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DESIGNING CULTURE-ORIENTED TEACHING MATERIALS FOR THE ENGLISH LANGUAGE WEEK IN A BASIC SCHOOL

MA thesis

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ABSTRACT

The present master's thesis aims to create instructional materials for teaching culture in foreign language lessons during an English language week. As culture and language learning should be combined in order to effectively teach a language, the idea to find a way to teach culture in a somewhat different setting came to life. Thus, organising an English language week where culture and language learning are incorporated was the concept for the study. The created teaching materials consist of activities that should help to improve learners' speaking, writing, listening and reading skills.

The thesis will focus on the following research questions: What are some of the activity types that can be used for teaching culture to Years 6 and 8 within the English language week? Which aspects of the organised English language week do students find interesting? Which aspects of the organised English language week do teachers find especially useful?

The first part gives an overview of the issues of defining culture. It also focuses on the topic of teaching culture in a foreign language and what are some of the activity types that are suitable for teaching culture in a foreign language. Furthermore, the concept of the English language week as a way of teaching culture and language is referred to.

The second part introduces the procedure of designing and creating teaching materials and testing them out during the English language week. Questionnaires were created to seek answers to the research questions and to get feedback from the students and opinions from the teachers.

The discussion and conclusion summarise the main findings of the thesis.

TABLE OF CONTENTS

INTRODUCTION

Culture and language go hand in hand. In order to learn a language in a meaningful way, you need to know certain aspects of the culture it is being spoken in. Language learning is not only about grammar, reading, writing and speaking. It has a depth to it which is the cultural part of the language. Yet teaching culture in a language lesson is not the main aspect of language learning. For this reason, it is important to make language learning a more meaningful experience and one way to do so is by integrating the cultural aspect into the lesson. Nevertheless, it seems that often the cultural aspect of the language lesson gets too little attention and thus the idea of the MA thesis came to life.

The present MA thesis reports on the project of designing culture-oriented teaching materials for the English language week for the third stage of basic school students. A practical approach was chosen with the aim to create teaching materials that give new meaning to language learning with the aspect of culture and also to start a yearly tradition in the school where organising the language week took place. To the author's knowledge, there are no similar teaching materials publicly available in Estonia, which provides justification for the thesis. Also, the concept of the English language week has not been actively used in studies or been advertised as a different way to teach English in a school setting.

Until the 1970s, culture was associated with literature in language learning due to the fact that language learning was often focused on the grammar-translation method, which was one of the main ways of teaching foreign languages. The term culture has been perceived by language teachers either as a humanistic or sociolinguistic concept. Humanists believed culture should be taught through history, literature and art of the target language. This was called the big "C" of culture (Kramsch 2013). The concept of

humanistic culture based on the great achievements of a nation was already recognized, but the new concept of culture was rising (Stern 1992). In the 1970s and 1980s, the communicative approach stepped in and culture became noted as the way of life and everyday behaviours of people of the foreign language (Kramsch 2013). Stern (1992) explained it further as personal relationships, family life, value systems, and philosophies, which is basically the whole shared social fabric that makes up a society. This is one way of defining the small 'c' culture by the sociolinguistic concept of teaching culture. It has a focus on communication and interaction in social contexts. It includes the native speakers' ways of behaving, eating, talking, their customs, beliefs and values (Kramsch 2013). The same understanding was stated by Kumaravadivelu (2008). As culture is a complex entity with no clear definition or clear understanding, it is the teachers' obligation to find the right approach to teaching culture in the most suitable way to their understanding (Moran 2001: 13). Kramsch (2013) added that the understanding of culture not only involves the language teachers but also the language learners and the school curriculum. The school curriculum often expects foreign language lessons to focus on developing learners' communicative competence and the acquisition of conversation skills. Whereas literature or culture classes focus on the analysis and interpretations of texts from one language to another. These are the definitions of the small 'c' culture and the big 'C' culture that are some of the ways to intersect the meaning of culture.

The small 'c' culture focuses on everyday life. It is one of the most common and also highly recommended approaches to choose when selecting cultural content for second-language classes. Students find the way of living in other cultures typically fascinating (Oswalt 1970: 15, cited in Chastain 1976) and thus the lessons motivating.

Another approach is the big 'C' culture, where the focus is on the major products and contributions of society in general or of outstanding individuals in that society.

Students study the economic, social, and political history and the great politicians, heroes, writers, artists, etc. of the country. All this information may be interesting to a lot of people; however, it may not contribute to the students' ability to function linguistically and socially in contemporary culture or to their intercultural understanding.

Kramsch (1993) has pointed out that culture is part of the four basic language skills, which are speaking, listening, reading, and writing. It is always in the background, right from the beginning of learning a new language (Kramsch 2013). Even though attaching culture with the same value as the previously mentioned four skills is understandable, learning about culture helps develop global awareness and international understanding, which even further enables one to function in the second language society (Gaeini & Basirizadeh 2020). The teaching of culture experiences the need to identify, explain and categorise people and events to understand their way of life in other places in the world (Kramsch 2013). Furthermore, understanding and appreciating the values and ways of doing things and most of all learning about the unique qualities of other cultures (Tomalin 2008). Our cultural background influences our expectations and understanding of one another. This may lead to being unaware of our judgement. To be conscious of the elements of culture it needs a great whole of awareness of our own culture and also the culture of others (Wintergerst & McVeigh 2011).

Chastain (1976) stated that the ability to interact with speakers of another language depends not only on language skills but also on understanding their cultural habits and expectations. Understanding the language does not ensure the understanding of the speaker's actions. Intercultural communication between speakers of different languages is rooted in language skills, but it is also the basis of understanding the cultural differences among various subcultures. Being tolerant and understanding of the different cultures is in the hands of second language teachers. They need to give students information about the

basic similarities and differences between their culture and the language they are studying in order to foster intercultural understanding. These aims are also mentioned in the Estonian National Curriculum for Basic School (2001).

The importance of language and culture being taught together has been also mentioned in the Common European Framework of Reference for Languages (further CEFR, 2001) where some of the aims have been provided for teachers in the efforts to broaden the perspectives on language education. For example, it is important to understand that different cultures have different practices and norms. It is also useful to take into consideration differences in behaviours (gestures, tones and attitudes). CEFR (2001) also states that the knowledge of culture is a part of each language proficiency level starting from A to C.

Progression up the scale is characterised as follows: at the A levels, the user/learner is capable of recognising potential causes of culturally based complications in communication and of acting appropriately in simple everyday exchanges. At B1 they can generally respond to the most commonly used cultural cues, act according to socio-pragmatic conventions and explain or discuss features of their own and other cultures. At B2, the user/ learner can engage effectively in communication, cope with most difficulties that occur, and is usually able to recognise and repair misunderstandings. At the C levels, this develops into an ability to explain sensitively the background to cultural beliefs, values and practises, interpret and discuss aspects of them, cope with sociolinguistic and pragmatic ambiguity and express reactions constructively with cultural appropriateness.

