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**CREATING CLIL MATERIALS FOR TEACHING CIVICS
AND CITIZENSHIP IN ENGLISH**

MA thesis

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ABSTRACT

Increasing linguistic diversity is seen as one of the most important elements of competitiveness and employment in the EU. Content and Language Integrated Learning (CLIL) is considered as one of the methods to accomplish this goal. CLIL uses an additional language to teach both content and language using a dual-focus educational approach. CLIL learning offers many positive aspects like increased learning motivation which can result in better learning outcomes, especially in linguistic skills. At the same time, one of the obstacles is the scarceness of study materials, especially in the case of hard CLIL, where the main emphasis is on teaching the subject. This MA thesis aims to contribute to the field by compiling teaching materials for teaching Civics and citizenship in English for year 9 students on the principles of hard CLIL methodology. Created study materials were piloted by the author of this thesis in two 65-minute lessons in Järva-Jaani Upper Secondary School.

The thesis is divided into two main chapters. The first chapter gives an overview of CLIL methodology. Historical background, conceptual framework and advantages and disadvantages are discussed. The chapter introduces Civics and citizenship methodology and provides the principles of language teaching in CLIL and the criteria for CLIL materials design. The second chapter focuses on the creation process of the study materials and the process of piloting. Created study materials are included in the appendices.

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LIST OF ABBREVIATIONS

CLIL – Content and Language Integrated Learning

EU – The European Union

ICT – Information and Communication Technology

OECD - The Organisation for Economic Co-operation and Development

INTRODUCTION

The European Union has always considered the promotion of linguistic diversity as one of the most crucial issues in planning the successful construction of Europe. In the 1990s, discussions intensified in the European institutions to explore innovative teaching methods to foster multilingual education to improve employment and competitiveness in the EU (Eurydice 2006). In 1995 The European Commission adopted the White Paper on education and training (European Union 1995), which describes ideas and practices on how to achieve proficiency in multiple European languages. Using Content and Language Integrated Learning (CLIL) is one way how to achieve these goals.

Content and Language Integrated Learning (CLIL) is an educational approach in which content and language are being learned and taught by using an additional language (Coyle et al 2010: Chapter 1.1, Section 1, para 1). According to Mehisto et al (2010), any concept of learning and teaching where a subject is taught in a language other than the student's mother tongue can be considered as CLIL. For instance, history can be taught by using English or Russian can be taught by using content from maths, etc. CLIL has emerged from North American bilingual teaching models and French immersion programs in Canada, which had the same purpose that the European Union has emphasized – to increase employment and learning opportunities in a globalizing world (Cenoz et al 2014). Coyle et al (2010) emphasize that the most significant difference between CLIL and other similar approaches is the integration of content, cognition, culture and communication as a planned pedagogic framework, also known as the 4Cs framework. Another important concept that characterizes CLIL is The Language Tryptych. A conceptual representation of linguistic demands that must be considered when planning a successful CLIL lesson. (for longer discussion see section 1.3)

CLIL is a dual-focused approach where the teacher can decide whether the emphasis is on the language (soft CLIL) or the content (hard CLIL). In the case of the former, the responsibility of the language teacher is understandably greater, while in the case of the latter, the subject teacher must be prepared to teach the subject in a foreign language. This is also the reason why soft CLIL is more widely used than hard CLIL because language teachers are more willing to teach content as subject teachers are not as competent to teach their subject in a foreign language. Additionally, it is not cost-effective for publishers to create CLIL study materials in terms of the specifics of different subjects. Instead, it makes more sense to create language learning materials by integrating CLIL elements into them (Ball et al 2015). This thesis aims to contribute to the field by creating teaching materials that are based on hard CLIL principles.

Proponents of CLIL emphasize its ability to increase learning motivation while being cognitively challenging at the same time (Coyle 2006; Dalton-Puffer 2008; Genesee & Hamayan 2016; Marsh et al 2001). Most of the positive aspects highlighted in CLIL are often related to language learning. The leading experts of the field highlight the significant difference in foreign language skills of CLIL students compared to non-CLIL students. Dalton-Puffer (2011) emphasizes CLIL students' better receptive and productive skills as well as their broader stylistic range in using foreign language.

Counter-arguments about the usefulness of CLIL suggest that compared to language acquisition, there are fewer examples of subject knowledge influence from CLIL classroom learning or the impact is shown to be neutral (Dallinger et al 2015; Pérez Cañado 2011; Seikkula-Leino 2007). Additional problem is the scarceness of teaching materials, which makes the preparation of CLIL lessons very time-consuming. As CLIL requires the teaching of both language and content simultaneously, the teacher's competence to prepare lessons and teach

both at the same time is also a matter of debate (Ball 2018; Coyle et al 2010; Dvorjaninova & Alas 2010).

The Organisation for Economic Co-operation and Development (OECD) believes that 21st-century employers value workers who possess social and emotional skills that help them cope with constant change in a society where intercultural communication is needed, with social responsibility and active citizenship. The OECD considers Civics and citizenship to be one of the subjects in national curricula that aims developing these skills (OECD 2015). Since CLIL learning pursues the same ideas mentioned above, the integration of Civics and citizenship into language learning in this thesis is fully justified.

Due to the different geographical location, politics and history of the countries, there is no common Civics and citizenship methodology. Different countries have different emphases in teaching this subject and research shows that countries approach the subject in different ways (Ainley et al 2013; Eurydice 2017; Schulz et al 2016). Therefore this thesis is based on the methods and content accepted in the Estonian context. According to the Estonian National Curriculum for Basic Schools (2011), the general aim of the Civics and citizenship subject is to create prerequisites for strengthening civic identity and social cohesion and for the formation of active citizenship. In the case of Estonia Civics and citizenship is both a separate subject and a cross-curricular theme. The curriculum states that subjects in the field of social studies including Civics and citizenship directly contribute to the development of all general competences. The curriculum additionally lists subject fields that can be integrated with social studies to develop field competences. These are Language and Literature and foreign languages, Mathematics, Natural sciences, Technology, Art subjects and Physical education (Estonian National Curriculum for Basic Schools 2011). There are different methodological textbooks as well as various guides available through the Foundation Innove (now the Education and Youth

Authority). The review conducted by the Open Estonia Foundation (2008) mentions the lack of methodology development as one of the problems of civic education. As social studies topics are integrated into other subjects, there are different guidelines for dealing with and integrating these topics in subject lessons. Therefore the planning of studies for different topics in citizenship education is primarily based on the curriculum, various manuals and recommendations issued by different associations.

The purpose of this thesis is to create lesson plans and teaching materials for two modules for Civics and citizenship course for year 9 students. The aim is to find answers to following research questions:

1. Is it possible to conduct the lessons according to the lesson plans?
2. Which potential obstacles may arise during the lessons?
3. Is it possible to achieve planned outcomes using the compiled study materials?

The thesis has two main chapters. The first chapter provides a theoretical background of CLIL. The second chapter describes the process of the teaching materials development and analyses the piloting process. Created study materials and lesson plans are provided in the appendices.

1 CHAPTER I. CONTENT AND LANGUAGE INTEGRATED LEARNING

Chapter 1 is a literature review divided into seven sections. Sections 1.1–1.4 give an overview of the concept of CLIL, its historical background and methodology. It describes the advantages and disadvantages of CLIL and outlines the course development and language course design principles. Section 1.5 focuses on the principles of CLIL materials design. Sections 1.6–1.7 introduce the Civics and citizenship methodology and vocabulary teaching.

1.1 Historical background and principles of CLIL

The acronym CLIL was adopted by David Marsh in 1994 (Coyle et al 2010). Pérez-Cañado (2011) notes that CLIL has evolved from French immersion programmes and North American bilingual teaching models. French immersion programmes in Canada were established in the 1960s. These programmes were a radical change from traditional education in Canada. In this new programme, 50–100 per cent of academic instruction among English-speaking students was delivered through French (Genesee & Jared 2008). The purpose was to improve students' job prospects in Canada and in the long term around the world, through additional language skills and to promote global integration. Following the success of those programmes they were also used as a model in the European context where the same principles are valued (Cenoz et al 2014). Mehisto et al (2010) state that CLIL is an umbrella concept that encompasses more than a dozen educational solutions with different names including immersion, language shower, language camps, bilingual education, multilingual education, etc. Different authors (Coyle et al 2010, Lasagabaster & Sierra 2010) agree that CLIL and abovementioned practices have common features, but emphasize that there are characteristics that differentiate CLIL from other similar teaching methods. For example, immersion

programmes may use foreign languages and students' second language for their programmes, as it is the case in Estonia where CLIL is mainly used in Russian-medium schools to teach Estonian. (Dvorjaninova & Alas 2018). Lasagabaster & Sierra (2010) argue that one of the differences is that the language used in CLIL is a foreign language and not the language that is present or common in students' context (society or home). Another difference is that CLIL teachers are not usually native speakers of the foreign language, while with immersion programmes that is often the case. It is also clear that CLIL programmes are often addressed to learners who have basic level of L2 ability while immersion programmes tend to begin with the start of the foreign language learning. Most importantly, as Lasagabaster & Sierra (2010: 372) emphasize "The goal of immersion programmes is to reach an L2 proficiency similar to that of native speakers, whereas CLIL programmes cannot have such a far reaching objective." It is evidential that the implementation of CLIL can be very heterogeneous and depends on many different circumstances. As Pérez-Cañado (2011) describes, the type of CLIL programme used can be based on such variables as linguistic or educational background of the country, intensity, duration, age, linguistic level of the students, etc.

1.2 Advantages and disadvantages of CLIL

According to cognitive learning theories, people remember things better the longer they think about them and when the brain has to put in more effort to complete the task¹ (Piaget 1970; Vygotsky 1978). Thus, CLIL can be a successful learning approach as the student has to work

¹ Throughout this thesis, the terms *task*, *exercise* and *activity* and are used as follows: *a task* refers to "something that learners do, or carry out, using their existing language resources; a task has an outcome which is not simply linked to learning language, it is relevant to learners' needs and has a focus on meaning". *An exercise* is a "teaching procedure that involves controlled, guided or open ended practice of some aspect of language". *An activity* is "more general and refers to any kind of purposeful classroom procedure that involves learners doing something that relates to the goals of the course". (Richards 2020, para 2–4)

harder to learn in a second language (Dale et al 2011). The Eurydice report (2006: 22) lists four beneficial learning outcomes as the main objectives of CLIL:

- socio-economic objectives (helping students to prepare for work and life in internationalised society);
- socio-cultural objectives (teaching tolerance and respect towards different cultures);
- linguistic objectives (motivating students to develop their language skills for practical purposes);
- educational objectives (developing subject knowledge and learning ability through an innovative approach).

