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**CREATING CLIL
MATERIALS FOR
TEACHING LOCAL
HISTORY IN
ENGLISH**
MA thesis

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ABSTRACT

According to the Estonian National Curriculum, “the objective of teaching foreign languages in basic schools is to develop students’ age-appropriate language competence” (National Curriculum for Basic Schools 2011). To acquire a foreign language, one of the suggestions by National Curriculum is combining integrated language learning materials with other subject fields, meaning integrated subject and language learning. Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the teaching and learning of both content and language (Coyle *et al* 2010). Although CLIL has received much attention throughout Europe and other parts of the world in recent years, its implementation is still facing several challenges. The two main obstacles are the lack of adequate CLIL teaching materials and the lack of time it takes a teacher or teachers to compile the materials themselves (Pérez and Malagón 2016; Dvorjaninova and Alas 2018; Reynaert 2019). The aim of this MA thesis is to contribute to the field by compiling teaching materials for teaching local history and culture in English for year 7 Estonian students.

The thesis is divided into two main chapters. The first chapter, the literature review, gives an overview of the historical background of CLIL, its advantages and disadvantages, the conceptual framework of CLIL, the principles of a CLIL classroom, provides the criteria needed for compiling CLIL materials and introduces history teaching principles. The second chapter focuses on the creation process of the study materials, the process of piloting them and the analysis of the outcome. The compiled study materials and lesson plans are included in the appendices.

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LIST OF ABBREVIATIONS

CLIL – Content and Language Integrated Learning

L1 – first language

L2 – second language

ZPD – Zone of proximal development

EFL – English as a Foreign Language

HOTS – higher-order thinking skills

LOTS – lower-order thinking skills

ICT – Information and Communication Technology

ENCH – Estonian National Curriculum for History

INTRODUCTION

Linguistic diversity is one of the values of the European Union that helps to understand and respect its cultural diversity, offer mutual understanding across borders, and give an individual better personal and professional opportunities (European Educational Area n.d.). Language and multilingualism help to understand the world, the self and others, and they help to create a stable society (Lukk *et al* 2017: 1). Thus, it is only natural that language learning and intercultural communication are at the core of the European schools' ethos. Graduates are proficient in their L1, they are sufficiently fluent in L2 and all European schools' students study an L3 (Leaton Gray *et al* 2018: 62).

The Estonian Education Strategy 2021-2035 emphasises the use of diverse and flexible learning opportunities, learner-centred approach, the development of digital competences, the preservation of Estonian culture. In order to promote learning mobility, education should be provided in foreign languages. (Ministry of Education and Research 2020) One of the ways to achieve these objectives and to improve foreign language skills, is the use of Content and Language Integrated Learning.

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the teaching and learning of both content and language (Coyle *et al* 2010). CLIL emerged in the EU in the 1990's and since then it has become widespread across the world. CLIL is related to different forms of education where subjects are learned through a second language – bilingual education or immersion education, but it is not synonymous with CLIL as there are fundamental differences. As CLIL has spread all over the world, so have different definitions, frameworks and theoretical models spread across regional and national borders (Coyle and Meyer 2021). CLIL is not content learning, nor is it language learning, but it is a fusion of

both. The difference between CLIL and other approaches is the planned pedagogic framework of contextualised content, cognition, communication, and culture, known also as the 4 Cs. (Coyle *et al* 2010)

Compared to traditional foreign language teaching methods, CLIL has many benefits, it can be seen as a “foreign language enrichment measure packaged into content teaching” (Dalton-Puffer 2011: 184). CLIL approach helps students to think critically about language, content, and their own learning, which can foster learner autonomy (Mehisto 2012: 30). Dalton-Puffer *et al* (2010: 6) have said that CLIL classes are expected to be efficient and effective language learning settings. According to Mehisto *et al* (2008: 30) the main goal of CLIL is to guide students so that they would be motivated, bilingual or even multilingual independent learners who gain content and language skills and who successfully use the opportunities to interact with others using the CLIL language.

Although CLIL has received much attention throughout Europe and other parts of the world in recent years, its implementation is still facing several challenges. The two main obstacles are the lack of adequate CLIL teaching materials and the lack of time it takes a teacher or teachers to compile the materials themselves (Pérez and Malagón 2016; Dvorjaninova and Alas 2018; Reynaert 2019). Dalton-Puffer *et al* (2010: 6) have said that CLIL classes are expected to be efficient and effective language learning settings. To conduct an efficient lesson, learning materials must be of quality. Learning materials develop critical and creative thinking skills and learner autonomy (Mehisto 2012). Mehisto (2012) has compiled a list of ten principles for compiling CLIL materials that help students to overcome the challenge of learning content through L2, offer scaffolding and help to provide meaningful learning.

By teaching English, general competences, other subject fields, and cross curricular topics are also developed. Teachers who design activities that encourage students to

perform a wider spectrum of communicative functions contribute to improve their pragmatic performance (Llinares and Pastrana 2013: 90). Understanding oneself and respecting cultural diversity are inseparable parts of European education and as “the cultural component is an inseparable part of history classes and understandings history and culture belong to the education of every human being” (Bodorík 2015: 257), it is beneficial for students to learn history, especially local history using a CLIL approach.

The National Curriculum for History (2011) states that students are provided with the knowledge of the history and cultural heritage of their home area, so they can understand their cultural space. Both the National Curriculum for History (2011) and the National Curriculum for Foreign languages (2011) state that one of the objectives of teaching is to develop age-appropriate competences that help to understand and value their own culture, to develop cultural identity, and create awareness about local sights. Knowing local history and culture helps to develop students’ knowledge of general history, the society and students’ intracultural understanding thus enriching students’ world view. In the same vein, Mehisto states that “learning materials help students to understand their role /.../ in society /.../ encourage students to treat others with respect /.../ promote students’ sense of belonging and engagement as a citizen of their own country” (2012: 17).

The aim of this thesis is to create lesson plans and teaching materials to teach local history and culture for five 90-minute lessons, test the materials and analyse them. The materials will be created for lower secondary level (language proficiency level A2.2) students who have finished the second stage of study in Foreign Language A and who have studied history for two years. The materials will be piloted in the author’s school in spring 2023. The author’s school offers form 7 students elective courses and one of them has so far been “Interesting English”. The author who is an English teacher will work together with history teachers and the local museum to compile the materials, lesson plans and to

assess them.

The thesis has two main chapters. The first chapter defines and gives a theoretical background to CLIL and provides the criteria needed for compiling effective CLIL materials. The second chapter focuses on the creation process of the study materials and analyses the piloting process. Created study materials and lesson plans are included in the appendices.

1 CONTENT AND LANGUAGE INTEGRATED LEARNING

Chapter 1 focuses on the literature background of CLIL methodology and is divided into six sections. Section 1.1 gives an historical background of CLIL and its principles. Section 1.2 discusses the advantages and disadvantages of CLIL. Section 1.3 focuses on the conceptual framework of CLIL, section 1.4 on the principles of a CLIL classroom. Section 1.5 gives an overview of the criteria for creating CLIL materials and 1.6 describes history curriculum and history teaching principles.

1.1 The historical background and principles of CLIL

According to Pérez-Cañado (2011) CLIL has evolved from North American bilingual teaching models and French immersion programmes in the 1950s. Mehisto *et al* (2008) note that a group of English-speaking parents in Quebec wanted to give their children better opportunities in life and for that they had to achieve fluency in French. Local authorities' solution was to develop a form of programmes immersing students in another language and this was also implemented in other schools around Canada and the United States (Hanesová 2015).

As the North-American immersion programmes had been successful, the European Union challenged the European Commission to create a programme where teaching in schools would be through the medium of another language and to improve foreign language teaching (Hanesová 2015). The factors for creating this kind of programme were both political and educational. The mobility in EU meant that higher levels of language competences in designated languages were needed and language teaching approaches had to be designed or adapted to provide more students with higher levels of language competences. (Attard-Montalto *et al* 2015)

The acronym CLIL was coined by David Marsh in 1994 in the European context

(Coyle *et al* 2010). CLIL is an umbrella term that covers more than a dozen different educational solutions that have different names including bilingual education, immersion, language showers, language camps, enriched language programmes (Mehisto *et al* 2008). Ball *et al* (2015) note that CLIL is a broad term that encompasses different school practices, and it is related to all forms of education where subjects are learned through a second language (L2) or through two languages. Several authors and publications (Eurydice 2006; Coyle *et al* 2010; Dalton-Puffer 2011; Ball *et al* 2015) bring out that even though CLIL shares several characteristics with other forms of bilingual education, there are certain features that differentiate it from other bilingual programmes. According to Dalton-Puffer (2011), CLIL:

- 1) Uses a foreign language instead of a L2;
- 2) The main CLIL language is English;
- 3) The teachers are non-native speakers of the target language;
- 4) CLIL lessons are often in timetables as content lessons;
- 5) CLIL is usually implemented at the secondary level when students have acquired literacy skills in their native language.

Ball *et al* (2015) state that CLIL tends to involve small proportions of the curriculum, is taught in a limited number of subjects and it is a programme that is not imposed by authorities on all schools, but schools can offer it as an option. The selection of subjects can depend on several factors – the availability of a teacher with sufficient fluency in L2, highly visual or contextualised subjects might seem easier to teach in L2, the availability of L2-medium materials or a good professional partnership between a language and a subject teacher (Ball *et al* 2015: 247-248). CLIL is different from other bilingual or content-based programmes because of its “planned pedagogic integration of contextualized content, cognition, communication and culture” (Coyle *et al* 2010).

CLIL is a fusion of content and language teaching having two main versions. In subject-led or “hard” CLIL the teaching and learning is focused primarily on the subject content, it is content-led and although being important, language development is seen as a bonus. Such programme is offered for one or more years, full-time. In language-led or “soft” CLIL the teaching and learning is focused primarily on language, and although the selected content is at the centre of the lesson, it is language-led and it can be offered for a short period. In hard CLIL the content is delivered by a subject teacher, in soft CLIL it is delivered by a language teacher. (Ball *et al* 2015) Although “hard” and “soft” CLIL describe either the language or content extent, Coyle *et al* (2010) warn that this labelling “might suggest a hierarchy of importance rather than descriptors of how integrated content learning and language can be developed in different contexts.” Thus, it is only natural that a subject teacher would focus more on the learning outcomes of the content and language teacher would primarily develop language skills, but as CLIL is a dual focused approach, it important to find a balance between content and language. Although teacher education in Estonia is multidisciplinary, there is a lack of teachers who have the competences of becoming CLIL teachers. The author of the thesis has given lessons that involve the collaboration between a language and content teacher, but these are only short-term project works.

However, there is no final CLIL model, it is still in a dynamic state, constantly evolving, having different points of reference, models and interpretations depending on the countries it is applied. It is used around the world, in primary, secondary, tertiary, and vocational levels. (Coyle *et al* 2010) As we can see, CLIL is an approach where a subject and second language are learnt at the same time. Hence, the author of the thesis intends to use the approach to see whether it can be used for teaching local history and English language simultaneously.

1.2 The advantages and disadvantages of CLIL

CLIL strategy is to use a language that is not the students' native language as a medium of instruction and learning in different educational levels. Although having different approaches, CLIL aims to fulfil three goals – improve students' content, language and learning skills. (Mehisto *et al* 2008) The ultimate goal of CLIL is the achievement of the following:

- grade-appropriate levels of academic achievement in subjects taught through the CLIL language;
- grade-appropriate functional proficiency in listening, speaking, reading and writing in the CLIL language;
- age-appropriate levels of first-language competence in listening, speaking, reading and writing;
- an understanding and appreciation of the cultures associated with the CLIL language and the student's first language;
- the cognitive and social skills and habits required for success in an everchanging worlds. (Mehisto *et al* 2008: 12)

The Eurydice report (2006: 22) lists four learning objectives of CLIL:

- 1) socio-economic – preparing students for life in an international society and offering better job opportunities in the future;
- 2) socio-cultural – teaching the values of respect and tolerance towards different cultures;
- 3) linguistic – developing students' language skills for real practical purposes;
- 4) educational – using an innovative approach to develop learning ability and subject-related knowledge.

According to the aforementioned authors, CLIL tries to achieve the same learning outcomes that have been listed in the National Curriculum both for History and for Foreign Languages (2011) – being knowledgeable about and respectful towards different cultures. To understand others, one must know its own heritage as well. As multilingualism and intercultural communication are the values of the EU, the author of the thesis believes it would be beneficial to the students to gain both content and language skills in one lesson.

There have been some misconceptions concerning the implementation of CLIL

and learning outcomes. Some people are convinced that CLIL hinders students' native skills, they will fall behind in their studies and that it is only suitable for able learners. (Mehisto *et al* 2008) Several studies have been carried out to compare the learning outcomes of CLIL students to non-CLIL students. When students spend quality time in a foreign language, it can increase their linguistic competence and confidence (Coyle 2006); it improves metalinguistic skills, interactive skills, fluency and vocabulary (Morgan 2006). Dalton-Puffer (2011) points out that the lexicon of CLIL students is larger, contains more words and is used more appropriately. The same author also states that the spontaneous oral production of CLIL students was much better compared to their peers. CLIL can be beneficial to all students across the wide spectrum of ability range in different countries (Coyle 2006; Mehisto *et al* 2008; Zink 2015). According to Mehisto *et al* (2008: 20), CLIL students "develop metalinguistic awareness, they are better able to compare languages and are more precise in their word choice", thus CLIL helps to facilitate content acquisition, the students also have better results in their native language reading, writing, and listening tests. Studies carried out in Spain and in the Netherlands showed that CLIL affects certain linguistic skills more than others. The more CLIL lessons students have, the better their results are. (Goris *et al* 2020)

Not only does CLIL affect linguistic proficiency, but it also increases students' motivation towards learning the language, increases learner confidence and helps to create a positive attitude towards language learning (Goris *et al* 2017; Reynaert 2019; Goris *et al* 2020). While learning content through another language, it may foster the motivation to learn the language itself (Marsh 2001). Learning in a CLIL setting can be more motivating for some pupils because they can participate more, learning through CLIL can be fun and has more hands-on nature (Mehisto *et al* 2008).

One of the EU's aims in implementing CLIL was conveying to students the values of tolerance and respect in today's multicultural society. Based on studies, Lancaster (2018) notes that students will become more open-minded and tolerant in CLIL settings (Zarobe *et al* 2011) and they also acquire different cultural and social benefits (Pérez Cañado 2010). Coyle (2008) also points out that it helps to raise cultural awareness and global citizenship agenda and it "opens an intercultural door, where learners can have experiences which they could not have had in a monolingual setting /.../ they are fundamental to a deeper understanding of global citizenship" (Coyle *et al* 2010). CLIL helps to facilitate multilingual interests, attitudes, builds intercultural knowledge and understanding, develop intercultural communication skills (Attard-Montalto *et al* 2015).

As pointed out earlier, the lack of CLIL materials is one of the major shortcomings. The market for CLIL books is limited, so only a small number of books are published. Although The CLIL Guidebook (Attard-Montalto *et al* 2015) states that CLIL does not require extra teaching hours, teachers still spend a lot of time creating or adapting materials for their lessons. All the material must be evaluated according to students' needs and at the same time, teachers have to consider both language and content (Coyle *et al* 2010). Lesson preparation for a CLIL lesson is thus much more time-consuming than preparing for a regular lesson (Ball *et al* 2015). Teachers face several difficulties because of the lack of CLIL materials and resources both in print and in ICT (Pokrivčáková *et al* 2015; Lancaster 2018), and time constraints (Zarobe *et al* 2011).

Another main barrier in implementing CLIL is the shortage of teachers and teacher training programmes. Because of this, teachers lack the knowledge of how to reach their full potential and how to put CLIL into practice (Lancaster 2018). About

half of EU countries offer teachers the opportunity to participate in special courses or training modules in order to provide them with the knowledge of teaching and methodological skills connected with CLIL. The main features and the length of the courses differ widely. In Austria the training may consist of a few lessons or last for a semester, in the Netherlands some universities offer postgraduate qualifications where the focus is on bilingual education, in some countries the British Council or embassy offer different conferences or training placements. Another possibility is in-service training, but their providers, form and characteristics differ from one country to another. (Eurydice 2006) To ensure the success of a CLIL programme, a teacher must have the confidence, the fluency in the L2, and possess a variety of pedagogical strategies (Ball *et al* 2015). Teachers are concerned about abandoning their traditional lecture-type teaching and adopting a more communicative way, they are not certain about who should teach a CLIL course and whether the focus of the course should be subject or language competence. (Dvorjaninova and Alas 2018)

1.3 Conceptual framework of CLIL

In 1995, the EU Commission focused on the best practices to help its citizens become fluent in three European languages. (Eurydice 2006) With globalisation, migration, borderless EU, job mobility and with the shift from the traditional teacher-centred approach to learner-centred, content and language integrated learning is becoming more popular. Although CLIL is in a dynamic state and constantly evolving, there is an unequivocal agreement that the underlying principles and conceptual framework must be followed to ensure the successful implementation of a CLIL programme (Mehisto *et al* 2008; Coyle *et al* 2010).

Marsh (2001) has pointed out five dimensions of successful CLIL

implementation – culture dimension, environment dimension, language dimension, content dimension, and learning dimension. Each of these dimensions have different sub-dimensions. According to Marsh (2001: 65) CLIL is a “dual-focused approach that embraces both language and non-language content, focusing mainly on meaning”. Although form is important, the meaning surpasses it. As there are many forms of CLIL, content in CLIL can also differ. First of all, content depends on the subject that is integrated with L2, it can be taken from the national curriculum or it can be project-based.

