decisions;
- evaluate the affordability and sustainability of housing options using real data;
- justify housing-related decisions considering financial, practical, and emotional factors.

Learning outcomes of the national English curriculum:

Students

- understand and analyse a contemporary article (14, 15);
- participate actively in discussions and justify opinions (6, 7);
- present information clearly and respond to questions (9, 11);
- use topic-related vocabulary effectively (13).
- mediate information by summarising and explaining key ideas from written sources to others (19)

Descriptors:

Reception:

- can understand the main ideas and specific details of a problem-oriented article.
- can distinguish between facts, opinions, and arguments in a written text.

Production:

- can present clear, structured explanations and conclusions;
- can justify choices and opinions using appropriate vocabulary and examples.

Interaction:

- can take part in discussions, ask and answer questions, and respond to others’ ideas;
- can collaborate effectively in pair and group work.

Mediation:

- can summarise and relay key information from a written text to others;
- can transform numerical and factual information into spoken explanations.

Objectives:

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

- understand and discuss a text about renting and buying a home, using key housing and financial vocabulary;

- compare renting and buying options by explaining advantages, disadvantages, and costs using numbers and appropriate language;
- calculate net income and estimate a realistic housing budget using basic budgeting principles;
- make and justify a housing decision based on financial data and personal factors, and present it orally.

Target language:

Grammar: Present Simple & Present Perfect (*facts, general truths, experience*). Comparatives and superlatives (*cheaper than, more affordable, the most expensive*). Modal verbs (*can, must, should*) for advice and obligation.

Functions: comparing options (*Renting is more flexible than buying...*), justifying decisions (*We chose this option because...*), expressing advantages and disadvantages, discussing affordability and risk, and making decisions and presenting conclusions.

Vocabulary: to rent, property, real estate, location/area/region, size (in square metres), condition (new/renovated/needs renovation), utilities, utility bills (electricity, heating, water, garbage), maintenance costs, property tax, insurance, interest rate, loan period/repayment period, monthly mortgage payment, bank loan, loan calculator, financing options, gross monthly salary, net income, expenses, budget, financial situation, financial stability, affordable/unaffordable, realistic, long-term, short-term, living conditions

Preparation: Make copies of handouts, provide laptops, pens and pencils, paper for posters

Stage	Activities
Lead-in discussion (5 min):	Ask Ss to look at the photos and discuss in pairs or in small groups the following questions: <i>Do you prefer living in a suburban, urban, or rural area? Why?</i> <i>Do you want to live in an apartment or in a private house? Explain.</i> <i>Would you rather rent or buy a home? Why?</i> Ss share their thoughts with the class.
Task 1. (10-15 min) Vocabulary Practice	Pre-teach vocabulary before reading. Ask Ss to decide which words (<i>property, deposit, upfront costs, mortgage repayment, financial situation, maintenance, lease agreement, flexibility, long-term security, landlord, no-pets policy, home insurance, foreclosure, tenant</i>) relate to renting (R), buying (B), or both (B/R). Ss write R, B, or B/R next to each word.

	Then ask Ss to use the words in given statements and discuss whether they agree or disagree with the statements.
Task 2. (15-20 min) Reading and Group Work	Before reading, ask Ss to decide whether the statements from the article are true or false. Ss mark T (true) or F (false). Ss then read the introduction and justify their answers using information from the text. Next, ask Ss to continue working in groups. Ss work in three groups, with each group focusing on one aspect of the topic. While reading, Ss collect information from the article to create a simple poster presenting the main points of their section: - Group 1: Advantages and disadvantages of renting a home - Group 2: Advantages and disadvantages of buying a home - Group 3: Important factors to consider when renting or buying a home Finally, Ss present their ideas briefly to their classmates (2–3 minutes). They should use key vocabulary from the text and be ready to answer one follow-up question from the class.
Task 3. (30 min) A Real-life decision-making task	Tell students to work in pairs. Explain that they take the role of a household with a fixed job and monthly gross income. Tell students to draw a job and salary card to find out their income. Explain that they must calculate their net monthly income using an online salary and tax calculator and write down both the gross and net income. Remind students to apply the 50–30–20 rule to estimate how much of their income can realistically be spent on housing.

	Tell students to use real Estonian property websites to search for housing options in their chosen region. Explain that they must find one realistic property either for rent or for sale. If students choose renting, tell them to calculate the total monthly rental cost, including rent and estimated utility costs. If students choose buying, explain that they must analyse a mortgage option by estimating the deposit, loan amount, loan period, interest rate, and monthly mortgage repayment using a loan calculator. Remind students to include other possible costs such as insurance, maintenance, and taxes, if these are mentioned. Tell students to compare the total monthly costs of renting and buying. Explain that they must decide which option is more affordable based on their income and justify their choice using numerical data and information from real listings.
Follow-up (7 min) Reflecion	Ask Ss to finish the sentences about what they learned in the lesson, what was difficult for them, which option for getting a home they chose, and why.
HOME ASSIGNMENT (3 min)	Ask Ss to be ready for a short presentation (2–3 minutes) in the next lesson. Explain that both partners must speak and be ready to answer follow-up questions , explaining their decision.
Follow-up: Reflection	Students' feedback: - Self-assessment checklist - Google Forms questionnaire

Materials: internet connection, laptops or tablets/smart phones, projector, handouts.

Renting or buying a home

Grade:

Date:

Name:

LEAD-IN

Discuss in pairs.

Do you prefer living in a suburban, urban, or rural area? Why?

Do you want to live in an apartment or in a private house? Explain.

Would you rather rent or buy a home? Why?



TASK 1. Vocabulary Practice.**A. Which of the following words relate to renting (R) and which to buying (B).**

Write "R" for renting and "B" for buying, and "B/R" if for both.

property	_____	flexibility	_____
deposit	_____	long-term security	_____
upfront costs	_____	landlord	_____
mortgage repayment	_____	no-pets policy	_____
financial situation	_____	home insurance	_____
maintenance	_____	foreclosure	_____
lease agreement	_____	tenant	_____

B. Fill in the gaps with suitable words or phrases from Part A. Do you agree with these statements?

- Buying a house involves high _____, such as a deposit and legal fees.
- Before deciding to rent or buy, it is important to consider your _____.
- Landlords are responsible for _____ and repair costs.
- Renting offers more _____, especially for people who may need to move often.
- Owning a home can provide _____ for a family.
Some rental properties have a strict _____.
- _____ protects the property against damage or loss.
The _____ must follow the rules stated in the lease agreement.

TASK 2. Reading

A. True or False?

Before you read, decide whether the statements are true or false. Mark (T) for true and (F) for false. Then read the introduction carefully and justify your answers using information from the text.

_____ *Property prices in many parts of Australia have risen sharply, making it harder for people to buy a home.*

_____ *Most potential homebuyers find it easy to save for a deposit despite the rising cost of living.*

_____ *Rising interest rates reduce how much buyers can borrow for a home.*

_____ *The decision to rent or buy depends only on personal preferences and lifestyle goals.*

B. Group Work.

Work in three groups. Each group focuses on one aspect of the topic. Use information from the article to create a simple poster that presents the main points from your section of the article. Explain your ideas clearly to your classmates (2–3 minutes). Use key vocabulary from the text. Be ready to answer one follow-up question from the class.

Group 1 – Focus on the advantages and disadvantages of renting a home. Support your points with ideas from the text.

Group 2 – Focus on the advantages and disadvantages of buying a home. Support your points with ideas from the text.

Group 3 – Focus on the important factors to consider when buying or renting a home. Support your points with ideas from the text.

Renting vs buying: What to consider before you decide

Deciding whether to rent or buy a home? We lay out the pros and cons to help you make the right decision.

Potential homebuyers are finding it increasingly more difficult to get a foot on the property ladder than ever before. With property prices having skyrocketed in many parts of Australia, and the increased cost of living squeezing household budgets, saving for a deposit is no easy feat. In addition, rising interest rates are reducing buyers' borrowing capacity, impacting how much they can spend on a new home. But, it's not all doom and gloom there are many benefits to owning your own home.

If you're wondering whether you should continue to rent, or take the plunge into home ownership, there's a lot to consider. While the decision will ultimately depend on your financial situation, along with your investment and lifestyle goals, there are other important

factors to consider too. Here's a rundown of the pros and cons of both renting and buying, so you can better understand your options and make the right decision.

The Pros and Cons of renting

What are the pros of renting?

Renting may offer you more lifestyle and financial flexibility than owning a home. Here are some of the pros:

Lower upfront costs. A bond, equivalent to four weeks' rent, is usually your main upfront cost as a renter. Buyers need to save for a deposit and additional upfront costs, such as stamp duty and legal fees, which make buying a home a very expensive proposition. According to the Sydney Morning Herald, saving for a 20% deposit (the **amount needed to avoid paying** lenders mortgage insurance) for the median home price in Australia now takes a record 11.4 years.

Rent may be cheaper than mortgage repayments. Depending on the property and the area where you're renting, your rent could be less than a typical mortgage repayment. With record low interest rates now a thing of the past, homeowners on variable rate home loans are facing higher mortgage repayments. Additionally, if you're living with housemates, you can split the cost of renting and save even more money each week.

Less to spend on maintenance and repairs. It's generally your landlord's responsibility to pay for the property's maintenance and repairs, and other costs such as strata fees. That means more of your income can go towards funding your lifestyle and hobbies, other investments, or saving for a deposit to buy your own home.

More flexibility and freedom. If you don't want to be tied to a particular area or property, then renting may be for you. Once your lease term is up, you can move out with a notice period of between 14 and 28 days (depending on your state or territory). This gives you more flexibility to try new property types or suburbs – including areas that you may not be able to afford to buy in.

What are the cons of renting?

While renting may be a great option, there are also some drawbacks you may want to consider:

You're subject to rent increases. According to The Guardian, many landlords have been raising their rents to recoup rising borrowing costs. With the increasing cost of property ownership, there's still plenty of demand for rental properties. Depending on the property and suburb you live in, the rent you're paying could be more than the mortgage repayments.

You're paying off someone else's asset. One of the biggest downsides to renting is that the money you're paying each week is going towards paying off someone else's mortgage, rather

than your own. This ‘dead money’ isn’t going towards funding your own investment opportunities or building your financial security.