Studies (Coyle 2006; Dalton-Puffer 2008) show that the main positive aspects of CLIL can be divided into similar categories – cognitive skills, language skills and intercultural awareness. Carsten Apsel (2012) provides a comprehensive list of CLIL benefits. He points out that CLIL programmes improve language competence, especially oral language skills by allowing better contact with the target language and raise interest to the multilingual world. Genesee & Hamayan (2016) claim that learning in CLIL class enhances students' interest in learning the language for real communication and values the language learning through practical needs. Roiha (2019) has conducted a study in Finland reflecting the attitude of former CLIL students. She affirms that the programme positively affected participants' linguistic skills. She adds that the students had a very positive attitude towards the programme and the knowledge of content had not been affected in any negative way by participating in CLIL class. A study conducted in the Netherlands, Germany and Italy comparing students in CLIL and non-CLIL classes reports that CLIL students showed above-average confidence and competence in English and were more open-minded towards their future careers in an international world (Goris et al 2017). This

supports the view that CLIL indeed has a positive impact on beforementioned socio-economic learning outcomes. Socio-economic and socio-cultural benefits are also mentioned by Apsel (2012) who emphasizes the importance of CLIL in building intercultural knowledge and developing skills which are essential for intercultural communication. Another major benefit of CLIL is considered to be the development of cognitive skills mentioned at the beginning of the chapter. Apsel (2012) claims that CLIL lessons give the students multiple opportunities to learn the content through different perspectives. He agrees that the diverse methods that CLIL offers increase their confidence and motivation, which supports the better learning of the content and language. Genesee & Hamayan (2016) similarly emphasize socially and cognitively challenging learning activities of CLIL as one of the main reasons that can develop students' learning skills. Roiha (2019) describes that the participants of her study believed that their good learning outcomes were the result of an additional effort caused by the need for understanding the content in a foreign language. How learning in CLIL class affects cognitive skills is best summarized

Do Coyle:

Different thinking horizons and pathways which result from CLIL, and the effective constructivist educational practice it promotes, can also have an impact on conceptualization (literally, how we think), enriching the understanding of concepts, and broadening conceptual mapping resources. This enables better association of different concepts and helps the learner advance towards a more sophisticated level of learning in general.

(Coyle et al 2010: Chapter 1.5, Section 2, para 2).

Leading experts in the field (Coyle 2006; Dalton-Puffer 2008; Marsh et al 2001) also unanimously agree that CLIL increases motivation to learn, which in turn is the basis for better learning outcomes.

While the proponents see intercultural understanding and bilingualism as the main advantage of CLIL, there are a few shortcomings as well. One of the problems in implementing

CLIL programmes is the scarceness of teacher training programmes. The teacher must be able to develop students' ability to learn subjects in a foreign language. CLIL programmes are often implemented by language teachers who do not have sufficient skills to teach the subject or are initiated by a subject teacher who lacks foreign language skills (Eurydice 2006). Various authors agree that the lack of teaching materials is one of the main problems that CLIL teachers are facing with (Ball 2018; Coyle et al 2010; Dvorjaninova & Alas 2010). Due to the shortage of CLIL materials, teachers have to search for different texts and tasks that they can use in their CLIL class. It can be very time consuming, as all the materials have to be evaluated and modified according to their needs while considering both content and language at the same time. That, in turn, creates difficulties because the subject teacher may not be competent enough to keep in mind the development of the language when searching for materials and the language teacher may not be aware of all the factors that should be taken into account in the content development (Coyle et al 2010). Mehisto et al (2010) raise the same issues and add that for CLIL to work, the CLIL concept needs to be clearly explained at every level so that students and parents, as well as teachers and school management, understand the principles in the same way and work together to make it a success. Although CLIL programmes have been in use for a long time, misconceptions persist. It is important to understand that the subjects and topics of today's curriculum are closely integrated and that the kind of learning that CLIL offers encourage rather than inhibits learning. Nor should it be misunderstood that this is only suitable for talented students, but that students of different levels benefit from it. Thus, conducting CLIL learning may require a little more preparatory work from all involved (Mehisto et al 2010).

A study including 217 Finnish students (Seikkula-Leino 2007) indicated that the difference in the learning outcomes of the content between CLIL students and non-CLIL students is minimal. The only negative observation was low self-esteem among CLIL students. The

students in CLIL class showed great motivation to learn. However, since in the CLIL class the content is acquired in a foreign language, the students' low self-esteem was due to the students' fear of not being able to achieve results. It is often agreed that CLIL students' content knowledge is not negatively affected and they possess an equal amount of content knowledge as students who were not taught in a foreign language (Dallinger et al 2015; Dalton-Puffer 2008; Roiha 2019). Pérez Cañado (2011:330) summarizes the various studies carried out in Europe and notes that “CLIL learners possess the same amount of content knowledge as peers taught in the L1, sometimes even outstripping them”.

1.3 Conceptual framework of CLIL

While it is clear that CLIL has dual-focused aims, it can still be determined whether the emphasis is on the content or the language. To distinguish the two approaches, the twin terms soft CLIL and hard CLIL (sometimes ‘weak’ and ‘strong’) have been used. In the case of soft CLIL, the goal is to achieve linguistic progress, and content teaching is a supportive activity. Hard CLIL on the other hand has subject-based objectives, where subjects or part of its curriculum is taught in a foreign language and the language development is seen as a bonus (Ball et al 2015). For CLIL to work effectively, it is necessary to follow certain principles. According to Marsh et al (2001), the successful implementation of CLIL relies on five dimensions. These are culture, environment, content, language and learning. All of these dimensions have different focus points that can be realized through three major factors such as age-range, socio-linguistic environment and the degree of exposure to CLIL. Ball et al (2015) propose a model where the planning and teaching should focus on three dimensions of discourse: concepts, procedures and language as priority objectives. Ball et al summarize the

framework proposed by Marsh, differing mainly in that the authors believe that language and content should be considered as a whole. It is up to the teacher to decide which one of them they would like to emphasize in any part of the learning process. However, the most recognized conceptual framework of CLIL is the 4Cs framework, where the effective CLIL takes place in the integration of four contextualized building blocks: “Content (subject matter), communication (language learning and using), cognition (learning and thinking processes) and culture (developing intercultural understanding and global citizenship)” (Coyle et al 2010: Chapter 3.4, Section 2, para 3). While Marsh et al (2001) outline their beforementioned 5 dimensions to identify the core principles of CLIL, the 4Cs framework goes deeper and describes the symbiosis and implementation between those building blocks that are necessary for successful CLIL learning. Mehisto et al (2010) offer a modified version of the 4C framework as a backbone for CLIL, where they propose citizenship (community) instead of culture. While culture emphasizes intercultural awareness, citizenship accentuates the student's role as a member of the community who values the learning environment. Coyle et al (2010) present a more global view hence the reason why their approach is better for integrating Civics and citizenship with language learning. In recent years the 5Cs framework has also emerged which is the extended version of the 4Cs framework introducing competences as the 5th building block. Competences are "Can-do" statements that describe the outcomes of the lesson. These can be about the content or as well as language skills. For instance, "Students can use the present continuous" (Attard Montalto et al 2015). In this thesis, the 4Cs framework by Coyle et al (2010) serves as a basis for planning and creating CLIL lessons. The framework explicates the integration of content, communication, cognition and culture and the symbiotic relationship between these four elements (see Figure 1).

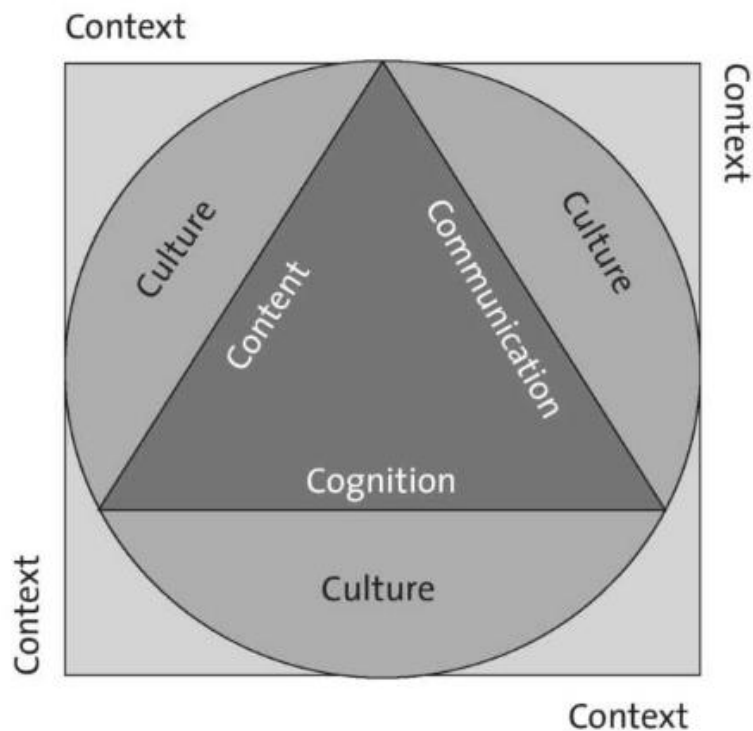


Figure 1: The 4Cs framework (Coyle et al 2010: Chapter 3.4, Section 3, para 5)

The content in this model is a core element from which the theme of CLIL is derived. Coyle et al (2010) state that content when compiwhecan address cross-curricular topics instead of limiting itself to a discrete curriculum discipline such as Geography or Chemistry for instance. The demands of the learning environment frame the content, whether it is the age or the language level of the learners or other contextual issues. The content is more about the learners' ability to create their own knowledge and developing new skills than being just a simple acquisition of knowledge. This principle is firmly connected to the cognition section of the model. To be effective, CLIL lessons should be cognitively challenging. As Coyle et al (2010) acknowledge, students' high-order and low-order thinking skills should be put to the test through understanding, problem-solving and challenging themselves. Culture introduces the concept of otherness, which represents the awareness and identity of multicultural and multilingual world (Coyle et al 2010). It is considered as an additional important learning value

of CLIL, especially in our today's global world. The terms 'communication' and 'language' are used interchangeably in this model as communication refers to the linguistic competences needed for CLIL class (Coyle et al 2010). The authors assert that while communication denotes three types of classroom language: language of learning, language for learning and language through learning (also known as the Language Triptych), it does not discard grammar as this is an essential part of any language learning (Coyle et al 2010).

The Language Triptych was introduced to evaluate different language needs that may arise in a CLIL context while incorporating content and language (Coyle et al 2010). The Language Triptych proposes three interrelated aspects of the language in CLIL classroom (see figure 2).

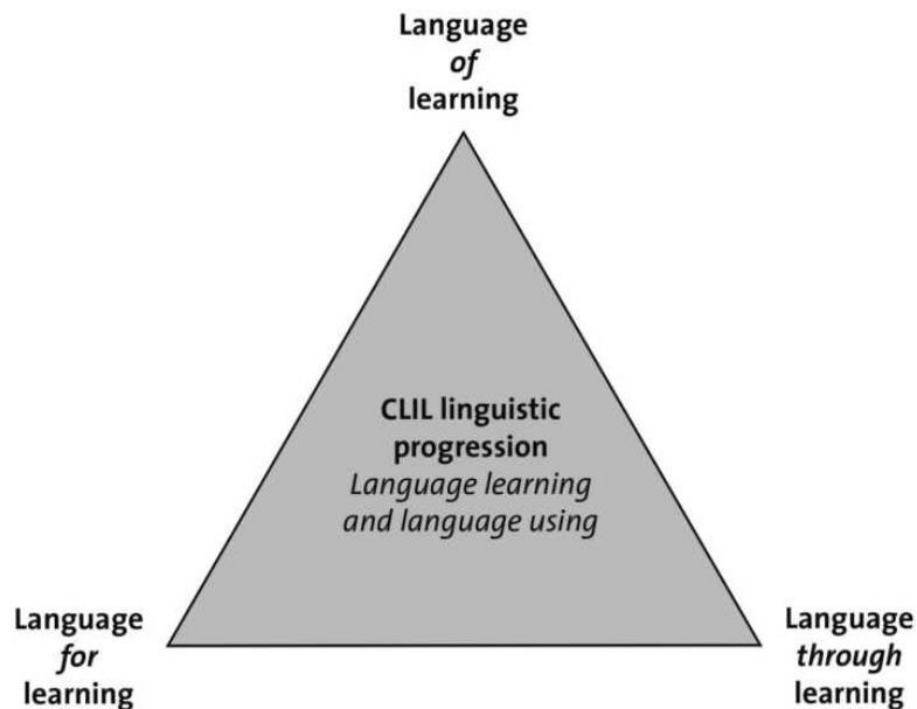


Figure 2: The Language Triptych (Coyle et al 2010: Chapter 3.2, Section 18, para 15)

Language of learning is the language needed to understand the basics of the CLIL topic. This includes both knowledge of key vocabulary and terms as well as grammar required for understanding the content. Grammatical progression is not a priority as the demand for content determines what the learners need to know. The tasks of the lesson must support the understanding of those concepts (Coyle et al 2010). For example, when it comes to CLIL History lessons, the understanding of the past tense must be supported. Language for learning is the most crucial aspect as it determines the linguistic needs of the learners for productive engagement in a CLIL classroom. The language for learning focuses on the skills which are essential for performing various learning activities such as pair or groupwork, debating, asking questions and so on (Coyle et al 2010). Language through learning is the new language that emerges through the learning process. It cannot be predicted as learners have different linguistic skills and the context where the new language may arise can also be unpredictable. Language through learning concentrates on how those new language notions and functions can be practised and developed further (Coyle et al 2010).