Ball *et al* (2015) contradict Marsh’s definition by looking at it from a three-dimensional perspective. They have listed three dimensions as planning tools and priorities for CLIL teachers – concepts, procedures, and language. The authors refer to it as CLIL “mix tape”, comparing it with a mixing desk in a music studio where the teacher has the autonomy to adjust the three “volume” controls depending on the class, task¹, or activity. When one of the volumes is turned up, the remaining two are reduced. The teacher can decide which of the volumes should be the most important one, but the remaining two are not completely silenced. These three dimensions cannot exist without one another, it just depends on the emphasis. (Ball *et al* 2015)

The main goal of teaching is to deliver some sort of content to students and a teacher is the one who enables to achieve that. Teachers have two aims – decide how the content is delivered and what is the teacher’s degree of facilitation in the learning process. According to Ball *et al* (2015), language needs derive from the conceptual

¹ In the thesis, the terms *task*, *activity* and *exercise* are used as follows: *a task* is something that “learners do, or carry out, using their existing language resources, use of communication strategies, has an outcome which is not simply linked to learning language, is relevant to learners’ needs and involves a focus on meaning”. *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”. *An exercise* is “a teaching procedure that involves controlled, guided or open ended practice of some aspect of language.” (Richards 2020, para 2-4)

and the procedural content and if learning needs are looked through these three dimensions, teachers are able to offer effective learning experience.

The best-known pedagogic tool of CLIL is the 4Cs framework which “integrates four 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, para 3). These four blocks are the foundation of effective CLIL practice, essential to the CLIL approach, and should be used as a framework for planning lessons (Coyle 2006). The framework explains the integration of content, language (communication), cognition and culture and acknowledges the symbiotic relationship between these blocks (see Figure 1).

In the 4C framework language and communication are used synonymously.

Coyle (2006) explains the 4Cs framework:

“Through progression in knowledge, skills and understanding of the content, engagement in associated cognitive processing, interaction in the communicative contexts, developing appropriate language knowledge and skills as well as acquiring a deepening intercultural awareness through the positioning of self and ‘otherness’, that effective CLIL takes place.” (Coyle 2006: 9)

The elements are interwoven and only when all the four blocks are integrated into a lesson and the lesson outcomes, it is an effective CLIL lesson. To have a beneficial experience, a student has to expand existing knowledge, participate actively, use the CLIL language and make use of the language.

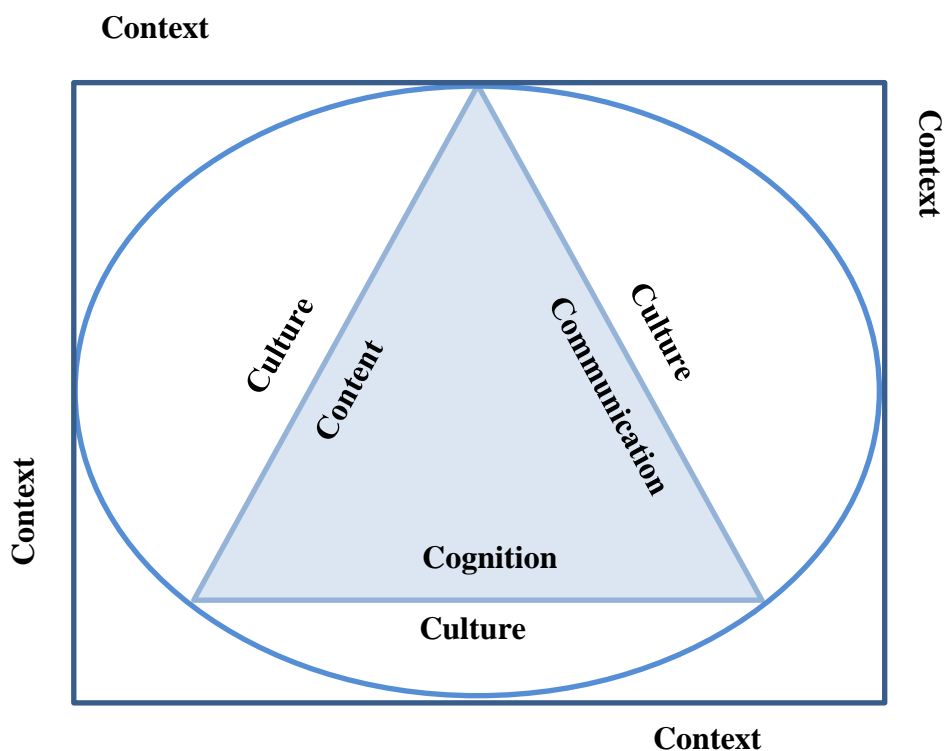


Figure 1. 4C Framework (Coyle *et al* 2010, Chapter 3.4, para 5)

The range of content in CLIL is wide, elements can be taken directly from the national curriculum of a certain discipline, or it can be cross-curricular, thematic, and project-based. CLIL reaches beyond the regular curriculum offering opportunities for skill acquisition and development and enriching learning. (Coyle *et al* 2010) At the moment there are three ways to determine the content:

- 1) Content is regulated by the fixed and regular curriculum;
- 2) Content is less rigid and can be created according to project-based frameworks;
- 3) Non-specific content where the teacher alone or with pupils makes the decision of which theme or topic should be studied.

The third content is more common in language oriented CLIL where the teacher is more of a language than content expert. (Coyle and Meyer 2021)

The Eurydice report (2006) has a similar framework to Coyle's but adds a fifth

dimension – community. Community is the ‘real world’ – a CLIL lesson helps students to relate to the world around them, the ‘real world’. According to the report, communication in CLIL lessons differ because the teacher talks less and the students have the opportunity to study together, work more in pairs or in groups and use the new language as much as possible. Competences have to do with lesson outcomes – the teacher must plan what the pupils should be able to do after the lesson. Content is the knowledge that pupils already have, and the teachers build a lesson around that knowledge. By doing this, pupils get the blocks to build their own content knowledge. (Eurydice 2006) This correlates with the social-constructivist approach of learning where the student’s experience and the importance of encouraging active learning is in the centre, instead of a passive reception of knowledge (Coyle *et al* 2010). Content and cognition are closely related to each other. When students are offered a cognitive challenge, the dealing with a new knowledge, their individual thinking will develop. This notion is nothing new, already in 1978 Vygotsky introduced the term ZPD – the zone of proximal development. In ZPD learning always offers a challenge, but with provided guidance, support and scaffolding it is potentially within the reach of pupils. Teacher’s role is to facilitate cognitive challenge that is within students’ ZPD. CLIL lessons are ineffective if there is no cognitive challenge, thus teachers must keep a balance between offering a challenge and appropriate support. (Coyle *et al* 2010)

Several publications (Mehisto *et al* 2008; Coyle *et al* 2010; Coyle *et al* 2021; Hemmi and Banegas 2021) point out critical and creative thinking and cognitive development are in the centre of learning in CLIL. CLIL approach tries to raise students’ thinking skills from Low Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS). Instead of asking students questions that need concrete and specific answers and demonstrate students’ ability to recall, list or understand, CLIL approach adds more

analytical and complex questions, so that students could examine, evaluate, and create something new. (Eurydice 2006) In order to achieve a greater level of learning and move from LOTS to HOTS, a revised Bloom's taxonomy can be used in CLIL lessons (Anderson and Krathwohl 2000 in Mehisto *et al* 2008, see Figure 2). Hemmi and Banegas (2021) point out that without understanding and remembering new things, students cannot apply or evaluate the knowledge. The change from LOTS to HOTS is not a straight line, it is more of a cyclical process. HOTS can be used with students in all educational levels. Even with the youngest students in primary education, it is possible to create. Their creation takes into account their knowledge and level and the creation can be a poster, for example. (Hemmi and Banegas 2021)

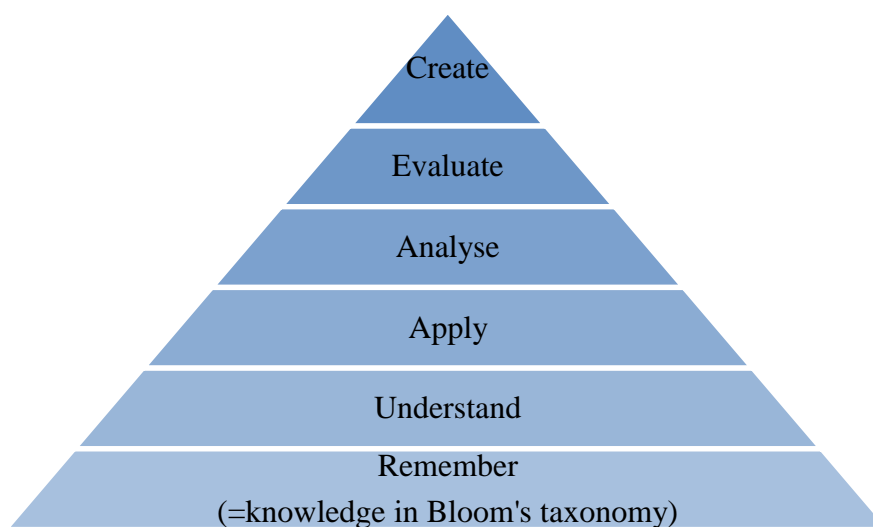


Figure 2. Anderson and Krathwohl's taxonomy (Mehisto *et al* 2008: 155)

Multiple authors have noted the importance of classroom communication in the case of CLIL (Mehisto *et al* 2008; Coyle *et al* 2010; Ball *et al* 2015; Coyle *et al* 2021). For CLIL to succeed, students have to be supported in using the language (Coyle *et al* 2010). Language and communication are used interchangeably in CLIL framework (Coyle 2006). According

to the authors (Ball *et al* 2015; Coyle *et al* 2021), language in CLIL settings acts as a vehicle for understanding and expressing content and students have to be able to use this vehicular language. To help analyse language needs, Coyle *et al* (2010) distinguish three types of classroom language – language of learning, language through learning and language for learning and it also enhances grammar. Also known as the Language Triptych (see Figure 3), it helps to visualize the interrelationship of the language in CLIL classroom. (Coyle *et al* 2010)

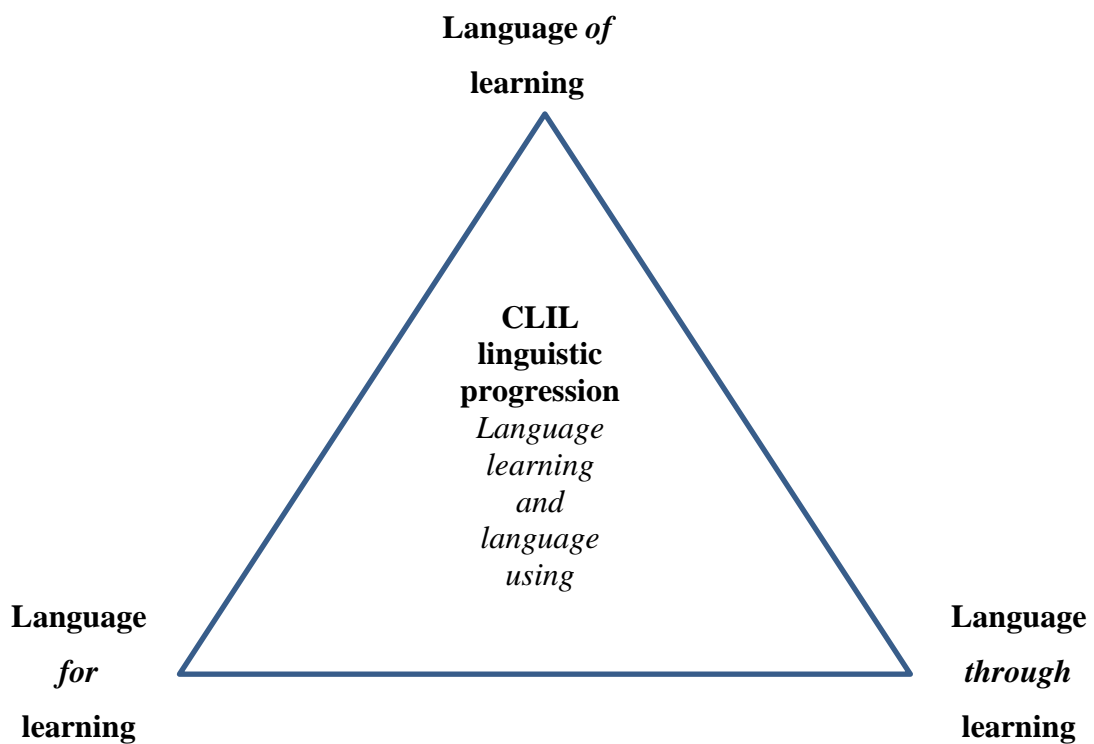


Figure 3. The Language Triptych (Coyle *et al* 2010: Chapter 3.2, para 17)

The language of learning is the language needed to understand the basic content of a subject. It includes the key phrases, specific vocabulary and grammar that is needed in the subject theme and the language that is needed for describing, explaining, defining, and hypothesizing. In the grammar context, it can contain the use of future and conditional sentences for explaining cause and effect. In the case of history, students need to be

supported in understanding the concept of past tense. (Coyle *et al* 2010) The language for learning is the most important aspect for effective CLIL as it makes transparent the language needed in an L2 classroom. Learners have to be supported with the language demands for asking questions, pair work, enquiring additional information, interacting with others and presenting their work. It includes the language for arguments and disagreements, project work, carrying out research or writing a simple report. (Coyle *et al* 2010) The language through learning “enables knowledge building to happen when it is driven by C-Cultures, connected to C-Content and C-Cognition” (Coyle and Meyer 2021: 26). It is the language that is used in communication, helps learners to build new knowledge together (Hemmi and Banegas 2021), it cannot be predicted beforehand as it comes up during the learning process and depends on individual learners’ needs (Coyle *et al* 2010). It includes presenting, extending existing skills, expressing new ideas, using feedback and even dictionary skills. It poses a challenge for teachers as they have to grasp planned and spontaneous opportunities to advance learning – to capture, develop and recycle new language so that it becomes part of the students’ repertoire. (Coyle *et al* 2010) Language learning “can be defined as the systematic development of emerging language from specific contexts, supported by structured grammatical awareness, using known language in new ways, accessing unknown language and so on” (Coyle *et al* 2010: Chapter 4, para 31).

1.4 The principles of a CLIL classroom

CLIL approach takes many forms, there is no specific fixed methodology. The shared principle that these approaches have is the interdisciplinary fusion of content and language learning. Both Mehisto *et al* (2008) and Coyle *et al* (2010) bring out the principles of CLIL that should be considered when planning CLIL. The CLIL approach allows teachers to keep their everyday teaching practices and strategies, but they need to understand the guiding

principles that are essential to CLIL and adapt their focus in daily classroom practice (Mehisto *et al* 2008; Coyle *et al* 2010). It is important to focus on how to deliver the content subject to students (the input), what they do during the learning process and how the understanding is expressed (the output) (Coyle *et al* 2010).

Mehisto *et al* (2008) list the essential elements of CLIL methodology that support teachers in applying CLIL. The first element is multiple focus with the integration of different subjects, implementing projects and cross-curricular themes. Teachers must support subject matter in language classes and language learning in content classes, they also have to provide reflection on the learning process.

The second element is to create a safe and enriching learning environment that helps to raise students' confidence both in language and content, both elements should be present throughout the lesson and students' language awareness should be increased. (Mehisto *et al* 2008) Using repetitive activities and discourse "provides them with a mental schema or discourse domain for dealing with particular situations" (Douglas 2004 in Dalton-Puffer 2011: 195). These domains and shared school practices help to improve students well-being and thus impact their learning outcomes and health (Coyle and Meyer 2021: 89).

The third element to consider is authenticity – learning materials must be up-to-date, include language from the media, language used in everyday speech, be of interest to the students and connect learning with students' lives. (Mehisto *et al* 2008) With the possibilities that digital media offers, teachers can offer different stimuli to students but still the learning has to be facilitated and guided (Ball *et al* 2015: 43-44).

The fourth element is active-learning that is the core of learner-centred approach. It is essential that the teacher acts as a facilitator and the students speak more than the teacher. Content, language and learning skills outcomes are set with the help of students and they also evaluate the progress of achieving them. Active learning favours peer co-operative

work. (Mehisto *et al* 2008)

Ball *et al* (2015) also point out the importance of student-student interaction, as it reduces students' stress by losing the fear of making mistakes, helps to change the classroom atmosphere, and improve the quality of learning (Ball *et al* 2015: 41). Without interaction in learning context, there is no learning (Coyle 2006: 9). "Students need to express themselves in order to convince both themselves and their teachers that they are learning" (Ball *et al* 2015: 44).

Another crucial element for a successful CLIL implementation that is mentioned by several authors (Coyle *et al* 2010; Ball *et al* 2015; Coyle and Meyer 2021) is scaffolding. It includes activating schemata and basing new concepts on student's existing knowledge, skills, attitudes, and interests (Ball *et al* 2015). Schemata is the background knowledge of a topic that students have previously acquired and activating it means that the teacher helps to access it. First, the activation is necessary so that new knowledge and information can be connected to it. Secondly, it helps to engage students, so that they are prepared for the new material. There are several ways how schemata can be activated, for example, by using brainstorming, lead-in questions, visuals, or other realia.

Mehisto *et al* (2008) emphasise that when scaffolding, information is repackaged in a user-friendly way, helping to foster creativity and critical thinking. Scaffolding also means that students have to step out of their comfort zone with the guidance of the teacher (Mehisto *et al* 2008). The CLIL Guidebook explains that through peer-talk, student-teacher communication, multimedia resources, students build new knowledge at their "own pace, moving from simple awareness to real understanding and proficiency" (Attard-Montalto *et al* 2015). Between these two states, simple awareness and real proficiency, is the state where students develop new knowledge with the help of someone who has more skills than the student, for example a teacher. This state is also known as Vygotsky's ZPD. Scaffolding

should only provide temporary support. (Attard-Montalto *et al* 2015)

1.5 The criteria for compiling CLIL materials

The section lists the criteria needed for creating CLIL materials. Several authors point out that although CLIL has spread all over the world, there is a lack of appropriate CLIL materials (see e.g. Coyle *et al* 2010; Morton 2013; Ball 2018; Dvorjaninova and Alas 2018; Lancaster 2018). Creating CLIL lesson materials is time-consuming, especially for practicing teachers and when faced with the task of adapting or creating their own materials, they might lose motivation. According to Lyster (2007 in Morton 2013: 117), teachers' workload grows tremendously when they try to balance content and language in a creative way.