More restrictions. Because you don’t own the property, there’s often restrictions you need to abide by, such as not being allowed to alter the property to your liking (e.g. you may not be permitted to paint the walls a different colour or drill into walls). In some states, landlords may have a no-pets policy, making it more difficult for you to find a suitable property for you and your furry friend.

Less privacy and security. Most leases are for a 12-month period, meaning you can be asked to leave at any time once the lease term has expired. This can make it difficult to settle completely into a particular home or community. Landlords can also conduct inspections of their property which can be disruptive.

The Pros and Cons of Buying

What are the pros of buying a home?

Buying your own home can be very rewarding. Here are some of the pros:

Freedom to upgrade and renovate. When you buy a home, it’s yours! You can choose to renovate it, or even knock it down and rebuild, subject to council approval. The exception to this is buying a strata property such as an apartment or townhouse. For these properties, there may be some restrictions on modifications.

Long-term security. When you own your home, you can’t be forced out by a landlord when their circumstances change. As long as you’re able to meet your mortgage repayments, you can settle into your new home for the long haul. That reassurance for you and your family is priceless.

Forces you to save. By making regular mortgage repayments you’re putting your money towards paying off a home loan rather than spending it. In this way, paying down a principal loan acts like a forced savings plan, with your money going towards paying down your debt and building your financial security.

Helps you build wealth. Although the housing market can be volatile, property values generally increase over the long term. If you’re looking to hold on to the property for a number of years, and it’s a good quality property in a desirable location, its value may go up, increasing your wealth and financial security.

Can be used as equity for a second property. Once you own one property, you can potentially use its equity (the value of the property minus the debt) to fund the purchase of another property. That way you can buy an investment property or second home without needing to save for another deposit all over again.

What are the cons of buying a home?

Home ownership may bring you many benefits and a sense of great achievement, but it does come with some costs. Here are some of the downsides:

It's expensive. Along with the significant upfront costs of the deposit, stamp duty and legal fees, there's ongoing costs to consider too. In addition to paying interest on your home loan, you'll need to pay council rates, land tax and water. If you've bought an apartment, there's also strata fees to budget for and, in some cases, a special levy, which is an additional expense for owners if large-scale work is required on the building.

Maintenance and repairs can be costly. When you own your own home, it's up to you to maintain it and cover the cost of any repairs. That's why it's important to have the right home insurance policy in place so you're covered financially if an insured event causes loss or damage to your property or its contents. Learn more about home insurance.

Less flexibility. Unlike renting, purchasing a home means you're tied to a significant financial commitment, preventing you from investing in other opportunities. If your circumstances change, you can always sell. But depending on the market at the time, there's a risk that you could sell at a loss if the value of the property has decreased.

Missing repayments can lead to foreclosure. If you end up in a situation where you can't meet your mortgage repayments, the lender may need to sell your property to pay off the remaining mortgage. Of course, this is a worst-case scenario, so if you do find yourself in financial difficulty, speak to your lender as early as possible so you can work out a solution.

What to consider when deciding to rent or buy

Decide whether you should rent or buy with these tips:

Assess your financial situation. Look at your income, living expenses, any outstanding debt and existing assets. A financial adviser can help you get a true picture of your finances and work out what you can allocate to mortgage repayments or rent without getting into financial stress.

Consider your current and future lifestyle. Think about what's important to you. For example, do you want to settle down and raise a family, or would you prefer to have the flexibility to move around or travel?

Decide where you want to live. Create a shortlist of suburbs and check out recent sale and rent prices. This will help you establish the budget you'll need to buy or rent in your preferred area.

Research government incentives. Depending on your situation and the property you're looking to buy, you may be eligible for government incentives such as the First Home Owner Grant. Speak to a mortgage broker or financial adviser to find out more.

Have adequate insurance. Whether you decided to rent or buy, having the right insurance policy may cover you financially when you need support the most. Home Building Insurance, Contents Insurance and Renter Insurance are all designed to cover the cost of loss or damage to your home or its contents from insured events. Find out how much it might cost to replace your home and/or contents with Home Insurance Calculators.

Deciding whether to rent or buy can be a difficult decision, however, neither is right or wrong and it's entirely up to you. While your financial situation is likely to be your main consideration, you should also assess your current and future lifestyle needs, your investment goals, and where you see yourself living. Make sure you do plenty of research, and, if you need additional guidance, it's a good idea to speak to a financial adviser or mortgage broker.

<https://www.allianz.com.au/home-insurance/articles/renting-vs-buying.html>

C. Presentation.

Present your poster to the class (2–3 minutes). Explain the main points from the article. Use keywords and be ready to answer one question.

TASK 3. Practical task “Planning a Home on a Budget”

Work in pairs. Your task is to find a home you like and decide whether it is more reasonable to rent or buy a home based on your income and real housing options in your region.

Step 1: Your role and income

- You represent a household with a **fixed job** and **monthly gross income**.
- Draw a **job and salary card** to find out your income.

Step 2: Calculate your net income

- Use a **Salary and Tax Calculator**: <https://www.calkoo.com>; <https://www.palgakalkulaator.ee/en>.
- Calculate your **net monthly income**.
- Write down both: **gross income** (before tax) and **net income** (after tax).

Gross income = income before tax

Net income = income after tax and other deductions

- Use **the 50–30–20 rule** to estimate how much of your income you can really spend on housing.

Step 3. Property search

- Use real Estonian **property websites**:
 - <https://kinnisvara24.ee/>
 - <https://www.kv.ee/>
- Find **one realistic property for rent or for sale** (a house or a flat) in the region you want to live in.
- Options
 - 1. Renting
 - Write down:
 - monthly rent
 - estimated utility costs (electricity, gas, water; sewer, trash)
 - Calculate **the total monthly cost of renting**
 - 2. Buying
 - Write down:
 - purchase price,
 - required deposit (estimate if not given),
 - **mortgage option** (how much money you can borrow, for how long, at what interest rate, and how much you would pay every month).
 - Use a **loan calculator** to estimate the **monthly mortgage repayment**.
 - Calculate **the total monthly cost of buying**.
- Include other possible costs (insurance, maintenance, and taxes if mentioned).

Step 4: Make a decision

- total monthly cost of renting _____
- total monthly cost of buying _____

Are you going to rent or buy? Which option is more affordable with your income?

Price: _____

How much of your income (%) would housing take?

Location:

Description of your home? (introduction, added values, project details, nearby institutions)

Why did you choose this option? (long-term security, stability, flexibility, and being better for a family with children)?

Step 5: Prepare to present

- Prepare a short presentation (2–3 minutes).
- Both partners must speak.
- Be ready to answer the questions.

FOLLOW-UP**Finish sentences.**

One thing I learned today _____

One thing I found difficult _____

One good idea from another group _____

I would buy/rent _____

because _____

Appendix 6. Tasks in the Lesson “A Saver or Spender”

Element	Lead-in	Task 1 Needs vs Wants	Task 2 Spender or Saver
Goal	Activate learners’ prior knowledge about money and spending habits.	Develop learners’ ability to distinguish between needs and wants and justify financial decisions.	Develop listening comprehension and reflection on personal consumption habits.
Input	Teacher’s questions and learners’ personal experiences.	Written financial scenarios and useful language expressions for discussion.	Authentic podcast about saving and spending habits.
Activity	Pair or small-group discussion followed by whole-class discussion.	Discussion and decision-making about whether situations represent needs or wants.	Listening task followed by discussion about spending habits.
Pre-task	Students discuss where they get money from and what they spend it on.	Students define needs and wants and discuss why the distinction is important.	Students describe what a spender and a saver are before listening.
Task cycle (Willis 1996)	—	Task: analyse scenarios and decide if they represent needs or wants. Planning: prepare arguments using opinion phrases. Report: present conclusions to the class.	Task: identify who said each statement in the podcast. Planning: discuss answers and reflect on personal habits. Report: share opinions about being a spender or saver.
Language focus	Introduction of vocabulary related to money and spending.	Language for expressing opinions, agreeing, disagreeing and giving reasons.	Vocabulary related to saving and spending habits.
Task type (Prabhu 1987)	Opinion gap	Opinion gap (expressing and justifying viewpoints)	Information gap (listening task)
Task type (Willis 1996)	Sharing personal experiences	Comparing/problem solving	Listing/sharing personal experiences

Element	Task 3 50-30-20 Rule	Task 4 Budget Planning	Home Assignment Personal Budget
Goal	Understand the 50-30-20 budgeting rule and identify different types of expenses.	Apply financial knowledge by analysing expenses and planning a budget.	Apply budgeting principles independently and reflect on personal spending habits.
Input	Authentic financial literacy article explaining the 50-30-20 rule.	Sample monthly budget and list of expenses.	Students' own spending ideas and the budgeting worksheet.
Activity	Reading comprehension and summarising key information.	Categorising expenses, calculating totals and discussing saving possibilities.	Creating a personal monthly budget and reflecting on possible savings.
Pre-task	Students discuss whether they know any budgeting systems.	Students examine the expense list and clarify vocabulary if necessary.	Students recall the 50-30-20 rule and budgeting categories.
Task cycle (Willis 1996)	Task: read the text and answer questions. Planning: formulate short explanations. Report: share and discuss answers.	Task: categorise expenses and calculate totals. Planning: discuss which costs could be reduced. Report: present conclusions about saving possibilities.	Task: create a personal budget based on €200 monthly income. Planning: categorise expenses as needs, wants or savings. Report: reflection and discussion in the next lesson.
Language focus	Key vocabulary related to budgeting and expenses.	Language for discussion and decision-making about financial choices.	Vocabulary and structures for describing financial choices and explaining decisions.
Task type (Prabhu 1987)	Reasoning gap (interpreting financial information)	Reasoning gap (problem-solving and decision-making)	Reasoning gap (applying budgeting principles)
Task type (Willis 1996)	Ordering and sorting	Problem solving	Creative task

Appendix 7. Tasks in the Lesson “A Healthy Weekly Menu”