This extract from the CEFR (2001) evidently shows how culture is a part of each language proficiency level and what is expected from the students to acquire during their language studies. As the author teaches students at the A and B levels, the knowledge from the CEFR will be taken into consideration, meaning that students are expected to understand how to act in different cultures, can generally respond to the most commonly used cultural cues and act accordingly. Additionally, students will learn how to act when difficulties and misunderstandings may happen during communication with the representatives of other cultures. To further understand what is expected from teachers on teaching culture in language lessons in the basic school, as it is the target group of this thesis, the Estonian National Curriculum for Basic School was also taken into account.

The Estonian National Curriculum for Basic School (2011) in the Appendix 2 subject field of foreign languages states that basic school graduates will be expected to understand their own culture, value the similarities and differences between their own and other cultures and have acquired knowledge about nations speaking different languages and about their cultures. It is important for students to understand the uniqueness of other cultures and languages to gain the knowledge to be tolerant and unbiased towards other cultures and customs that are unfamiliar to them.

The present research paper introduces the teaching materials designed by the author in order to teach culture in English as a foreign language lesson during the English language week. The English language week was chosen as a way of teaching culture and starting a yearly tradition in the school where the author works. The main focus for the language week was to combine language learning with the cultural aspects of the foreign language. Additionally, the language week approaches language learning in a way that typical language lessons may not. Therefore, teaching culture and organising the English language week are both the focal points of the research paper.

The learning outcome of the English Language week and the teaching materials for the students is to get cultural knowledge through engaging activities during the week. The teaching materials are meant for students at the 3rd stage of study and contribute to expanding their language skills and offer them knowledge on the sights of London. However, the teaching materials can be modified to suit other students with different language levels. With the purpose of testing the quality of the designed teaching materials, a study among teachers and students was organised to attain answers to the following research questions:

1. What are some of the activity types that can be used for teaching culture to Years 6 and 8 within the English language week?

2. Which aspects of the organised English language week do students find interesting?

3. Which aspects of the organised English language week do teachers find especially useful?

The following sections consist of the literature review, which provides an overview of teaching culture in a foreign language and the techniques to use to teach culture. The next sections present the empirical part of the thesis. It introduces the process of designing the teaching materials and organising the English language week. Furthermore, the discussion of testing the teaching materials and an overview of the conducted study among the teachers and students are provided with the results from the questionnaires and the conclusion. The thesis includes eleven appendices: Tour of London listening task, T-shirt day writing task, London rap song listening task, A trip to London writing task, Tour of London role play task, Trip to London mad libs task, QR-code Scavenger Hunt, the description of activities done during lesson breaks, the questionnaires for the students' and teachers' feedback and the permission form for the parents.

TEACHING CULTURE IN A FOREIGN LANGUAGE

As the main aim of the present thesis is to create materials for teaching culture, is it important to delve into different ideas on culture pedagogy. These findings will contribute to designing suitable materials to use them for teaching during the English language week.

Language emerges from social interactions. Therefore, language learners cannot actually learn the language without accumulating the knowledge about the target culture and its native speakers (Dema & Moeller 2012). Language learners need to be aware of the culturally appropriate ways to address people, express gratitude, make requests or agree/disagree with someone (Peterson & Coltrane 2003). Peterson and Coltrane (2003) continued stating the importance of using language in a culturally acceptable way, in order to not offend other cultures and beliefs, which again comes back to being a tolerant person who understands and has empathy for other communities. This concept of awareness in language learning that Peterson and Coltrane (2003) have stated in their work is also evident in CEFR (2001), which is referred to as sociolinguistic competence. According to CEFR (2001), sociolinguistic competence is a component of the communicative competence, which itself is a concept of understanding how to use language and communicate effectively in social environments. Communicative competence has been narrowed down into three language-related components: linguistic competences, sociolinguistic competences and pragmatic competences. A short description of these competences is further presented to discuss the influence these competences have on language and culture. All these components are stated as a combination of knowledge, skills and know-how. Linguistic competences hold an ability to understand and use vocabulary, language conventions and syntax. This component relates to the range and quality of knowledge, how advanced is the learner's ability of phonetic distinctions and

what is their range of vocabulary. The cultural features of the community play a role in linguistic competence. For instance, where the individual has been socialising and where the learning has occurred. Sociolinguistic competences refer to having awareness of social rules of language, like directness, politeness and formality. Additionally, it means having the knowledge of the nonverbal behaviours and cultural references in different communities. The sociolinguistic component involves all language communication between different cultures. Pragmatic competence is the ability to use language effectively in a contextually appropriate way. It also means mastering cohesion and coherence, identifying different text types and forms. Pragmatic competence is the fundamental part of a more general communicative competence.

As it is possible to conclude from the discussion above, elements of communicative competence are associated with different aspects of culture. Whether it is the community in which individuals have been brought up or the cultural references to which different communities are in relation. The ability to understand different cultures, including your own, is inevitable in order to successfully communicate with people from other cultures. To make students aware of the cultural features in the language being taught, teachers should have an open discussion with students on the cultural aspects as well as the linguistic forms being studied (Peterson & Coltrane 2003). Stern (1992) elaborates even further that culture teaching should help learners to overcome the stereotypes of a target culture, which may occur if learners have a limited experience with the culture. A teacher's job here is to help students have a tolerant and respectful attitude towards the new culture.

Kramsch (1993: 205-206) in her work has pointed out ways to teach language and culture as a social practice. The first is establishing a 'sphere of interculturality', which means teaching culture is not only learning information about other cultures but a

reflection on both the target culture and the native culture. The second is 'teaching culture as an interpersonal process', which means replacing presenting only cultural facts with teaching the process to understand others. The third action is 'teaching culture as difference', which means the importance of considering the multiculturality of other societies and further details of other cultural factors like age, gender, origin, background, and social class. These are all one of many bearings of a person's culture. The last is 'crossing disciplinary boundaries', which means that teachers should have further knowledge from different studies on anthropology, sociology and semiology from both their society and the societies they are teaching and be able to link them with the teaching of culture. Kramsch (1993: 206) states that these ideas may have a more prosperous understanding of the teaching of culture than before by the majority of language teachers.

An English as a foreign language teacher should help students understand socially appropriate communication, such as making requests in a respectful way, for example. If a sentence is grammatically correct but is not the culturally appropriate way to address a person, it is the teachers' job to make the connection to the right way of communicating. Students will master a language only if they learn both the linguistic and cultural norms. That is why it is important to intertwine teaching culture with language learning (Peterson & Coltrane 2003).

We use language to learn and teach culture. The language that is taught in the classroom is specific to its nature. It is the classroom language, where culture is the topic and language is the way to understand, analyse and respond to it. Moran (2001: 39) has pointed out four language functions that are needed to learn the culture. We need language to participate in culture, to describe the culture, to interpret the culture and lastly language to respond to the culture. These four functions define the cultural experience cycle: participation, description, interpretation and response, which is simply stated as knowing

how, knowing about, knowing why and knowing oneself. These previously mentioned functions are important to master in order to learn culture through experience.

Cultural experience according to Moran (2001: 40), is any sort of representation of the culture where learners are presented with knowledge of the culture through listening, speaking, reading, writing, observing, or doing. The culture itself can be presented as products, practices, perspectives, communities, or persons. Therefore, culture can accompany language lessons in various ways and without major adjustments made by the teacher. Finding the right methods to teach culture in a foreign language is important and even so when wanting to teach culture in a meaningful way. In order to use the most suitable ways and activity types to teach culture in a language lesson, further research was made to provide insights into the topic. The next section of the thesis focuses on finding suitable activity types for teaching culture in the English Language week.