Creating appropriate materials is a challenge for working professionals, thus Coyle *et al* (2010: Chapter 4, para 2) suggest “starting small by piloting and experimenting with a few lessons as first steps.” As there are different forms of CLIL, collaboration lessons could also be used where both the subject and language teacher simultaneously prepare and conduct a class.

Although there are no national requirements for a CLIL course, the 4C framework discussed in Chapter 1 should be considered when compiling materials. To create effective and quality learning materials, Mehisto (2012) has provided a list of ten principles that help to keep the dual focus on content and language. He states that quality learning materials:

- 1) “make the learning intentions (language, content, learning skills) and process visible to learners.” He emphasises the importance of incorporating short and long-term planned realistic outcomes into learning materials.
- 2) “systematically foster academic language proficiency” by drawing students' attention to scientific language either by highlighting key structures and phrases,

or by asking students to identify various parts of the language within the materials.

- 3) “foster learning skills development and learner autonomy” by containing different ways (think-pair-share exercises, brainstorming) of coping with the language or content of a challenging text.
- 4) “include self, peer and other types of formative assessment” by containing reflection and assessment of planned outcomes, learning skill goals and use of language for various purposes.
- 5) “help create a safe learning environment” by avoiding cognitive overload, sarcasm and ridicule and adding additional measures to provide scaffolding to ensure understanding.
- 6) “foster cooperative learning” by fostering pair and group work and by providing some of the necessary language for interaction.
- 7) “seek ways of incorporating authentic language and authentic language use” by using materials from authentic sources and purposes.
- 8) “foster critical thinking” by having students applying, analysing and creating something and avoiding asking fact-based questions.
- 9) “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” by avoiding cognitive overload and supporting students to become self-directed learners.
- 10) “help to make learning meaningful” by connecting materials with students’ interests, lives and community. (Mehisto 2012: 17-25)

Some of these principles have been described by Tomlinson (2011) for creating language teaching materials. To improve the quality of materials, he clarifies the procedures

and principles of materials development. Materials achieve impact when students are faced with a challenge and they have to think. Language learning cannot happen when students are anxious, so materials should help learners to feel at ease. Students should accomplish tasks that help to develop confidence by “pushing” them out of their comfort zone and existing knowledge. Tasks should relate to “real-life”, so that learners see them as relevant and useful. According to him, good materials facilitate learner self-investment and students gain more if they have to put effort into a task and pay attention. Learners must have the exposure of language in authentic use and provide authentic input, for example conducting interviews or listening to the radio. Tomlinson also emphasizes the importance of interaction, both spoken and written. (Tomlinson 2011)

As already noted, Mehisto’s list can be used for creating not only CLIL materials but general language learning materials. In the same vein, Ball *et al* (2015) admit that even though Mehisto’s list offers useful instructions, some of his principles are the basis for general education. The authors (Ball *et al* 2015) have compiled a list of seven principles which contribute to the designing of CLIL-based context materials. The first principle is the primacy of a task (the text-task relationship) – students should know from the start what the “goal” is as it motivates the learning process and fulfilling the task. Secondly, prioritizing the three dimensions of content – the focus has to be on “conceptual content, by means of procedural choices, using specific language derived from the discourse content” (Ball *et al* 2015: 181). The teacher can choose which of the three dimensions should be a priority compared to the other two.

The third principle that should be considered in any form of education, is guiding input and supporting output. Created tasks must support input skills of reading and listening and output skills of speaking and writing. Students have to achieve these skills in order to cope with more challenging tasks. (Ball *et al* 2015)

The fourth essential principle that several authors have described (see e.g. Coyle *et al* 2010; Mehisto 2012; Coyle and Meyer 2021) is scaffolding. Besides scaffolding, Ball *et al* (2015) emphasize embedding – when scaffolding is an explicit support visible to students, embedding is more implicit. The key language is embedded in the tasks and students should comprehend the concept on their own. Scaffolding and embedding help students to get a deeper understanding and become more independent in their learning. To further help students overcome obstacles with a task, four design-based parameters are important – illustrations with labels and captions; content area text types and vocabulary, graphic organisers and using ICT applications to scaffold both input and output (Guerrini 2009 in Ball 2018: 225). Different graphic organisers (charts, mind-maps, grids) can help students to reduce cognitive and language strains. In addition, they help to see how information is linked and can provide tools for speaking. (Ball 2018) These sorts of graphic organisers also help to activate schemata.

The next principle is closely linked to the fifth, making key language salient – key language and concepts should stand out. The sixth principle is the concept of “difficulty” in didactic materials. Difficulty is often subjective, depends on an individual and it is the teacher’s responsibility to create a task that is comprehensible for the level of students. As the authors point out “there is no such thing as an easy or difficult text; there are only easy or difficult tasks” (Ball *et al* 2015: 206). The final principle is thinking in sequences, meaning that a task should not be set apart but should be part of a larger sequence. (Ball *et al* 2015)

Although the author of the thesis believes that textbooks offer teachers some security and help save time, they also have a tendency to keep teachers in their comfort zone and hinder professional development and confidence. Textbook materials are less flexible and adaptable according to students’ needs than the ones a teacher has compiled.

When a teacher decides to challenge oneself and create effective quality CLIL materials, the principles listed in this section must be followed.

1.6 History curriculum and history teaching principles in Estonia

The Estonian National Curriculum for History (hereafter ENCH) (2011: 2) states that by learning history, students acquire the necessary knowledge of the past and of the cultural heritage of their home area and the world, so that they can understand their cultural space. Hoodless (2008: 11) points that the study of history builds students' understanding of society. Hunt (2000: 39) adds to that by stating that by understanding the significance of past events, changes, and people, it deepens students' understanding of the world and helps to consider social, moral, and cultural topics. Cultural and value competence is one of the general competences that should be developed in all subjects. This is closely linked with the 4C framework where one of the blocks is culture. Coyle *et al* (2010) state that this helps to develop intercultural understanding and global citizenship. As Europe is becoming more diverse and borderless, it is necessary to develop these understandings, so that students could value this multicultural world.

By learning history, students analyse, critically evaluate, and interpret past events and their connections with the present. It also helps to integrate the content of other school subjects into one and to understand developments through past phenomena. (ENCH 2011) History provides a context for work in other subjects and gives a sound basis for cross-curricular work and as it deals with all human life in the past, it is often called an "umbrella" subject (Turner-Bisset 2005 in Hoodless 2008: 11) Both national curriculums, for history and foreign languages, emphasize the integration with other subject fields by developing field competences. Students must use appropriate language, subject-specific vocabulary, and correct use of grammar. It is important to develop their skills of acquiring and assessing

information, text analysis and formatting written works. When students search for additional materials and understand them, their foreign language skills also develop. (ENCH 2011) The same skills are emphasised by Hoodless (2008: 11) and the author adds that learning history plays an important role in developing students' higher order language skills.

In Estonia, students start learning history from form 5. The history syllabus states that teaching starts with local history, so that students can relate to the themes and places being studied. History teaching is chronological, person-centred, and the aim should be on the mode of living and culture. By the end of form 6, students are familiar with some significant events in local history, can describe historical events and significant figures from their locality, can use the linguistic means in context. (ENCH 2011: 22-23) Students must make some sense of the past, so that they would be able to comprehend the aspects of their own lives – where they eat, what they eat, how they travel. These are all determined by past social, economic, political, and cultural events. (Hunt 2000: 44)

Barton and Levstik (2004: 7-8) bring out four specific actions or “verbs” of history education that students must perform when learning history:

- 1) identify – helps to create a sense of roots and become a part of a community. It can be done by teaching about the settlement and development of “our” country;
- 2) analyse – to understand causes and consequences or develop generalisations, for example by examining the connections among different events of the past;
- 3) respond morally – to remember, admire and condemn people and events. There are events in history that people respond to, although it is not an explicit objective.
- 4) display – to exhibit information about the past.

According to multiple authors (Barton and Levstik 2008; Hoodless 2008; Hunt

2009; Carretero and Perez-Manjarrez 2022) there are two broad tools for teaching history:

- 1) narrative – the main format for structuring historical information;
- 2) inquiry – developing questions, evaluating evidence, and developing conclusions.

Hunt (2009: 48) emphasises the usual pedagogic routines such as question and answer, especially as a lesson conclusion and notes that teaching the concept can be in the form of time-charts, short writing tasks, group work and presentations. Kitson *et al* (2011) ask if there even is a history pedagogy and they believe teachers make sophisticated decisions about how to teach certain topics based on different simultaneous considerations – aims for the lesson, the unit of work, the availability of local resources and, also on the challenges and opportunities of a particular class. They state that pedagogic practices have several layers, and they all develop students' understanding of history, other cognitive and social skills and the authors reach the conclusion that even though similar activities can be carried out across the curriculum, the underlying aims derive from the purposes they serve in history curriculum. (Kitson *et al* 2011)

In her language lessons, the author of the thesis mainly uses communicative approach. According to Harmer (2012: 85) language learning happens when students are willing to communicate and have a purpose for it and students try to use as much of the language as they can. Ur (2012: 8) adds to it by stating that this sort of classroom is more learner-centred and being able to express oneself is more important than accuracy. Ur (2012: 8) points that CLIL is one of the methodologies based on communicative approach and like Harmer (2012: 85) agrees that by using the language with a purpose, through understanding and creating, language learning takes place.

Language and history teaching methodologies have multiple similarities – favouring student-centred approach, active learning, collaborative learning, the teacher can

be seen as a mediator and a guide, and the activities a teacher chooses to use can be cross-curricular (see e.g. Hoodless 2008; Kitson *et al* 2011; Boghian 2012; Harmer 2012; Ur 2012; Flint and Jack 2018) An important part in learning history is working with different sources as it helps to develop critical thinking and evaluation skills (Põldaru 2009a). To teach history, the teacher can use oral methods (lecture, conversation, storytelling, brainstorming, using questioning), working with historical texts (using textbooks, historical documents, photographs), visual aids (videos), using research and investigative work, or using a museum as a resource in teaching (Hoodless 2008; Põldaru 2009a; Põldaru 2009b; Flint and Jack 2018).

2 CREATING CLIL MATERIALS

Chapter 2 focuses on the creation of CLIL teaching materials. Section 2.1 describes the process the author went through when compiling the study materials and the methodology for creating them, section 2.2 covers the process of piloting and presents the findings.

2.1 The process of creating CLIL materials to teach Estonian local history and culture, and the methodology for compiling them

Learning history involves a more complex vocabulary and grammar, reading academic, or semi-academic texts and using appropriate writing style. It has been claimed that in history subjects, learners should be taught to comprehend passive forms, cause and effect and evaluation (Cambridge English 2011). Students should know the passive voice to express the action that was done, because sometimes the person who did the action is unknown or is less important than the action itself.

Besides these forms, the language used for teaching history demands the knowledge of past tenses (to describe past habits, activities and practices), use of prepositions (to place an event in time, for example, *in 1931*), and the knowledge of comparatives and superlatives is important for comparison and contrasting (Dale and Tanner 2013).

Students in form 7 should according to the National Curriculum for Foreign Languages (2011) and according to the Curriculum of Väike-Maarja Gymnasium (2016) have a good command of forming and using past tenses, they have also studied the comparison of adjectives and know how to form the passive voice, thus they have prior linguistic knowledge necessary to learn local history in English.

CLIL has two different approaches – hard and soft (see above pg. 12). As the author

of the thesis is a language teacher, a soft CLIL approach is used. According to Ball *et al* (2015), this approach is a shorter programme, valued for its language gains and taught by a language teacher. The aim is to create materials that take into account both language learning and the subject content. As there are no published teaching materials about the history and culture of Väike-Maarja parish, the author had to adapt local legends and stories that have been published and use the local museum's exhibitions and materials. The CLIL lessons devised proceed in historically chronological order.

The first CLIL lesson focuses on the history of Väike-Maarja parish. In terms of content, it gives a brief history of its historical stronghold, the legends about the lakes in the parish, its nearby villages, famous buildings, as well as introduces the legend of the name connected to Väike-Maarja. The language part introduces the necessary vocabulary and revises past simple passive. The second topic focuses on the cultural life of Väike-Maarja and its significant figures. The content gives an overview of the building of the Community Centre, of the famous people who have contributed to the local community (Jakob Tamm (1861-1907), the headmaster of Väike-Maarja Parish School; A. H. Tammsaare (1878-1940), the well-known Estonian writer who was a student in Väike-Maarja Parish School; Juhan Kukk (1885-1942), the author of the Estonian Declaration of Independence and the Head of State from 1922-1923; and of the local sport hero, a well-known Estonian wrestler Georg Lurich (1876-1920)). The language focuses on the past simple and forming questions. The third lesson is the most difficult topic in terms of content, giving an overview of the beginning of the Soviet era (1939-1953), the forest brothers (Estonian partisans during and after WW II) in the area and of Lebavere shelter. The language part focuses on the vocabulary needed and irregular verbs. The content of the fourth topic is about the collective farm (formed in the early years of Soviet regime) in the area and its famous Chairman, Boris Gavronski (1934-1999). The language focuses on the

vocabulary and WH-questions. The last topic focuses on education and on a typical classroom of the 1900's. The main focus of that lesson is on language, concentrating on vocabulary, adjectives and comparison.

To create the teaching materials, the aspects of English language teaching and the content of history curriculum were taken into consideration. Besides the language learning and subject content, the principles of CLIL methodology listed by Mehisto *et al* (2008) and the criteria for compiling CLIL materials (Mehisto 2012) were borne in mind. To increase students' motivation and to support them in becoming independent learners, different tasks as well as ICT was used, cooperative learning and active study methods included. This way the students have the possibility to expand their learning environment by visiting the local parish museum and to learn from its exhibitions. The National Curriculum for History (2011) gives teachers the opportunity to select learning materials that help to achieve learning outcomes, general and subject field competences. As the author of the thesis is an EFL teacher, two history teachers were consulted to ensure that the compiled materials are appropriate. Based on the recommendations of Coyle *et al* (2010), Tomlinson (2011), Mehisto (2012) and Ball *et al* (2015), the author focused on authenticity, scaffolding, active learning, fostering cooperative learning and creating a safe and enriching learning environment. To ensure authenticity, the author used the materials published by local authors and the local museum's webpage and exhibitions. The use of ICT helped to create a safe environment and make learning meaningful by avoiding cognitive overload and connecting learning with students' interests.

To the author of the thesis, the most important criteria for creating materials were to offer scaffolding and embedding. To practice the specific vocabulary and key terms of a given topic, two online glossaries of terms were created in Quizlet. When the lesson needed the use of new vocabulary, the teacher gave students an access to Quizlet. The vocabulary

was accessible throughout the lesson and students, if they wanted, could also practice the words at home, but it was not compulsory. As some of the words were previously studied, prior knowledge was activated. Scaffolding and making key language salient were borne in mind when choosing the texts for reading – the texts were broken into shorter paragraphs to ease the reading and acquisition of material: shorter sentences and simpler language structures were used, idiomatic expressions were avoided, graphics (pictures) were added, key words were highlighted and the definitions of some less-used words were provided below the text.

To ensure active learning and peer-assessment, multiple pair work and group work activities were created. For example, students had to work in pairs to complete Internet scavenger hunt – they had to read a question, visit the given website, find the necessary information and provide an answer. Another task provided students with the opportunity to retell their partner about the origin of the name of Väike-Maarja. Such tasks gave the students a chance to provide feedback to each other, speak more than the teacher and thus the teacher was more of a facilitator of the learning process, as was also emphasized by Mehisto *et al* (2008).

Nowadays it might be difficult to motivate students to learn history and especially local history. Thus, to avoid this obstacle and to make learning more meaningful and connect the materials with learners' interests, the author decided to use the opportunities provided by ICT. As Väike-Maarja Gymnasium uses MS Teams as its main learning platform, the materials for the first lesson were created there. As the creation of worksheets and assessment forms in Google Forms is easier and students are also familiar with it, the author decided to use that instead. Depending on the task, students had to use their school's email or full name.

Even though the materials were only used by the author of the thesis, step-by-step

lesson plans (see Appendices 1, 3, 5, 7, 9) were created. Every lesson started with a lead-in activity, for example a Mentimeter question or Google Forms question to activate schemata. The lessons ended with a closure, by using different exit slips. All the lesson plans included the learning outcomes and skills of that lesson. The main learning objectives of the CLIL lessons were to provide students with the knowledge of local history and improve their language skills; additional, secondary aims were to improve students' ICT skills and to enhance cooperative learning skills. In the following sub-chapters, the author gives an overview of the content and language of the lessons and describes the tasks and exercises created for the specific lessons.

2.1.1 Lesson 1: The history of Väike-Maarja and the origin of the name

Lesson 1 focuses on the history of Väike-Maarja parish. Students get an overview of the ancient local stronghold, about the legends of nearby lakes, the sacred grove, the birth of Tarapita (also known as Tharapita or Taara, an ancient Estonian pagan god), as well as the history of its nearby villages, famous buildings, and the legend of the name. The language part of the lesson aims to practice the vocabulary needed in the content part of the lesson and revises the use of past simple passive.

Students' vocabulary knowledge is expanded by providing them with the lesson's glossary in Quizlet, and the lesson has specific activities where students must use the content vocabulary. As recommended by Mehisto (2012: 17-25) and Ball *et al* (2015) the key vocabulary/language is made to stand out, and the vocabulary is scaffolded to support students' cognitive fluency and become more autonomous learners.

To activate students' schemata (as recommended by Ball *et al* 2015), the lesson starts with a lead-in exercise in LearningApps (see Lesson 1 in Appendix 2). The objectives of the exercise are to introduce the topic of the lesson and to build on students' existing

knowledge. Working in pairs helps to improve their collaborative skills.

The first main task is about the history of Väike-Maarja and it consists of a reading text and a post-reading comprehension exercise. The help of the glossary in Quizlet and making key vocabulary salient, helps to improve and support reading comprehension and vocabulary acquisition. The aim of this individual exercise is to develop reading skills for detailed comprehension of the text. It is followed by a vocabulary comprehension exercise where in pairs, students must match the words in bold from the previously read text with their definitions. It should activate a LOTS (remembering) as the students have to remember the words from the text, and as the students must work together, it aims to enhance their communication skills.