There is no single true model for CLIL. The common founding principle that many models share is that the content and the language are integrated in some way. However, the 4Cs framework with its language triptych has become one of the most significant models of CLIL approach. It represents the holistic view of CLIL planning by summarizing interrelationships between the main core elements that should be considered when planning CLIL lessons. It is believed that using the strategic planning of this framework ensures cognitively challenged learning with language development (Coyle et al 2010).

1.4 Course development and language course design principles

It would be too voluminous for this thesis to cover the creation of a full CLIL course. Therefore the main focus is on two modules of Civics and citizenship course. Testing these two modules could be a prerequisite for creating a full CLIL course in the future. With this in mind, I believe that the principles of course development and language course design principles should also be briefly discussed to understand how these modules fit into the overall course framework.

There are several ways to design a course. Dubin & Olshtain (1986) propose different formats to choose from depending on the specific needs of the course: linear, modular, cyclical, matrix and story-line formats. The linear format presents the content in a strict sequential order and it cannot be modified. The connections between the topics are accentuated. With a linear format, learners have more time to understand concepts and they can build their knowledge throughout the course. The modular format is based on thematic content and concepts. This approach gives the teacher more flexibility to design the course materials within the topic. With the cyclical format, the topics are repeated along the course but each time in a more complex way. The matrix format gives maximum flexibility, where the topics can be selected randomly without any certain order depending on students' needs. The tasks and situational settings may also vary. As the name suggests, the story-line format builds the whole course around one certain topic or theme (Dubin & Olshtain 1986). Ideally, if it were possible to plan a larger course through several topics, the course should be in a linear format. As Ball et al (2015) claim, in hard CLIL planning the content that forms the course is linear and language-based planning (soft CLIL) is usually non-linear. Since this thesis covers only two modules from a course, it makes more sense to design it in a modular format. The linear format suggests that the students should have some prior knowledge about the topic but if they have not studied the content in a

CLIL context, then it cannot be used with stand-alone modules. As CLIL aims to teach both content and language, the principles for creating a language course also need to be clarified. There are numerous factors to take into account. Learners' present knowledge or lack of knowledge, available resources or limitations can hinder the learning process.

Nation & Macalister (2010) list the most important issues to consider when designing a course:

1. Environment
2. Needs
3. Principles
4. Goals
5. Content
6. Lesson format and presentation
7. Monitoring and assessing
8. Evaluation of the course

A course environment analysis ensures that the course is appropriate, practical, and realistic. The need as such stems in particular from the methodology and principles of CLIL. In other words, there is a need for a course that supports the subject of Civics and citizenship and additionally takes into account language learning needs as well. In the case of this thesis, this would be primarily the development of vocabulary and communication language. The goals and content should determine which language items are the most important and which content are we using to achieve these goals. Using a hard CLIL format, also determines the content that the language part should support. This thesis focuses primarily on the development of the vocabulary of the chosen topic. The format and presentation of the course should take into account the learning environment, the learners' needs and teaching principles. The format of the course relies on four strands. These are meaning-focused input, meaning-focused output, language-focused learning and fluency development (Nation & Macalister 2010). When the course is very brief, achievement assessment would be the most suitable method for assessing the students. There could be a short test at the end of each topic, which covers the whole material

of the lessons. The evaluation aims to determine how to check if the course is successful and where it needs to be improved. If the prementioned list of factors is not considered, the course may not be suitable for the learners and it may not be effective and efficient as a means of promoting learning (Nation & Macalister 2010).

1.5 Criteria for CLIL materials

When compiling the study materials for CLIL lessons the the 4Cs framework described in chapter 1 must be taken into account. In addition, the principles for producing CLIL learning materials must be followed. Mehisto (2012) believes that high-quality teaching materials help students to understand what they are learning and how it relates to everyday life, creating links to their own experience. He offers ten key principles that should be kept in mind when creating CLIL materials:

Quality CLIL materials:

- make the learning intentions (language, content, learning skills) & process visible to students.
- systematically foster academic language proficiency.
- foster learning skills development and learner autonomy.
- include self, peer and other types of formative assessment.
- help create a safe learning environment.
- foster cooperative learning.
- seek ways of incorporating authentic language and authentic language use.
- foster critical thinking.
- foster cognitive fluency through scaffolding of a) content, b) language, c) learning skills development helping student to reach well beyond what they could do on their own.
- help to make learning meaningful (Mehisto 2012: 17–25)

Ball et al (2015: Chapter 7, Section 5, para 7) agree that Mehisto's list provides some useful guidelines; however, they find that the list represents mostly the truths of general educational practice. They suggest alternative criteria with seven principles of good CLIL practice:

1. “The primacy of ‘task’ (the text– task relationship)”

The proper task is formed in a way that makes the task the driving force of the learning process.

2. “Prioritizing the three dimensions of content”

The focus is on concepts, procedures and language that define CLIL practice.

3. “Guiding input and supporting output”

The tasks should support reading and listening skills as well as speaking and writing skills.

4. “Scaffolding and embedding”

The learning is provided with gradual support to help students to reach a higher level of achievement. Where scaffolding is visible support from the teacher and embedding is implicit key language and concepts for the student to comprehend it on their own.

5. “Making key language salient”

Making key language to stand out using scaffolding and embedding.

6. “The concept of ‘difficulty’ in didactic materials”

The difficulty of the materials lies in how the task is presented to the learner.

7. “Thinking in sequences”

The tasks and activities in CLIL should be seen as part of a larger sequence, not as standalone items.

It is also important to indicate the assignments that could support the implementation of these criteria in practice. Guerrini (2009) proposes task types that may be useful in the scaffolding of the learning process. Tasks containing illustrations, captions and labels can prepare learners for extended reading by summarizing the main ideas of the texts. Content area texts prepare the learners to perceive authentic materials and various graphic organisers help to understand how information is linked. Additionally, they can serve as a tool for more complex communication. As with the Civics and citizenship methodology, the use of ICT tools is similarly significant in CLIL methodology as interactive visual materials enable active participation in the learning process.

Ball (2018) states that when designing materials for hard CLIL the role of the materials is to support the acquisition of the subject competences and the focus should be on the subject whilst the language acts as a facilitator. Similarly, the aim of creating the study materials for this thesis is to expand students' knowledge in the topic of society and social relations and to develop the language needed for understanding and communicating in this topic. The focus is on the subject and no special attention is paid to teaching grammar. There will be tasks about key vocabulary needed for each topic.

1.6 Civics and citizenship methodology

This thesis focuses on the content-led approach (hard CLIL), therefore it is necessary to clarify the principles of the subject of Civics and citizenship. It should be noted that the names and content orientation of the subjects of civic and citizenship education may differ from country to country. In some countries, it may be called "Knowledge about society" or "Social studies", or it can be taught under the names of "Civic" or "Citizenship". The emphasis can be on social studies or on citizenship education or both. The extent to which it is taught at every level of education is also contrasting and depends how different countries approach the subject (Ainley et al 2013; Eurydice 2017; Schulz et al 2016). The Eurydice report of Citizenship education in Europe (2017:9) describes the aim of Citizenship education as “fostering the harmonious co-existence and mutually beneficial development of individuals and of the communities they are part of”. The goal is to support the students in becoming responsible and active citizens at the local, regional, national and international level (Eurydice 2017). The International Civic and Citizenship Education Study of 2016 addresses three approaches to how Civics and citizenship can be implemented in the national curriculum. Civics and citizenship can be optional or stand-

alone subject, it can be integrated into other subjects or presented as a cross-curricular theme (Schulz et al 2016). The majority of European countries have significant differences in implementing Social studies in their curricula; nevertheless, the Eurydice report (2017) highlights four common competence areas where civic and citizenship education needs to develop knowledge among students:

- 1) effective and constructive interaction with others;
- 2) critical thinking;
- 3) social responsibility;
- 4) democracy.

The same principles are reflected in different age levels in The Estonian National Curriculum for Basic Schools (2011) as well.

As there is no general international methodology and the aim is to create study material based on the needs of civics and citizenship, the creation of the materials is guided by the methods and study content common in Estonia. It is clear that the implementation of subject's topics according to the curriculum is quite extensive. Thus, the methodological approach to teaching the subject is also very diverse. Mõttus (2010) describes the basic principles and emphases of Civics and citizenship as follows. The subject includes the acquisition of systematized specific field knowledge. To achieve this, the students must combine their prior knowledge of the field with new knowledge. Various types of tasks can be used to achieve this, such as conversations and brainstorming. One of the most important aspects is that the concepts learned in the subject should be linked to the student's personal experience as definitions cannot remain abstract. Cooperation skills are essential because students must be able to present and defend different points of view and seek solutions to numerous problems. Therefore pair and groupwork are emphasized. Suitable teaching methods that support the acquisition of the subject

are case and data analysis, role play, discussions, information retrieval and analysis for instance. The use of ICT (information and communications technology) tools is also highlighted (Möttus 2010: 340–343). The same principles are taken into account when compiling study materials.

1.7 Teaching vocabulary

According to Hiebert & Kamil (2005: 3), “vocabulary is the knowledge of meanings of words.” Knowledge of the words can be receptive or productive. Receptive is the way we understand the words and productive is the way we use them while speaking or writing. The knowledge of the words is the combination of word knowledge and world knowledge meaning that vocabulary must be taught together with content and concepts to be effective (Hiebert & Kamil 2005). An item of a vocabulary does not have to be a single word but can also be a collocation or an idiom that represent a single idea (Ur 2009). Barcroft (2016) agrees by describing vocabulary as all the words together with different prefixes and suffixes and all the lexical phrases that have been acquired by an individual.

Although CLIL learning is a combination of language and subject teaching, the reality is that in the case of hard CLIL, the emphasis is still on the subject and the language serves the role of the facilitator. This is mainly because hard CLIL usually presupposes a leading role from a subject teacher, who may not be able to teach a foreign language in depth. Thus, there is no specific definition of what should be emphasized in terms of language. Teachers can customize their lessons based on the course content and language ability of the students. There is also no point in assessing the linguistic skills, as hard CLIL has subject-based aims and objectives (Ball et al 2015). Research about hard CLIL and particularly about the language acquisition in hard CLIL is scarce. There is no specific methodology of how linguistic skills should be taught in

the case of hard CLIL. I have chosen vocabulary development because according to research, CLIL provides more opportunities for developing new vocabulary and activates students' previous knowledge because it uses authentic contexts and real communication. CLIL would lead to the development of a larger vocabulary because it offers learners more extensive and versatile exposure to the target language. (Merikivi & Pietilä 2014; Heras & Lasagabaster 2015). By targeting the topic vocabulary, the focus is on the learning of subject matter content which is the main goal of hard CLIL. Additionally, vocabulary development is considered as one of the indicators where clear gains are observed in CLIL learning (Dalton-Puffer 2008).