Element	Lead-in	Task 1 Healthy Eating Plate	Task 2 Meal Planning Video
Goal	Activate learners’ prior knowledge about eating habits and food choices.	Understand the principles of a healthy diet and identify key food groups.	Understand the benefits of meal planning and connect health and financial aspects of food choices.
Input	Teacher questions, pictures of food plates, learners’ personal experiences.	Authentic informational text “Healthy Eating Plate”.	Video about meal planning and a gapped text worksheet.
Activity	Pair or small-group discussion followed by whole-class sharing.	Reading task combined with drawing and short presentation.	Video comprehension task, gap-filling activity and vocabulary matching.
Pre-task	Students discuss typical meals, snacks and eating habits.	Students predict what the healthy eating plate refers to.	Students brainstorm reasons for meal planning on a mind map.
Task cycle (Willis 1996)	—	Task: read text and identify key ideas. Planning: design and label a healthy plate. Report: explain the plate to classmates.	Task: watch video and complete gapped text. Planning: identify main reasons for meal planning. Report: compare answers with peers.
Language focus	Vocabulary related to meals and eating habits.	Vocabulary related to nutrition and balanced diet.	Vocabulary related to meal planning and budgeting.
Task type (Prabhu 1987)	Opinion gap	Reasoning gap	Information gap
Task type (Willis 1996)	Sharing personal experiences	Listing/ordering and sorting	Listing/comparing

Element	Task 3 Healthy Weekly Menu	Home Assignment Eating Out Costs
Goal	Apply knowledge by planning a healthy weekly menu within a fixed budget and present justified menu choices and budget decisions.	Reflect on the financial impact of eating out compared to home-prepared meals.
Input	Budget constraint (35 €), meal planner worksheet and vocabulary support with useful language and justification phrases.	Students' own research about restaurant prices and meals.
Activity	Problem-solving task where learners design a weekly menu within a budget and present their decisions to the class, followed by audience questions.	Individual calculation task comparing costs of eating out and home cooking.
Pre-task	Students examine the budget and meal planner template. Students are introduced to useful language and presentation structure.	Students recall lesson concepts about meal planning and budgeting.
Task cycle (Willis)	Task: create a weekly menu within the budget. Planning: discuss and organise meals and costs, prepare how to present and justify decisions. Report: present the menu, justify choices, and answer questions	Task: calculate cost of eating out. Planning: compare meals and prices. Report: discussion in the next lesson.
Language focus	Language for comparing options and discussing costs and health choices. Expressions for justification, comparison, and conclusions.	Vocabulary related to prices, spending and value for money.
Task type (Prabhu 1987)	Reasoning & opinion gap	Reasoning gap
Task type (Willis 1996)	Problem solving Creative task / sharing ideas	Problem solving

Appendix 8. Tasks in the Lesson “Travel Plans”

Element	Lead-in	Task 1 Visiting Spain
Goal	Activate learners’ prior knowledge about holidays and travel preferences.	Understand key aspects of travel planning and identify important elements of organising a trip.
Input	Photos of holidays and teacher questions about travel experiences.	Informative text about travelling in Spain and gap-fill vocabulary task.
Activity	Pair or small-group discussion followed by whole-class sharing.	Reading task combined with vocabulary gap-fill and discussion.
Pre-task	Students discuss different types of holidays and successful class trips.	Students brainstorm what should be considered when organising a trip and create a mind map.
Task cycle (Willis)	—	Task: read text and complete the gap-fill exercise. Planning: identify key travel elements and add ideas to the mind map. Report: discuss answers with classmates.
Language focus	Vocabulary related to holidays and travel experiences.	Vocabulary related to travel planning and destinations.
Task type (Prabhu 1987)	Opinion gap	Information gap
Task type (Willis 1996)	Sharing personal experiences	Listing/ordering and sorting

Element	Task 2 Planning a Class Trip	Home Assignment Reducing Trip Costs
Goal	Plan a class trip itinerary and create a realistic travel budget. Present and justify travel plans and financial decisions.	Reflect on travel costs and suggest ways to reduce the budget.
Input	Instructions for planning a class trip and budget elements (transport, accommodation, food, tickets). Presentation structure with useful language and guiding questions.	Students' own calculations and previous trip budget plan.
Activity	Problem-solving group task where students design a trip itinerary and calculate costs, prepare short group presentations and answer audience questions.	Individual reflection and cost calculation task.
Pre-task	Students read task instructions and discuss possible destinations and travel options.	Students review their trip plan and identify possible cost reductions.
Task cycle (Willis)	Task: create a travel itinerary and calculate a budget. Planning: organise trip details and financial decisions; prepare presentations using the provided plan. Report: present the trip plan and answer audience questions.	Task: recalculate the trip budget with cost reductions. Planning: identify possible savings. Report: discussion in the next lesson.
Language focus	Language for discussing options, comparing costs and making suggestions. Expressions for justification, explanation and conclusions.	Vocabulary related to budgeting and financial decisions.
Task type (Prabhu 1987)	Reasoning & opinion gap	Reasoning gap
Task type (Willis 1996)	Problem solving/ creative task. Sharing personal experiences	Problem solving

Appendix 9. Tasks in the Lesson “Renting or Buying a Home”

Element	Lead-in	Task 1 Vocabulary Practice
Goal	Activate learners’ prior knowledge about housing preferences and living environments.	Introduce and clarify key vocabulary related to renting and buying a home.
Input	Photos of living environments and guiding discussion questions.	Housing-related vocabulary and short discussion statements.
Activity	Pair or small-group discussion followed by whole-class sharing.	Vocabulary categorisation and discussion task (renting, buying, both).
Pre-task	Students discuss preferred living areas and housing types.	Students categorise vocabulary items related to housing.
Task cycle (Willis)	—	Task: classify vocabulary related to renting and buying. Planning: discuss statements using new vocabulary. Report: share answers and opinions.
Language focus	Vocabulary related to housing and living preferences.	Vocabulary related to renting, mortgages and housing conditions.
Task type (Prabhu 1987)	Opinion gap	Reasoning gap
Task type (Willis 1996)	Sharing personal experiences	Listing/categorising

Element	Task 2 Renting vs buying	Task 3 Real-life Housing Decision
Goal	Understand the advantages and disadvantages of renting and buying through analysing an article.	Apply financial literacy principles to a real-life housing decision using income and property data. Reflect on the housing decision and prepare to present and justify it.
Input	Authentic article about renting and buying a home.	Job and salary cards, salary calculator, real property websites and housing data.
Activity	Reading task combined with true/false questions and group poster creation.	Problem-solving task where learners calculate income, analyse housing costs and make a decision. Short presentation.
Pre-task	Students predict whether statements about housing are true or false before reading.	Students draw job cards and discuss possible housing options based on income.
Task cycle (Willis 1996)	Task: read the article and collect information. Planning: organise key ideas on posters. Report: present the main points to the class.	Task: calculate net income and analyse housing options. Planning: compare renting and buying costs, organise arguments and financial reasoning, prepare a short presentation explaining the decision. Report: present and answer questions.
Language focus	Language for discussing advantages and disadvantages.	Language for comparing options and explaining financial decisions. Expressions for justification and conclusions.
Task type (Prabhu 1987)	Information gap	Reasoning & opinion gap
Task type (Willis 1996)	Comparing/listing	Problem solving

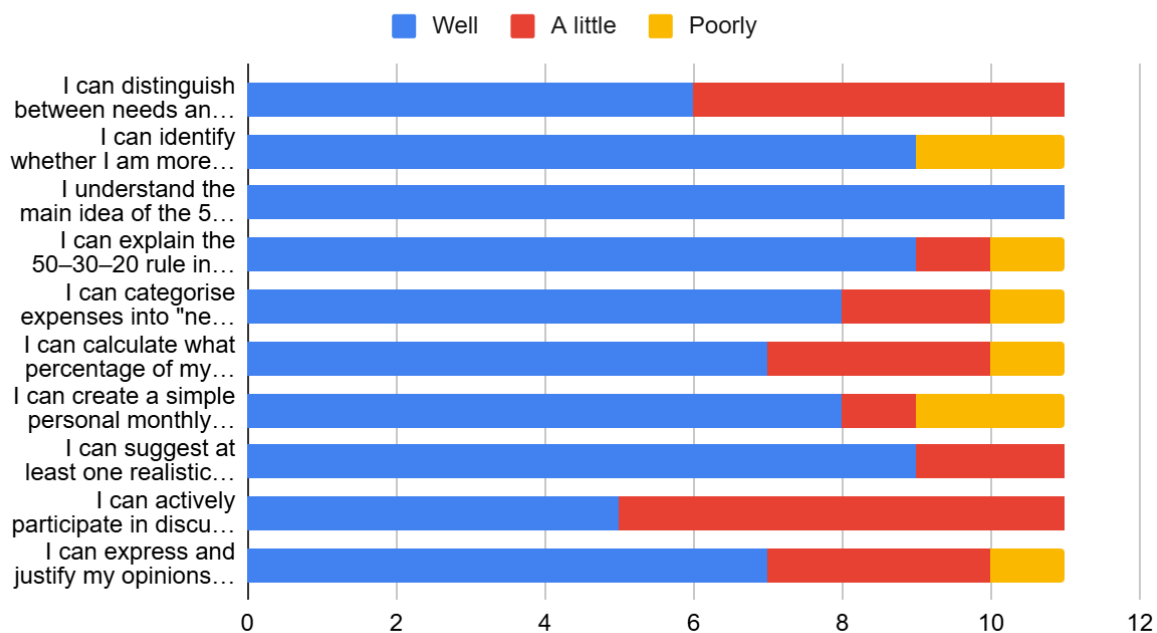
Appendix 10. Self-Assessment Checklist: A Saver or Spender

Students' self-assessment of financial and language skills (Lesson 1)

Tick (v) the box that best describes your skills.