In the next exercise the students must create a chronological order of events based on the years and centuries mentioned in the text. This exercise is about content, as history teaching is usually chronological. To raise students' confidence in both language and content, they do this exercise in pairs. Before moving on to the next task, the teacher reminds the students of the principles of the formation and use of passive voice. The following task focuses on the use of passive voice and uses a previously created timeline. The students have to take turns and tell their partner what the years or centuries stand for and use passive voice for that. The task has multiple objectives – it reinforces collaborative skills, develops communication skills, grammatical knowledge, and uses peer assessment (as recommended by Mehisto 2012).

Exercise 6 starts with a lead-in question in where students must answer a question about the origin of the name of Väike-Maarja. It helps to activate prior knowledge, shows the teacher what students already know, and is an introduction to the following task. In exercise 6 students must read the text in English “The origin of the name of Väike-Maarja” independently. To offer embedding, the definitions of some words are given. To ensure that

all students understand the text, the teacher asks to translate some words/phrases from the text. The reading task helps to develop students' content knowledge and widens their vocabulary.

In the next exercises, students have to show their understanding by identifying all the passive forms in the reading text, write them out, translate them and use three passive forms in their own sentences. These exercises offer scaffolding and help to move from LOTS (understanding) to HOTS (creating).

The last task – retelling a partner the reading text helps to develop speaking, listening and collaborative skills. It also gives the students the opportunity to use peer assessment. Students feel more comfortable when they are assessed by their peer than by the teacher.

The lesson ends with a closure task where students are handed a slip of paper and asked to write down something that surprised them in this lesson. For the task, students have to reflect back on the lesson.

2.1.2 Lesson 2: The cultural life and the significant local figures

Lesson 2 gives an overview of the significant people who have contributed to the development of the cultural life of Väike-Maarja. The students recall who the famous historical people connected with Väike-Maarja are, how the local Community Centre was built and by whom. They revise the use of past simple, question formation and practise vocabulary needed for the tasks. The second lesson consists of four main tasks with sub-tasks.

Similarly, to the first lesson, the first stage of the lesson is a warm-up task where students answer the question “*Which famous historical people are connected with Väike-Maarja*”. It enables the teacher to see if students already know anything about this topic.

The first main task of the lesson is Internet scavenger hunt where students work in pairs. The task starts with a question “*Which of these famous historical people are somehow connected with Väike-Maarja?*”. All the people on the list have a connection with V-Maarja, so the teacher draws students attention to the use of the word *historical*. The Internet scavenger hunt consists of 12 questions. Students have to read the questions, open the provided links, read the information and give correct full answers. The texts are in Estonian, but the answers must be in English. The task develops reading comprehension, vocabulary, grammar, collaborative and ICT skills. In terms of content, they learn about a specific topic or person.

The second main task of the lesson is creating a Fakebook account. Students must choose a person from a list, read the information about him/her and create a profile for the person. Fakebook is similar to Facebook, so the students are familiar with the concepts. The task helps to scaffold both input and output, develop critical reading skills, ICT and writing skills. The students’ thinking skills move from LOTS to HOTS as they examine, evaluate and create something new. The link with their account must be sent to the teacher for assessment. The task was designed to help students become self-directed learners and to make their learning more meaningful by connecting materials with their interests (as suggested by Mehisto 2012: 17-25).

The third task is to watch a video about Georg Lurich and do the follow-up 3-2-1 task. The main focus is on grammar, namely past simple and question formation, as students have to write three things they did not know about Lurich, two questions they would like to ask their classmates about him and one question they would like to ask from Lurich himself. According to Tomlinson (2011), this sort of activity achieves impact as students are forced to think and facilitates learner self-investment because they have to put effort into it.

The third task acts as a scaffold for the fourth task where students must create a poster about Georg Lurich. The author of the thesis chose Lurich, as he is the most significant person from Väike-Maarja, April is his birth month and each year Väike-Maarja Gymnasium organises Lurich's run for the whole municipality. The third and fourth tasks try to raise students thinking skills as formulating questions goes under evaluating and creating a poster under creating. This groupwork activity enhances their critical reading skills, writing skills and mostly peer work skills as they must decide together which information should be added to the poster.

The second lesson ends with a closure task where students must fill in a 3-2-1 exit ticket. They are asked to write down three facts they learned, two thoughts about the lesson and one question they still have. Students have to reflect on their learning process and on the lesson and it also provides information for the teacher.

2.1.3 Lesson 3: The Forest Brothers, Lebavere shelter and battle

The aim of lesson three is to raise students awareness about the forest brothers, give them some information about the WW II and the Soviet rule and provide students with the specific vocabulary needed for the tasks. The English language part of the lesson builds on using the past simple and the practise of irregular verbs.

The third lesson has two main exercises and several sub-themes. As a lead-in task, students are asked to give an answer to "*Who is a forest brother?*". The task prepares students for the topic of this lesson and shows the teacher if they have any previous knowledge about it.

The first main exercise is an independent reading text where students have to fill in the gaps with missing phrases. Students have to cope with both the language and the content and they have to use critical thinking, they are required to understand most parts of the text.

The individual reading is followed by reading and translating the text out loud. In case of unfamiliar words, the teacher paraphrases a word or phrase to ensure understanding. The aim of the text is to develop reading comprehension and pronunciation skills.

The first post-reading exercise is to find, write and translate 15 phrases from the text. It helps to deepen their reading comprehension and widen vocabulary. According to Mehisto (2012: 17-25) it fosters their language proficiency by asking them to identify the phrases and develops learning skills as it helps to cope with the language and content of a challenging text. As students are expected to write the phrases on the board, they must pay attention to the spelling.

The second reading comprehension exercise is to answer eight questions about the text using full sentences. The exercise aims to go deeper with the text, develop text comprehension, practise vocabulary, and as the answers are read out, it will also improve listening skills. As the questions are in the past simple, it builds on previous knowledge and acts as a scaffold for the next exercises. In the next exercise, students must complete a table with the past form of 12 irregular verbs. To avoid cognitive overload and support students, the infinitive forms of the verbs are given and all the past forms are found in the reading text. To develop both content vocabulary and grammar and to sum the first main task, students are asked to form three sentences using the previous phrases and irregular verbs. The objective of the first main task is to develop both receptive and productive skills.

The second main task focuses more on the productive skills – communication and creation and uses HOTS. The teacher shows students a video about a local forest brother, hands out a worksheet with the photographs of Lebavere shelter and in pairs, students have to write a short story “*A day in the life of a forest brother*”. To improve not only their writing, but also speaking skills, students have to record their story with their phones or iPads. It develops interaction and ICT skills and they can demonstrate their content and

language knowledge acquired from this lesson.

Before the closure activity, the teacher explains the homework – students must read a very short text about Lebavere battle and do a post-reading exercise. The homework is based on the topic of this lesson, so it helps to review the topic's vocabulary. As the forest brothers topic might be emotionally difficult, the students' exit ticket focuses on feelings. The question "*How did you feel about today's lesson?*" helps to reflect on their emotions about the given topic.

2.1.4 Lesson 4: The collective farm in Väike-Maarja and its Chairman Boris Gavronski

As the third lesson briefly introduced the Soviet era, the logical sequence is to continue with the era, a collective farm in the area and the well-known chairman of it. In terms of language, the lesson focuses on specific vocabulary and the use of WH-questions. The lesson primarily develops critical reading, cooperative and ICT skills.

The lesson has two main exercises and one task with sub-tasks. The first stage of the lesson is a short lead-in task in Kahoot where students recall their knowledge about the previous lesson. The last question demonstrates if students know what a collective farm (kolkhoze) is. The first main exercise starts by familiarizing with the content vocabulary in Quizlet and is followed by a matching exercise where the words have to be connected with their definitions. Both exercises support the scaffolding of key vocabulary. For the second exercise LOTS (remembering) is needed as students must recognise the words used in Quizlet. They foster learner autonomy, independent working skills and help to create a safe learning environment as students move through the exercises on their own pace.

For the main exercise, students are divided into pairs and must watch a video about the collective farm in Väike-Maarja and afterwards form eight WH-questions together with answers. The objective of the exercise is to develop listening, writing and collaborative

skills. As students of different language levels are put together, it fosters peer assessment and cognitive fluency by helping them to reach beyond what they could do on their own.

As the principles of CLIL classroom (see pages 23-26) listed active learning, an enriching learning environment and authenticity, the second main task uses the exhibition in the local museum. The permanent exhibition displays the authentic materials from the local collective farm, information labels, original photographs and the full office of its chairman. It is a pair work task where students must scan 15 QR-codes to open the questions, find relevant and correct information from the exhibition and give full answers. The aims of the task are vocabulary development, critical reading skills, writing skills, ICT skills and pair work skills. The lesson ends with a 3-2-1 exit slip that helps students to reflect on their learning.

2.1.5 Lesson 5: From parish school to gymnasium

As Väike-Maarja Gymnasium is celebrating its 150th birthday in May 2023, the topic of the fifth lesson relates to education. The local museum used to be a parish school and it has a well-preserved classroom, so most of the lesson takes place there and the classroom with its exhibits is the content of the lesson. The language of the lesson concentrates on vocabulary, adjectives, comparing and contrasting and mostly HOTS are used in this lesson.

At the beginning of the lesson, the teacher asks if the students remember what the adjectives are, and if not, she brings examples and explains. The warm-up task is in Polleverywhere, where students have to answer two questions – “*What do you think a typical classroom looked like a century ago? List 3 adjectives*” and “*What is the one thing that you are looking forward to learning today?*” The aim is to introduce the topic and revise what adjectives are.

The fifth lesson has one main task with sub-exercises. Students must work in groups to create a mind map – two groups about *a typical classroom of the 1900s* and two about *a typical classroom nowadays*. The task improves their cooperation, communication and speaking skills, as they must use English only. A spokesperson for the group has to introduce their mind map to other teams and students have to pay attention and listen attentively. After the introduction, the teams have to open Google Forms and write down the similarities and differences between the mind maps. To enable scaffolding, the helping questions are given.

To experience something *old*, to support productive skills and use HOTS, the next exercise is to write a short description of the classroom in the museum using a dip pen and ink. The students are seated behind the old school desks, so their learning experience is more authentic. The objective is to develop writing skills, to use appropriate vocabulary and grammar (the use of adjectives).

The last activity is to fill in a questionnaire about the lessons (from lesson 1 to 5). It is anonymous, the aim is to give feedback to the teacher, and it also helps the students to reflect on the lessons and their learning outcomes.

The fifth lesson ends with filling in an exit slip *In my teacher's shoes* which gives feedback about the last lesson.

2. 2 Piloting and the analysis of the created teaching materials

The chapter describes the piloting process of the compiled teaching materials for teaching local history and culture in form 7 in Väike-Maarja Gymnasium. It also presents the findings of the piloting process.

The aim of the compiled teaching materials was to use the materials during an elective course for form 7, but this year the school board decided to offer different courses,

focusing more on developing students' entrepreneurship and teachers' collaborative skills. The author of the thesis asked a special permission from the board to test the materials in her school during five 90-minute lessons from March to May 2023. The plan was to test the materials once a week, but as several teachers were absent and their lessons had to be substituted, the author tested the materials on the 22nd March, 29th March, 10th April, 14th April and 19th April 2023.

The author of the thesis has taught EFL for 15 years and although she is familiar with the concept of CLIL, she has not used CLIL before. Nevertheless, she has incorporated some elements of CLIL during collaborative lessons with her colleagues, but they have been only on "project days". Before and during the creation of materials, the author consulted both history teachers from her school in terms of the content, learning objectives and lesson plans. One of the history teachers is also the head of the local museum, so the permission to use the museum whenever needed was given.

The author created the materials with the aim to use them herself. As she has taught the students since form 5, the lessons were planned taking into consideration students' interests, their strengths and weaknesses. Some of the CLIL classroom principles (Mehisto *et al* 2008; Ball *et al* 2015) are to improve student-student interaction, to reduce the weaker students' fear of making mistakes, and to enable peer assessment, thus pair work tasks and exercises were favoured. There are 16 students in total in form 7 – 9 girls and 7 boys, aged between 13 and 14. The students have three English lessons per week, as required by the national curriculum and there are no groups based on their level of English. The language competences of the students vary, some of them are more fluent than the others.

The school promotes the use of ICT in the classroom, offering the use of computer classrooms, laptops and iPads. The COVID-19 pandemic showed that not all students have strong ICT skills, so it needs to be developed. The use of ICT offers scaffolding that is one

of the important principles in creating CLIL materials (Coyle *et al* 2010; Mehisto 2012; Coyle and Meyer 2021). Microsoft Teams is the platform that the school used during distance learning conditions to have online lessons, but as Google Forms is more teacher-friendly in the creation of worksheets and assessment, the author decided to use it. To use MS Teams, students had to log in using their official school e-mail. Most of the tasks and exercises in Google Forms also needed logging in using their Gmail account. When the tasks did not ask for their email, students had to use their full names. The use of the platforms did not require separate teaching as they are often used in their English lessons. Although the students were aware before the first lesson that they need to know their MS Teams password, one student had forgotten it. The teacher sent an e-mail to the IT technician and a new password was created within minutes. The maximum number of students that were present in the lessons was 14, but as they were absent due to different reasons, they did not participate online.

The first lesson showed that although the lesson plan was very specific in terms of time, some activities took longer. For example, the LearningApps exercise needed more time because students did not know many of the places in the photos. The reading task and reading comprehension exercise took less time than expected and the pair work activities gave students the freedom to choose their own pace. Because of the teachers' experience, the time management in this and in the next lessons did not interfere with completing the intended activities.

Using random team generator for pair or group work activities allows students to work with different people. They would prefer collaboration with their friends but the teacher believes that working with different people helps to build a stronger bond between classmates. In the first lesson, there was an odd number of students and one student had to join a pair. The pair work activities allowed the teacher to observe the students' progress,

give extra support to some, and it showed that students are willing to help and support their peers.

All the lessons ended with a short reflection task (exit slips) which enabled students to reflect on their learning, the lesson and gave the teacher feedback. The feedback from the first lesson showed that most of the students enjoyed it because it was “different”, “interesting”, “they got to know more about Väike-Maarja”, “it was very fun”, “unusual”, “liked to use the Internet”. One student was not happy about the reading tasks, one thought it was difficult because of her limited vocabulary and one wanted to know why they had such a lesson.

To manage time more effectively in the second lesson, the teacher told the students how much time they have for a specific task and this helped to keep an even pace. The second lesson focused more on the output – creating a Fakebook account and a poster. Although the Internet scavenger hunt contained a lot of reading, the students did not object to it. The reason might be because it was an online exercise and for them it is easier and more interesting to read using electronic devices. As it connects materials with students’ interest, it helped to make learning more meaningful (Mehisto 2012: 17-25).

All the students in the sample use Facebook, so creating a Fakebook profile for a local historical person was fun and interesting for them and even the weaker students were successful. It helped to connect historical content with the present. The students had to use critical thinking when deciding which information should be posted. They were allowed to use abbreviations, emoticons and slang. Two students did not pay attention to the part where they were shown how to save and send the account to the teacher, thus they lost their first profile. But as it was a task all the students seemed to enjoy thoroughly, they managed to create a new one and send it. Creating a poster allowed the more reserved students to contribute more to the lesson and it helped them to achieve more than they could have on

their own (Mehisto 2012: 17-25). It also fostered cooperative learning and student-student interaction, developed critical and creative thinking skills and learner autonomy (Mehisto 2012).

The feedback from the reflection task showed that the content aims were achieved as the students wrote – I know: “who built the Community Centre”, “Tammsaare went to school here”, “Johann Kukk wrote the declaration of independence”, “why we have Liivi park and street”. The students thought that the lesson was “very great”, “too bad I lost my account”, “we should do more stuff with iPads”, “we should do more lessons like that”, and only one student thought “it was boring”. Most students did not have any questions, but one wanted to know “who A. H. Tammsaare was”. The students have acquired the learning outcomes set for the lesson.

The formal observation of teaching takes place once a year in Väike-Maarja Gymnasium. The second lesson was observed by the head teacher of the school and her main focus was on the application of a teachers’ tool called TULEM (Ettevõtlik kool, 2023). TULEM has similar principles to CLIL – finding out students’ previous knowledge and adapting learning objectives accordingly, developing students’ self-management, giving students responsibility, using cooperation, using active learning, using practical tasks and measuring the impact (reflecting on the learning process and outcomes). The overall feedback was positive, the only drawback that was mentioned was following the time limits.

The first exercises of the third lesson were not challenging to most of the students, but it depended on their level of English and two students struggled with them. As the teacher knew which students needed more support, she was able to provide that. To make them feel more at ease and to avoid ridicule, she interacted with them discreetly, thus creating a safe learning environment (Mehisto 2012). The reading text and the reading

comprehension exercises are similar to the ones in their English textbook (I Love English 5), so they did not need extra instructions. The pair work task took longer than expected because some pairs had difficulties agreeing upon which ideas to use. Although some students had difficulties expressing themselves in English, they could participate because the stronger student supported them and helped to translate the ideas into English. The topic of the lesson *Forest brothers* was quite difficult and emotional, at the end of the lesson students were asked “How did you feel about today’s lesson”. Six students were surprised, three sad, two bored, two interested and one angry.

For the pair work in the fourth lesson, the teacher formed pairs by putting together a stronger and a weaker student, so that new knowledge would be developed with the help of another student. As the video they watched was in Estonian, the weaker students were able to participate and suggest questions, although the observation showed that they made mistakes and then the partner corrected them. Part of the lesson was in the local museum and the task where they saw the exhibition, scanned the QR codes and found answers seemed to be the most popular task among those five lessons. The students were excited, they had fun, and they especially liked to sit on the chair of B. Gavronski. Only one student wrote on the exit slip that the lesson was boring. Most liked that they “didn’t have to use textbooks”, “were outside the school” and “worked in pairs”.