The key question in preparing learning materials for CLIL lessons is what words students should learn for successful content learning. Different words have different meanings shaping students' content knowledge. To determine the specific value of a word to a student, words can be classified according to their frequency. Webb & Nation (2017) identify high-frequency words and low-frequency words, technical vocabulary and academic vocabulary. The high-frequency category represents words that are common in different types of texts and therefore have the greatest value for language learning. Knowing these words can be essential for communicating and understanding the topic in CLIL class. Low-frequency words are words that are less frequent in texts and academic vocabulary consists of words that are common in academic disciplines. Technical vocabulary refers to words that are only frequent within a specific topic but less frequent outside of that theme (Webb & Nation 2017). Beck et al (2005) argue that while teaching and learning the vocabulary one should focus on the middle level of words. Meaning that the most frequent and least frequent words should be ignored because frequent words are presumably known and less frequent words should be dealt with when they appear in the learning process. Generally, it is believed that learning high-frequency words is more beneficial to learners' progress than learning low-frequency words (Schmitt 2000; Webb & Nation 2017).

Therefore, high-frequency and technical words, in particular, should be of greater importance in my CLIL lessons.

In vocabulary learning, one must also distinguish between receptive and productive knowledge. Webb and Nation (2017) note that different research shows that receptive learning by listening and reading is easier than using new words in speaking and writing. How to teach vocabulary in a classroom also depends on whether the focus is on receptive or productive skills. Regardless of the skills involved, Nation (1994) believes that a prerequisite for learning any vocabulary is that the learner is mentally active. He suggests a list of activities that can support students' mental activity in vocabulary learning:

Deep and thoughtful processing can result from:

- relating the new word to previous knowledge
- having to create a context for the word
- drawing on a range of clues to recall the word
- having to appropriately relate the word to a variety of aspects
- using the word in a goal directed activity like solving problems (Nation 1994: 5)

There are a plethora of different activities that teachers can use to support the development of receptive and productive vocabulary. To name a few, extensive listening tasks or watching films and videos can contribute to incidental learning of the topic's vocabulary. It is important to emphasise that these tasks are better done without language-focused activities that can take the attention away from the listening (Webb & Nation 2017). Schmitt (2000) recommends the reading of authentic texts where the tasks provide different opportunities for vocabulary acquisition. For instance, guessing the meaning from the context, using flashcards, emphasizing or repeating the important words in texts to make them salient for the learner.

Vocabulary development through productive skills requires thorough planning. Especially when it comes to technical vocabulary development, as in this thesis. Research has shown that learners tend to use the vocabulary they know when writing and tend to avoid words they are not sure

about (Rott et al 2002; Horst & Collins 2006). Therefore, the tasks should be structured in a way that they can use the new words. Dictations or tasks such as linked skills activities are very useful because writing or speaking takes place after preliminary activities, analysis and teacher feedback (Lee & Muncie 2006). In conclusion, there are many different ways to teach vocabulary. Productive and receptive learning require different types of tasks and they all complement each other. The teacher's task is to find suitable solutions so that students can learn vocabulary in different contexts.

The criteria and methodology described above should be taken into account when creating CLIL modules. Looking to the future, the aim could be to create a full course, and with this in mind, the principles for creating a course and teaching vocabulary were also outlined.

2 CHAPTER II. CREATING CLIL MATERIALS FOR CIVICS AND CITIZENSHIP COURSE MODULES

Chapter 2 focuses on the creation of study materials for Civics and citizenship course modules. Section 2.1 describes the process of the study materials compilation. Sections 2.2–2.7 give an overview of the created materials according to the lesson plans and cover the process of piloting and present the findings.

2.1 Creating a Civics and citizenship course modules for year 9 students

The course design principles by Nation & Macalister (2010) described in section 1.4 were taken into account when designing the format of the modules and the same principles should be considered when designing a full-course in the future. It is a hard CLIL approach, where the primary goal is to achieve results in the subject of Civics and citizenship and additionally develop the vocabulary needed for the topic. As the English language proficiency of the test group is very variable, I have chosen the development of vocabulary as a language issue to address in the CLIL modules. The modules are built on discussions of familiar topics and problem analysis where students need to speak more than the teacher. Communicative language skills are very important as listening and speaking play a leading role. At the end of each topic there is a short assessment test, which shows whether the students have achieved the learning outcomes.

According to many authors, one of the main benefits of CLIL is preparing students for life and work in a more internationalised society and teaching tolerance and respect in the multicultural world (Eurydice 2006; Apsel 2012; Goris et al 2017). Cross-curricular topics of

the Estonian National Curriculum for Basic Schools (2011) which convey this idea provide many opportunities to integrate foreign languages with Civics and citizenship education. The purpose of the creation of the modules is not to demonstrate the superiority of CLIL learning over traditional learning, nor to claim that the chosen topic cannot be successfully taught without CLIL, or that existing teaching materials do not support the achievement of curriculum objectives. The aim is to create modules that take into account both language learning and the teaching of the subject with all the necessary aspects of CLIL learning. As CLIL's learning principles and the objectives of Civics and citizenship education largely overlap, it is ideal to combine the two. However, as the current thesis is about CLIL learning, it is clear that existing learning materials need to be adapted accordingly. For instance, one of the learning objectives of CLIL from the language point of view is to achieve the functional competence of listening, speaking, reading and writing. The modules in this thesis are based on discussions and conversations, so it is necessary to apply listening and reading skills and, to a lesser extent, writing skills. Authenticity and up to date topics are also crucial, which in itself creates a reason to adapt and update existing materials. The original materials used as a source for this thesis are appropriate, but in some cases, they remain tedious. The author adapted the original materials to the needs of the students. For CLIL learning, it is better to update existing ones by creating different types of tasks that create a better link with students' personal experiences. Incorporating different interactive tools is also advisable (Mehisto et al 2010). Thus, using Microsoft Teams platform was relevant.

The selected topic, society and social relations is a compulsory standard course from the Civics and citizenship curriculum for year 9 students. The topic of society and social relations is broad and consists of different modules. According to the national curriculum, these are: media and information, social structure of society, institutional structure of society and rights of

members of society (Estonian National Curriculum for Basic Schools 2011). For my thesis, I have chosen two modules from the course, structure of society and media and information, for which I have created detailed lesson plans. Although the study materials were created for two modules, the actual piloting process could only be performed to test one module. All the other topics before and after this module were taught in Estonian as planned by the subject teacher. The types of tasks and activities are based on the recommendations of the curriculum and on the principles of CLIL where the emphasis is on discussing and solving problems, analysing data, texts or pictures, justification of opinion and knowing the concepts and terms. Many learning activities take place during discussions, followed by various written and oral assignments. Most of the assignments for the modules have been created and adapted by the author of this thesis. The terms, explanations and a few activities are primarily based on the Civics and citizenship textbooks *Sootsium* (Toots 2013) and *Ühiskonnaõpetuse õpik gümnaasiumile, I osa* (Roosmaa & Saarts 2019).

This is the first time that the students learn social studies in English and the language teacher must also focus on building students' confidence so that they can enjoy learning and experience a sense of achievement. A lot of time is spent on teacher-student communication and discussions. To increase student participation and engagement various scaffolding tools need to be applied on an ongoing basis. These techniques are not accentuated in lesson plans, but the teacher must pay attention to them as needed. For example, repeating important terms or speaking more slowly if necessary and allowing students express their opinion freely and make sure they understand the instructions and tasks (Coyle et al 2010).

The principles and guidelines for CLIL materials design by Guerrini (2009), Coyle et al (2010), Mehisto (2012) and Ball et al (2015) were taken as main guidelines when creating tasks, exercises and activities for the lessons. For instance, guiding input and scaffolding by activating

prior knowledge, creating a motivating context with authentic materials and encouraging student participation. Making key language salient, using ICT tools or fostering cooperative learning to name the few.

2.2 Lesson 1: The composition and stratification of society

The topic *The composition and stratification of society* is divided into two 65-minute lessons. In the first lesson, students gain knowledge about the composition of society. The learning outcomes are: At the end of the lesson, the students know what the social structure of society is and are able to group different characteristics of social structure. They know the causes of immigration and emigration and learn the topic vocabulary. Also they get acquainted with the website Statistics Estonia and acquire the ability to find and analyse various data from it. The lesson begins with a lead-in activity, where the students have to describe the picture and discuss it with the teacher to find out who make up the society. It is recommended to start the new lesson with an activity or visuals that brainstorm students' existing knowledge (Coyle et al 2010). By describing the picture and discussing it with the teacher, the students come to the knowledge that members of society can be divided by various characteristics such as gender, age, race, marital status, education, profession, etc.; they learn that such grouping of the population according to certain characteristics is called the social structure of society. The activity also reflects how the 4Cs framework proposed by Coyle et al (2010) has been implemented in the lesson. In this case, the *content* is the understanding of the social structure of the society. The students develop their thinking skills by using comparison and analyzing the picture themselves (*cognition*). *Communication* reflects their language ability to describe the

picture. And by developing awareness of our multicultural and multi-layered society the students are exposed to the *culture* part of the 4Cs framework as well.

The lead-in activity gives input to exercise 1 and task 2, where students have to know and group the terms. For scaffolding the content and language, an online glossary was created for the students. Students have access to an online application Quizlet that lists important terms and vocabulary. The teacher allows access to the glossary gradually according to the tasks. If the task or activity is vocabulary-based, students will have access to Quizlet after completing the task to check the answers. If it requires knowing new words before the task, students will have access earlier. As there is not an overly specific key language in these topics, I decided to link most of the terms to some vocabulary exercises instead of only highlighting them. The students have to solve tasks that would help them to consolidate these terms. Another way to scaffold the content and make the texts easier to understand is to shorten paragraphs, presenting information in boxes, highlighting or underlining important words or sentences and using subheadings. In addition, authentic text is used (Mehisto 2012). Exercise 3 follows these instructions. Exercise 3 involves a pre-reading reading activity to encourage oral interaction and elicit their own ideas and knowledge. Exercise 3 is for consolidating the previous discussion and developing reading skills. To understand the text better, it is divided into paragraphs with subheadings and the students need to complete a vocabulary exercise to identify key vocabulary through synonyms. They also have to answer true or false questions to show comprehension of the text. Before the 4th exercise, there is an activity where the teacher shows how to search for information in a statistical database and how to analyse it. The activity also provides input for the next lesson, where students have to analyse statistical data. In addition, it summarizes the previous topic in the form of real facts and helps them to relate the issue to everyday life (scaffolding and thinking in sequences). In task 5, students watch a video of refugees in Estonia

and answer the questions. The answers to the questions are not given directly in this video, but students have to generate their own ideas and the video should help them to do that. Additionally, it helps to understand the immigration topic better. To support student output and foster critical thinking, CLIL materials should help students generate ideas, analyse and evaluate information, and use less fact-based questions where possible (Mehisto 2012; Ball et al 2015). The lesson ends with the reflection activity where students have to answer two questions about the topics from lesson 1. The activity also serves as an exit ticket.

2.3 Lesson 2: The composition and stratification of society

Lesson 2 continues the topic of the composition and stratification of society. The students will learn what social inclusion and social exclusion are. They will find out what social stratification is and how social classes are divided. They will also know the topic vocabulary. A quiz at the end of the lesson sums up everything that was learnt in lessons 1 and 2. Leading experts of the field emphasize the importance of group and pair work as a tool for collaboration and active learning (Coyle et al 2010; Mehisto et al 2010; Ball et al 2015). Lesson 2 focuses on this principle.