	Well	A little	Poorly
1. I can distinguish between needs and wants in everyday spending.	6	5	0
2. I can identify whether I am more of a "spender" or a "saver."	9	0	2
3. I understand the main idea of the 50–30–20 budgeting rule.	11	0	0
4. I can explain the 50–30–20 rule in my own words.	9	1	1
5. I can categorise expenses into "needs", "wants", and "savings".	8	2	1
6. I can calculate what percentage of my spending goes to needs, wants, and savings.	7	3	1
7. I can create a simple personal monthly budget.	8	1	2
8. I can suggest at least one realistic way to save money.	9	2	0
9. I can actively participate in discussions on budgeting and financial planning.	5	6	0
10. I can express and justify my opinions about spending habits and budgeting choices using a range of functional phrases.	7	3	1

Lesson 1. A saver or a spender



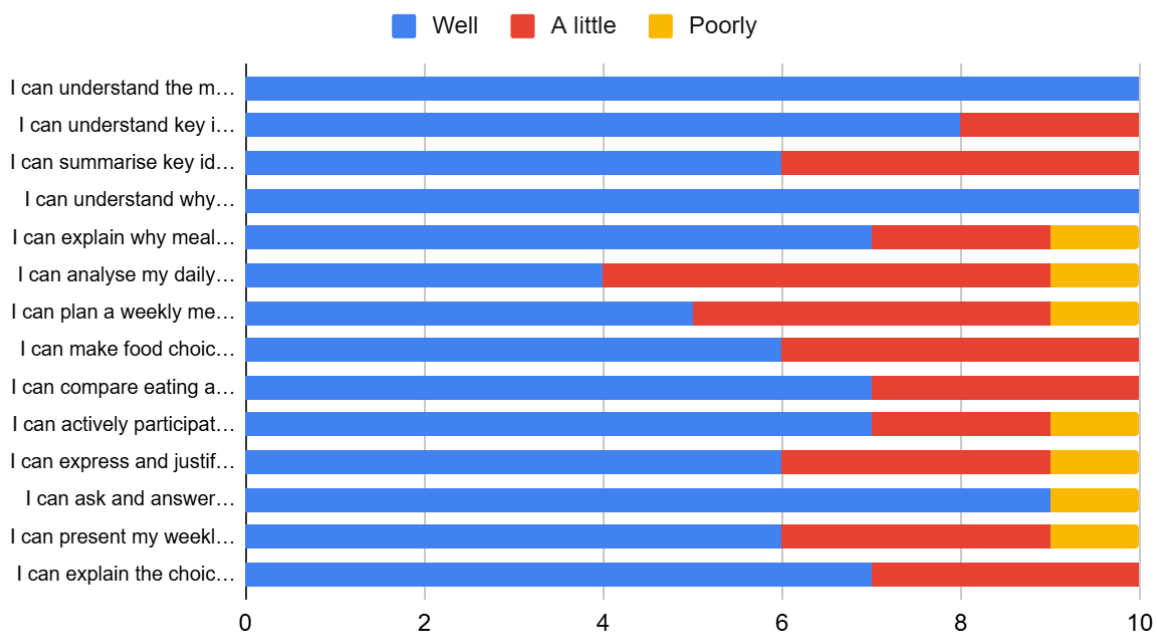
Appendix 11. Self-Assessment Checklist: A Healthy Weekly Menu

Students' self-assessment of financial and language skills (Lesson 2)

Tick (v) the box that best describes your skills.

	Well	A little	Poorly
I can understand the main idea of the healthy eating plate.	10	0	0
I can understand key ideas from a text or video about meal planning.	8	2	0
I can summarise key ideas from a text or video about meal planning.	6	4	0
I can understand why meal planning is good for health and helps save money.	10	0	0
I can explain why meal planning is good for health and helps save money.	7	2	1
I can analyse my daily eating habits and food-related expenses.	4	5	1
I can plan a weekly menu and create a shopping list using a given budget.	5	4	1
I can make food choices by balancing health, cost, and practicality.	6	4	0
I can compare eating at home and eating out by looking at price and value.	7	3	0
I can actively participate in discussions on planning a weekly menu and creating a shopping list.	7	2	1
I can express and justify my opinions using certain fixed phrases.	6	3	1
I can ask and answer questions during group work or presentations.	9	0	1
I can present my weekly menu clearly.	6	3	1
I can explain the choices I made in my weekly menu.	7	3	0

Lesson 2. A weekly healthy menu



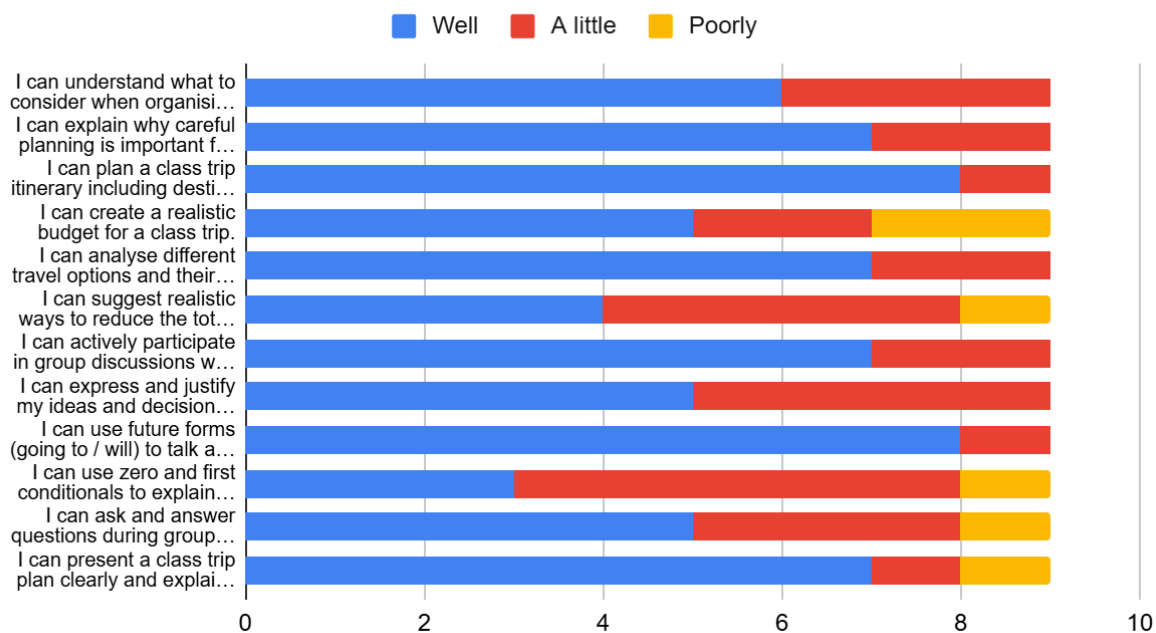
Appendix 12. Self-Assessment Checklist: Travelling

Students' self-assessment of financial and language skills (Lesson 3)

Tick (v) the box that best describes your skills.

	Well	A little	Poorly
I can understand what to consider when organising a class trip.	6	3	0
I can explain why careful planning is important for a successful and affordable trip.	7	2	0
I can plan a class trip itinerary including destination, transport, accommodation, and programme.	8	1	0
I can create a realistic budget for a class trip.	5	2	2
I can analyse different travel options and their impact on the budget.	7	2	0
I can suggest realistic ways to reduce the total cost of the trip.	4	4	1
I can actively participate in group discussions when planning a class trip.	7	2	0
I can express and justify my ideas and decisions using travel-related language.	5	4	0
I can use future forms (<i>going to</i> / <i>will</i>) to talk about plans and decisions.	8	1	0
I can use zero and first conditionals to explain facts and consequences.	3	5	1
I can ask and answer questions during group work or presentations.	5	3	1
I can present a class trip plan clearly and explain my choices.	7	1	1

Lesson 3. Travelling plans



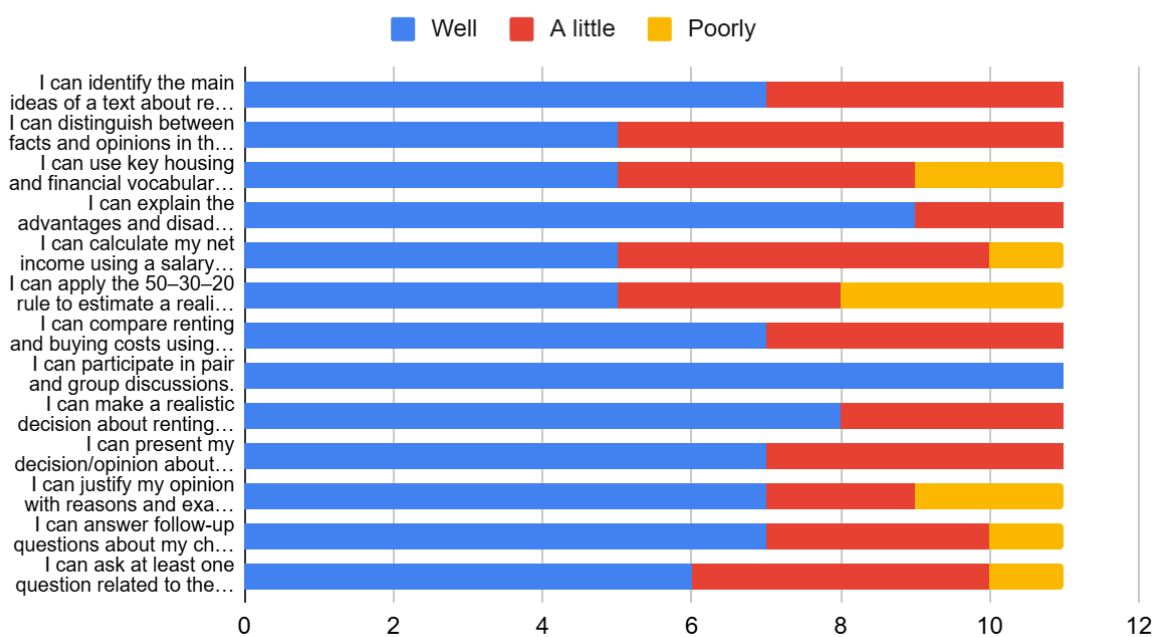
Appendix 13. Self-Assessment Checklist: Renting or buying a home

Students' self-assessment of financial and language skills (Lesson 4)

Tick (v) the box that best describes your skills.

	Well	A little	Poorly
I can identify the main ideas of a text about renting and buying a home.	7	4	0
I can distinguish between facts and opinions in the text.	5	6	0
I can use key housing and financial vocabulary correctly (e.g. rent, mortgage, deposit, utilities).	5	4	2
I can explain the advantages and disadvantages of renting or buying a home using appropriate vocabulary.	9	2	0
I can calculate my net income using a salary calculator.	5	5	1
I can apply the 50–30–20 rule to estimate a realistic housing budget.	5	3	3
I can compare renting and buying costs using real data.	7	4	0
I can participate in pair and group discussions.	11	0	0
I can make a realistic decision about renting or buying a home based on my income.	8	3	0
I can present my decision/opinion about renting or buying a home clearly to others.	7	4	0
I can justify my opinion with reasons and examples.	7	2	2
I can answer follow-up questions about my choice/presentation.	7	3	1
I can ask at least one question related to the topic.	6	4	1

Lesson 4. Renting or buying a home



Appendix 14. Financial Literacy Feedback Questionnaire

Financial Literacy. Feedback questionnaire

This questionnaire is designed to collect your feedback about today's lesson and materials. Your answers will help improve the content so that it better supports your English learning and financial literacy skills. Please answer honestly. Your responses are anonymous, and there are no right or wrong answers.