The last lesson was conducted in the museum and the task of the students was to create a mind map. Creating the map was much easier than introducing it to the whole class. Three groups out of four had difficulties finding the spokesperson and then they chose the students with the best language skills. At first, the students thought that using dip pens and ink for writing is “the easiest task ever”, but much to their surprise, it was quite difficult. They had to concentrate hard to write legibly and even with a regular pen, some students’ handwriting is nearly illegible. They liked to compare their letters with each other. On their

exit slip they wrote “I don’t have to speak”, “we would use iPads more”, “I could work with my friend” and for the next learners they suggested “behave”, “enjoy”, “it’s interesting”.

At the end of the fifth lesson, the students were asked to fill in an anonymous feedback questionnaire (see Appendix 10) about the lessons and used materials. Multiple-choice and open-ended questions were used and students had the possibility to add any other comments. The total number of responses was 14.

The students were first asked to describe their level of English. Eight students thought their level of English was advanced, four said intermediate and two said they are beginners. The aim of the second question was to identify what they think they learnt in the lessons. Multiple answers were given and they could choose more than one option. Figure 4 shows the received answers. Nine students (64.3%) thought they learnt the content, six (42.9%) chose pair work and five students (35.75%) vocabulary and reading skills.

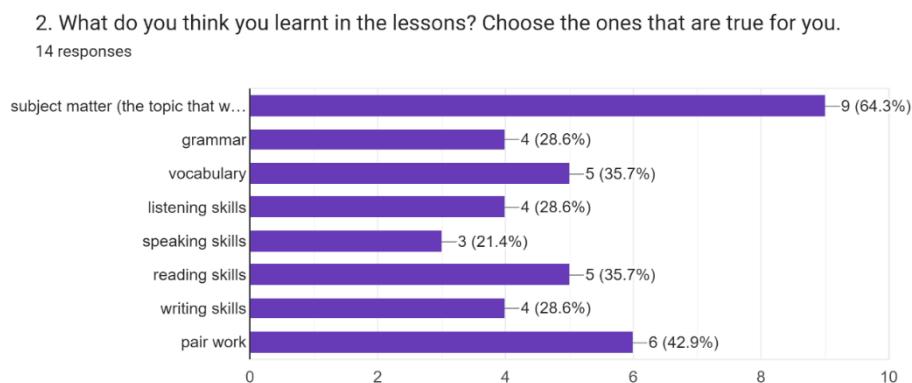


Figure 4. Students’ feedback on the focus of the lessons.

The third question was if this form of lesson helps to learn the language better, seven students said yes, three said no and four did not know. The fourth question asked if this form of lesson helps them to learn the subject better and now nine students said yes, two said no and three did not know. In their opinion, CLIL lessons help to learn content more

than language. It could also be that they did not realise the multiple focus of the lesson and did not see they were acquiring language skills at the same time.

The three following questions (questions 5-7) were designed to identify whether the activities were interesting, too challenging or more complicated than their usual activities. The students were also asked to explain their answer. Ten students said they were interesting and commented that they did not have to use books, they got to know more about Väike-Maarja, and they liked pair work. One student was neutral and three students did not answer that question. Only two students thought the activities were challenging because for one English is difficult and one said she/he had never done this kind of activities. Seven thought they were not challenging and five students did not answer. Only one student said that the lessons were more difficult but did not elaborate why, probably because of language restraints. Nine students said no and four did not give an answer.

The next question asked whether the use of technology helped them to learn. Eight students agreed (57.1%), five were neutral (35.7%) and one student (7.1%) disagreed. According to Guerrini (2009 in Ball 2018: 225) the use of ICT applications is an effective scaffolding strategy. The author of the thesis believes that ICT also helps to foster learner autonomy, is more engaging than using textbooks and the development of ICT skills is an important learning approach of Väike-Maarja Gymnasium.

13 students (92.9%) said they would like to have similar lessons in the future, only one would not like to have CLIL lessons. The students could also comment on the lessons, only one chose to add something and said that “we should do it every lesson”.

As the students are usually quite critical in their English lessons, the teacher expected similar attitude towards CLIL lessons. The feedback on the exit slips was surprisingly positive and as most wrote their name as well, the author thought it was intentional. Therefore, the last feedback was anonymous. The unanticipated finding of the

feedback was the students' positive attitude. The result may be explained by the fact that CLIL increases students' motivation towards learning (Goris *et al* 2017; Reynaert 2019; Goris *et al* 2020).

The author of the thesis believes that the created tasks and activities met the criteria for compiling CLIL materials (see pg. 26-30). They made learning more meaningful, helped to develop new knowledge, foster creativity and enhanced collaboration skills between classmates. Students felt more at ease because of different scaffolding strategies and peer assessment.

The author believes that in terms of content, the materials were of appropriate level, but linguistically the appropriateness depends on students' level of English. As most of the students did not find the tasks too challenging, it could be said that linguistically they were suitable for form 7.

One of the drawbacks of the materials could be that they were created for this particular group of students considering their strengths and weaknesses. Next year the materials should be adapted and simplified because the language level of those students is much lower. Another drawback could be the large number of different tasks and exercises. Although the teacher managed to complete all the activities listed in the lesson plans, students had to be reminded of the time.

CONCLUSION

The aim of the thesis was to create CLIL materials for teaching local history and culture of Väike-Maarja parish in form 7 in an Estonian gymnasium, test the materials and analyse them. To compile the materials, the principles of CLIL, its methodology as well as history teaching principles were studied.

According to the literature review, the aims of CLIL are similar to the learning outcomes stated in the National Curriculum both for history and foreign language. There is no definite CLIL model, but before implementing CLIL in a classroom, the 4C Framework should be considered. According to it, effective learning takes place when four building blocks – content, communication, cognition and culture are integrated (Coyle 2006; Coyle *et al* 2010). CLIL lessons should offer multiple focus, enriching learning environment, authenticity, use of active learning, provide scaffolding and encourage collaboration between students and between teachers (Mehisto *et al* 2008).

CLIL is said to have several benefits – it enriches vocabulary, increases linguistic confidence and student motivation, improves interactive and metalinguistic skills, and develops intercultural communication skills (Coyle 2006; Morgan 2006; Mehisto *et al* 2008; Dalton-Puffer 2011; Attard-Montalto *et al* 2015; Goris *et al* 2017; Reynaert 2019). Despite multiple benefits, the implementation of CLIL is hindered because of the lack of CLIL materials, the shortage of teachers and teacher training programmes (Ball *et al* 2015; Pokrivčáková 2015; Dvorjaninova and Alas 2018; Lancaster 2018).

Language and history teaching methodologies share several similarities – using active learning, co-operational work, developing critical thinking and evaluation skills, which are also the principles of CLIL. It is up to the teacher to make decisions how to teach certain topics.

When creating the CLIL materials, its dual focus, the 4C Framework, and the criteria for compiling CLIL materials (see pg. 26-30) were considered. Two history teachers were consulted before and during the creation progress. The teaching materials and lesson plans for the five 90-minute lessons were created and piloted in Väike-Maarja Gymnasium. The materials and lesson plans are presented in the appendices.

The evaluation of the piloting process showed that the created materials could have two drawbacks. As the lessons are full of tasks, lack of time could become a problem. The materials were created taking into account a specific group of students, so the materials might not be suitable for classes with varied language levels. The materials should be adapted and simplified for students with lower level of English.

Students' feedback indicated that they would like to have similar lessons in the future as they were more fun, interesting, offered multiple pair and group work activities, implemented the use of ICT and were not too challenging.

The thesis contributes to the field of CLIL material design, the assessment showed that the materials were of good quality and provides an overview of which aspects to consider – the language level of future students and the time dedicated on activities. The quality of the compiled materials can be increased when these two shortcomings are considered.

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APPENDIX 1

Lesson plan of Lesson 1

The history of Väike-Maarja and the origin of the name

Lesson 1

Topic: The history of Väike-Maarja and the origin of the name

Class: 7

Time 90min (2x 45min, with a 10-minute break in-between)

Content:

- Short history of Väike-Maarja municipality
- Timeline
- The origin of the name

Language:

- Vocabulary of the topic (Quizlet)
- Past simple passive

Learning outcomes

Know:

- The vocabulary related to the topic
- Some facts about the history of Väike-Maarja
- Know the local legend about the name Väike-Maarja

Be able to:

- Tell their partner about the legend of the name
- Use past simple passive
- Work in pairs

Skills – cooperative work, independent working skills, working with an online dictionary.

Before the lesson: Create the online tools (LearningApps, Quizlet). Print the worksheets and the exit slips. Book the iPads.

Materials / Resources: [LearningApps](#); [Quizlet](#); Team generator in [Picker Wheel](#); [MS Teams Forms \(reading text + reading comprehension\)](#); [Match-up Worksheet Maker](#), [Vocaroo](#)

Lesson procedure

Time	Teacher's activities	Students' activities	Comments
8 min	LEAD-IN		
8 min	<p>Exercise: Match the pictures with the places</p> <p>1) The teacher explains the task (Form pairs. Take an iPad. Use the QR-code to open LearningApps and then do the task – match the pictures with the names.) PAIR WORK.</p> <p>2) Explains that the QR-code opens the LearningApps exercise and assists the students if needed.</p> <p>3) The teacher gives the students some time to finish the exercise. At the same time, monitors the students to see their progress and to see who have finished.</p> <p>4) The teacher asks the students to elaborate briefly what they know about the places and which of them were difficult to match.</p>	<p>1) Students form pairs and take an iPad. They use the QR-code to open the exercise in LearningApps. Together they try to match the pictures with their names.</p> <p>2) The students say what they know about the places in the photos.</p>	<p>Objective of the task: Helps to activate schemata about the local places and acts as a lead-in to the topic of the lesson (<i>The history of Väike-Maarja</i>). It also shows the teacher what students already know about the topic. Working in pairs improves their collaborative skills.</p>
78 min	NEW LEARNING AND PRACTICE		
5 min	<p>TASK 1: Text about the history of Väike-Maarja and the post-reading task (answer the question). INDIVIDUAL WORK</p> <p>1) The teacher asks the students to read the text <i>The history of Väike-Maarja</i> in MS Teams and to use Quizlet when there are unfamiliar words in the text.</p>	<p>1) Students read the text and if necessary, use Quizlet.</p>	<p>Objective of the task: It widens their knowledge about local history. The task helps to develop their vocabulary.</p>
1 min	<p>2) The teacher asks the students to answer the post-reading question in MS Teams (<i>What is</i></p>	<p>2) Students answer the question in MS Teams.</p>	

6 min	<p><i>something new that you learnt?)</i></p> <p>Exercise 2: Reading comprehension task. INDIVIDUAL WORK.</p> <p>1) The teacher asks the students to read the statements about the reading text in MS Teams and decide if the statements are true or false.</p>	1) Students read the statements and decide if they are true or false.	<p><u>Objective of the exercise:</u> It helps to develop reading skills for detailed comprehension of the text.</p>
1 min	<p>Exercise 3: Matching activity. PAIR WORK</p> <p>1) The teacher divides the students into pairs using a team generator. The list of students has been previously saved.</p>	1) Students form pairs.	<p><u>Objective of the exercise:</u> It helps to develop students' vocabulary needed to understand the topic. It enhances communicative and collaborative skills as they have to work together.</p>
12 min	<p>2) The teacher gives the students the worksheet and asks the students to match the words from the text in bold to the definitions. (Write the correct letter in front of the word. Then go to Cambridge Dictionary and check your answers.)</p>	2) In pairs, the students match the words from the text with the meaning and then check their answers using the online dictionary.	<p><u>Objective of the exercise:</u> As history teaching is chronological, it is essential that students can create a chronological order of events.</p>
3 min	<p>Exercise 4: Creating a timeline. PAIR WORK</p> <p>1) The teacher asks the students to create a timeline by writing out all the years or centuries from the text. The years must be in order from the earliest to the most recent.</p>	1) Students create a timeline by writing out all the years/centuries that are mentioned in the text.	<p><u>Objective of the exercise:</u> As history teaching is chronological, it is essential that students can create a chronological order of events.</p>
3 min	<p>TASK 5: This year in history. PAIR WORK.</p> <p>1) The teacher reminds the students of the formation of passive voice and writes example sentences on the board.</p>	1) Students pay attention and listen. Ask clarifying questions if necessary.	<p><u>Objective of the task:</u> It develops listening skills as they must listen carefully. It develops their grammatical knowledge as they have to use passive</p>
6 min	2) The teacher asks the students to take turns and	2) Students take turns and tell their partner	

	tell their partner what the years or centuries in the text stand for. Students must use passive voice.	what the years or centuries in the text stand for. They use passive voice.	voice and also correct the mistakes of their partner.
	TASK 6: Reading task. INDIVIDUAL WORK		Objective of the task: The task helps to activate prior knowledge. Walking gives the students a small <i>stretching break</i> . The task helps to develop reading skills, as they have to read independently and translate some parts of the text. Students practice using past simple passive, as they have to find it from the text, translate the phrases and form their own sentences using it.
5 min	1) The teacher asks the students the question – <i>Do you know why Väike-Maarja is called Väike-Maarja?</i>	1) Students listen and give their answers.	
2 min	2) The teacher asks the students to vote for the best answer.	2) They choose the best answer.	
1 min	3) The teacher asks the students to walk in front of the classroom and take the reading text <i>The origin of the name of Väike-Maarja</i>	3) Students stand up, walk in the classroom, and take the reading text.	
4 min	4) The teacher tells the students to read the text independently.	4) Students read the text.	
3 min	5) The teacher reads some words/phrases from the text and asks students to translate them.	5) Students translate the words/phrases the teacher asks them to.	
4 min	6) The teacher asks students to underline the passive forms in the text.	6) Students underline the passive forms in the text.	
5 min	7) The teacher tells students to write the passive forms out and to translate them. She gives them some time and then asks for the translations.	7) Students write the passive forms and translate them.	
5 min	8) The teacher asks students to choose 3 passive forms and use them in their own sentences.	8) Students write 3 example sentences where they have to use the passive forms.	

<p>2 min</p> <p>10 min</p>	<p>TASK 7: Retelling the story. PAIR WORK</p> <p>1) The teacher explains the next task (retelling the story to a partner). The teacher asks students to find a partner and sit together.</p> <p>2) The teacher asks the students to take turns and retell each other the story that they read. The teacher reminds them to correct any mistakes their partner makes. The teacher also walks around the classroom and observes (listens) how the students work.</p>	<p>1) Students form pairs and sit together.</p> <p>2) Students take turns retelling their partner the story <i>The origin of the name of Väike-Maarja</i>. They listen carefully and correct any mistakes their partner makes.</p>	<p><u>Objective of the task:</u> It helps to develop students' speaking and listening skills. Also helps collaborative skills as they have to correct each other's mistakes (peer assessment).</p>
CLOSURE			
<p>3 min</p>	<p>1) The teacher hands students a slip of paper and asks them to write down something that surprised them in today's lesson as an exit ticket.</p>	<p>1) Students write their thoughts on the paper and hand it to the teacher.</p>	<p><u>Objective of the task:</u> It helps to reinforce reflections skills as students reflect back on the lesson.</p>
ASSESSMENT AND FOLLOW-UP			
<p>1 min</p>	<p>1) The teacher tells students their homework (Use Vocaroo to retell the text <i>The origin of the name of Väike-Maarja</i>. And send it to the teacher's email.) The teacher shows students how to record in case they do not remember it from last year.</p>	<p>1) Students listen carefully.</p>	

APPENDIX 2

Lesson 1: The history of Väike-Maarja and the origin of the name

Lead-in exercise: Match the pictures with the places (in [LearningApps](#))



Photo 1. Väike-Maarja Church by Kadri Kopso (Puhka Eestis 2020a)

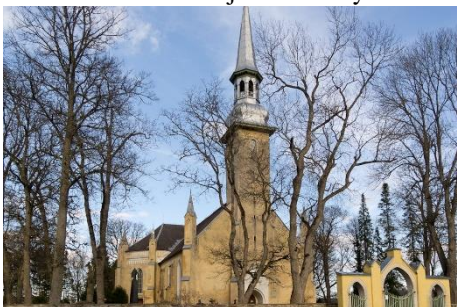


Photo 2. Simuna Church by Ilme Parik (Wikimedia Commons 2014)



Photo 3. Avispea Church by A. Preisfreund (Puhka Eestis n.d.)



Photo 4. Kiltsi Manor by Aleksei Lukašin (Eesti kultuuriloo õppematerjal VI 2011)



Photo 5. Müürniku Half Manor (Eesti Mõisaportaal 2002)



Photo 6. Avispea Sword by Heiki Koov (Eesti monumentide e-kataloog 2015)



Photo 7. Lurich's Stone by H. Joonuks (Kultuurimälestiste register 1971)



Photo 8. Kaarma Inn, Lurich's birthplace (Eesti Ajaloomuuseum SA n.d)



Photo 9. Väike-Maarja Parish School by Veljo Ranniku (Kultuurimälestiste register 1968)



Photo 10. Väike-Maarja Community Centre (Väike-Maarja Museum 2022)



Photo 11. The house of Märt Meos by Väike-Maarja Museum (Eesti monumentide e-kataloog n.d.)



Photo 12. Kotli house by Kadri Kopso (Facebook 2021)



Photo 13. Lebavere forest brothers' bunker by Heili Tammus (Puhka Eestis 2020b)



Photo 14. Vao Tower-Fortress by Aleksei Lukašin (Eesti kultuuriloo õppematerjal VI 2011b)



Photo 15. Ebavere sacred grove hill by Mare Taar (Maavalla Koda 2018)



Photo 16. Triigi Manor (Eesti Mõisaportaali 1999)



Photo 17. Äntu Red Hill by Ellu Moisa (Puhka Eestis n.d.)

Task 1 (Individual work)

- 1) Read the text about Väike-Maarja Municipality and do the following tasks.
- 2) Use [Quizlet](#) when there are unfamiliar words.

The history of Väike-Maarja Municipality

Read the text

Quizlet - shorturl.at/chAPT



Photo. Ebavere sacred grove hill by Mare Taar (Maavalla Koda 2018)

Väike-Maarja is situated in the middle of the Pandivere Uplands. The nature of the Pandivere **Uplands** is unique and rich in many different **species**. **Fertile** fields surround the beautiful hills, groves, picturesque lakes, and multiple **springs**.