ACTIVITY TYPES AND WAYS FOR TEACHING CULTURE

Culture has been referred to as a subject matter like any other where you can learn facts, data, or other important information (Moran 2001: 7). Yet, it is only half of the depth of teaching culture. Culture is a dynamic, living phenomenon practised daily by real people, together or alone as they go about their daily life, living and creating their own history and civilization (Moran 2007: 7). In Moran's (2007: 7) belief, in order to communicate with other cultures, without being involved with the challenges that may come up in building relationships, and accomplishing tasks in their language, you need to acquire a set of rules on how to behave in a certain culture setting. To achieve the knowledge to behave in other cultures the trial and error part of managing emotions, language and actions is gathered through experience (Moran 2001: 7).

Moran (2001) advocates an experimental approach to teaching and learning culture. It is said to lead to a greater cultural understanding and more informed action and interaction. Moran (2001: 40) continues by saying that in order to teach culture in a classroom, the social interactions of the target culture have to be modified so that learners can manage them. The activities used to replicate social interactions are dialogues, role plays, simulations, interviews, games and other activities that mimic the communication of members of the target culture. Other activities that are useful are based on self-expression or communication. These activities can be labelled as asking questions, giving answers, or discussing different situations.

Peterson and Coltrane (2003) have stated in their work that incorporating culture into language teaching is important for students to really understand and learn the language. This way they will truly master the language by learning the cultural norms and

the target language. A subtle way for teachers to teach both language and cultural norms is by incorporating cultural activities into lesson plans to enrich the teaching content.

Using authentic materials from the native speech community helps students to grasp the cultural environment. These materials can be films, news broadcasts, television shows, magazines, newspapers, travel brochures, websites, photographs and other printed material. Authentic materials can be applied throughout every age group or language proficiency in foreign language lessons. The teacher's task is to adapt the materials in a suitable way to their group. For example, students can watch video clips taken from a television show and later, with the help of the teacher, translate the meaning and discuss what they saw. They can also discuss the cultural norms in the segment and the non-verbal behaviours, like eye contact, gestures, societal roles etc (Peterson & Coltrane 2003).

Whilst using authentic materials is ideal for teaching culture, the first-hand source for language teachers and learners to get acquainted with culture in some sort is through textbooks. Kumaravadivelu (2008) mentioned in his work that textbooks offer useful and usable information that gives learners general knowledge on cultural matters. However, textbooks are limited in their relevance to teaching culture nowadays where everything is changing quickly and being up to date is a bit challenging. What is needed right now are materials that can deeply and critically engage the learners' minds about the complexities of cultures in today's globalising world. Kumaravadivelu (2008) continued by stating that one of the fascinating sources that can provide an endless supply of materials and full of informational resources, which students are very familiar with is the Internet. The global communication network influences people and generates cultural awareness. Kumaravadivelu (2008) voiced in his book that there are hardly any students left who do not hesitate to question whatever is presented in the textbooks or what the teachers say. Therefore, it is evident that using a proper and judicious collection of materials collected

from the internet from targeted cultural communities around the world can help teachers and learners explore, in detail and in critical perspective, topics that help give a deeper understanding of cultural contexts.

Peterson and Coltrane (2003) have acknowledged the importance of teaching culture without preconceptions. It is necessary to present culture in a nonjudgmental fashion, in order for students to not place value or judgement on distinctions between the students' native culture and the culture learned in the classroom. One effective way that teachers have found in order to present culture in a nonjudgmental fashion is by presenting students with objects or ideas that are specific to the culture they are learning but unfamiliar to the students. The students act as anthropologists, exploring and understanding the target culture in relation to their own. Teachers give them clues or background information about the objects to figure out the meaning to them and make their own understanding to the point. The teacher's task here is to allow students to explore cultural interactions from their own point of view. This way students are also expected to gain empathy and appreciation for the way people do things in their own culture.

Stern (1992: 223-232) has also pointed out useful techniques of culture teaching and presented them as "approaches". They are mainly meant to be used in classroom situations. The first "approach" Stern (1992: 224) has pointed out is creating an authentic classroom environment. Putting up decorations and displays like posters, maps, and realia in a classroom to liven up the environment students create a visual and tangible presence of the target culture. Dai (2011) has a technique that could add perspective to this approach, which is 'positive classroom interactions'. It is possible by creating a positive cultural environment by addressing values, different experiences and cultural backgrounds. It is also important to introduce learners to different views of the culture. This way culture is not seen as monolithic, but rather a complex element.

The second "approach" by Stern (1992: 224) is providing cultural information. Some interesting and accessible ways to inform the language class about cultural facts without taking too much time away from the 'regular' language learning process are 'cultural asides', 'slice of life' technique and 'culture capsule'. Culture asides is a technique where a teacher presents cultural information when it arises in the text or learning process. It helps to create mental associations similar to the ones that native speakers make and learn cultural content. The slice of life technique consists of a short glimpse of life from the target culture and it is presented by the teacher at the beginning of the lesson. This can be a song or a video that connects to the topic discussed in the lesson. The advantage of this technique is that it takes a short period of time from the lesson and the preparation time is also little. The next technique to provide cultural information is by using 'cultural capsules' (also mentioned in Peterson & Coltrane 2003). It is a small unit containing realia, visuals and other aids. The teacher prepares it with necessary items and a presentation or a script to introduce the capsule. The presentation should be followed by a discussion, which hopefully builds interest among students to learn about the culture.

The third "approach" Stern (1992: 226) points out is cultural problem-solving. This approach teaches students culturally significant situations which may occur when visiting a foreign country. Students in this technique are presented with a situation, which may present issues among the target culture behaviour. Then they are provided with different answers on how to act in a situation and only one of them is the right solution. Students' assignment is to choose the right solution and give reasons why others are wrong.

The fourth "approach" by Stern (1992: 226-227) is behavioural and affective aspects. One of the ways to try this approach is by 'dramatisation'. This technique involves learners in role play and simulation, which is a great way to put learners in the position of the target culture community. Role play is also a great way to train students' empathy to

the unknown and unfamiliar which culture can sometimes be presented as. The benefits of using role plays in language lessons were also mentioned by Peterson, Coltrane (2003) and Moran (2001). They all have a similar view on role play being a great experimental approach for students to act out everyday life and experience how to communicate in different cultural settings or learn what to do when miscommunication is present because of cultural differences. One example to state the point is doing a role play on greeting people from different age groups. By doing a role play on how to greet the wrong way and then the right way students can discuss the differences and what is actually a culturally appropriate form of greeting (Peterson & Coltrane 2003). Stern (1992: 226-227) goes on by stating the latter that students can learn through acting out scenes of daily life, values or problems. Afterwards, a discussion and explanation should follow to elaborate on the subject.