In the lead-in exercise, the students revise the vocabulary from the previous lesson to activate their prior knowledge. The quiz contains written questions, matching questions, multiple-choice questions and true or false questions. Task 1 and 2 are groupwork where students have to watch a video and decipher the term social exclusion based on what they have seen. The teacher explains what social inclusion is and what the types of social exclusion are. In task 2 the students have to come up with examples of different types of social inclusion. In this way, students can relate what they have learned to their own experiences, which should help

to strengthen the knowledge (Mõttus 2010). In task 3, students must analyse a chart showing the unemployment of groups of persons in Estonia from 2018 to 2020. The aim is to understand the causes of unemployment in Estonia and to show how social exclusion can occur. The task focuses on developing speaking skills for answering the questions and skills in analyzing statistical data. In the last exercise, students must read a text describing different social classes and fill in the gaps with the correct words or phrases. Exercise 4 aims to consolidate the topic of social classes and also to develop the topic vocabulary. The gap-filling exercise allows them to show both vocabulary and topic comprehension at the same time. The lesson ends with a short test that summarizes all the topics covered in the two lessons.

Tasks, activities and exercises in the two lessons focus on different social problems and encourage discussion and critical thinking in students. Materials are authentic, create cultural connections and help to understand diversity better. Learning is more meaningful and relevant when students are engaged in activities that capture their personal experiences and interests and that require them to genuinely think through discussion and problem-solving (Mehisto et al 2010). Lesson 2 meets these criteria.

2.4 Piloting the created teaching materials for lessons 1 and 2

The piloting of the compiled materials took place in Järva Jaani Upper Secondary school, where the author of the thesis works as an English teacher. It simplified the piloting process as the teacher had an accurate overview of the students' prior linguistic and subject knowledge and possible problem areas. The participants were year 9 students from aged 16–17. As the author of the work planned to pilot the compiled materials himself, the target group was chosen according to which class is studying Civics and citizenship and to whom the author of the work

teaches English. Therefore, the choice was year 9 students. A total of thirteen students with contrasting levels of English participated in the lessons. Of the thirteen students who participated, only two had previously heard the term CLIL, but no student had previously attended a CLIL lesson. The linguistic level of the students was very erratic, which meant that some students had difficulty participating in discussions. The students' low self-expression skills, analytical skills and problem-solving skills were emphasized by the subject teachers. The goal was to create activities and tasks which may support the development of these skills.

The created study materials were tested by the author of the thesis in Järva-Jaani Upper Secondary School in two lessons, which lasted 65 minutes. There was a week between the two lessons. COVID-19 pandemic showed that distance learning is something we have to get used to and the ICT skills needed for that must be constantly developed in students. The lessons were planned so that they could be used in distance learning conditions if needed. Therefore, the lessons took place in the ICT class where Microsoft Teams environment was used for additional work. Microsoft Teams is the platform where school lessons take place in a distance learning environment, and its use does not require separate teaching. The teacher and the students were physically in class, but they had technical means to complete as many tasks as possible using the platform. For instance, watching videos, reading texts, finding information and writing. But all the oral communication took place in the classroom. However, in the first lesson, one student participated from home using Microsoft Teams but in the second lesson, all students were physically present in the classroom. This approach serves multiple purposes: firstly, the development of ICT skills is one of the important principles of CLIL learning and the subject of Civics and citizenship (Möttus 2010; Ball et al 2015) and in addition, it is an important learning approach of Järva-Jaani Upper Secondary School as well.

After completing the pilot lessons, the students also filled a short questionnaire where they provided feedback on whether they were exposed for the first time to CLIL learning, which they liked and did not like about the lessons, and whether they felt that CLIL learning was better at teaching language and subject than a regular lesson. As the language level of the students was very uneven, everyone filled in the questionnaire in Estonian so that the questions would be unambiguous. The questionnaire is presented in the appendix 5.

The main questions the author wanted to find answers to were the following:

1. Is it possible to carry out the planned activities in the same way in the lessons?
2. What problems may arise that hinder the completion of the lessons?
3. Is it possible to achieve the planned outcomes using the compiled study materials?

The first problem that arose at the beginning of the first lesson was that the two students did not remember the passwords for their Teams account, although everyone was asked to check their passwords and report the problems to the teacher before the lesson. It wasted about 5 minutes of lesson time, but there were no other technical problems during these two lessons. This was probably because the lesson took place in the classroom, where the teacher had previously checked all the hardware and software. If the lesson had only taken place as part of distance learning, it is possible that more problems may arise.

The first piloting lesson showed that it is not possible to carry out all the activities as they were prepared in the first two lesson plans. In addition to the delay at the beginning of the lesson, all discussions and analyses of problems took more time than was originally intended. During piloting, some of the activities planned for the first lesson had to be done in the second lesson, and the assessment test planned for the end of the second lesson was carried out after the

lesson because there was no time to do it in the class. However, in lessons three and four, the author has already taken this into account and more time has been planned for explaining and discussions. Therefore, the number of tasks has been reduced. Another major observation that emerged from the feedback was that students preferred groupwork to individual assignments. Especially in a situation where some students had difficulty expressing themselves in English. Groupwork motivated such students to participate more because they also felt the support of stronger students. Lessons 3 and 4 are also planned with this in mind. At the same time, the vast majority did the vocabulary tasks well, and in some cases, the general lack of vocabulary caused problems for some students. Thus, code-switching had to be used quite often, which in itself is recommended and allowed in this case (Attard Montalto et al 2015). The assessment test performed at the end of lesson 2 showed that the lesson outcomes were achieved. The average score was 72%. Only one student did not pass the test.

As the time allowed for piloting was short and it was not possible to conduct all the lessons, the results cannot be generalised. Based on the results of the first two lessons, it can be concluded that the lesson goals are achievable. The analysis of the lessons conducted and the feedback from the students revealed some issues that should be resolved such as reducing the number of tasks in lessons and enabling more groupwork. The role of English in the lessons was supportive and it is not possible to make conclusions about the development of language proficiency in such a short time. However, testing Microsoft Teams as a learning environment in the case of distance learning was successful.

2.5 Lesson 3: Media and information

The second topic, Media and information, is also divided into two lessons. In lesson three, the learning outcomes are: The students get to know about the role of the media and how the mass media differ in democratic and non-democratic societies. The students can define mass media and list its common platforms. They will also learn the vocabulary related to the topic. Lessons 3 and 4 were not piloted by the test group but the author modified them according to the issues encountered in the piloted lessons. For instance, reducing the number of activities and adding more groupwork.

In the lead-in activity, the teacher asks the students to talk about how they receive news on current events, which sources they use and how these sources differ from each other. The lead-in activity is a facilitator for activating students' previous knowledge and helps to make the task and the whole topic meaningful for the student (Mehisto 2012). Exercise 1 is a reading exercise to consolidate prior discussion and develop reading skills for understanding the main idea of the text. The key language is highlighted by providing definitions for words to make the text easier to understand. To develop vocabulary, the students must be guessing the meaning from the context as this is one efficient way to make key language salient (Schmitt 2000). In task 2, the teacher explains the difference between democratic and non-democratic mass media and the students have to analyse the map of the Freedom of The Press Worldwide. This task focuses on developing listening skills for understanding detailed information, speaking skills for expressing their ideas and skills in analyzing data. Since it is groupwork, it fosters cooperative learning as well as critical thinking (Mehisto 2012). Additionally, the use of interactive visual materials can facilitate participation in the learning process (Guerrini 2009).

In task 3, the students have to answer the questions based on the video they saw. At the end of the lesson, the students have to write down three new words or terms they learnt from the lesson.

2.6 Lesson 4: Media and information

Lesson 4 focuses on the topics of advertising and plagiarism. At the end of the lesson, the students know the topic vocabulary, are able to identify the functions and types of advertising and they know what copyright is and why the protection of intellectual property is important.

Similarly to previous lessons, the lead-in task or exercise always concentrates on activating students' previous knowledge. The lesson starts with the quick revision of the vocabulary of lesson three. In the first exercise, the students have to explain in their own words what advertising is and what types of advertising they know. It is followed by the teacher's explanation. It is essential because strategies, such as activating prior knowledge, providing examples of outcomes before assigning tasks, creating a motivating context, and encouraging student participation, play a critical role in guiding input and scaffolding (Guerrini 2009). The first task is to analyse three different videos from the perspective of advertisement types. Throughout the lessons, discussion and analysis about videos and different data alternate between tasks where vocabulary knowledge is also required. As Webb & Nation (2017) emphasize, when conducting tasks that require listening, it is best to avoid language-focused activities that can take away from the listening process. Exercise 2 is a reading task where students have to read the text about plagiarism. For vocabulary acquisition, they have to match antonyms for the words highlighted in the text. Vocabulary learning in all of the lessons seeks to follow the guidelines offered by Nation (1994) and (Webb & Nation 2017). Vocabulary is presented in a context and there are clues to recall the words. Videos and teacher explanations

support the incidental learning and relate the words to different aspects and students' previous knowledge. Discussions provide the opportunity to use the vocabulary in goal-directed activities.

The modules are based on thematic content (modular format) and as well as the first topic, the second topic ends with a short test to assess whether the desired learning outcomes have been achieved. With this approach, a teacher can design materials within a topic more effectively, and there is a chance that learners may be motivated by the short-term goals of the format (Cambridge International Examinations 2013).

2.7 Results and discussion

The results of the piloting of the first and second lessons showed that the lesson objectives were achievable. As the second and third lesson could not be tested with the students, it can only be assumed that they are also attainable. Especially considering that changes have already been made to these lessons according to student feedback. Many leading experts of the field have emphasized that the preparation of a CLIL course requires close collaboration between the subject teacher and the language teacher (Ball et al 2015; Coyle et al 2010; Mehisto 2010). Especially in the case of hard CLIL where the competence of the subject teacher is higher. The study materials of this thesis are compiled by the author only. Collaboration with the subject teacher was possible at the planning phase while mapping the problems. The creation of such a course would certainly require greater co-operation between the language teacher and the subject teacher. The lack of such collaboration is certainly one of the major shortcomings of this thesis.

CONCLUSION

The aim of the thesis was to create CLIL teaching materials for teaching Civics and citizenship for year 9 students. To compile the teaching materials, the methodology of CLIL and Civics and citizenship were studied as well as course development and vocabulary teaching principles. CLIL is primarily known for its positive aspects related to language learning. It is cognitively challenging and increases learning motivation (Coyle 2006; Dalton-Puffer 2008; Genesee & Hamayan 2016; Marsh et al 2001). As CLIL requires the teaching of both language and content simultaneously, the teacher's competence to excel in both is compound (Ball 2018; Coyle et al 2010; Dvorjaninova & Alas 2010). Another major issue is the scarceness of the teaching materials (Coyle et al 2010). This thesis aims to fill that gap. There is no single true model for CLIL but the most recognized conceptual framework of CLIL is the 4Cs framework, where the effective learning takes place in the integration of four contextualized building blocks: Content, communication, cognition and culture (Coyle et al 2010). According to Ball et al (2015), a proper CLIL task is formed in such a way that the task itself becomes the driving force of the learning process. Scaffolding and embedding are particularly important and all the tasks should support all types of language skills. CLIL and Civics and citizenship methodology emphasize that the tasks should allow for a wide-ranging debate, should be based on authentic sources and prepare students for work and life in internationalised society (Eurydice 2006; Estonian National Curriculum for Basic Schools 2011). All of the aspects were taken into account when compiling the teaching materials.