About three kilometres south of Väike-Maarja is the Hill of Ebavere (146 metres) that once was a **sacred** place. Ebavere sacred grove hill is one of the two most famous sacred **grove** hills in Viru County. The chronicle Hendrik of Latvia wrote that the great god of Saaremaa, Tarapita was born there.

The first traces of settlement go back to the beginning of Anno Domini. The oldest **archaeological** monument is a **sacrificial** stone near Pikk Street.

The oldest archaeological findings have been a rusty **medieval** sword from the 9th century, 2 spearheads, an axe, a long war knife, and half of the blade of a **scythe** that are from the 10th century.

About seven kilometres south of Väike-Maarja are situated seven deep, very clear, and beautiful lakes of Äntu. Three of the lakes are **remarkable** because of their bluish-yellowish and especially clear waters. These lakes get their water from springs. A legend says that in the 17th century the Swedes sank their enormous treasure in the lake of Valgejärv, and there is a golden **coach** belonging to a Swedish general in Kaanjärv Lake.

Near the lakes of Äntu is situated Punamägi Hill, once a place for an **ancient stronghold**. The three-sectioned stronghold was named Agelunde, it was the largest in South-Virumaa, and it was probably built in the beginning of the first millennium. During the 17th century the stronghold was called Roosikrantsi.

There are several churches in Väike-Maarja Municipality. Simuna Church is among one of the oldest in Estonia, its building started in the 13th century. Väike-Maarja Church was built in 1346 and the newest, Baptist Church in Avispea was built in 1935.

There have been over 12 manors in the territory of Väike-Maarja. One of most famous and well-preserved ones is Kiltsi Manor. It was first mentioned in 1466. There used to be a castle built in the 14th or 15th century but it was destroyed in the Livonian War. A manor was built in the same location. Von Gilsens, once the owners of the manor, gave their name to the **manor** and to the village of Kiltsi. The most famous owner of Kiltsi Manor was Admiral Johan von Krusenstern, a sailor and a **scholar** who led the first Russian **voyage** round the world (1803-1806). He was the author of the Atlas of Southern Seas, a book that for many years was used by all sailors on the Pacific Ocean. At present, there is a basic school in the manor. The memory of the admiral is greatly respected in the school and a **memorial** room for Krusenstern was opened there.

The name of Vao village and manor comes from the family of Wackers. Unfortunately, the manor-house was destroyed by fire, but some of the buildings that surrounded it are well-preserved. The most famous one is the ancient tower-castle that was built in the 14th century. Since 1991 it has been a museum and since 2000, it has a **stained glass** window, picturing the Virgin Mary. By the way, the last owners of the manor were the Rennenkamphs, they also owned the Manor of Rakvere and the ancient castle **ruins** of Vallimägi.

Post-reading question

Post-reading question 🔍

1

What is something new that you learnt? * 🔍

Sisestage oma vastus

Tagasi
Edasi

Exercise 2 (Individual work in MS Teams)

Read the text again and decide if the statements are *TRUE* or *FALSE*.

- 1) Pandivere Uplands is very beautiful in spring.
- 2) The Hill of Ebavere is 146 metres from Väike-Maarja.
- 3) Tarapita was born in Ebavere.
- 4) Ebavere is one of the two famous sacred groves in Viru County.
- 5) Several medieval items have been found in Väike-Maarja.
- 6) All the lakes of Äntu have extremely clear water.
- 7) Agelunde was a stronghold in Punamägi Hill.
- 8) There have been more than 10 manors in Väike-Maarja Municipality.
- 9) Krusenstern gave his name to the manor and village of Kiltisi.
- 10) Vao tower-castle is now a museum.

Exercise 3

Match the words from the text in bold to the definitions. Write the correct letter in front of the word. Then go to [Cambridge Dictionary](https://dictionary.cambridge.org/) to check your answers. (Pair work)

Name: _____

The history of Väike-Maarja Municipality

Match the words from the text in bold to the definitions. Write the correct letter in front of the word. Then use Cambridge Dictionary (<https://dictionary.cambridge.org/>) to check your answers.

Created on TheTeachersCorner.net Match-up Maker

1. _____	upland	a. glass that has been coloured and cut into various shapes to form pictures or patterns, used especially in church windows
2. _____	species	b. involving or relating to archaeology
3. _____	fertile	c. of or from a long time ago, having lasted for a very long time
4. _____	grove	d. a place where water naturally flows out from the ground
5. _____	spring	e. a large old house in the country with land belonging to it, especially in Europe
6. _____	sacred	f. an old-fashioned carriage pulled by horses, now used mainly in official or royal ceremonies

7. _____	medieval	g. considered to be holy and deserving respect, especially because of a connection with a god
8. _____	scythe	h. a building or position that is strongly defended
9. _____	remarkable	i. an upland area of land is high up, such as on a hill or mountain
10. _____	archaeological	j. offered as a sacrifice
11. _____	sacrificial	k. done to remember a person or people who have died
12. _____	coach	l. a person with great knowledge, usually of a particular subject
13. _____	ancient	m. a set of animals or plants in which the members have similar characteristics to each other and can breed with each other
14. _____	stronghold	n. related to the Middle Ages (= the period in European history from about AD 600 to AD 1500)
15. _____	voyage	o. the broken parts that are left of an ancient building or town
16. _____	manor	p. a long journey, especially by ship
17. _____	stained glass	q. a group of trees planted close together
18. _____	memorial	r. a land that can produce a large number of good quality crops
19. _____	ruins	s. unusual or special and therefore surprising and worth mentioning
20. _____	scholar	t. a tool with a long, sharp, curved blade and a long handle held in two hands, used especially to cut long grass

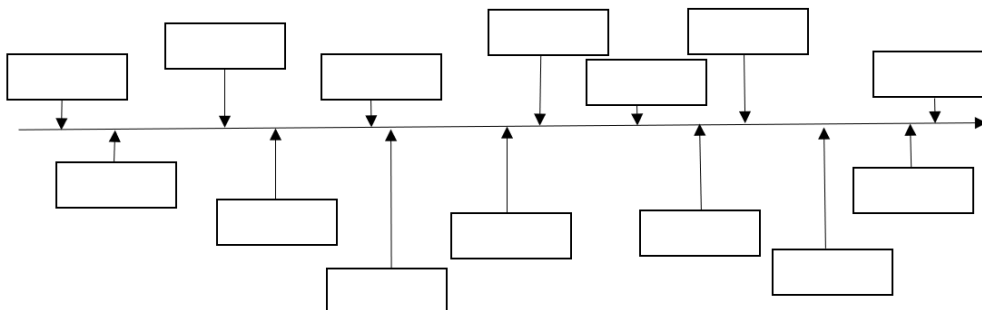
(Match-up Worksheet Maker, Cambridge Dictionary)

Exercise 4 (Pair work)

Write out all the years or centuries from the text and create a history timeline. Write the years in order from the earliest to the most recent.

Task 1 Timeline

Write out all the **years** or **centuries** from the text and create a history timeline. Write the years in order from the earliest to the most recent.



Task 5

Take turns telling your partner what happened in that year or century. Use *the passive voice*. You can take notes if you wish.

Task 2 This year in history

Take turns telling your partner what happened in that year or century. Use *the passive voice*.

You can take notes if you wish.

- For example – The manor *was built* in 1877.

Task 6 (Individual work)

- 1) Lead-in question – Do you know why Väike-Maarja is called Väike-Maarja?
- 2) Read the text about the origin of the name Väike-Maarja.

The origin of the name of Väike-Maarja



Photo 1. Väike-Maarja by Relika Maripuu

A long time ago, there used to be a beautiful sacred grove in the place of the church of Väike-Maarja. The archaeological findings show that people used to bring sacrifices and bury their loved ones over there. The warriors who raided the area wanted to bring their customs here, so they decided to cut down the forest and build a church.

A building master was brought here from a faraway country and the local people were forced to help. The nearest place for good building stones was six kilometres away, so a line of people was formed and the stones had to be passed from hand to hand.

The building of the church started, but whatever they built, was destroyed by the next morning. They guarded the place and tried all sorts of things, but nothing worked. Finally, they decided to use an ancient custom – immure someone into the church. All the people were gathered near the church. The priest held up a shiny big silver key and asked if anyone wanted to become the keykeeper of the church. At first, there was silence but then a young girl shouted, “Me!”

At once, the building master put the child on a stone and the rest of the builders started to place stones around the girl. At first, the girl did not understand what was happening and kept smiling and laughing, but when the stones reached her chest and the rest of the people started crying, the girl became serious. She tried to escape but was pushed back inside by the priest. A loud cry of help was heard, but no one could help her. When the last stones were put to place, she kept crying for a while and then everything became silent.

Since then, the building of the church went well and a mighty church was built in the place of the sacred grove. As the maiden's name was Maarja, the church was called Little Mary's Church. The name of Väike-Maarja was given after the church.

(Based on the text by Eduard Leppik in "Väike-Maarja Lood")

* *Immure* – to put someone inside something and keep them there.

* *Maiden* – a young girl or woman.

* *Parish* – the smallest unit of local government.



Photo 2. Väike-Maarja Church by Relika Maripuu

- | | |
|--|---|
| <p>1) Exercise 1</p> <p>2) Exercise 2</p> <p>3) Exercise 3</p> | <p>Underline the passive forms in the text.</p> <p>Write the passive forms out and translate them.</p> <p>Choose 3 phrases from Task 2 and use them in your own sentences.</p> |
|--|---|

TASK 7 (Pair work)

Retelling – Retell your partner the story “The origin of the name of V-Maarja”

CLOSURE

Fill in the exit slip – What surprised you in today's lesson?

APPENDIX 3

Lesson plan of Lesson 2

The Cultural life of Väike-Maarja and the significant local figures.

Lesson 2

Topic: The cultural life of Väike-Maarja and the famous people in and from Väike-Maarja.

Class: 7

Time 90min (2x 45min, with a 10-minute break in-between)

Content:

- Väike-Maarja Community Centre
- The historical people who have shaped Väike-Maarja

Language:

- Past simple
- Question formation
- Vocabulary needed for the tasks

Learning outcomes

Know:

- How the Community Centre in Väike-Maarja was built and by whom
- Who the significant people are who have helped to shape Väike-Maarja

Be able to:

- Find necessary information from the Internet
- Decide which information is relevant and use for a poster
- Work in groups

Skills – reading skills, cooperative work, writing skills.

Before the lesson: Book the I-Pads. Create the worksheets in Google Forms, bring the necessary items for making a poster.

Materials / Resources: Mentimeter for the lead-in activity, Google Forms ([Famous historical people](#); [Internet scavenger hunt](#); [Georg Lurich](#)), [Fakebook](#) (creating a Fakebook profile for a famous historical person), [Team Picker Wheel](#) for creating groups, 5xA1 paper for the poster, pencils and felt tips, glue and double sided poster tape.

Lesson procedure

Time	Teacher's activities	Students' activities	Comments
3 min	LEAD-IN		
3 min	<p>TASK: A warm-up task. INDEPENDENT WORK</p> <p>1) The teacher asks students to answer the question in Mentimeter (<i>Which famous historical people are connected with Väike-Maarja?</i>)</p> <p>2) The teacher shortly comments on the results and introduces the topic of today's lesson – <i>The cultural life of Väike-Maarja and its significant local figures.</i></p>	1) Students use their phones or I-pads to answer the question.	<p>Objective of the task: The teacher will see if the students already know anything about today's topic. It activates prior knowledge and acts as a lead-in to the topic of this lesson.</p>
86 min	NEW LEARNING AND PRACTICE		
3 min	<p>TASK 1: Internet scavenger hunt</p> <p>Exercise 1: Significant local people. PAIR WORK</p> <p>1) The teacher asks the students to form pairs and together answer a question in Google Forms (<i>Which of these famous historical people are somehow connected with Väike-Maarja?</i>)</p> <p>2) The teacher shows the results on screen and comments.</p> <p>Focus: As most of the people on the list are connected with Väike-Maarja, the key word in the question was "historical". Students' attention is drawn to the use of the word.</p>	1) Students form pairs and together answer the question in Google Forms.	<p>Objective of the task: As the people on the list are somehow connected with Väike-Maarja, the teacher draws students attention to the word <i>historical</i>.</p>
18 min	<p>Exercise 2: Internet scavenger hunt. PAIR WORK</p> <p>1) Teacher explains the task in Google Forms. (Students open the</p>	1) In pairs, students open the assignment, read the	<p>Objective of the task: It develops reading comprehension skills and ICT skills. The task fosters</p>

20 min	<p>assignment in Google Forms, read the question and open the provided link. Students visit the website to read and learn about a specific topic or person and answer the questions). The teacher emphasizes the use of full sentences.</p> <p>TASK 2: A Fakebook profile. INDEPENDENT WORK</p> <p>1) The teacher explains the task (creating a Fakebook profile). The teacher asks students to open the Fakebook page and hands them a worksheet with the detailed task. (Students must choose a person from the list, read information about him/her and create a Fakebook profile for the person. The created profile must be sent to the teacher). While the students work on the task, the teacher walks around the classroom, observes the progress, and helps the students if necessary.</p>	<p>questions, the texts and answer the questions.</p> <p>1) Students follow the instructions on the worksheet and create a Fakebook profile of a famous historical person that is connected with Väike-Maarja.</p>	<p>collaborative skills. As they must use full sentences, they have to pay attention to the use of vocabulary and grammar (past simple).</p> <p><u>Objective of the task:</u> It helps to develop critical reading skills, ICT skills, and writing skills.</p>
11 min	<p>TASK 3: Watcing a video + a follow-up task. INDIVIDUAL WORK</p> <p>1) The teacher asks the students to open the task on Google Forms (watch a 6min 20sec video about Georg Lurich and do the follow-up task).</p>	<p>1) Students watch the video and do the follow-up task on Google Forms.</p>	<p><u>Objective of the task:</u> It develops their writing skills as they must form questions.</p>
34 min	<p>TASK 4: A poster GROUP WORK</p> <p>1) The explains the task (students have to create a poster about G.Lurich, add</p>	<p>1) The students form teams, move the desks together,</p>	<p><u>Objective of the task:</u> It enhanced their writing skills and develops their collaboration skills as they have to</p>

	<p>some pictures and relevant information). The teacher uses Team Picker Wheel to form teams of 3-4 people (depending on the number of students at school on that day).</p> <p>2) The teacher hands out the paper meant for the posters and shows students where the pencils and felt tips are if they need them. The teacher allows students to search the Internet for suitable pictures and print them.</p> <p>3) The teacher shows where the posters can be put up.</p>	<p>search for relevant information about G.Lurich and start working on a poster.</p> <p>2) Students print out pictures and add them to the poster.</p> <p>The groups put their poster on a wall.</p>	<p>decide together which information should be written on the poster.</p>
	CLOSURE		
1 min	<p>1) The teacher hands students the exit ticket and asks them to fill it. The teacher collects the exit tickets.</p>	<p>1) Students write their thoughts on the paper and hand it to the teacher.</p>	<p><u>Objective of the task:</u> Helps to develop their reflection skills on their learning process and on the lesson.</p>

APPENDIX 4

Lesson 2: The Cultural life of Väike-Maarja and the significant local figures.

LEAD-IN TASK: Answer the question in [Mentimeter](#). (Individual task)

Which famous historical people are connected with Väike-Maarja?

.....

Exercise 1 (Pair work)

1) Answer the question in [Google Forms](#) (Significant local people).

Which of these **famous historical** people are somehow connected with Väike-Maarja?

- Tõnis Niinemets
- Alar Kotli
- Georg Lurich
- Eda-Ines Etti
- Anton Hansen Tammsaare
- Jakob Tamm
- Juhan (Johann) Kukk
- Märt Meos
- Raul Rebane
- Ferdinand Johann Wiedemann
- Lennart Meri

2) Internet Scavenger Hunt (in [Google Forms](#)). Read the questions, open the provided links, read the texts and answer the questions using full sentences.



The cultural life of Väike-Maarja and its significant people

1. Read the questions.
2. Open the links.
3. Read the texts and answer the questions. **Use full sentences!**

Your names: *

Your answer

1. Who designed Väike-Maarja Community Centre? [Link](#) * 1 point

Photo. Väike-Maarja Community Centre (Väike-Maarja Museum 2022)



- Märt Meos
- Jakob Liiv
- Andres Allast
- Fromhold Kangro

2. When was the Community Centre **officially** opened? Give the exact date! 1 point

Your answer

3. Whose play was performed on the opening night of the Community Centre? * 1 point

Your answer

4. What has been the house used for? * 1 point

Your answer

5. List the different jobs that Jakob Liiv had when he lived in Väike-Maarja Parish. [Link](#). * 1 point

Your answer

6. Which society was formed by Jakob Liiv? [Link](#). 1 point

- Tea society
- A book reading club
- Literature society
- A theatre society
- Teachers' society

7. What are the two things/places in Väike-Maarja that are named after Jakob Liiv? * 1 point

Your answer

8. What is the name of the teacher who influenced Anton Hansen Tammsaare? [Link](#). * 1 point

Your answer

9. Where did A.H.Tammsaare write his poems? * 1 point

Your answer

10. How many years did A.H.Tammsaare study in Väike-Maarja Parish School? * 1 point

Your answer

11. Juhan (Johann) Kukk was a famous Estonian politician. What was his occupation from 1922-1923? * 1 point

Your answer

12. Who wrote the Estonian Declaration of Independence? [Link](#). * 1 point

Your answer

Task 2: [Fakebook](#) account (Individual work)

A Fakebook profile

Choose one person from the list: *Adam Johann von Krusenstern, Paula Brehm, Karl Kadak, Karl Krahe, Jakob Liiv, Juhan (Johann) Kukk, Jakob Tamm, Märt Meos* **and create a Fakebook account for him/her.**

1. Open the Fakebook page (<https://www.classtools.net/FB/home-page>) and use the Internet to find some information about the person you chose.
2. Create his/her Fakebook account. You have to:
 - a) add his/her name;
 - b) add a profile picture;
 - c) add the place of birth;
 - d) add family members;

- e) add at least 3 friends (they have to belong to the same era, so historical people!);
 - f) edit the cover photo;
- 3) Write at least 5 posts. Make sure that you use different dates for the posts. **The posts and the dates must be connected with the events of his/her life!**
 - 4) **Save the profile** and send it to your teacher.