The fifth "approach" by Stern (1992: 228) is the cognitive approach. This approach goes back to the way of studying the target culture through reading, lectures, discussions and debates. It also allows students to do their own research and find answers themselves. This approach is suitable for learners who are open-minded to new societies and observe critically but objectively. Dai (2011) had a similar approach by stating it as 'doing research-based learning'. This type of learning helps students to understand a topic better and hopefully develop interest and insight into the subject. The size and the topic of the research is up to the teacher and it can even be a group work. The main idea for learners is to receive more information and confirm or disprove existing knowledge.

The sixth "approach" Stern (1992: 229) has pointed out is the role of literature and the humanities. Contact with arts and humanities can help learners to be involved in cultural studies by seeing a play, listening to songs, looking at art or getting to know

folklore. Teachers' task here is to select suitable writings, films, plays and songs to help learners to fathom specific aspects of the target culture.

The seventh "approach" by Stern (1992: 230) is real-life exposure to the target culture. This essentially means bringing a native speaker to a language class or taking students into a second language environment. Another way for learners to gain a sense of reality in the target community is by having a pen-pal. Exchanging letters can help students to learn about the lives of others. The eighth and last "approach" Stern (1992: 231-232) has is making use of cultural community resources. It is likely to find native speakers of different languages in most of our communities. Therefore, it is a useful technique to invite native speakers to language lessons to learn their perspective, which also provides a sense of authenticity to learning the target culture.

Considering the activity types and different ways of teaching culture from the preceding section we can state a hypothesis that the activities suggested for teaching culture in a language lesson might be suitable for students in the 3rd stage of study and can be used to conduct the English language week. The previously mentioned activity types and Stern's "approaches" were taken into consideration when creating the teaching materials for the English language week to teach culture and help learners to become more aware of some of the cultural sights in London and to recognize and understand more about cultural norms and beliefs (Johnson and Rinvolucri 2010: 16). Also, the aim is to learn new information about the target culture and spark interest in students. The activities chosen for the study are thoroughly described in the section on designing teaching materials.

English language week as a way of teaching culture

Subject weeks in schools are an opportunity for students to learn a subject in a different way by focusing more on the subject and celebrating it by doing activities that are different from the usual lesson settings. Every school has its own understanding on the subject week and has different approaches, yet the outcome for the subject week should be similar - building interest in the subject itself. Subject weeks at the school where the author works are a yearly practice to liven up the school setting, focus on the subject and most of all to build subject interest among students. Every year there is an Estonian language week, an Art week and a Maths week. They all have a similar concept as previously mentioned: to build subject interest and provide fun activities to encourage students to learn a subject. The English language week has not been a yearly tradition at the school where the author works, thus the idea to organise one came to life. To understand how to organise an English language week, ideas from different schools and experts were collected.

From the point of view of the Global Indian International School, English Week is a week where the development of the reading, writing, speaking and listening skills are the main focus. The activities focus on writing short stories, poems, essays, songs and visits from different guest writers and speakers to share knowledge to students (Mugdal 2020).

Mintre (2019) pointed out that English Week can encourage students to use more English and put their previously learned practices into use. Furthermore, by speaking in English students can improve their language proficiency, which helps to develop fluency and confidence in using English in various forms of communication.

Language weeks are also a way for students to learn about different cultures and promote diversity. The events also incorporate art, food, performances and various competitions (Education Gazette Editors, 2019). The English language week allows

teachers to bring new aspects to learning English by emphasising the cultural aspect and using different approaches to liven up the day-to-day schoolwork. What is meant by the cultural aspect here is learning the customs, traditions, values and behaviours typical of other countries. One excellent way to involve students in learning about the culture is to give them the responsibility of first learning about the culture and then presenting their knowledge to their peers. By conducting research on their own, students gain a deeper knowledge of a subject than they would do if the information were passed on to them by the teacher. The teacher's role in teaching culture is to help students develop their own understanding of what culture means by using classroom activities that encourage students to articulate their ideas. Discussing the concept of culture can be beneficial to students as it equips them to comprehend what significant role culture plays in their daily lives (Wintergerst & McVeigh 2011). Given the above, Moran (2001: 142) names it as cultural behaviour, which involves the skills that help to engage in different scenarios, operations and acts of the target culture.

The language week organised within the present project will focus on the main attractions in London. In addition to organising the language week, teaching materials for the week are designed and tested. The theme for the activities will be also based on the attractions in London. The teaching materials and activities are designed so that students have the opportunity to be involved in the creation of the content.

DESIGNING TEACHING MATERIALS FOR THE ENGLISH LANGUAGE WEEK

The instructional materials for teaching culture in the English language week were created. The collected information and recommendations from the literature review were taken into consideration in designing suitable teaching materials to teach culture through everyday life situations in some ways related to the sights of London. Therefore, small 'c' culture principles were adapted. This part of the thesis gives an overview of the process of designing the teaching materials and organising the English language week. The research questions that are addressed in these sections are as follows:

1. What are some of the activity types that can be used for teaching culture to Years 6 and 8 within the English language week?

2. Which aspects of the organised English language week do students find interesting?

3. Which aspects of the organised English language week do teachers find especially useful?

The preparation phase

The idea for the study came from the author's interest to contribute to the school where the author works. The school itself is a rural basic school in South Estonia, with over 500 students attending it. As there are different subject weeks in that school, the author thought it would be a great idea to organise an English language week for basic school students to teach cultural aspects through sights of London and also make an effort to liven up the school environment. Hopefully, it will start a new tradition in the basic school where the study was held.

The main aim of the study was to design culture-oriented teaching materials and test them out during the English language week. As culture is a big part of our existence, new techniques were collected through the research and put into action by designing different teaching materials to teach culture through the topic of the sights in London.

To organise the language week, suitable activity types to teach culture had to be found. After collecting information and materials and deciding what to choose for the language week, the designing phase started. Although the students that were selected for the study were from Years 6 and 8, the English language week was meant for students from Years 2-9. Therefore, a variety of different tasks and activities were designed that would suit all needs or that could be easily modified for lower levels of language proficiency. As the current situation at the time of organising the event was a bit tricky due to Covid restrictions, some alterations were taken into consideration. First, the timing was dependent on the situation at school. The date of conducting the language week was postponed several times because the whole school had to go distance learning for a week and the other time a lot of students were absent because of Covid. Eventually, the language week was successfully conducted at the beginning of February. In order to gain insight into the benefits of organising an English language week and teaching culture, specific teaching materials were designed. The idea was to use the teaching materials during the English lessons. The materials were designed in order to use them in multiple language levels, either unchanged or with minor modifications.

While the study was held for students of Year 6 and 8, the English language week was meant for the whole basic school, for the students of Years 2 to 9. Year 1 was not included as in the targeted basic school English language learning starts from Year 2. The designed activities were made to improve students' reading, writing, listening and speaking skills. Everything was adjustable to students' language level. Additional

activities and worksheets were designed or collected from various sources to use every day during the lesson breaks (see Appendix 8). Each day of the week had a different theme or an activity for the students to do during the breaks between lessons. The aim of the activities was to introduce the sights of London through quick and entertaining elements that were suitable during lesson breaks. The aim was also to liven up the school week and create interest in language learning and the sights in London.