Teaching materials for two modules from the standard Civics and citizenship course were created and one module was piloted in Järva-Jaani Upper Secondary School. All lesson plans and tasks are presented in the appendices. To evaluate the quality of the created materials

the author wanted to determine is it possible to conduct the lessons and achieve the planned outcomes according to the lesson plans and which potential obstacles may arise during the lessons. The author opted for hard CLIL approach, which meant that the emphasis was on teaching the subject and that the language served the role of facilitator.

The piloting showed that not all the planned activities could be carried out, mainly due to lack of time. There were too many activities planned for each lesson. Due to the uneven language level of the students, some tasks caused difficulties, which in turn increased the time spent on the activities. Student feedback revealed that the students prefer group work to individual work. As Mehisto (2012) states, using groupwork in CLIL classes fosters cooperative learning and critical thinking. Therefore, lesson plans were corrected according to that, but these changes could not be piloted. One of the important principles of CLIL is the development of ICT skills (Möttus 2010; Ball et al 2015). One of the side goals of the piloting was to test Microsoft Teams as a learning environment, and that goal was successfully achieved. This was also because the students were familiar with the program before. A few technical issues arose, but they are preventable. At the end of the second and fourth lessons, a short test was planned to assess the lesson outcomes. 12 out of 13 students passed the test and the average score was 72%. It can therefore be concluded that the planned results are achievable.

Due to the short time available for piloting and the fact that not all lessons could be conducted, these results cannot be generalized. It is also not possible to draw conclusions about language development in such a short time. Rather, this thesis provides an overview of what aspects to consider, for example, when planning an entire course in the future. These would be the equal involvement of subject teachers and language teachers in the planning process; careful planning of the time spent on class activities; creating more activities for student collaboration and taking into account the different language levels of the students.

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APPENDIX 1

Lesson Plan of Lesson 1

The composition and stratification of society

Topic: The composition and stratification of society

Class: 9

Time: 65min

Content:

- composition of society
- characteristics of social structure
- demographic challenges in Estonia
- multiculturalism
- vocabulary of the topic

Learning outcomes:

- the students learn the vocabulary related to the topic
- the students know and are able to group different characteristics of social structure
- the students know the reasons for emigration and immigration

Materials and resources: Microsoft Teams, Quizlet, worksheets, video clip: Refugees in Estonia, Available at: <https://www.youtube.com/watch?v=P07dHM4gQKE>, Statistics Estonia, Available at: <https://andmed.stat.ee/en/stat>

TIME	TEACHER'S ACTIVITIES	THE AIM OF THE ACTIVITY
5min	LEAD IN ACTIVITY: Teacher shows the students a picture to find out what they already know about the composition of society. After discussion the teacher explains briefly what is the social structure of society	To activate students and elicit their previous knowledge. To develop speaking skills for expressing their ideas and participating in discussions. To develop listening skills for the main idea
3min	1. EXERCISE: Worksheet 1 in Microsoft Teams. Teacher asks the students to connect the terms to their definitions.	To develop vocabulary knowledge of the topic through contextual guessing
	After the exercise, the teacher gives the link for lesson 1 vocabulary in Quizlet and makes the first words available	
5min	2. TASK: Worksheet 2 in Microsoft Teams. Teacher asks the students to group the characteristics of a population based on the definitions they formed	To consolidate the knowledge about the meaning of social structure
5min	ACTIVITY: Teacher asks the students opinion about demographical problems in Estonia	To develop speaking skills for expressing their ideas and participating in discussions
20min	3. EXERCISE: Teacher asks the students to read the article and to find synonyms to the words highlighted in the text and to answer true/false questions about the text. After the exercise, there is a brief discussion about the natural increase and population issues in Estonia. Then the teacher makes new vocabulary available in Quizlet	To develop topic vocabulary through synonyms and to help to understand the text better. To develop reading skills for detailed comprehension of the text
10 min	4. TASK: Teacher demonstrates how to find different data from Statistics Estonia database and asks the students to find the latest data about the natural increase and emigration in Estonia	To consolidate the topic and to teach finding and analyzing statistical data

10min	5. TASK: Teacher asks the students to watch the video and answer the questions about immigration and emigration in Estonia	To develop listening skills for understanding detailed information. To develop speaking skills for conveying their ideas and to develop topic vocabulary
5min	END OF THE LESSON: Teacher makes collaboration available in Microsoft Whiteboard and asks the students to give short answers to 2 questions	To consolidate the knowledge about the lesson topic. To develop writing skills for expressing their ideas and knowledge

Lesson 1: The composition and stratification of society

LEAD IN ACTIVITY: Look at the photo and think who make up the society?



2015 US Open Tennis - Qualies - Part of the Crowd on Court 11 by Steven Pisano, 2015 (Flickr 2015)

EXERCISE 1

Connect the terms with their definitions.

Connect the terms with their definitions. ...

1. innate characteristics

- a) characteristics that are mostly related to the natural biological behaviour of the population
- b) characteristics that people are born with
- c) non-heritable characteristics
- d) characteristics that determine a person's position in society

2. acquired characteristics

- a) characteristics that are mostly related to the natural biological behaviour of the population
- b) characteristics that people are born with
- c) non-heritable characteristics
- d) characteristics that determine a person's position in society

3. demographic characteristics

- a) characteristics that are mostly related to the natural biological behaviour of the population
- b) characteristics that people are born with
- c) non-heritable characteristics
- d) characteristics that determine a person's position in society

4. social characteristics

- a) characteristics that are mostly related to the natural biological behaviour of the population
- b) characteristics that people are born with
- c) non-heritable characteristics
- d) characteristics that determine a person's position in society

Submit

TASK 2

Group the characteristics of a population.

Group the characteristics of a population

...

1. Innate characteristics

- nationality
- race
- age
- marital status
- level of education
- gender
- employment
- place of residence
- wealth

2. Acquired characteristics

- place of residence
- marital status
- gender
- level of education
- age
- race
- wealth
- nationality
- employment

3. Demographic characteristics

- level of education
- wealth
- place of residence
- employment
- race
- gender
- marital status
- age
- nationality

4. Social characteristics

- place of residence
- marital status
- gender
- level of education
- age
- race
- wealth
- nationality
- employment

Submit

EXERCISE 3

Read the article and match the words in bold in the text with their synonyms.

unavoidable -

surpassed -

noticeable -

commitments -

important -

powerless -

dominate -

distant -

trailing –

Report: Estonia **unable** to maintain population size without immigration (01.06.2017)

Why do people migrate?

The migration happening globally has one **distinct** common feature, which is that its direction is toward places with a higher level of well-being. Measured by the Human Development Index, the improvement in well-being in Estonia over the past 25 years has been one of the fastest in Europe. In terms of education and health, Estonia stands up to comparison with other countries with high levels of human development. In terms of wealth, however, Estonia is still **lagging** behind and the level of inequality remains high.

Migration of Estonia

Improved well-being has increased immigration to Estonia, in particular from third countries. The year 2015 was **significant** in that, for the first time in 25 years, the number of people who took up residence in Estonia **exceeded** the number of those who left. Thus, Estonia is experiencing a migration turnaround. Not all people in Estonia are in a position to fully benefit from welfare gains, however, in particular unskilled workers and those living in **remote** areas. This is still the main cause of emigration to Finland and other EU member states with a higher standard of living.

The future

If emigration continues to **prevail** and birth rates remain low, Estonia's population size will drop below 800,000 by the end of the 21st century, according to an estimate offered by the Human Development Report. One of the conclusions of the report is that the Estonian population will grow only if 30 years from now every woman has at least two children and some 200,000 immigrants have taken up residence in the country.

Solutions?

In order to maintain population size, **contributions** must be made to both family and migration policy. Estonia has become dependent on migration — in other words, the present population size can not be preserved by increasing the birth rate alone, and favoring immigration is **inevitable**. The authors of the report propose drawing up a migration strategy in order to thoroughly examine all of the country's main migration policy goals.

<https://news.err.ee/599528/report-estonia-unable-to-maintain-population-size-without-immigration>

Read the text again and underline TRUE (T) or FALSE (F).

1. According to Human Development Index, Estonia has high levels of education and wealth
T/F
2. In 2015 Estonian emigration was higher than immigration **T/F**
3. The population of Estonia can only increase through immigration and birth growth **T/F**

TASK 4

Practise the use of the Statistical Database of Estonia. Try to find out the natural increase and emigration data of 2020.

TASK 5

Watch the [video](#) and answer the questions based on what you saw in the video and your own knowledge.

- 1. What can be the reasons for immigration to Estonia and emigration from Estonia?**
- 2. What are the pros and cons of a multicultural society?**

EXIT TICKET

Answer the following questions

- 1. Explain the term “social structure of society” in your own words**
- 2. Name four different characteristics of social structure**

APPENDIX 2

Lesson Plan of Lesson 2

The composition and stratification of society

Topic: The composition and stratification of society

Class: 9

Time: 65min

Content:

- social exclusion
- social inclusion
- social stratification
- social classes
- vocabulary of the topic

Learning outcomes:

- the students learn the vocabulary related to the topic
- the students know the terms social exclusion and social inclusion
- the students know what is social stratification and the characteristics of social classes

Materials and resources: Microsoft Teams, Quizlet, worksheets, video clip: "Social Exclusion Digital Story", Available at: <https://www.youtube.com/watch?v=j0Khj0TxUqQ>, Statistics Estonia, Available at: <https://andmed.stat.ee/en/stat>

TIME	TEACHER'S ACTIVITIES	THE AIM OF THE ACTIVITY
5min	LEAD IN EXERCISE: Teacher asks the students to log in to Quizlet for a quick quiz about the vocabulary of lesson1	To activate students and to revise the vocabulary
9min	1. TASK: Groupwork. Teacher divides the class into three groups. Teacher shows the video about social exclusion (0:26–3:24) and asks the groups to answer what is social exclusion based on what they saw in the video	To develop listening skills for understanding detailed information. To develop groupworking skills and to develop speaking skills for answering questions and participating in discussions
	Teacher gives the link for lesson 2 vocabulary in Quizlet and makes the first words available	
5min	Teacher gives the exact definition and explains the types of social exclusion.	To develop listening skills for understanding detailed information
10min	2. TASK: Groupwork. Each group draws a topic and must give one example of social, cultural or economic exclusion. After the task, the teacher makes new vocabulary available in Quizlet	To develop groupworking skills and speaking skills for expressing their ideas and participating in discussions
5min	3. TASK: Groupwork. Teacher asks the students to analyse the chart of unemployment	To develop groupworking skills and to develop speaking skills for answering questions and to develop skills of analyzing statistical data
6min	Teacher explains the meaning of social stratification and social classes	To develop listening skills for understanding detailed information
10min	4. EXERCISE: Teacher asks the students to fill the gap-filling worksheet about social classes. After the task, the teacher makes new vocabulary available in Quizlet	To consolidate the topic and to develop topic vocabulary
15min	ASSESSMENT: Teacher gives the link to the test	To assess whether the lesson outcomes of lessons 1 and 2 were achieved

Lesson 2: The composition and stratification of society

LEAD-IN EXERCISE

Lesson 1 vocabulary Quiz

5 Written questions

1. state of being single, married, separated, divorced or widowed

TYPE YOUR ANSWER

2. distant, far away

TYPE YOUR ANSWER

3. quality or ability that you were born with

TYPE YOUR ANSWER

4. certain to happen; unavoidable

TYPE YOUR ANSWER

5. the act of giving or doing something for others

TYPE YOUR ANSWER

5 Matching questions

1. _____ hang back or fall behind in movement, progress, development

2. _____ clearly different; clearly noticed

3. _____ developed or learned; not naturally occurring

4. _____ the work or occupation of a person

5. _____ to be common among a group of people or area at a particular time

A. employment

B. acquired

C. lagging

D. distinct

E. prevail

5 Multiple choice questions

1. population distribution based on certain characteristics

- natural increase
- non-heritable
- social structure
- marital status

2. important and meaningful

- inevitable
- significant
- employment
- welfare

3. a home; a place where a person settles to live

- distinct
- inevitable
- acquired
- residence

4. to surpass

- exceed
- remote
- wealth
- welfare

5. A figure indicating how long, on average, a person may be expected to live

- life expectancy
- non-heritable
- contribution
- social structure

5 True/False questions

1. acquired, not passed from generation to generation → inevitable

- True
- False

2. government aid to the poor → welfare

- True
- False

3. the value of assets owned → wealth

- True
- False

4. a measure of living conditions using factors such as life expectancy, education, and income → natural ir

- True
- False

5. the growth rate of a population; the difference between birthrate and death rate → natural increase

- True
- False

TASK 1

Explain in your own words, what is social exclusion?