Task 3 Video + follow-up exercise (Individual work)

- 1) Watch the [video](#) about Georg Lurich and do the following tasks.

Photo 1. Georg Lurich and camels (Ajapaik n.d.)

Video by Janelle Laukse (Sajanditaguseid mõtteid Eesti elust ja riigist 2018)



Georg Lurich (22 April 1876 - 20 January 1920)

Watch the video about Georg Lurich and do the following tasks.

Link to the video: [Lurich](#)

Photo 1. Georg Lurich and camels (Ajapaik n.d)

Video by Janelle Laukse (Sajanditaguseid mõtteid Eesti elust ja riigist 2018)

Name *

Your answer

Email *

Your answer

1) List 3 things that you did not know about G.Lurich. *

Your answer

2) Make up 2 questions to ask your classmates about G.Lurich. *

Your answer _____

3) If you could ask 1 question form Georg Lurich, what would you ask? *

Your answer _____


Task 4: Create a poster about G. Lurich. (Group work)

- 1) Make it interesting – try to find information that is not so well-known and don't forget to add photos.


Closure: 3-2-1 Exit slip

- 1) Please fill in the boxes based on today's lesson.

Name: _____

 **Exit slip:**
3-2-1

Please fill in the boxes based on today's lesson.

 **3 facts I learned today:**


--	--	--

2 thoughts about today's lesson:

--	--

1 question I still have:

--



APPENDIX 5

Lesson plan of Lesson 3

The Forest Brothers, Lebavere shelter and battle

Lesson 3

Topic: The forest brothers, Lebavere battle and shelter

Class: 7

Time 90min (2x 45min, with a 10-minute break in-between)

Content:

- World War II and the Soviet rule
- Forest brothers
- Lebavere shelter

Language:

- Specific vocabulary
- Irregular verbs

Learning outcomes

Know:

- About the beginning of the Soviet era
- About the Forest Brothers' movement
- How Forest Brothers lived in Lebavere shelter

Be able to:

- Explain who *forest brothers* were
- Tell a story
- Work in pairs

Skills – independent working skills, reading comprehension skills, writing skills, cooperative skills.

Before the lesson: Print the worksheets, put the video ready, print and cut the exit tickets.

Materials / Resources: Worksheet; *The life of a forest brother* [video 1](#) and [video 2](#).

Lesson procedure

Time	Teacher's activities	Students' activities	Comments
3 min	LEAD-IN		
3 min	<p>TASK: Pre-reading question <i>(Who is a forest brother?)</i></p> <p>1) The teacher gives students the worksheet and asks them to answer the pre-reading question.</p> <p>2) The teacher tells students to read their answers out.</p>	<p>1) Students write their answer on the worksheet.</p> <p>2) Students read their answers out loud.</p>	<p>Objective of the task: Helps to activate prior knowledge about the topic and shows the teacher what students know about the topic. It acts as a warm-up to the topic of this lesson.</p>
83 min	NEW LEARNING AND PRACTICE		
15 min	<p>TASK 1: Forest brothers worksheet</p> <p>INDEPENDENT WORK</p> <p>Exercise 1: Reading task</p> <p>1) The teacher explains the task - Students must complete the reading text with the missing words/phrases. <i>(Read the text and complete it with the phrases. Write the letters a-j into the gaps.)</i></p> <p>2) The teacher asks students to read the text and translate it. If there are any unfamiliar words, the teacher paraphrases the sentences, so that students would understand the meaning. The teacher also corrects pronunciation mistakes.</p>	<p>1) Students read the text and fill in the gaps.</p> <p>2) Students read the text and translate it. They pay attention, so that they would know where to start reading if the teacher asks them. They also listen to the translation and pronunciation of the words.</p>	<p>Objective of the task: It helps to develop students' reading comprehension and pronunciation skills.</p>
10 min	<p>Exercise 2: Post-reading 1</p> <p>1) The teacher tells students to find the phrases from the text and write them out <i>(Find, write, and learn)</i>. The teacher reminds students to use base forms, not past forms of the</p>	<p>1) Students look at the phrases, find them from the text and write them out. As this is a familiar task, students know what to do.</p>	<p>Objective of the task: It helps to develop students' vocabulary. They have to pay attention to spelling.</p>

10 min	<p>verbs. The teacher walks around the classroom, checks the progress, and helps students if needed.</p> <p>2) The teacher asks students to write the correct phrases on the board and check if they wrote them correctly on the worksheet.</p> <p>Exercise 3: Comprehension check</p> <p>1) The teacher explains that students must answer the questions about the text <i>Forest brothers</i>. The teacher tells them they must use full sentences.</p> <p>2) The teacher asks students to read their answers. The teacher tells the others to listen carefully, check their own answers and if they have another answer, tell it to the class.</p>	<p>2) Students check their phrases for spelling mistakes.</p> <p>1) Students scan the text to find the necessary information write their answers.</p> <p>2) Students read and check their answers. They listen to assess if their classmates' answers are correct.</p>	<p><u>Objective of the task:</u> It helps to go deeper with the text and develop text comprehension. As the answers are read, students' listening skills develop.</p>
10 min	<p>Exercise 4: Irregular verbs</p> <p>1) The teacher explains that students must complete the table with the past forms of these 12 irregular verbs and translate them. All the verbs were in the text (<i>Find the past form of these irregular verbs from the text and translate them</i>).</p> <p>2) The teacher asks them to read the verbs and writes them on the board.</p>	<p>1) Students complete the table with the past forms of the irregular verbs.</p> <p>2) Students check their work.</p>	<p><u>Objective of the task:</u> As students have to find the past forms from the reading text, they practice irregular verbs.</p>
5 min	<p>Exercise 5: Vocabulary and irregular verbs.</p> <p>1) The teacher explains that students must form three sentences using the</p>	<p>1) Students write their sentences on the worksheet.</p>	<p><u>Objective of the task:</u> It helps to develop students' writing skills. They have to think how to use the topic's</p>

33 min	<p>phrases and verbs from today's lesson (<i>Write three sentences using the phrases from Exercise 2 and the verbs from Exercise 4</i>).</p> <p>TASK 2: The life of a forest brother. PAIR WORK</p> <p>The teacher explains the task. She also says that R.Lambur used to live in Väike-Maarja for decades. First, students watch a clip from a video. Then in pairs, they have to write a short story <i>A day in the life of a forest brother</i> and using an I-pad or their mobiles, record it.</p> <ol style="list-style-type: none"> 1) The teacher plays the video (Part 5, from 10:00-18:00) on the screen. If the teacher sees that there is time, another video about R.Lambur (from 6min 45sec to 11min 30sec) is also shown. 2) The teacher asks students to form pairs. 3) The teacher tells them to make up a short story about one day in the life of a forest brother. The teacher hands them a worksheet with the photos of a bunker and students write their story on that paper. 4) The teacher tells them to use their mobiles or I-pads to record their story. One student reads the sentences and the other record. 	<p>1) Students watch the video attentively.</p> <p>2) Students form pairs.</p> <p>3) Students make up a short story and write it down.</p> <p>4) Students record their story.</p>	<p>vocabulary in the same sentence with the irregular verbs from the previous exercise.</p> <p><u>Objective of the task:</u> It develops students' listening skills, reading skills and ICT skills.</p>
4 min	CLOSURE		

1 min	1) The teacher explains students their homework. They must read a very short text about <i>Lebavere battle</i> , there is a post-reading task in Google Forms (they have to write what the numbers in the text stand for). They also have to learn the phrases from Task 1, Exercise 2.	1) Students listen.	<u>Objective of the task:</u> It helps students to reflect on their emotions about the lesson. Homework follows the topic of the lesson, so it helps to review the topic's vocabulary.
3 min	2) The teacher hands the students their <i>Exit ticket</i> (<i>How did you feel about today's lesson?</i>)	2) Students reflect on their emotions about today's lesson.	

APPENDIX 6

Lesson 3: The Forest Brothers, Lebavere shelter and battle

Lead-in task (Individual work)

PRE-READING QUESTION: Who is a forest brother?

.....

Task 1 (Individual work)

1) Exercise 1. Read the text and complete it with the phrases. Write the letters a-j into the gaps.

Exercise 1 Read the text and complete it with the phrases. Write the letters a-j into the gaps.

- | | |
|--------------------|-------------------------|
| a) bunkers | f) survive |
| b) independence | g) the Second World War |
| c) into the forest | h) the Soviet rule |
| d) relatives | i) treaty |
| e) surrender | j) visitors |

The Forest brothers

At the beginning of (1) in September 1939, Estonia declared neutrality. Unfortunately, the Soviet Union and Nazi Germany had signed a (2) that divided several European countries between these two powers. Although Estonia was left under Soviet rule, several brutal battles between the German and the Soviet Red Army took place. In September 1944, the Red Army entered Tallinn and Estonia became part of the Soviet Union as the Estonian Soviet Socialist Republic.

Many people hoped that (3) would end soon, and many men refused to accept the Soviet rule, so they hid (4) and continued fighting during and after WWII. Some were afraid that they would be punished or killed because they had fought against the Russians in the German army. These men became known as *Forest brothers*, *Brothers of the wood*. They wanted to protect themselves and their families against the Russians and hoped to restore Estonia's (5).

There were more than 15,000 men and women who were active in the forest. Some even brought their families to live in (6). Major battles between forest brothers and Russians ended in 1953.

They attacked Russian military, communists and blew up different Soviet monuments and statues. They could neither visit their (7) nor homes which were often under surveillance.

The forest brothers depended on the help of local people. They needed food, different supplies, and often medical help in order to (8).

Some people say that they were just robbers because they robbed the shops. But forest brothers saw nothing bad in shoplifting because the stores belonged to the Russians. Some forest brothers said they had to choose between three S's – starve, (9) or shoplift.

In Lebavere forest, near Eipri village, a bunker was built in the 1940s. A local forest brother lived there for six years. Based on the memories of his brother, a bunker was built for (10) to visit, and it was opened in 2020.



Photo 1. Lebavere forest brothers by K.Kitsing (Eesti monumentide e-kataloog 2020)

2) Exercise 2. Find, write and learn.

Exercise 2 Find, write and learn.

1. Leping
2. Jagama midagi kellegi vahel
3. Nõukogude võim
4. Saama millegi osaks
5. Taastama midagi
6. Iseseisvus
7. Kommunist
8. Midagi õhku laskma
9. Olema jälgimise all
10. Sõltuma kellestki
11. Selleks, et ellu jääda
12. Poevargus
13. Kuuluma kellelegi
14. Alla andma
15. Varjend

3) Exercise 3. Answer the questions. Use full sentences.

Exercise 3 Answer the questions. Use full sentences.

1. Which countries were the two main powers during WWII?
.....
2. What happened in September 1944?
.....
3. Who were the *forest brothers*?
.....
4. Why did they live in the forest?
.....
5. Why couldn't the *forest brothers* visit their homes?
.....
6. How did local people help the *forest brothers*?
.....
7. Why did they think that robbing stores was not a crime?
.....
8. What were the three S's?
.....

4) Exercise 4. Find the past form of these irregular verbs and translate them.

Exercise 4 Find the past form of these irregular verbs from the text and translate them.

	Infinitive	Past form	Translation
1.	Be		
2.	Become		
3.	Blow		
4.	Bring		
5.	Build		
6.	Fight		
7.	Have		
8.	Hide		
9.	Leave		
10.	Say		
11.	See		
12.	Take		

5) Exercise 5. Write three sentences using the phrases from Exercise 2 and the verbs from Exercise 4.

Exercise 5 Write three sentences using the phrases from Exercise 2 and the verbs from Exercise 4.

- 1)
- 2)
- 3)

TASK 2 (Pair work)

1) Exercise 1. Watch the [video](#) (from 10min to 18min) and pay attention.

Video. Metsavennad 2022, 5.osa

2) Exercise 2. Have a look at the photos. Think about the life of forest brothers. Imagine that you are one of them. How does your day look like? You should write about 120 words.

A day in the life of a forest brother

Have a look at the photos. Think about the life of forest brothers. Imagine that you are one of them. How does your day look like? You should write about 120 words.



Photos. Lebavere bunker by Heili Tammus (Personal correspondence 2023)

- 3) Exercise 3. Use your mobiles or iPads to record your story. One of you reads the text and the other one records. If you use your mobile phone, do not forget to send the file to my e-mail.**

CLOSURE: Fill in the exit ticket about today's lesson.



The image shows a rectangular exit ticket form with a light green border. Inside the form, the text "it's okay to feel your feelings" is written in a playful font, accompanied by three colorful stars (yellow, purple, and blue). The main title "Exit Ticket" is centered at the top. Below the title, the question "HOW DID YOU FEEL ABOUT TODAY'S LESSON?" is written in a bold, sans-serif font. There are four horizontal lines provided for writing the answer. At the bottom left, there is a "Name:" label followed by a line for writing the name. At the bottom right, there is a "Date:" label followed by a line for writing the date.

Homework: Read the short text about [Lebavere battle](#), and do the post-reading task in [Google Forms](#) (they have to write what the numbers mentioned in the text stand for).

APPENDIX 7

Lesson plan of Lesson 4

The collective farm in V-Maarja and its Chairman Boris Gavronski

Lesson 4

Topic: The collective farm in Väike-Maarja and its Chairman Boris Gavronski

Class: 7

Time 90min

Content:

- Soviet era
- The Kolkhoze in the area
- The Chairman – Boris Gavronski and his contribution

Language:

- Specific vocabulary
- WH-questions

Learning outcomes

Know:

- What a kolkhoze is
- About the collective farm in the area

Be able to:

- Find necessary information
- Form questions

Skills – Reading skills, cooperative skills, ICT skills.

Before the lesson: Let the local museum know when to expect us; create the questions, print out the QR-codes and take them to the museum. Create the worksheets and Kahoot.

Materials / Resources: [Kahoot](#), [Match-up Worksheet Maker](#), [Quizlet](#), [Google Forms worksheet](#), [ERR Ajaproov video](#), [QR Code Generator for the questions](#).

Lesson procedure

Time	Teacher's activities	Students' activities	Comments
5 min	LEAD-IN		
5 min	<p>TASK: Kahoot</p> <p>1) The teacher asks students to take I-pads and join a Kahoot. When everyone has joined, the teacher starts the game.</p> <p>2) When the game is over, the teacher briefly comments on the results and tells what a collective farm (kolkhoze) is.</p>	<p>1) Students join the Kahoot. Students play the Kahoot.</p> <p>2) Students ask clarifying questions if necessary.</p>	<p>Objective of the task: The aim of the task is to activate schemata. It reflects how much students remember about the previous lesson. It also shows if they know what a kolkhoze is.</p>
80 min	NEW LEARNING AND PRACTICE		
10 min	<p>TASK 1: New vocabulary INDEPENDENT WORK</p> <p>1) The teacher asks students to go to Quizlet to familiarize with new vocabulary. The teacher asks them to do the self-study activities on the page (flashcards, learn, test, match).</p>	<p>1) Students check the meaning of the words and try to memorize them.</p>	<p>Objective of the task: Helps to widen the vocabulary that is needed in Lesson 4. It develops independent working skills – they have to match and check their answers independently. As students are different, it allows to choose their own pace.</p> <p>Objective of the task: The task develops listening skills (while watching the video), recalling skills (what they saw/listened to in the video), writing skills (they must write <i>wh-questions</i>). It develops collaborative skills</p>
8 min	<p>2) The teacher hands out the worksheet Collective farms and explains the task (Match the words with their definitions (a-n). Write the letter in front of the word. Then use Cambridge Dictionary to check your answers.)</p> <p>TASK 2: The collective farm in Väike-Maarja PAIR WORK</p>	<p>2) Students match the words with the definitions independently and then use the online Cambridge Dictionary to check their answers.</p>	
1 min	<p>1) The teacher explains the task (students will be divided into pairs, they must watch a video and form 8 <i>wh-questions</i> about it. They also must provide an answer to the questions).</p>	<p>1) Students listen to the explanation.</p>	
1 min	<p>2) The teacher divides the students into pairs (putting</p>	<p>2) Students form pairs.</p>	

8 min	<p>together students with different language levels).</p> <p>3) The teacher shares a link to Google Forms where students find the link to the video (20:53 to 27:40) and asks them to watch it. She recommends taking notes while watching it.</p>	<p>3) Students open the Google Forms link with the video and worksheet. If they want, they can stay in the classroom while watching the video or they can use the leave the classroom and use the working corners there.</p>	<p>as pairs are formed so that a weaker and a stronger student must work together.</p>
12 min	<p>4) The teacher reminds that students must form 8 <i>wh-questions</i> together with an answer. She asks them not to use <i>yes/no questions</i>.</p>	<p>4) Students form the questions and provide the answers.</p>	
40 min	<p>TASK 3: The collective farm in Väike-Maarja and its chairman. PAIR WORK</p> <p>The teacher leads the students to the local museum (about 700m from school) where they can visit the permanent exhibition about the collective farm. There is also the full office of its Chairman Boris Gavronski.</p> <p>1) The teacher explains the task (Students must walk around the exhibition room and find 15 QR-codes. The codes open questions – the answers can be found from the exhibits).</p>	<p>1) Students walk around the exhibition, read the information boards, and find the hidden QR codes. They open the links and answer the questions.</p>	<p><u>Objective of the task:</u> Students have to use the vocabulary practices in the first part of the lesson to answer the questions. This develops their writing skills, ICT skills, reading skills, information search skills and also pair work skills.</p>
5 min	CLOSURE		
5 min	<p>TASK: 3-2-1 exit slip</p> <p>1) The teacher hands the students a 3-2-1 exit slip and asks them to fill it in.</p>	<p>1) The students fill in the exit slip and hand it to the teacher.</p>	<p><u>Objective of the task:</u> It develops reflection skills.</p>

APPENDIX 8

Lesson 4: The collective farm in V-Maarja and its Chairman Boris Gavronski

Lead-in task: [Kahoot \(Individual work\)](#)

Task 1 Vocabulary (Individual work)

- 1) Task 1. [Quizlet](#)
- 2) Exercise 2. Match the words with their definitions (a-n). Write the letter in front of the word. Then use [Cambridge Dictionary](#) to check your answers.