* Viitab kohustuslikule küsimusele

1. How useful was the topic in preparing you for real-life situations? *

	1	2	3	4	5	
Not useful at all	☐	☐	☐	☐	☐	Very useful

2. How well did it fit your English level? *

	1	2	3	4	5	
Too easy	☐	☐	☐	☐	☐	Too challenging

3. How well did it help you develop your language skills? *

	Very well	Well	A little	Not very effectively	Not at all
Reading	☐	☐	☐	☐	☐
Listening	☐	☐	☐	☐	☐
Speaking	☐	☐	☐	☐	☐

Writing	☐	☐	☐	☐	☐
Pair and group work	☐	☐	☐	☐	☐
Rephrasing and conveying information	☐	☐	☐	☐	☐

4. How would you rate the quality of the lesson (the flow, materials, and tasks)? *

	Extremely suitable	Suitable	Somewhat suitable	Not very suitable	Not suitable at all
clarity (easy to understand vs. difficult to understand)	☐	☐	☐	☐	☐
variety of tasks (different vs. one-sided)	☐	☐	☐	☐	☐
attractiveness (interesting vs. boring)	☐	☐	☐	☐	☐
level of challenge (not too easy, not too difficult)	☐	☐	☐	☐	☐
logical structure	☐	☐	☐	☐	☐
support for different learning styles (visual / verbal / hands-on)	☐	☐	☐	☐	☐

5. How do you describe your learning experience? *

	Totally agree	Agree	Somewhat agree	Not agree	Not agree at all
I understood the teacher's instructions.	☐	☐	☐	☐	☐
I stayed engaged and active during the lesson.	☐	☐	☐	☐	☐
I felt confident doing the tasks.	☐	☐	☐	☐	☐

The balance between English learning and financial content was right.

☐	☐	☐	☐	☐
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6. What did you like the most about today's lesson or the materials? Why? *

Teie vastus

7. What would you change or improve? What are your suggestions? *

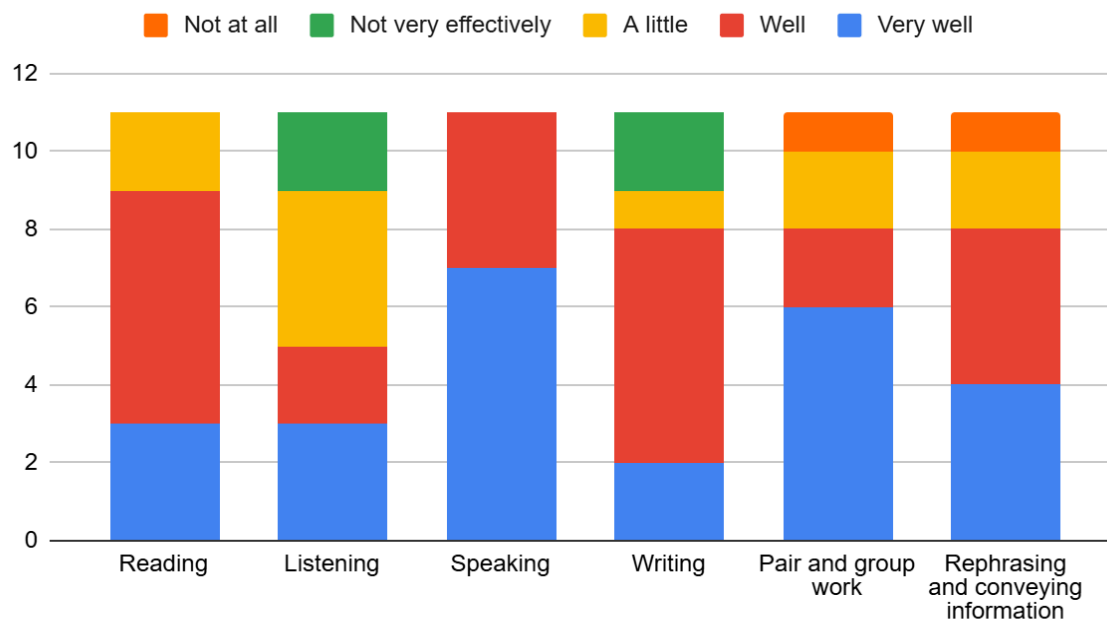
Teie vastus

8. Would you recommend including these tasks as extra material to the textbook? Why? Why not? *

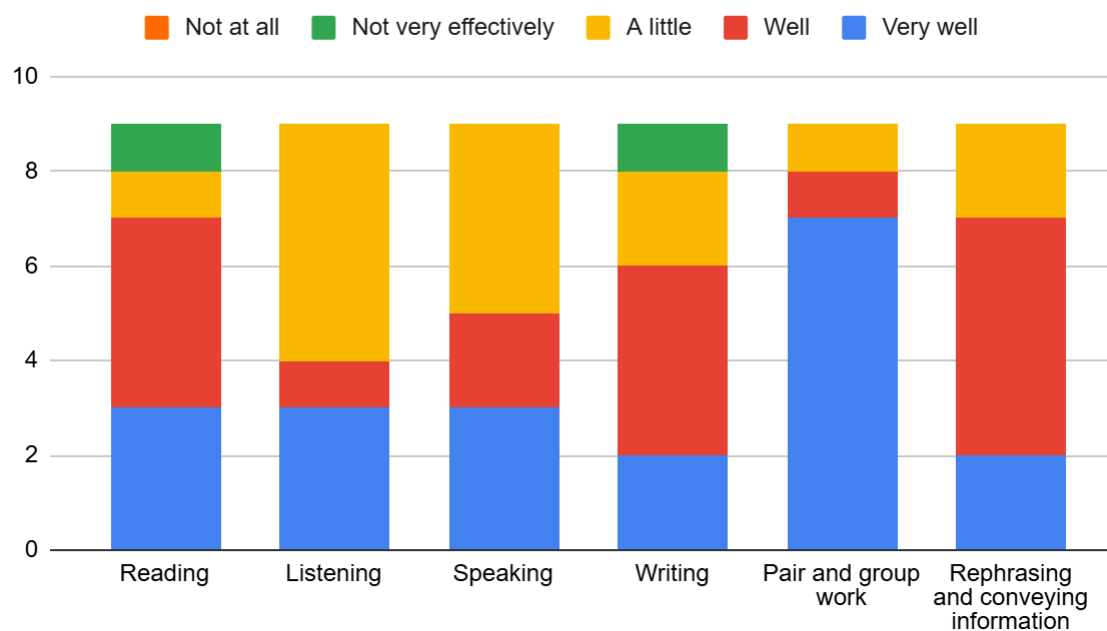
Pikk vastuse tekst

Appendix 15. Students' perceptions of their language skill development

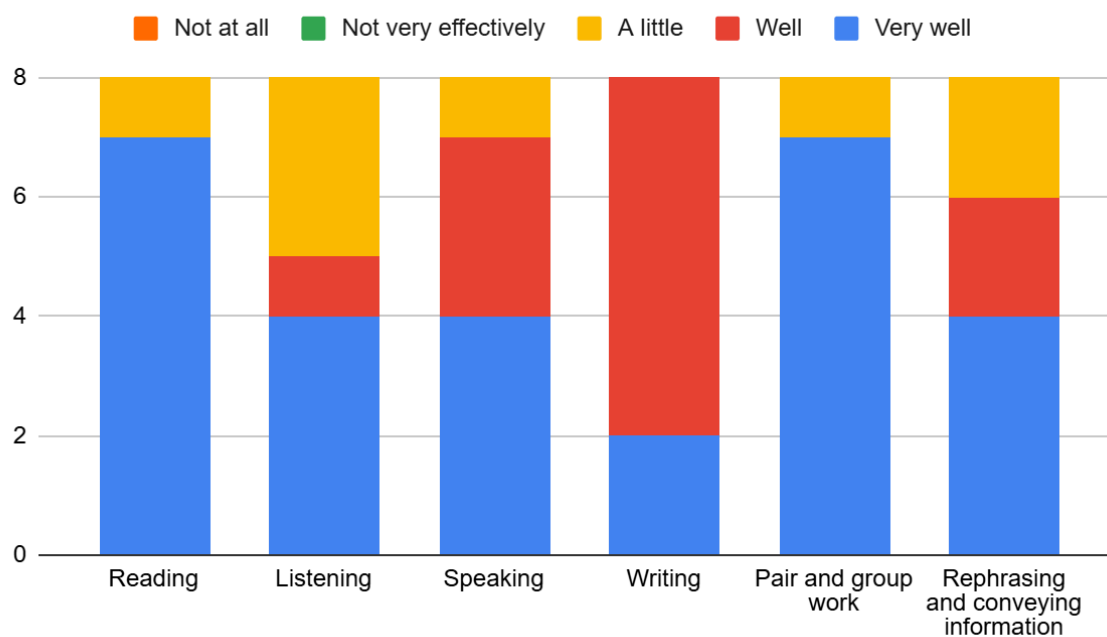
Lesson 1. How well did you develop your language skills?