Explain in your own words, what is social exclusion?

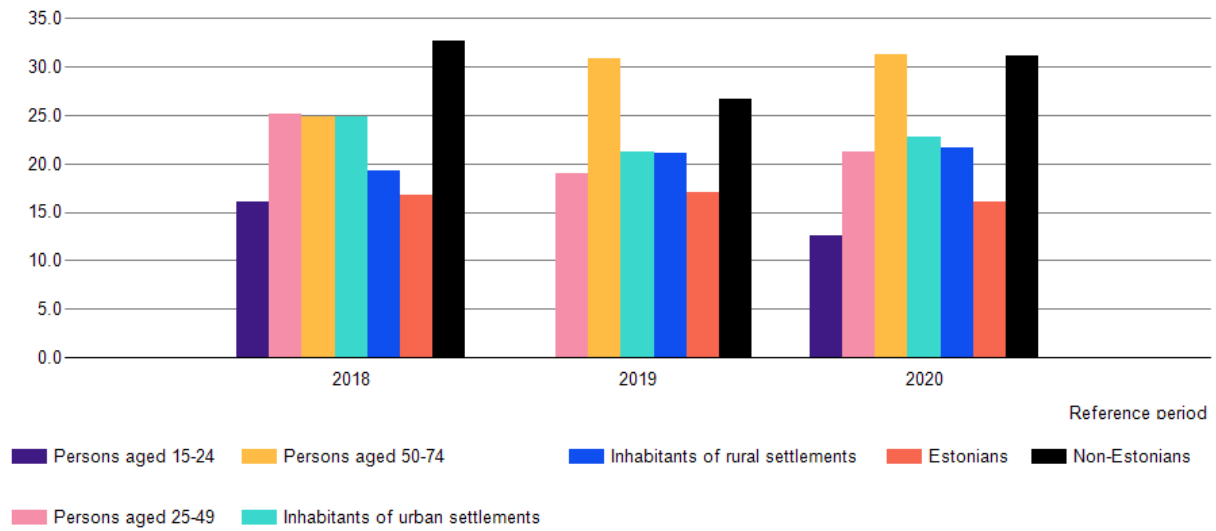
GROUP 1

GROUP 2

GROUP 3

TASK 3

Analyse the unemployment of groups of persons in Estonia in 2018–2020 who are managing poorly. According to the table, what are the biggest obstacles to finding a job?



Unemployed persons by group of persons and reference period (Statistics Estonia 2021)

EXERCISE 4

Read the text and choose the correct word or phrase.

upper class, middle class, lower class, make ends meet, judges, permanent, income, yachts, occupation, representatives, poverty, lawyers, consumption, luxurious, surroundings,

Members of _____ usually have higher education and good professional qualifications. They can work as specialists in various fields - for example, doctors, _____, _____, researchers, IT specialists, teachers, etc. This class also includes some well-skilled and relatively highly paid skilled workers, such as trained professionals from different professions. In most cases, they can use their _____ to allow a lifestyle that is relatively good, allowing for occasional travel and cultural _____ - going to the theater, buying books, etc.

Members of _____ have higher-than-average incomes and good education, and they can often afford a fairly _____ lifestyle - travel, expensive cars, _____, luxury homes, and so on. In Estonia they are top managers of companies, as well as several high-paid public sector officials and also members of the Riigikogu. Most of the _____ of this class are men and Estonians and live in Tallinn, its _____ or larger cities.

The incomes of _____ are lower than average and some of them are already living in absolute _____. They often find it difficult to _____, leaving relatively little money for non-food and non-housing costs, ie rent, water, heating and electricity. In Estonia, the subclass mostly includes pensioners (however, not all all of them), low-paid unskilled workers and service workers whose _____ does not require special education and professional training. The lowest part of the subclass includes people who have no income or even a _____ residence: the unemployed and also the homeless, who live only on social assistance provided by the state.

Social class and economic stratification (Ühiskonnaõpetuse õpik gümnaasiumile, I osa 2019)

ASSESSMENT

The composition and stratification of society

1. The social structure of society shows ...

- ... an increase, decrease or movement of the population structure
- ... the distribution of the population according to certain characteristics
- ... population change as a result of births and deaths and population migration

2. Name one innate characteristic

3. Name one acquired characteristic

4. Name one demographic characteristic

5. Name one social characteristic

6. What is the biggest demographic problem in Estonia?

- increasing immigration
- low Human Development Index
- population decline

7. Decide which social class this person belongs to.

Toomas lives in a luxurious house in Viimsi and runs his own company. Twice a year he goes on holiday abroad. He drives the latest Mercedes model and is also a major sponsor of The Reform Party.

- upper class
- middle class
- lower class

8. Decide which social class this person belongs to.

Tiina lives in a small town in Estonia. She works as a cleaner. From her salary, she makes ends meet but she can't afford entertainment or travel.

- upper class
- middle class
- lower class

9. Decide which social class this person belongs to.

Liis lives in Tallinn. She works as a teacher and lives in her apartment in Mustamäe. She has her own car and once a month he goes to the theatre and in summer she likes to visit various open-air concerts.

- upper class
- middle class
- lower class

10. Answer briefly what can be done to reduce cultural exclusion?

Submit

APPENDIX 3

Lesson Plan of Lesson 3

Media and information

Topic: Media and information

Class: 9

Time: 65min

Content:

- mass media
- the role of the press in society
- democratic and non-democratic mass media
- vocabulary of the topic

Learning outcomes:

- the students learn the vocabulary related to the topic
- the students can define mass media and list its common platforms
- the students know the role of the press in society
- the students know the difference between democratic and non-democratic mass media

Materials and resources: Microsoft Teams, Quizlet, worksheets, video clip: Press freedom-behind the news, Available at: <https://www.youtube.com/watch?v=p2Jakpyw8dg>, Reporters Without Borders, Available at: <https://rsf.org/>

TIME	TEACHER'S ACTIVITIES	THE AIM OF THE ACTIVITY
5min	LEAD IN ACTIVITY: Teacher asks the students to talk about how they receive news on current events. Which sources they use and how are these sources similar or different	To activate students and elicit their previous knowledge. To develop speaking skills for expressing their ideas and participating in discussions
10min	1. EXERCISE: Teacher asks the students to read the text about the mass media and to find meanings to the words highlighted in the text	To develop topic vocabulary and to help to understand the text better. To develop reading skills for understanding the main idea
	Teacher gives the link for lesson 3 vocabulary in Quizlet and makes the words available	
15min	Teacher asks the students to form groups, read the text again and answer the questions in groups	To develop reading skills for detailed comprehension of the text and to develop groupworking skills. To develop speaking skills for answering questions
20min	2. TASK: Teacher asks the students to analyse the map of the Freedom of The Press Worldwide	To develop groupworking skills and speaking skills for expressing their ideas and participating in discussions
	Teacher explains the difference between democratic and non-democratic mass media.	To develop listening skills for understanding detailed information
10min	3. TASK: Teacher shows the video of press freedom and asks the groups to answer the questions about the video	To develop listening skills for understanding detailed information and to develop speaking skills for answering questions
5min	END OF THE LESSON: Teacher makes collaboration available in Microsoft Whiteboard and asks the students to write down three new words or terms they learnt from the lesson as an exit ticket	Students present their thoughts on the Whiteboard

Lesson 3: Media and information

EXERCISE 1

Read the text and connect the words with their definitions

- to replace something, especially something older or more old-fashioned
- a strong, negative reaction to something
- expressing a thought, feeling, or idea so that it is understood by other people
- to give someone something that they need
- happening or being used or done now
- depends on or trusts someone or something
- necessary or needed
- extremely big
- publications or broadcast organizations
- having developed through a gradual process

a) current	f) supersede
b) vast	g) outlets
c) relies	h) essential
d) evolved	i) conveying
e) provide	j) backlash

What is Mass Media?

Think about this for a second: whenever you want to hear your favourite song, watch your favourite show, or see the latest **current** events, where do you go? You more than likely turn on your television, radio, or computer. The source that the majority of the general public uses to get their news and information from is considered mass media.

Mass media means technology that is intended to reach a mass audience. It is the primary means of communication used to reach the **vast** majority of the general public. The most common platforms for mass media are newspapers, magazines, radio, television, and the Internet. The general public typically **relies** on the mass media to provide information regarding political issues, social issues, entertainment, and news in pop culture.

Types of Mass Media

The mass media has **evolved** significantly over time. Have you ever wondered how the latest news and information was communicated in the past? Well, before there was the Internet, television, or the radio, there was the newspaper. The newspaper was the original platform for mass media. For a long period of time, the public relied on writers and journalists for the local newspapers to **provide** them with the latest news in current events.

Centuries later, in the 1890s, came the invention of the radio. The radio would soon **supersede** the newspaper as the most pertinent source for mass media. Families would gather around the radio and listen to their favourite radio station programs to hear the latest news regarding politics, social issues, and entertainment.

Later on down the line came the invention of the television. The television would soon replace the radio for the most effective platform to reach the general public. Today, the Internet is the most relevant form of mass media and has become a major tool for news outlets. Since the evolution of the Internet, the general public is now able to access those same news **outlets** in an instant with just a click of a mouse, instead of having to wait for scheduled programs.

The Influence of Mass Media

Through mass media, news outlets have a major influence on the general public and a major impact on the public's opinion on certain topics. In many cases, the mass media is the only source that the general public relies on for news. For example, when Neil Armstrong landed on the moon in 1969, mass media made it possible for the public to witness this historical event.

Mass media also plays a critical role in educating the public; educational programs exist on channels such as PBS. The Internet also plays an **essential** role in educating the general public. With the information on the Internet, one could learn anything from something as simple as how to tie a tie, to the more complex, like how to build a computer.

The mass media also has an influence on popular culture; the mass media is responsible for **conveying** what's trendy in popular culture to the general public. The mass media conveys what is cool in fashion, entertainment, and technology. A few examples of stylish brands

would be Nike and Apple; these brands are consumed at a much higher rate by the public than their competitors.

Mass media has also received criticism as the blame for violence in our society. Some believe that the media portrays a high level of violence in movies, music, and video games, which influences some people to carry out the same violence in everyday life.

Mass media has also received **backlash** for way it depicts society when it comes body image and beauty. The mass media sets the standard of beauty and can cause insecurities for those who do not fit into those standards. Some believe that mass media portrays an image of beauty that is not achievable for the majority of people.