Name: _____

Collective farms

Match the words to the definitions (a-n).

Created on TheTeachersCorner.net Match-up Maker

1. _____ architect	a. a person in charge of a meeting or organization
2. _____ breed	b. the place where someone lives and the conditions they live in
3. _____ authority	c. a school for children between the ages of about two and five
4. _____ bus station	d. a large room containing many beds, for example in a boarding school
5. _____ cannery	e. the principles that help you to decide what is right and wrong, and how to act in different situations
6. _____ chairman	f. a place where buses start and end their routes
7. _____ collective farm	g. a school where students learn skills that involve working with their hands
8. _____ dormitory	h. a factory where food is put into metal containers
9. _____ vocational school	i. a person whose job is to design new buildings and make certain that they are built correctly
10. _____ environment	j. the air, water, and land in or on which people, animals, and plants live
11. _____ kindergarten/nursery school	k. a group of people with official responsibility for a particular area of activity
12. _____ local	l. a particular type of animal or plant
13. _____ surroundings	m. from, existing in, serving, or responsible for a small area, especially of a country
14. _____ values	n. (originally in countries that had a communist system of government) a large farm or group of farms owned by the state but controlled by the workers

Task 2 (Pair work)

- 1) Watch the [video](#) about the collective farm in Väike-Maarja.
- 2) Form 8 WH-questions about it, DO NOT use yes/no questions.
- 3) You also have to answer your questions.



The collective farm in Väike-Maarja

1. Watch the [video](#) (from 20:53 to 27:40) and listen to the information.
2. Form 8 questions about the video. Use WH-questions, do not use Yes/No questions.
3. Don't forget to add the answer!

Video. Ajaproov 2004, 5.osa Kolhoosikeskused

Names: *

Your answer

1) Write your 8 questions and answers HERE: *

Your answer

2) Find one photograph about the collective farm and upload it HERE:

[Insert Image
Here]

Task 3 (In the local museum, pair work)

- 1) Take a look at the exhibition *The collective farm in Väike-Maarja*.
- 2) Find 15 QR codes, scan them and read the question.
- 3) Answer the question. The answers are given near the question.
- 4) The answer MUST be in ENGLISH!

The questions and the QR codes:

- 1) How many different collective farms made up Väike-Maarja's kolkhoze? Write only the number!
- 2) Which period was the most successful for Pandivere Collective Farm?
- 3) The chairman of Pandivere Collective Farm got a title in 1972. What is the name of it?
- 4) When was the first collective farm "New Life" created? Give the exact date (DD.MM.YYYY).
- 5) All the smaller collective farms in the area were joined to create a large one. What was the name of this farm?
- 6) When was the collective farm of Väike-Maarja created? (DD.MM.YYYY)
- 7) Whose office is it? Write the first and last name.



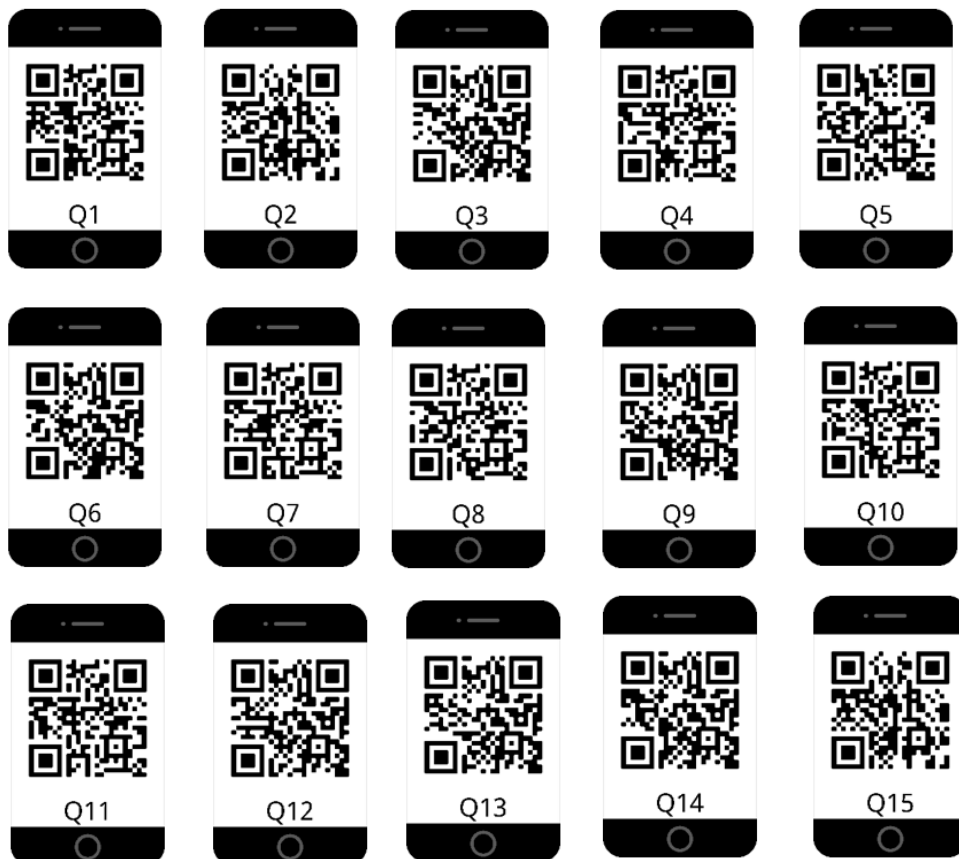
Photo 1. The office by Relika Maripuu (March 2023)

- 8) Who was Boris Gavronski?
- 9) What was the main crop that was grown?
- 10) In autumn, students had to help on the fields. What did they have to do?
- 11) Cannery is a place where canned foods are made. There was also a cannery in Väike-Maarja Collective farm. What was the furthest place they sent their products? How far is it from Väike-Maarja?
- 12) When did they start to make pastry (pies, cakes) and how much was produced in 1987?
- 13) The collective farm had many different branches (haru). What was the most important one that did not need much money, but made a lot of it?
- 14) Complete the sentence with the missing words.
Thanks to B. Gavronski, the Väike-Maarja collective farm was one of the most efficient and farms in the Soviet Union.
- 15) Gavronski understood that besides hard work, education, culture and sport are also

important. Thanks to him, a place was built where people could meet, relax, have parties, organize events, and do sports (it has a tennis court and a gym!). What is the name of the building?



Photo 2. The building by Teet Suur (Virumaa Teataja, 2008)



Closure: 3-2-1 Exit slip (the same as in Lesson 2)

APPENDIX 9

Lesson plan of Lesson 5

From parish school to gymnasium

Lesson 5

Topic: Education.

Class: 7

Time 90min (2x 45min, with a 10-minute break in-between)

Content:

- A typical classroom in 1900s.

Language:

- Vocabulary for the tasks
- Adjectives
- Comparing and contrasting

Learning outcomes

Know:

- How to make a mind map
- How to use a dip pen and ink

Be able to:

- Bring out similarities and differences
- Write a description
- Work in groups

Skills – speaking skills, group working skills, writing skills, critical thinking skills.

Before the lesson: Bring the paper for the posters; bring the ink, dip pens and drying paper to the museum, print the worksheet, questionnaire and exit slip.

Materials / Resources: [Polleverywhere](#); [Google Forms](#)

Lesson procedure

Time	Teacher's activities	Students' activities	Comments
6 min	LEAD-IN		
6 min	<p>TASK: Polleverywhere</p> <p>1) First, the teacher asks if students remember what adjectives are. If not, explains and brings examples.</p> <p>2) The teacher shares a Polleverywhere quiz on a screen and asks students to open it and answer the 2 questions (1. <i>What do you think a typical classroom looked like a century ago. List 3 adjectives.</i> 2. <i>What is the one thing that you are looking forward to learning today?</i>)</p> <p>3) The teacher shows the results (word cloud) on the screen.</p>	<p>1) Students answer.</p> <p>2) Students open the page and give answers.</p> <p>3) Students see what others have answered.</p>	<p>Objective of the task: Acts as a lead-in to the lesson. Helps to revise what adjectives are.</p>
81 min	NEW LEARNING AND PRACTICE		
5 min	The teacher leads the students to the local museum where the rest of the lesson takes place.		Objective of the task: It develops their cooperation skills as they must work in groups and communicate. It also helps to develop speaking skills (they must use English only). It also develops critical thinking skills as they have to compare and contrast different mind maps.
15 min	<p>TASK 1: Mind map</p> <p>GROUP WORK</p> <p>1) The teacher divides the class into four groups. Two groups must create a mind map about <i>a typical classroom in the 1900s</i> and the other two about <i>a typical classroom nowadays</i>. The teacher gives them paper for the task. Students can choose a room to work in or they can stay in the classroom.</p> <p>2) The teacher encourages students to use an online dictionary (Animato) if necessary.</p>	<p>1) Students form groups and start to work. The mind map will be drawn on a poster.</p> <p>2) Students use the online dictionary if they need to.</p>	

10 min	3) The teacher asks the groups to choose 1 spokesperson who must introduce their mind map to the others.	3) The groups choose a student who introduces their work. Students introduce their mind maps.	
6 min	4) The teacher asks the groups to find the differences and similarities between the mind maps and answer in Google Forms .	4) Students open the task on Google Forms, have a discussion and write their answers.	
35 min	<p>TASK 2: Writing a description of the classroom in the museum</p> <p>1) The teacher explains the task (Students have to write a short description of the classroom in the museum using a dip pen and ink. About 75 words.)</p> <p>2) The teacher asks the students to sit behind the benches and hands them worksheet with the task, ink, dip pens, and some paper for drying the ink. They also get a pen and a paper for rough notes.</p>	<p>1) Students listen.</p> <p>2) Students write the description and then hand it to the teacher.</p>	<p><u>Objective of the task:</u> It helps to develop writing skills, vocabulary and critical thinking. As students are using ink and dip pens, they get to experience something “<i>historical</i>”.</p>
10 min	<p>Task 3: Questionnaire</p> <p>The teacher explains what students must do. Read the questions and answer them.</p> <p>1) The teacher hands out the questionnaire and asks them to answer it.</p> <p>2) The teacher collects the answers.</p>	<p>1) Students pay attention.</p> <p>2) Students read the questions, answer them and hand the questionnaire back to the teacher.</p>	<p><u>Objective of the task:</u> Students look back on the last 5 lessons and reflect on the lessons as well as their own learning.</p>
3 min	CLOSURE		
3 min	<p>TASK: Exit slip <i>In my teacher's shoes</i></p> <p>1) The teacher hands students their exit slips and asks to fill it.</p> <p>2) The teacher collects the exit slips.</p>	<p>1) Students fill in the exit slip.</p>	<p><u>Objective of the task:</u> Students reflect back on today's lesson.</p>

APPENDIX 10

Lesson 5: From parish school to gymnasium

Lead-in task: word cloud (Individual work)

- 1) Task 1. Go to [PollEv.com/relikamaripuu794](https://poll-ev.com/relikamaripuu794) and answer the first question *“What do you think a typical classroom looked like a century ago? List 3 adjectives.”*

 Poll locked. Responses not accepted.

What do you think a typical classroom looked like a century ago? List 3 adjectives.



Powered by  Poll Everywhere

- 2) Answer the 2nd question *“What is the one thing that you are looking forward to learning today?”*

 Poll locked. Responses not accepted.

What is the one thing that you are looking forward to learning today?



Powered by  Poll Everywhere

Task 2 (Group work in the local museum)

- 1) Create a mind map about a typical classroom a) in the 1900s
b) nowadays.
- 2) Choose 1 spokesperson to introduce the work of your group.
- 3) Go to Google Forms and answer the questions about your mind maps.

Mind maps lesson 5

Compare the maps and find the similarities and differences of classrooms in the 1900s and classrooms nowadays.

- How are they similar?
- How do the classrooms differ?
- What are the similarities / differences between students back then and now?
- What are the similarities / differences between teachers back then and now?

Group members: *

Your answer

Your answer: *

Your answer

Exercise 2 (Individual work)

1. Use the dip pen, ink and the paper on your desk to write a short description of the classroom in the museum. It should be about 75 words.

Writing a description

Write a short description of the classroom you are in.

- Describe the furniture;
- Compare it with your regular English classroom;
- Would you like to study in this classroom? Why/ Why not?

You should write about 75 words.

Task 3 (Individual work)

1. Go to [Google Forms](#) to open a questionnaire about the last five lessons on local history. It is anonymous, so please give your honest opinion.

Feedback

Dear student!

Please fill in the questionnaire below about the lessons you had on local history and culture. The questionnaire is anonymous and it should not take more than 5 minutes to fill it in.

Thank you!
Kind regards,
Relika Maripuu

Closure: Exit slip *“In my teacher’s shoes”*

1. IN MY TEACHER'S SHOES...

If I were teaching this lesson, I would make sure...

2. WORDS OF THE WISE.....

What wise words would you share with someone who is studying the same things?

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Relika Maripuu

Creating CLIL Materials for Teaching Local History in English. LAK-õppe materjalide loomine kohaliku ajaloo õpetamiseks inglise keeles

Magistritöö

2023

Lehekülgede arv: 111

Annotatsioon:

Käesoleva magistritöö eesmärgiks oli koostada lõimitud aine- ja keeleõppe (edaspidi LAK-õppe) meetodikal põhinevad materjalid kohaliku ajaloo õpetamiseks. Erinevate uuringute kohaselt toob LAK-õpe kaasa suurenenud õpimotivatsiooni, seda eriti keeleoskuses, lisaks on LAK-õpet soovitatud riiklikus õppekavas. Samas on üheks suurimaks takistuseks antud meetodika kasutusele võtmisel õppematerjalide vähesus.

Ajaloo ainekava kohaselt peab õppija teadma oma kodukoha ajalugu, selle kultuuripärandit ning tundma kodukohast pärit silmapaistvaid isikuid ja nende saavutusi. Võõrkeele ainekava kohaselt on keel eelkõige vahend teabe hankimiseks ja olulised on teemavaldkonnad, mille kaudu kujundatakse suhtluspädevust. Ajaloo ja keeleõppe õpetamisel on mitmeid sarnasusi – aktiivõppe meetodite kasutamine, koostöö arendamine, kriitilise mõtlemise ja analüüsioskuse arendamine, ning samad printsiibid on ka LAK-õppe meetodikas.

Seetõttu loodi LAK-õppe meetodikal põhinevad õppematerjalid kohaliku ajaloo õpetamiseks 7.klassi inglise keele valikaine raames. Autor koostas õppematerjalid ja tunnikavad viie 90-minutilise õppetunni jaoks. Antud õppematerjalid piloteeriti Väike-Maarja Gümnaasiumis, 7.a klassi tundides. Töö autor soovis teada saada, kas antud õppematerjalid on antud vanuserühmale sobivad, kas õpiväljundeid on võimalik saavutada ning kuidas õpilased antud tundidega rahule jäävad. Õppematerjalide koostamisel võeti arvesse antud meetodika kahetine fookus, 4C raamistik ja LAK-õppe õppematerjalide koostamise kriteeriumid. Lisaks tehti tihedat koostööd kahe Väike-Maarja Gümnaasiumi ajaloo õpetajaga ning kohaliku muuseumiga.

Magistritöö on jaotatud kaheks peatükiks. Esimeses peatükis antakse ülevaade LAK-õppe ajaloost, printsiipidest, tuuakse välja antud meetodika eelised ja puudused ning õppematerjalide koostamise kriteeriumid. Teine peatükk annab ülevaate õppematerjalide koostamise ning piloteerimise protsessist ja analüüsib läbiviidud tunde ning materjale.

Analüüsi põhjal võib järeldada, et üldiselt olid antud õppematerjalid hästi koostatud, tunnikavades planeeritud tegevused olid saavutatavad ja tundide eesmärgid said täidetud. Murekohana võib tuua välja selle, et kui sama õppematerjali kasutatakse nende õpilastega, kelle keeleoskuse tase on madalam, siis tuleb ülesannetele planeerida rohkem aega ja osad ülesanded võiksid olla lihtsamad. Õpilastelt saadud tagasiside näitas, et enamik neist sooviksid sarnaseid tunde ka tulevikus.

Märksõnad: LAK- õpe (lõimitud aine- ja keeleõpe), õppematerjal, kohalik ajalugu, ainetevaheline lõiming

AVALDUS

Väike-Maarja Gümnaasiumi direktorile ja juhtkonnale

AVALDUS

Palun Teie nõusolekut, et viia Väike-Maarja Gümnaasiumis läbi minu magistritööks vajalikud tunnid 7.a klassis. Magistritöö raames valmivad lõimitud aine- ja keeleõppe metoodikal põhinevad materjalid kohaliku ajaloo õpetamiseks, mida saab edaspidi kasutada 7.klassi inglise keele valikaine raames. Magistritöö juhendaja on Tartu Ülikooli õppejõud Katiliina Gielen. Magistritöö jaoks palun võimaldada mulle viis 90-minutilist tundi 2023 kevadel. Tunniplaanist lähtuvalt palun luba kasutada kolmapäevaseid klassijuhataja tunde ja ettevõtluse valikainet – nii klassijuhataja kui aineõpetaja on enda suulise nõusoleku andnud. Magistritöö jaoks õpilasi ei fotografeerita ega salvestata, nende tagasisidele viidatakse üldistavalt.

Lugupidamisega,

Relika Maripuu

14.10.2022

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Relika Maripuu

Väike-Maarjas, 16.05.2023

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Relika Maripuu

16.05.2023

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Lõputöö on lubatud kaitsmisele.

[Juhendaja allkiri]
Katiliina Gielen

[pp.kk.aaaa]