The week before the English language week preparations for advertising the event were made. A poster to advertise the language week was designed with all the explanations of what will be happening during the language week. The posters were put up in multiple places at school for the students to see. Also, the author introduced the language week to all the students she teaches and to her colleagues as well. The overview of the different stages to organise the language week is also provided in table form (see Figure 1).

The stages of organising the English language week		Who was involved in the stage?
What happened before the English language week?	- Doing research on the activity types that can be used to teach culture. - Designing teaching materials. - Designing lesson break activities. - Asking permission to conduct a study. - Agree upon the date of the language week. - Making a poster to advertise the week. - Advertising the event to students. - Introducing the teaching materials to the author's colleagues	- The author of the study - The supervisor (feedback on activities) - Parents of the students (for giving the permission) - Headteacher (for giving the permission) - English teachers, who participate in the study
What happened during the English language week?	Testing the teaching materials in the lessons and during	- The author of the study - The participants in the study: students from

	the breaks. ● Putting up the lesson break activities in the school hallways each day. ● Giving feedback to students on the completed lesson break activities. ● Receiving feedback on the event from students and teachers. ● Handing out and collecting feedback questionnaires from students. ● Handing out feedback questionnaires to teachers.	Years 6 and 8 ● Students from Years 2-9 ● The participants in the study: 2 English teachers
What happened after the English language week?	● Receiving answers to feedback questionnaires from teachers. ● Analysing the results from the questionnaires.	● The author of the study ● The participants in the study: 2 English teachers ● The supervisor

Figure 1. Stages in organising the English language week.

Participants

The participants in the study were the author's students from Years 6 and 8 and colleagues from the same school. Permission to participate in the study was asked from the students' parents with a permission form (see Appendix 11) promising students anonymity and the anonymity of the given answers in the questionnaire. Additionally, the author promised that the data received from the questionnaires was only used in the present research paper. At the end of the English language week, the author sent questionnaires to her three colleagues to see how they managed to use the activities in their lessons and to

collect overall feedback on the quality and perceived usefulness of the materials. Getting students' opinions on the language week was also an important part of getting an idea of the language week. Thus, students' questionnaire was also made and handed out to students at the end of the week. Although almost all the students from Years 6 and 8 participated in the activities of the English language week, only a limited number of parents returned the signed permission form. Therefore, there were in total seven participants in the study from Year 6 and nine participants from Year 8 who answered the questionnaire and gave feedback. The aim of the students' questionnaire was to get an idea of what students liked the most and what they liked the least, thus obtaining information to answer the second research question. Two out of three teachers were able to answer the questionnaire and give their feedback on the event, which would be used for answering the third research question. This feedback helps to make improvements and adjustments for the upcoming language weeks in the near future. By getting feedback from the students and the expert opinion from the teachers the author is going to assess the perceived usefulness of the materials that have been created and also the benefits that the English language week has as a popularising way to teach language and culture. By taking the feedback into account the author can decide whether the activities of the same type could be developed for the next year's English language week or something should be changed in them or some types of the activities should be left out altogether.

In addition to the students who participated in the study, there were more students who took part in the English language week. The students who also had the opportunity to try out the designed teaching materials were the author's students from Years 3, 4, 5, 6 and 8. This is in total over 120 students. They did not participate in the study but as the author wanted to carry out the activities in all the forms she teaches, more students were involved in the language week. Furthermore, the lesson break activities on each day of the event

were planned for all the basic school students from Years 2-9. As the author was the main organiser during the activities at the lesson breaks and was involved alone, the approximate participation during lesson breaks was about 75% of all the basic school students. The highest engagement levels were in the first and second stages of basic school. This was estimated by the opinion of the author as students from all over the school showed engagement by handing over completed worksheets and tasks during the lesson breaks throughout the week.

Data collection

Two questionnaires were chosen as a source for gathering the data and finding answers to the research questions: which aspects of the organised English language week do teachers find especially useful and which aspects do students find interesting. Also, the opinion of students and teachers were taken into consideration on what issues should be taken into account while organising the English language week in the future. The first questionnaire was for students (see Appendix 9). It included 13 questions: 8 statements and 5 open-ended questions. The possible responses to the statements were '1 - strongly disagree', '2 - disagree', '3 - hard to say', '4 - agree', '5 - strongly agree'. The open-ended questions were formed to get students' opinion on the event and to elaborate on the topic. The students filled in the printed version of the questionnaire at the end of their last English lesson of the week.

The second questionnaire was for teachers (see Appendix 10). It included 15 questions: 12 statements and 3 open-ended questions. Although there were 12 statements, teachers were also kindly asked to add a comment to each statement or specify their answer if they wished to do so. The possible responses to the statements were also '1 - strongly disagree', '2 - disagree', '3 - hard to say', '4 - agree', '5 - strongly agree'. The

open-ended questions were formed to get teachers' opinion on the event, possible feedback and the usefulness of the activities that were used at the event. The teachers filled in the questionnaire electronically on Google Forms at the end of the English language week.

Creating and carrying out activities for the English language week

The activities used in the English language week were put into two categories: the teaching materials designed to be used during English language lessons and activities and worksheets designed for the lesson breaks. In total, there were 7 different teaching materials designed for the English language lessons (see Appendices 1-7). These activities aimed to develop students' writing, listening and speaking skills and also to teach about the sights of London, which was the cultural aspect as a whole. For each day of the English language week, there were additional activities during the lesson breaks (see Appendix 8). The activities designed for the lesson breaks were aimed to liven up the everyday school environment and offer fun elements during the week. The activities were designed keeping in mind the A2-B1 level. The target group consisted of students aged 11-15 from one basic school in South Estonia. The students have been learning English from Year 2, having three to four lessons in a week. All seven activities were used during the English language week. As the target group has three English lessons in a week, two activities were mainly used per lesson and one lesson had to have three activities carried out. Each lesson was 45 minutes long and filled with activities for the whole lesson time. All the activities were designed considering the main theme of the week, which was the famous sights in London.

The main aims of the teaching materials were to introduce culture to students through the sights in London and also discuss and find information about the topic. The aims are also linked with the general competence in the Estonian National Curriculum and its Appendix 2: Foreign Languages (Government of the Republic 2011). The designed

teaching materials are aimed to become familiar with the cultures of other countries. The skills of good self-expression, text understanding and text creation are essential for successful communication in a foreign language. The Estonian National Curriculum and its Appendix 2: Foreign languages (Government of the Republic 2011) also advise to use active learning techniques like role plays, discussions and teaching materials and tools based on information and communication technology, which all are reckoned with in the designing phase of the teaching materials. The next section introduces and describes the designed teaching materials and suggests how and where to use them. Additionally, the experience of testing the teaching materials in two groups of students is also discussed and elaborated on.

The English language week was organised at the beginning of February 2022. Each English language lesson consisted of testing the teaching materials in Year 6 and Year 8 lessons. The timeframe was one week and three lessons in both classes. The test subjects were seven students from Year 6 and nine students from Year 8. All the designed teaching materials were equally carried out in both classes by the author.

Here is an overview of the activities in a table form (See Figure 2). The theme, purpose and focus for each of the activities have been provided.