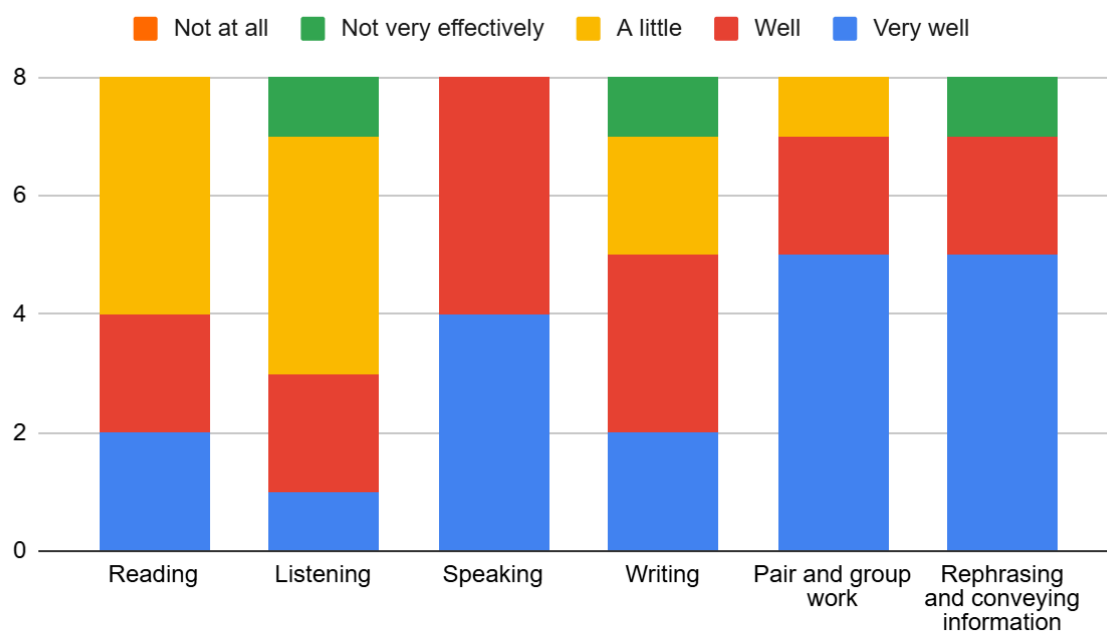
Lesson 2. How well did you develop your language skills?



Lesson 3. How well did you develop your language skills?

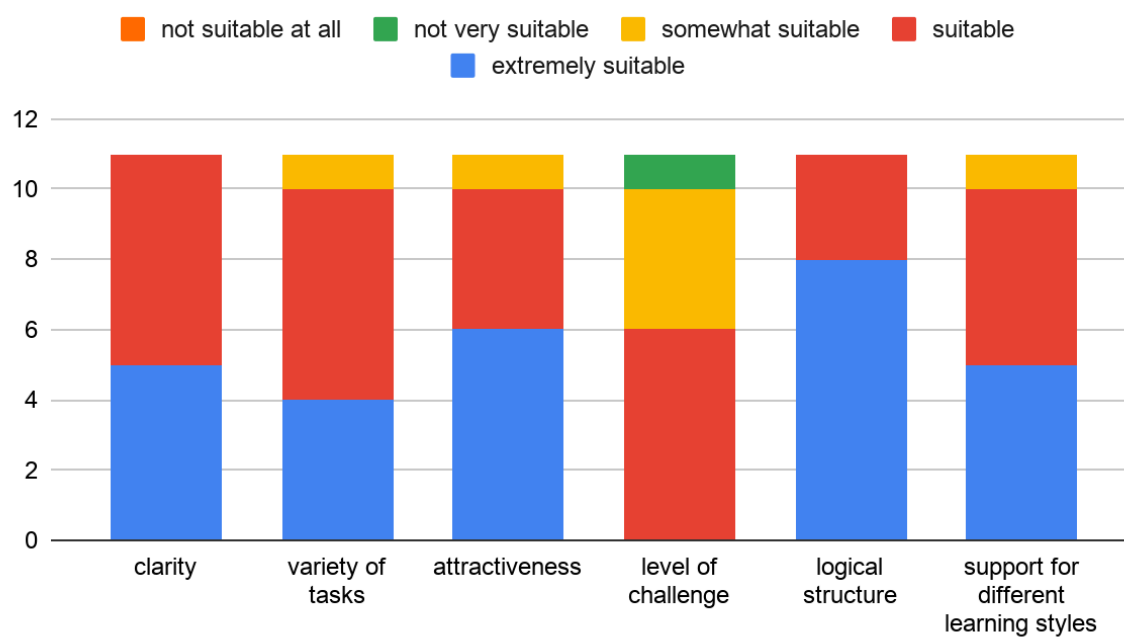


Lesson 4. How well did you develop your language skills?

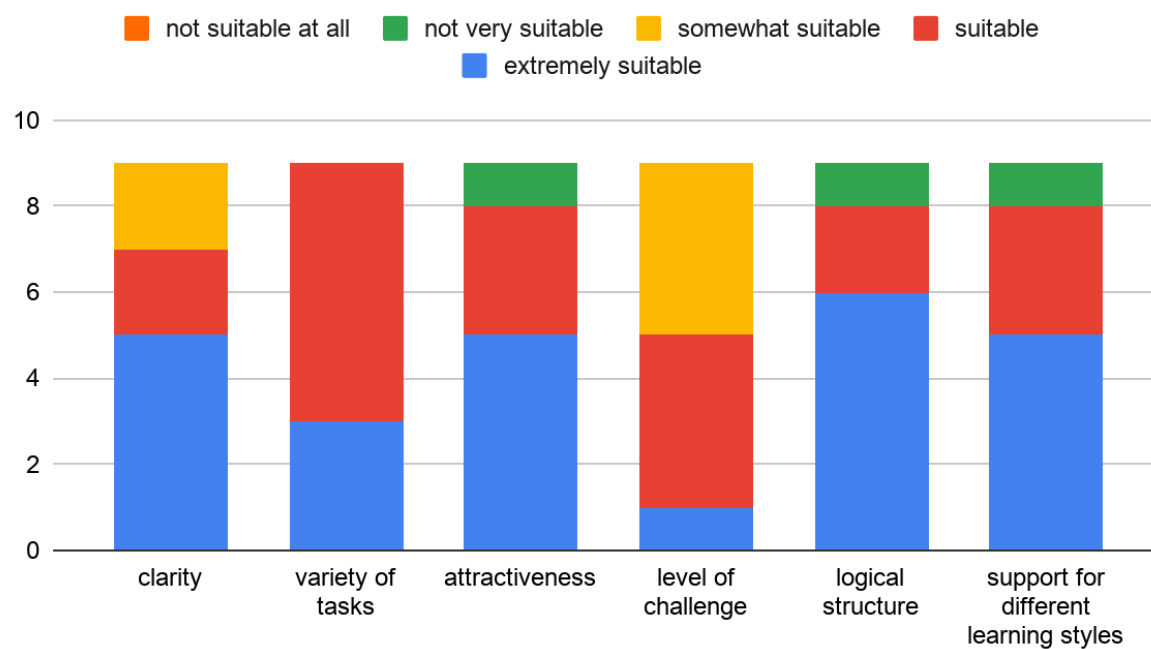


Appendix 16. Students' perceptions of the quality of the designed materials

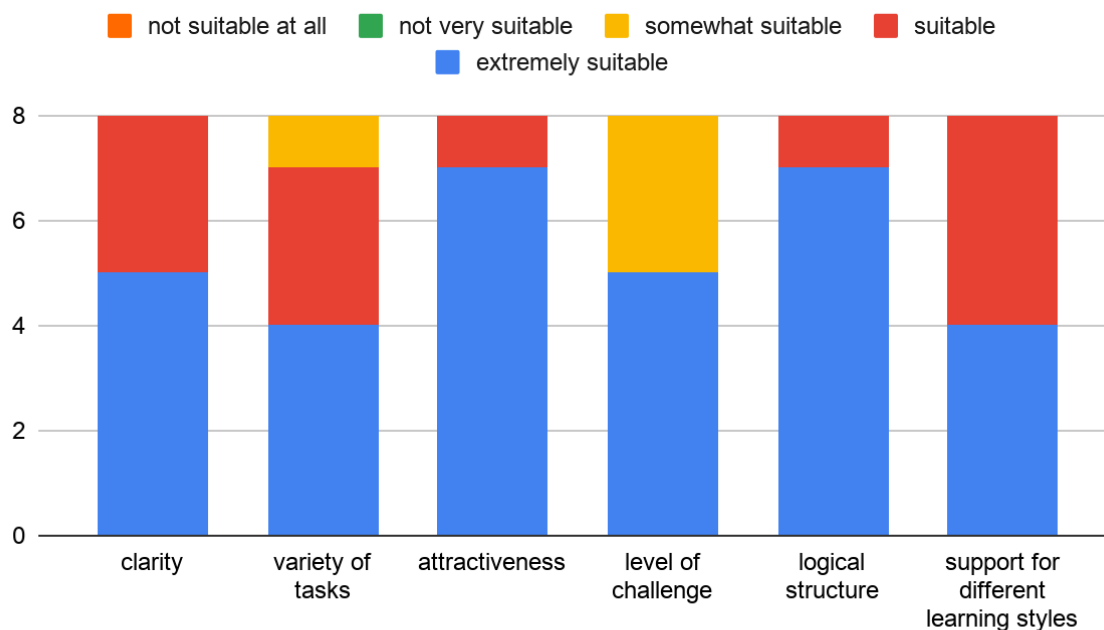
Lesson 1. How would you rate the quality of the lesson?



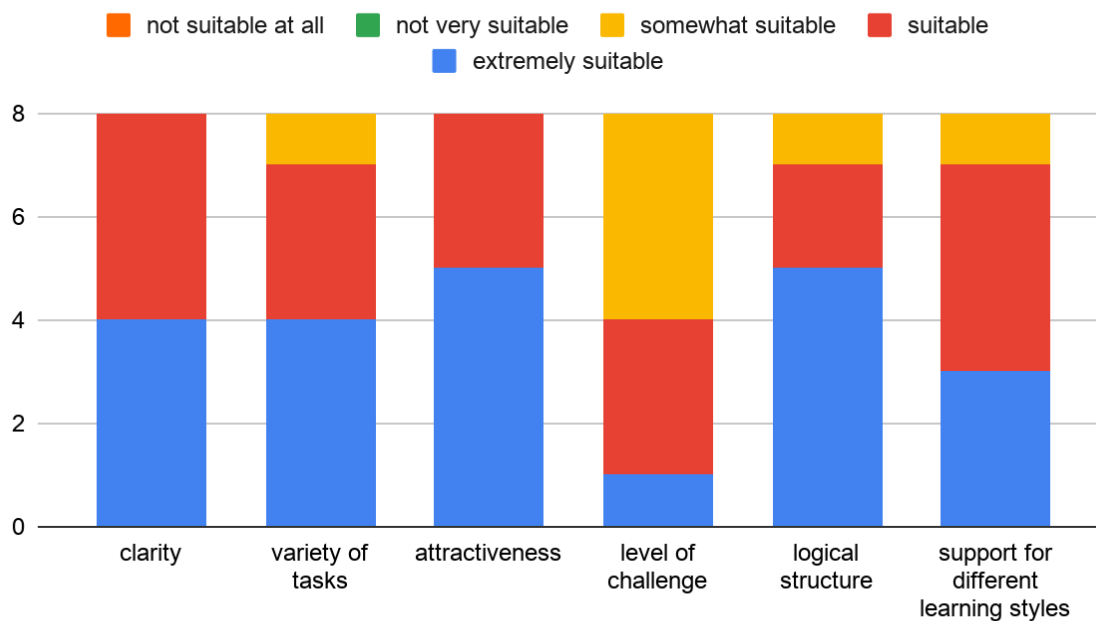
Lesson 2. How would you rate the quality of the lesson?