(<https://study.com/academy/lesson/what-is-mass-media-definition-types-influence-examples.html>)

Answer the questions

- 1) What is mass media?
- 2) Name the types of mass media
- 3) Name positive influences of mass media?
- 4) Name negative influences of mass media?
- 5) How has mass media influenced your life?

TASK 3

Watch the video about press freedom and answer the questions

- 1) Why is the freedom of the press important**
- 2) What problems can this cause?**

APPENDIX 4

Lesson Plan of Lesson 4

Media and information

Topic: Media and information

Class: 9

Time: 65min

Content:

- advertising
- protection of intellectual property
- vocabulary of the topic

Learning outcomes:

- the students know the vocabulary related to the topic
- the students are able to identify the functions and types of advertising
- the students know what is copyright and the protection of intellectual property

Materials and resources: Microsoft Teams, Quizlet, worksheets, video clips: Life is fragile Reduce speed, Available at: <https://www.youtube.com/watch?v=S2U8MPOOiN8>, Coca-Cola | Bræðraást, Available at: <https://www.youtube.com/watch?v=hC7JRv-hAEI>, Jim Lamon for U.S. Senate: Super Bowl Ad, Available at: <https://www.youtube.com/watch?v=ZOblAXX5hsU>

TIME	TEACHER'S ACTIVITIES	THE AIM OF THE ACTIVITY
7min	LEAD IN EXERCISE: Teacher asks the students to log in to Quizlet for a quick quiz about the vocabulary of lesson 3	To activate students and to revise the vocabulary
15min	PRE-LISTENING ACTIVITY: Teacher asks the students to explain in their own words what is advertising and what types of advertising do they know	To develop speaking skills for expressing their ideas and participating in discussions
	Teacher explains the term and talks about different types of advertising. After the activity, the teacher makes new vocabulary available in Quizlet	To develop listening skills for detailed information
10min	1.TASK: Groupwork. Teacher shows three different commercials (video1 , video2 , video3) and asks the groups which type of advertisement they represented	To develop groupworking skills and listening skills for main idea. To develop speaking skills expressing their ideas and participating in discussions
10min	2. EXERCISE: Teacher asks the students to read the text about plagiarism and match antonyms for the words highlighted in the text. After the exercise, the teacher makes new vocabulary available in Quizlet	To develop topic vocabulary through antonyms and to help to understand the text better. To develop reading skills for detailed comprehension of the text
8min	Teacher discusses with the students how they can avoid plagiarism	To develop speaking skills for expressing their ideas and participating in discussions
15min	ASSESSMENT: Teacher gives the link to the test	To assess whether the lesson outcomes of lessons 3 and 4 were achieved

Lesson 4: Media and information

LEAD IN EXERCISE

Lesson 3 vocabulary Quiz

Name: _____ Score: _____

4 True/False questions

Definition
to replace something, especially something older or more old-fashioned

Term
interfere

1 of 17

True

False

Term
media outlet

Definition
happening or being used or done now

2 of 17

True

False

Term
investigation

Definition
a procedure carried out to gather data about an object or event

3 of 17

True

False

Definition
to express a thought, feeling, or idea so that it is understood by other people

Term
evolve

True

False

4 Multiple choice questions

Definition

a person or a company whose job is presenting or talking on television or radio programmes

- journalist
- broadcaster
- investigation
- backlash

Term

7 of 17

raid

- a person who tells someone in authority about something illegal that is happening, especially in a government department or a company
- to depend on
- a sudden short attack
- extremely big

Definition

8 of 17

a person whose job is to collect and write news stories for newspapers, magazines, radio or television

- supersede
- backlash
- journalist
- broadcaster

4 Matching questions

evolve

rely

vast

essential

A. extremely big 9-12 of 17

B. necessary or needed

C. to develop gradually

5 Written questions

Term 13 of 17
Whistleblower

Term 14 of 17
current

Definition 15 of 17
To give what is needed; to supply

Term 16 of 17
expose

Term 17 of 17
interfere

EXERCISE 2

Match the words in bold in the text with their antonyms

(honesty, unusual, sincere, incorrect, unnoticeable, lavishly, clear)

Plagiarism

Plagiarism is the act of passing off someone else's ideas or writing as your own. Plagiarism can range from something as **recognizable** as a direct quote to something as **vague** as summarizing an idea.

Impact of Plagiarism

In everyday life, we convey other people's ideas without giving credit. When you express your opinion about a new movie to a friend, and that friend passes that information on to other friends, you won't necessarily receive credit for your thoughts. Stopping to cite sources in daily speech would weigh down casual conversations. However, in academic work, we have plenty of room to cite any ideas or words that we borrowed from someone else. If we don't cite them, we are being academically **dishonest** and forgoing the opportunity to develop our own critical thinking skills. When we don't cite others' ideas in our work, it's difficult for readers to determine which ideas are our own and which are someone else's.

Types

There are two types of plagiarism: intentional plagiarism and unintentional plagiarism.

Intentional plagiarism is generally considered a worse academic offense because it requires **deception**. To avoid intentional plagiarism, you have to learn to trust your own thoughts and ideas. Once you have read up on a topic and formed your own ideas, you won't feel the need to borrow heavily from someone else. Instead, you'll have enough confidence in your own thoughts to allow them to stand on their own. If you find yourself needing some extra supporting details, you can quote an expert on the topic and accredit him or her appropriately.

Unintentional plagiarism is the more **common** type of plagiarism. When we read a source, it's easy to adopt the writer's ideas and start sprinkling them throughout our paper without adding quotation marks or **proper** attribution. This unattributed borrowing of ideas is unintentional plagiarism. Instead of directly incorporating an author's ideas into your paper, only draw from them to support your own ideas. Use ideas from other writers **sparingly** to allow your own thoughts make up the bulk of your assignment.

(<https://study.com/academy/lesson/what-is-plagiarism-definition-lesson-quiz.html>)

ASSESSMENT

Media and information



1. What is mass media?

- the primary means of communication used to reach the vast majority of the general public
- a marketing strategy used to market a product.
- the promotion of a product.

2. Name the platforms of mass media

3. What is the main role of mass media?

- advertising
- communication with the general public
- entertainment

4. What are the characteristics of democratic mass media?

5. What are the characteristics of non-democratic mass media?

6. Name three types of advertising

7. What is plagiarism?

- cheating on a test
- quoting from an author's work
- representing someone else's ideas or work as your own

8. Name the two types of plagiarism

9. Name at least three ways how to avoid plagiarism

Submit

APPENDIX 5

Questionnaire

1. Kas sa olid midagi enne kuulnud CLIL õppest (Lõimitud aine ja keeleõppest)?

2. Kuidas sa ise hindad oma inglise keele oskust?

väga hea

keskmine

väga nõrk

3. Kas selliselt läbi viidud tund aitab paremini õppida keelt?

jah

ei

ei oska öelda

4. Kas selliselt läbi viidud tund aitab paremini õppida ainet?

jah

ei

ei oska öelda

5. Kas sellisel kujul õppeainet õppida oli sinu jaoks raske?

jah

ei

Ei oska öelda

6. Kui sellisel kujul oli sinu jaoks ainet raske õppida, siis põhjenda mis valmistas raskusi? (Kui vastasid eelmisele küsimusele Ei siis jäta see küsimus vahele)

7. Kas lõimitud aine ja keeleõppe kasutamine erinevates õppeainetes oleks sinu jaoks huvi pakkuv?

jah

ei

ei oska öelda

8. Mis meeldis sellist tüüpi tunni juures?

9. Mis ei meeldinud sellist tüüpi tunni juures?

RESÜMEE

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Mart Piiraja

Creating CLIL materials for teaching Civics and citizenship in English

LAK-õppe materjalide loomine ühiskonnaõpetuse õpetamiseks inglise keeles

Magistritöö

2022

Lehekülgede arv: 91

Annotatsioon:

Keelelist mitmekesisust peetakse Euroopa Liidu konkurentsivõime ja tööhõive üheks olulisemaks elemendiks. Lõimitud aine- ja keeleõpet (LAK-õpe) peetakse üheks meetodiks selle eesmärgi saavutamiseks. LAK-õpe kujutab endast ükskõik millise õppeaine õppimist võõrkeeles. LAK-õpe pakub palju positiivseid aspekte, nagu suurenenud õpimotivatsioon, mis võib kaasa tuua paremaid õpitulemusi, eriti keeleoskustes. Samas on üheks takistuseks õppematerjalide nappus. Käesoleva magistritöö eesmärgiks oli koostada LAK-õppe metoodikal põhinevad õppematerjalid ühiskonnaõpetuse õpetamiseks 9. klassis.

Õppematerjalid koostati ühiskonnaõpetuse kursuse “Ühiskond ja sotsiaalsed suhted” jaoks. Autor koostas tunnikavad ja õppematerjalid kahe mooduli - “ühiskonna kooslus ja sotsiaalne kihistumine” ning “meedia ja informatsioon” õpetamiseks selle kursuse raames. Neljast kavandatud õppetunnist kaks piloteeriti Järva-Jaani Gümnaasiumi 9. klassi ühiskonnaõpetuse tunnis. Töö autor soovis teada saada, kas planeeritud tegevused ja õpiväljundid on võimalik ka reaalses õppetunnis saavutada ning millised takistused võivad esile kerkida. Lisaeesmärgiks oli Microsoft Teams keskkonna katsetamine tunni läbiviimiseks juhuks kui peaks tekkima vajadus distantsõppeks.

Magistritöö koosneb kahest peatükist. Esimeses peatükis antakse ülevaade LAK-õppe ajaloolisest taustast ja metoodikast. Fookuses on LAK-õppe eelised ja puudused, kursuse ja keeleõppe kavandamise põhimõtted ning õppematerjalide koostamise kriteeriumid. Lisaks kirjeldatakse ühiskonnaõpetuse metoodikat. Teine peatükk kirjeldab õppematerjalide loomise ning piloteerimise protsessi ning analüüsitakse saadud tulemusi. Lisades on esitatud nelja tunni tunnikavad koos koostatud õppematerjalidega.

Piloteerimisest ja õpilastelt saadud tagasisidest selgus, et üldjoontes on tunnikavades planeeritud tegevused ja õpiväljundid ka tunnis saavutatavad. Suurima probleemina kerkis esile ajanappus ülesannete sooritamisel, mis oli tingitud ülesannete rohkusest ja õpilaste ebaühtlasest keeletasemest. Samuti selgus, et õpilased eelistavad rohkem grupitöid individuaalsetele ülesannetele ning et planeerimisprotsessis peaks osalema võrdselt aineõpetajad ja keeleõpetajad. Microsoft Teams keskkonna katsetamine oli edukas. Käesoleva töö puuduseks võib lugeda seda, et piloteerida oli võimalik ainult kahte tundi kavandatud neljast ning põhjapanevate järelduste tegemiseks tuleks koostada tervet kursust hõlmavad õppematerjalid mida oleks võimalik ka

pikema perioodi jooksul suurema valimiga testida. Samuti oli piloteerimise protsess liiga lühike, et teha järeldusi õpilaste keelelisest arengust. Samas panustas käesolev magistr töö LAK-õppe materjalide loomisse ning andis juhtnöörid, mida tuleks arvestada juba tervikliku kursuse planeerimisel.

Märksõnad: LAK-õpe (lõimitud aine- ja keeleõpe), õppematerjal, ühiskonnaõpetus, ainetevaheline lõiming, ühiskond ja sotsiaalsed suhted, ühiskonna kooslus ja sotsiaalne kihistumine, meedia ja suhted, sõnavara õppimine

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Mart Piiraja

17.05.2022

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Mart Piiraja

17.05.2022

Lõputöö on lubatud kaitsmisele.

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17.05.2022