Activity	Theme	Purpose	Focus
Tour of London (see Appendix 1)	Culture Language	Boost listening comprehension among learners	Developing the skill of listening for detail
T-shirt day. Short story writing task (see Appendix 2)	Language Grammar	Students can express themselves through writing	Using imagination for writing purposes
London rap song (see Appendix 3)	Culture Language	Boost listening comprehension among learners	Listening for key information
A trip to London (see Appendix 4)	Culture Cooperation skills	Learning how to plan a trip	Understanding the map of London

		Logical thinking	Giving reasons and decision-making
Tour of London. Role play (see Appendix 5)	Cooperation skills Authentic situation practice	Teach real-life scenarios Using imagination Logical thinking	Involving students in asking questions, explaining and presenting a situation
Mad Libs. Trip to London (see Appendix 6)	Culture Language Grammar General knowledge	Students can express themselves through writing Logical thinking	Using imagination for writing purpose Practising the parts of speech
QR-code Scavenger Hunt (see Appendix 7)	Culture knowledge Cooperation skills	Practise problem-solving Develop communication	Building collaboration skills Using a form of active learning

Figure 2. Activities for the English language week.

The theme for each of the activity type has been presented in the table form to give an idea what each of the activity conveys or represents. The theme shows the aspects addressed for each activity type. The themes are written in a general manner to give an overview. The purpose under each activity type informs the reason for the planned activity. The focus shows the specific meaning behind the activity type and what is the centre of the activity type. A more thorough explanation of each of the columns is presented in the next section under each of the activity type headings.

Tour of London

The first activity (see Appendix 1) focuses on developing listening skills through a recording from the British Council. The listening activity is designed to boost listening comprehension among learners. The recording in the activity is recorded with a British accent, which also helps students learn to understand native English speakers. The first part of the activity supports developing the listening for a sequence skill. Students have to

comprehend the text and get the order of the sequence right and act accordingly, which is a skill students have to follow constantly when receiving instructions and following them (Pesce, n.d.). It is a reenactment of a situation when you are taking a doubledecker tour of London with a tour guide. This activity is meant to make students feel like they are going on a real tour. The students get a worksheet where they have to put the names of the places they are going to visit in the order the tour is taking place. Afterwards, the students are going to listen to the recording again and answer seven questions about the tour. The second part of the activity supports developing the listening for detail skill. The idea is to train students to grasp specific information (Pesce, n.d.). The recording has an element of comedy and dramatisation, which makes the listening fun and entertaining.

The Tour of London (see Appendix 1) worksheet was used in both classes and the timeframe for the activity was approximately 10 minutes. During the activity, students had the opportunity to practise listening skills and understanding accents while hearing an authentic text. Learners listened for key information, answered questions and provided feedback while checking the answers after finishing the activity. In the author's opinion, students liked the activity as they seemed to enjoy the comedy element in the recording. Students also managed to complete the activity and they understood the assignment. There were no complications with the activity and everything turned out as planned. Tour of London listening activity was planned for the first lesson of the language week followed by the tour of London role play (see Appendix 5). These activities were put together as both had the same topic of being a tour guide. In the first activity, students listened to a tour guide and in the second activity students could try out how to be a tour guide.

T-shirt day

The second activity (see Appendix 2) is a creative writing task. It focuses on using imagination to write a short story using the words given. In order to write a short story, a small preparation has to be done. The task goes in hand with the activity on the third day of the English language week that is held during the lesson breaks (see Appendix 8). On the third day of the event, students are asked to come to school wearing a T-shirt with an English slogan on it. The words used for the short story writing task are from the T-shirts of other students. As the writing task is done during the English lesson, some adjustments can be made in order to get words for the writing task. One possibility is to use the words from the students who are wearing the themed T-shirts in class and write the words on the board. Students can choose from the given words and use them in their stories. Another possibility is to write the words that students have found on their peers' T-shirts during the lesson breaks and use those words and write them on the board for everyone to see. The teacher using the activity can choose from these options or be creative and choose another idea to tackle the situation. The writing task is suitable for the target age group of 11-15. The assigned word number in the story is also suitable (150-200 words). The time period for the activity is 15-20 minutes. After finishing the activity it is advised to let students present their stories to the whole class as students' creativity and ideas can be endless and stories entertaining.

The T-shirt day (see Appendix 2) worksheet was used in both classes on the same day, as it was part of the other activity carried out during the lesson breaks (see Appendix 8). Students actively participated in the T-shirt day activity as many students came to school wearing T-shirts with different English slogans or words on them. Some students even made their own T-shirts for the day. These slogans were used in the worksheet to write a short story. The slogans were written down by the students and used during the

English lesson. The teacher provided some additional words or slogans and wrote them on the board to use for the short story. The learners practised creative writing and performing for their peers as they were asked to read out their finished stories to the whole class. Most of the students managed the activity well and were eager to read their finished stories. Some students needed more time to finish but managed with the additional time given. The T-shirt day activity was planned for the second lesson of the week with the activities London rap song (see Appendix 3) and a trip to London writing task (see Appendix 4). Although there were two writing tasks in one lesson, they both had different elements and outcomes. T-shirt day concentrated more on students' creativity while a trip to London writing task was aimed to get students thinking logically and planning for a trip. The listening task was a fun addition to introduce the sights in London with a song.

London rap song

The third activity (see Appendix 3) focuses on developing listening skills through a song. Songs contain authentic language, are easily accessible and provide cultural aspects and are entertaining (Lynch n.d.). This activity is also connected with the second "approach" by Stern (1992: 224) which is providing cultural information in a 'cultural asides' or 'slice of life' technique. It is a technique where a teacher presents cultural information when it arises in the learning process. The following song is about the famous sights in London. The song also has a video, which means that students can watch a video and listen to the song at the same time. The video is animated with pictures and the person singing the song is also doing some fun movements that go together with the song. The task requires students to listen to the song and to do a gap fill exercise. Students have to fill in the gaps with the right song lyrics heard from the song. The song is made by the owners of the website called English Through Music. The song is suitable for the target

age group 11-15. However, it can be also used with lower level students, because the language structures are fairly simple and there is the repetition of the lyrics. It is advised to play the song at least twice for students to manage to write all the lyrics. It is also possible to display the lyrics on the screen for students to see the results. After checking the results it is recommended to sing the song with the whole class and possibly copy the movements in the video. The time period for the activity is approximately 10 minutes.

The London rap song (see Appendix 3) activity was conducted and used as a worksheet for practising students' listening skills while also learning about the sights in London through a song. Students listened for key information and filled in the worksheet. Afterwards, the teacher provided the answers. This activity suits well at the beginning of the lesson to introduce the topic of sights in London. However, the author used the activity in the middle of the lesson to offer some variety and use it after a challenging activity. The song is light-hearted and fun to use. The students from Year 6 and 8 seemed to like the song and found it quite amusing.