Lesson 3. How would you rate the quality of the lesson?

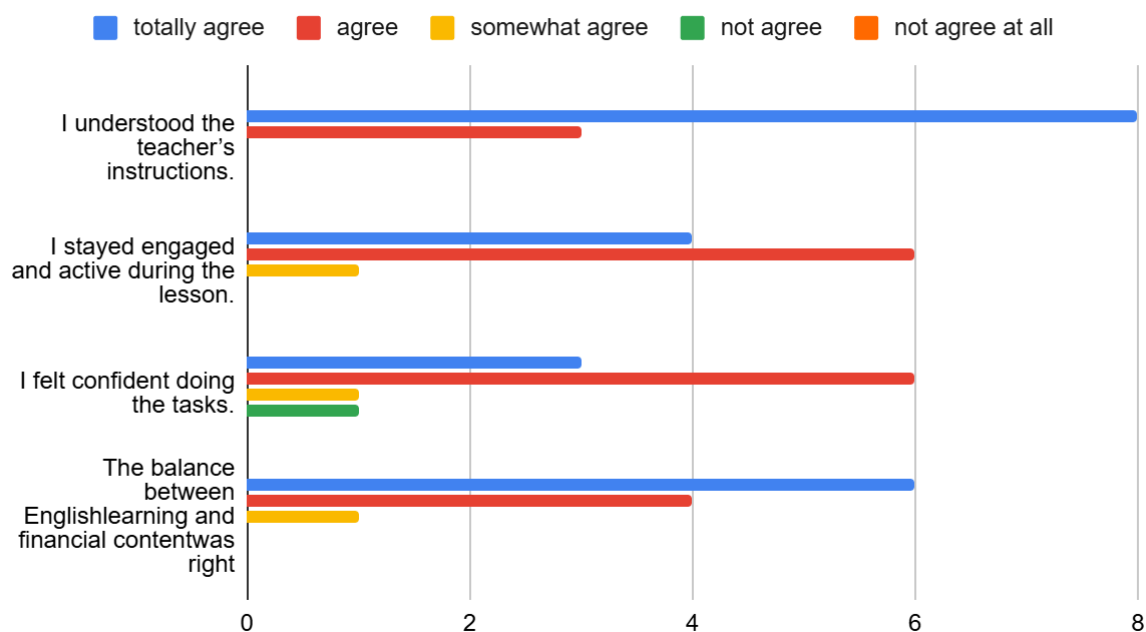


Lesson 4. How would you rate the quality of the lesson?

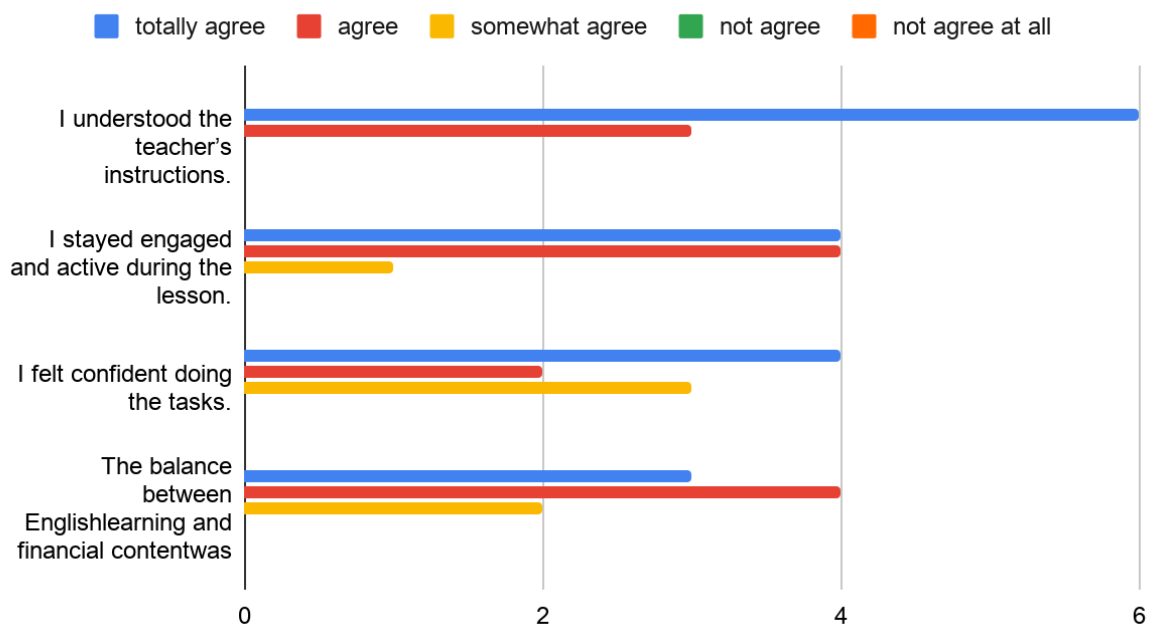


Appendix 17. Students' perceptions of the learning experience

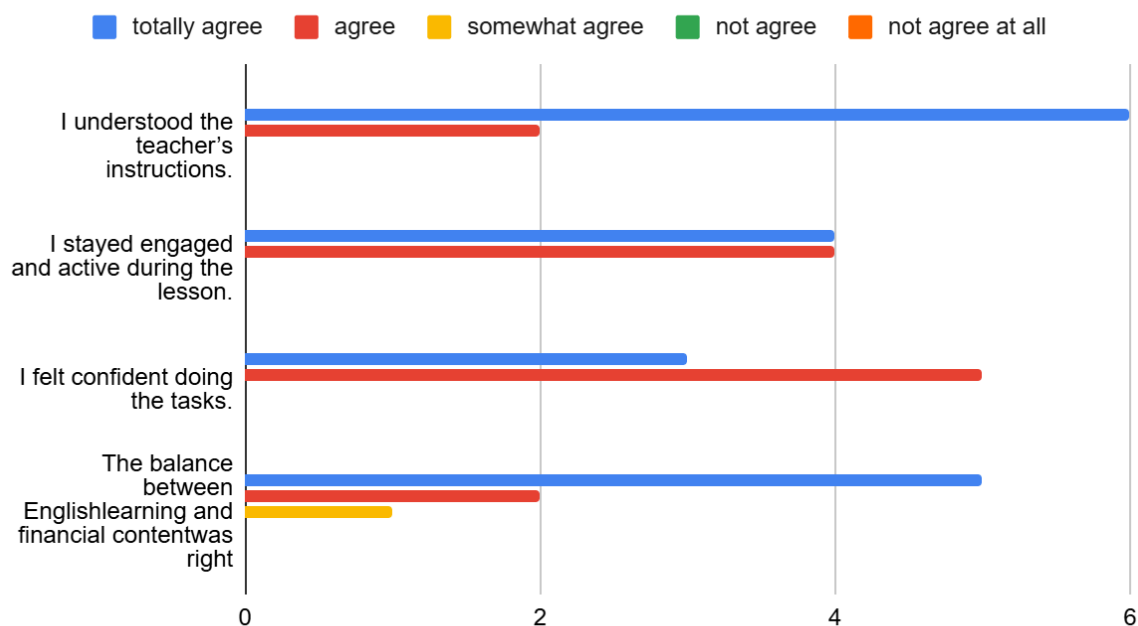
Lesson 1. How do you describe your learning experience?



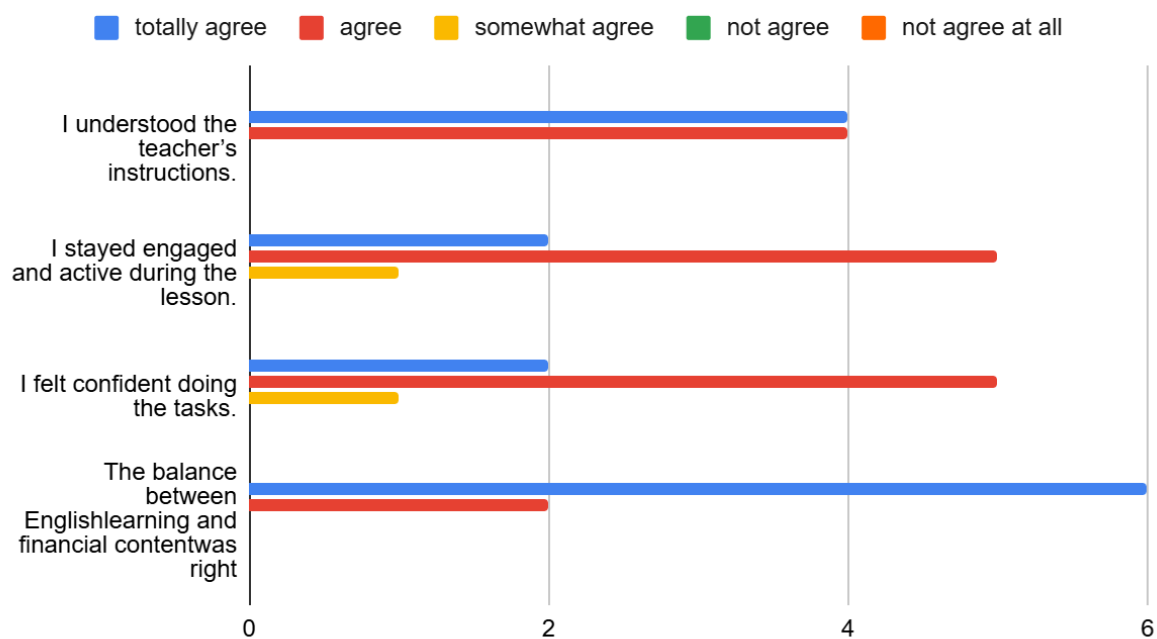
Lesson 2. How do you describe your learning experience?