A trip to London

The fourth activity (see Appendix 4) is a writing task. It focuses on understanding the map and choosing suitable tourist attractions to visit. Students have to name the tourist attractions on the map and write the names in the speech bubbles. The task is authentic, as students have to imagine they are going on a two-day trip to London and choose the most interesting sights they would like to visit. Peterson & Coltrane (2003) have favoured using authentic materials from the native speech community as it helps students to grasp the cultural environment. Additionally, they have to understand the map, which is also integrated a bit with the Geography lesson. Students can also use their smartphones to find information about the sights. This makes it easier for them to choose the suitable tourist

attractions. Afterwards, they have to give reasons why they chose the following sights. The activity can be done individually or can be pair work. The time period for the activity is approximately 15 minutes. When students are finished with the activity they are advised to present their ideas of the two-day trip and give reasons to their choices.

A Trip to London (see Appendix 4) worksheet in Year 6 and 8 was to implement a real scenario of planning a trip to London. The aim was to make students think logically. Students were first asked to look at the map of London city centre and write the names of the most famous sights to the right places. Afterwards, learners chose the places they would visit and give reasons for their choices. They also had to present their trip to others and describe their itinerary. This activity made students communicate with each other about the places they would like to visit and give reasons. Students did not have much trouble choosing the prefered places and presenting their opinions. The activity was done in pairs and it supported communicating and collaborating with peers.

Tour of London. Role play

The fifth activity (see Appendix 5) is a role play. The role play focuses on involving students in a particular type of language use. The activity tests students' ability to ask questions, explain and present a situation (Coleman and Klapper 2005: 96-97). The role play is chosen because of Stern (1992: 226-227), Peterson & Coltrane (2003) and Moran's (2001) recommendations, as it is a great experimental approach for students to act out everyday life situations and experience how to communicate in different cultural settings. The activity is done in pairs. One of the students is going to be a tour guide. The tour guide's assignment is to choose the preferable tourist attractions in London they would like to visit during the tour. The student has to write a speech to introduce the guided tour. The activity is constructed as a gap fill exercise and the outlining of the speech has been

done for the student. The second student is going to be the tourist who listens to the tour guide's speech and has to ask questions related to the tour. When students have written their parts on the worksheet it is advised to act the role plays. The time period for the task is approximately 20 minutes.

The main aim for the Tour of London (see Appendix 5) role play was to put learners in an authentic situation where they have to be either a tour guide introducing a tour or being a tourist asking questions. Learners worked in pairs constructing the role play. The activity was prepared in order to provide students with an opportunity to act in a situation that may occur in real life. Students were also asked to provide suitable questions that logically complete the first part of the task. Students created their role plays and carried them out to the whole class. The activity was quite challenging for students. They managed to write a role play in pairs but presenting it was the challenging part. Instead of acting, students simply read their parts out without emotion. This shows that using role plays should be a more frequent task to use in lessons in order to get used to acting out in role plays.

Mad Libs. Trip to London

The sixth activity (see Appendix 6) is a creative writing task. Mad Libs is a word game where students have to fill in the gaps in the story with suitable words. Under each gap, there is a clue for the word that is advised to add in the story. It can be a noun, verb or adjective. Students can practise their language with an entertaining game (Kandynovich n.d.). Also, students can practise the parts of speech in this activity. The story is about a family trip to London. Students can use their imagination to compose a funny story. This activity is advised to be done individually but it can also be done in pairs. After students have finished their stories it is recommended to read them out. It makes it a fun activity as

students can use very different words and make the story as original as possible. The time period for the activity is approximately 10-15 minutes.

Trip to London. Mad Libs activity (see Appendix 6) was a task to test students' creativity and knowledge on the sights of London by filling in the gaps in order to create a story of a family trip to London. Students either went the logical route and put suitable words into the gap to make a story or the funny route where they tried to make the story as funny as possible. Either way, it was a great mood booster and students seemed to like to present their completed stories. From the author's experience, students prefered to make the story as funny as possible. Students knew that they had to present the story afterwards to the whole class, which is why they made a funny story and wanted to make their peers laugh. All the finished stories were logically written with an added comical element. Students seemed to enjoy the activity and completed the task well.

QR-code Scavenger Hunt

The seventh activity (see Appendix 7) is a Scavenger hunt. It focuses on building collaboration skills, encouraging each other during the activity and has a challenging aspect to it (Verner n.d.). Students are placed in groups of three. They need a worksheet and a smartphone to be able to scan the QR-codes. This activity is based on the suggestions on the Estonian National Curriculum and its Appendix 2: Foreign Languages (Government of Republic 2011), where it is advised to use different forms of active learning such as group work. Additionally, it is suggested to use modern learning environments and teaching materials based on ICT. Therefore, QR-code Scavenger Hunt was designed as a form of active learning. The QR-codes are hidden inside the school building and students have to find them and act accordingly. Each QR-code hides a question about the main sights in London. Each question has multiple-choice answers and

students have to choose the correct one and move on to finding the next QR-code. There are two QR-codes that have open-ended questions and a link to a website where you can find the answer. This makes the task a bit more challenging and time-consuming because students have to read and search for the answer. In total there are 15 QR-codes hidden inside the school building. The QR-codes were made with a free QR-code generator on the website https://goqr.me. The website was easy to use with simple instructions. No problems occurred when generating the QR-codes. A similar task as the Scavenger hunt was carried out successfully by Law and So (2010), which was called 'Maths Trail'. Students gave positive feedback, even though the concept of using QR-codes during lessons was quite new for them they enjoyed using smartphones for learning purposes and thought it was a fun experience.

The QR-code Scavenger Hunt (see Appendix 7) was the last activity of the English language week. Students in groups of three looked for QR-codes, scanned them and answered questions about different sights in London. The Scavenger Hunt offered learners practice in problem-solving, working together and ICT learning.

The last lesson in both classes was also dedicated to concluding the language week and filling in the questionnaires. The students gave feedback on the event and reflected on their learning experience, pointing out the aspects they liked about the language week and what needs improvement.

The main purpose of the teaching materials was to give students an insight into cultural aspects by introducing the sights of London as a tour-guide approach. After testing the materials, it is possible that the learners acknowledge cultural aspects and learn new facts about London through real-life situations. The period of testing the teaching materials was short and thus making it difficult to select the most suitable materials. However, we

may assume that the materials support learning culture because students managed to complete all the teaching materials.

The materials help practise speaking, writing and listening skills and to a lesser extent reading skills as students had to work on activities that benefited all the abovementioned skills. Some of the activities also helped develop students' cooperative and social skills as they had to work together on the tasks and discuss and find answers to questions and produce logical role plays. Listening tasks endorsed students' listening skills and helped them practise listening for key information and understand foreign accents. Writing assignments were aimed to encourage creative writing. The tasks were compiled so that students would not get taken back by the work and find it feasible.

The materials were user-friendly from the teacher's viewpoint. The worksheets were suitable for various language levels and also were easily adjustable. This can be stated by the knowledge of the author, who carried out the activities from Years 3 to 8. The worksheets can be used even outside the language week for other instances, which makes the teaching materials quite versatile. The prepared answer keys made using the worksheets easy and less time-consuming for the teacher.

The students seemed to like the language week and found the event quite entertaining as each lesson provided something different from the ordinary lessons. At the end of the language week, students were interested in having similar language weeks in the future. To get a further overview of the students' opinion on the English language week, the author asked students to give feedback in the form of a questionnaire.