Lesson 3. How do you describe your learning experience?



Lesson 4. How do you describe your learning experience?



Appendix 18. Students' open-ended responses

6. What did you like the most about today's lesson or the materials? Why?

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Raha asjade üle kordamine, kuna koolis seda palju ei õpetata.	Work in group, because it is more interesting than work alone	I liked to organize our trip in the group	description of apartment
Rääkimine	i like group work with real prices of products	мне понравилось что мы изучали путешествия, это очень полезно, я как раз планирую путешествие на лето и для меня это было очень полезно	Kergesti arusaadavad, oli mugav töötada
pair work and listening because I'm preparing for the exam	I like to work in groups	Tegime reisi mis on ainult unistus. Aga seda oli tore teha	I like group works and materials was very helpful
it is usefull topic in routine	-	vocabulary, speaking	Sai vaadata erinevaid kodulehti ning mõelda tulevase kodu peale. Kas osta või rentida? Mõlemal on oma plussid ja miinused. Eriti kui oraegu on paljudel plaanis ülikooli minna ning peavad oma tulevase kodu peale mõtlema.
интересная тема, полезная для жизни, много парной работы, очень понравилось	Doing our weekly plan for food, it was interesting, because I didn't do it before	I like to work in group and organized trip	I liked to Kristen my classmates
It is an important theme of our life, so it was very importantly and it was interesting to do.	Group Work, when you could make you menu for future, and good practice to understand the matter of the meal	work with text	I liked searching cost of renting and buying in Estonia, it is very useful because we need to know prices

	menu		nowadays
Work in pairs	good sentences for describing	New words	понравилось то что мы на практике смотрели сколько будет стоить покупка дома или аренда, групповые работы, это действительно полезно было посмотреть для нашего будущего и просто интересно
It is very important think in usually live, we need to know how save our money, like rule 50-30-20 very important	You can save a lot by making a weekly menu. But I probably won't do it.	Work in groups	I'd like to learn new words
many new phrases and words, and interesting lesson with many creative exercises	I learned need words and phrases		
Paaristöö ja mugavad töölehed			
Now I understand what is need and want			

7. What would you change or improve? What are your suggestions?

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Rohkem erinevaid tüüpi ülesandeid, praegu tundusid kõik sarnased	I dont have ideas	Nothing, all was very good	more material for the hearing
Listen knowledge	nothing because everything was clear, listening was very useful, and tasks were like in exam	возможно я бы добавила к теме про путешествие какое нибудь слушание	Minu arvatest oli kõik hästi tehtud, ei oska midagi soovitada

more listening	I like all materials. I don't want to improve something	Kõik oli väga hea. Natuke vähem oleks võinud fantaasiat olla	When we doing reading tasks, the text was difficult to understand and it took a long time to translate the words
a little bit more vocabulary	-	useful phrases/sentences	Võibolla annaksin ette õpetaja poolt õpilastele valikud korteritest erinevate hinnatasemtega. See loob natuke selgeks noortele inimestele et sobiva korteri saab väga kallilt aga samas ka soodsalt. Kuigi korterite kvaliteet on peaaegu sama.
я попробую сохранять свои деньги чуть лучше	All was very useful and interesting	Nothing, I like all exercises	Rohkem intripriteeritud eksamiks
I think that exercises could be more difficult	I'm thinking that it is very important and good lesson, nothing to change	break	I wanted more speaking about topic in a lesson
I improve my habits and try to save more money	break	More grammar	Текста про аренду и покупку, когда мы были с учителем Натальей, были немного сложные, нужно было много времени чтобы их понять, возможно стоило давать чуть легче или не такой объем.
I understood how better to save my money in my live, and how improv it	more time to finish the work. Maybe you could do it on	-	Haven't

	the computer because then you can also make a poster		
i must improve my language skill level	More grammar and speaking. For example to do examination part with topic of food		
Minu meelest on hästi tehtud			
-			

8. Would you recommend including these tasks as extra material to the textbook? Why? Why not?

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Jah. Rahatarkust õpetatakse koolis väga vähe. Ei pole vastus	Ma ei tea sellest teemast nii palju, et midagi soovitada	Probably because in exam can be that topic also	.
Jah, sest õpilastele on lihtsam aru saada teemate	yes, very useful materials	да, очень полезная тема где можно много говорить	Jah, kuna nad on mugavad, töötada materjalidega oli huvitavam kui tavaliselt õpikuga. See laiendab sõnavarat ja teema on kasulik
.	Yes, it was very useful and good exercises for us	Ja kindlasti. Õpilased võivad tulla väga humoorikate vastustele	Yes, because it is very useful for us. This topic is very popular nowadays

yes, it is important theme for students nowadays	-	yes, interesting topic	Võib küll. Gümnaasiumi õpilased puutuvad selle teemaga varsti kokku. Ma usun et ka koolid oleksid sellega nõus kuna tahetakse anda rohkem rahatarkust. Aga seda peaks tegema kindlasti pärast rahatarkust, et õpilastel oleksid mingid baasteadmised olemas. Miks mitte? Võibolla tekitab teema mõnes õpilasest pingeid, aga samas puutuvad nad sellega tulevikus kokku. Üldiselt peaks kõik sellised teemad enne eksamit lõplikult kokku tõmbama, ning ainult eksamitele keskendumata tundides.
да, очень хорошо придуманы задания, хороший словарный запас и я думаю было бы полезно узнать эту тему получше	Yes, I would recommend it, because student must know, how to make up our budget for the weekend. I liked this lessons, thank you!	Yes, it is good material. I learned a lot of new words and it improved my communication skills	Yes, because its interesting topic for students and in university very useful
See sobiks rohkem kui peamine teema, sest see on vajalik teada oma rahast kõik	I think could for a small amount of pages, because it is helpful for students to understand your	.	I would recommend including these tasks, because there are very helpful in a future. Now we

	wishes and needs		know some words about that topic, thank you!
Yes, it is very good materials and very useful. I like it	I think yes, it is useful to learn new words	Exam tasks including this topic	Да, я бы посоветовала. Это очень полезная тема; откуда можно взять очень хороший словарный запас и для жизни это очень полезно, разобраться в ценах. Особенно 12-классникам.
Yes, it will better to students to important understanding about money and spending	yes but in a smaller amount. maybe just what to eat in the morning for example	-	I think like extra material, yes.
It's enough i guess	Yeh, it IS good and useful topic in the future		
Võib olla, aga ei tea			

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Rene Kurm

Creating and Piloting Financial Literacy Materials Based on the English Language Curriculum to Enhance Students' Financial Literacy Competence

Inglise keele ainekaval põhinevate rahatarkuse materjalide loomine ja piloteerimine õpilaste finantskirjaoskuse arendamise eesmärgil

Magistritöö

2026

Lehekülgede arv: 150

Annotatsioon:

Käesoleva magistritöö eesmärk oli luua ja piloteerida rahatarkust käsitlevaid õppematerjale ning integreerida need inglise keele tundidesse, et tõsta õpilaste finantsteadmisi ning arendada vastava sõnavara tundmist ja kasutamist.

Töö esimene osa koosneb kolmest alapeatükist. Esimene alapeatükk annab ülevaate rahatarkuse olulisusest ja ajaloolisest kujunemisest ning selle seostest riikliku õppekava ja Euroopa keeleõppe raamdokumendiga. Teine alapeatükk keskendub ülesannete kasutamisele rahatarkuse integreerimisel inglise keele tundidesse. Selle raames käsitletakse tänapäeva keeleõppe põhiprintsiipe ja defineeritakse mõiste „ülesanne“. Kolmandas alapeatükis kirjeldatakse ülesannete ja õppematerjalide koostamise põhimõtteid.

Töö teises osas tutvustatakse uurimismeetodit, esitatakse andmete analüüs ning esitatakse vastused uurimisküsimustele. Uurimuse läbiviimiseks kasutati tegevusuuringut. Selle käigus koostati nelja tunni tunnikavad koos töölehtedega teemadel eelarve koostamine, nädala menüü planeerimine, reisi planeerimine ning eluaseme soetamine. Materjalid olid mõeldud õpiku *Upstream B2* lisamaterjalidena. Tegevusuuringu valimi moodustasid 12. klassi õpilased vanuses 18-19 eluaastat. Rühmas oli üksteist õpilast.

Uuringus keskenduti kolmele põhiküsimusele: kuidas õpilased tajuvad rahatarkuse vajalikkust inglise keele tundides, kuivõrd tasakaalus on finantsteadmiste ja keeleoskuse arendamine ning kuidas hindavad õpilased loodud materjale. Andmeid koguti kolmel viisil: tunnivaatluste, õpilaste enesehinnangulehtede ning Google Forms'i tagasisideküsitluste kaudu.

Peamised tulemused näitasid, et õpilased peavad rahatarkust vajalikuks ning finantsteadmiste ja keeleõppe vaheline tasakaal oli üldiselt sobiv. Materjalide keeleline tase oli pigem väljakutset pakkuv kui lihtne. Õpilaste hinnangul olid materjalid loogilise ülesehitusega, arusaadavad ja visuaalselt atraktiivsed. Samas leiti, et materjalid võiksid paremini toetada erinevaid õpistiile ning olla ülesannete valiku pooldest mitmekesisemad.

Üldine tagasiside oli positiivne. Materjalid toetasid eelkõige kõnelemisoskuse arengut ja omavahelist suhtlemist ning tähenduslikud praktilised ülesanded motiveerisid õpilasi ja pakkusid vaheldust tavapärastele tundidele. Edasiseks arenduseks soovitati pöörata rohkem tähelepanu kõigi osaoskuste tasakaalustatud arendamisele, pakkuda enam kuulamis-, sõnavara- ja grammatikaülesandeid ning lisada rohkem eksamitüüpi ülesandeid.

Märksõnad: inglise keele õpetamine, finantstarkus, ülesanne, tegevusuuring, tunnimaterjalid

Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks

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Rene Kurm

Tartus, 11.05.2026

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Tartus, 11.05.2026

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Tartus, 11.05.2026