Results from the student Questionnaire

The questionnaire for the students' opinion was given to six students from Year 6 and nine students from Year 8. Although the number of students in total from Year 6 and 8

is 33, consent to participate in the study was received from the parents of 15 students. The permission to involve students in the study was asked from their parents through a consent form (see Appendix 11) and the school's administration was also informed of the study. The signed documents are in the custody of the author.

The questionnaire consists of 13 questions that help find the answer to the research question: which aspects of the organised English language week do students find interesting. The question was asked to get feedback on the event and to learn and improve for the upcoming events. Since building a yearly tradition in the form of the English language week is something that is also important for the author.

The form contains 8 statements and 5 open-ended questions. The questions were formed to get students' opinion and to have them elaborate on the topic.

Participants agree to Question 2 that the instructions for the activities were clear with the average assessment of 4.7 and the mode being 5 (A=4.7, Mo=5). They mostly agreed with Question 3 that the activities had enough complexity for them (A=3.7, Mo=4) and with Question 4 that the activities were interesting (A=4.8, Mo=5). To the statement in Question 5 'The activities created interest in other cultures' students fortunately agreed (A=4.2, Mo=4, 5) and the statement in Question 6 showed that English language week built interest in learning more about London (A=4.3, Mo=4). Students find the aims for the activities clear in Question 7 (A=4.9, Mo=5). They were additionally asked to write the aims the activities had in their opinion to Question 7a. The most occurring aims students pointed out were learning English culture and getting to know more about London. Students also mentioned the fact that the aim was to have fun, develop an interest in other cultures and bring some variation to everyday learning practices.

In Question 8 the participants agreed to have an English language week every year (A=4.6, Mo=5), which suggests that they liked the concept of the event and the activities.

However, students find it challenging to point out what could be improved for the upcoming weeks in the future in Question 12. Many students could not point anything out or said they liked everything as it is. Still, some students commented on using QR-codes and Scavenger hunts again in the future. This was expected as 14 out of 15 students placed QR-code Scavenger hunt (see Appendix 7) number one as the best activity from the list in Question 9. Students clarified their decision by stating that they liked the competition element and it was a fun and memorable activity.

Students also stated the activity they liked the least in Question 9. It turned out that the tour of London role play (see Appendix 5) was the activity they liked the least. Six out of 16 students placed it in last place. The students pointed out that they simply did not like role plays, and found them complex or not interesting. This may be because they do not have enough practice in creating their own role plays. This also shows that the aspect of role plays should be used more for learners to get accustomed to the activity. Another activity that was also mentioned was a tour of London listening task (see Appendix 1) by three students. They indicated that they did not like listening tasks. A trip to London writing task (see Appendix 4) was chosen by two students. One student put it in the last place for not remembering the task and the other said it was a bit boring. One student chose the T-shirt day activity (see Appendix 2) because the participant did not like dressing up for certain occasions. Two students could not choose their least favourite activity as they liked them all.

The students were also asked whether they participated in the English language week lesson break activities in Question 10. Most of the respondents participated in the activities during the lesson breaks (A=3.66, Mo=4). From the activities done during the lesson breaks students liked the London sights picture Scavenger hunt (see Appendix 8) the most. This resulted from Question 11. Five out of 15 students chose the picture

Scavenger hunt. Four out of 15 students liked the T-shirt day activity the most (see Appendix 8) because this activity enabled students to speak to other peers they did not know. One student liked to solve quizzes (see Appendix 8). Two students had no opinion and the other two did not participate in the activities during the lesson breaks.

The last Question 13 sought to get students' opinion on what they overall liked and disliked about the current event. Most of the respondents liked the event as a whole and found it exciting. Some mentioned activities they liked were lesson break activities and the QR-code Scavenger hunt. One student also stated that they liked the activities but would have prefered fewer worksheets. This is a great point to acknowledge for the upcoming events and to find another way to put the activities into practice.

From the students' questionnaire, we may state that the activities used during the English language week received mainly positive feedback. It was evident that students liked the QR-code activity the most because it was a new concept for them and they enjoyed being active during a task. The lesson break activities also seemed enjoyable for them, as each day the breaks had a purpose and students could put their free time into good use. Still, in the author's opinion, as students managed to complete all the activities well and the feedback was mostly positive, we may conclude that the created teaching materials are suitable for Year 6 and 8 students.

Results from the teachers' Questionnaire

The present section analyses the feedback from the teachers' Questionnaire on designed teaching materials for the English language week. The questionnaire was given to three teachers who tested out the teaching materials with their students. Two teachers were able to give feedback from their point of view and the expert opinion on the created activities. The questionnaire consists of 15 questions that help to find the answer to the

research question: which aspects of the organised English language week do teachers find especially useful. The question was asked to get feedback on the event and the expert opinion from the author's colleagues who also carried out the activities during the language week. The form contains 12 statements and 3 open-ended questions. Additionally, teachers had the opportunity to give a comment on each statement and provide further feedback.

Both teachers agreed to Question 1 that the activities during the English language week were versatile. Teacher 1 added that the activities were entertaining, interesting and variable. Teacher 2 thought the activities were versatile because they were suitable for different language levels. The respondents agreed to Question 2 that the activities were mostly easy to use in lessons. Teacher 1 added that they used the activities at the end of the lesson to offer activities out of the ordinary workbook and coursebook activities. They also liked that the activities were easily printable and the given answer keys made it easy to carry out the activities. The teachers agreed to Question 3 that the instructions for the activities were formulated in a clear manner. When asking Question 4 whether the teachers managed to use all the activities during the language week, the answers were not as expected. Teacher 1 was able to use six out of seven activities from the teaching materials. The teacher explained that the only activity they did not manage to use was the trip to London writing task (see Appendix 4) and added that the map was a bit bleary to use. Teacher 2 was able to use some of the activities in their lessons. The teacher added that she chose some of the activities to try out with different students but did not specify which ones exactly they used. The teachers agreed to Question 5 that the activities created interest in other cultures. Teacher 1 mentioned that students liked to share their experience with travelling to London. The teacher felt that students were more interested in London as a result of using the given activities. Teacher 2 added that many students asked for extra

information during the activities. It sparked conversation and interest in various sights of London and also the Royal family. The teachers agreed that activities for the English language week were composed in a clear way to integrate the activities into the lessons. Respondents in Question 6 stated that the students learned new information about London through the designed activities. The participants mostly agreed with the statement in Question 7 that students were motivated in doing the activities for the English language week. Both teachers in Question 8 find the provided answer key useful. They added that giving feedback was easier due to the answer key. The teachers used the given activities in various classes, which indicates that the activities were versatile as they were or with minor adjustments for different language levels. Teacher 2 agreed in Question 9 that the activities were suitable in Year 6 whereas teacher 1 stated 'hard to say' explaining that they do not teach in the mentioned class. Teacher 1 agreed in Question 10 that the activities were suitable in Year 8, whereas teacher 2 stated 'hard to say' explaining that they do not teach in the designated class. As the respondents do not teach both Year 6 and 8, they only answered based on their experience. The respondents pointed out the activities they found the most interesting in Question 14. Based on their opinion, the Scavenger Hunt (see Appendix 7), Tour of London listening task (see Appendix 1) and London rap song (see Appendix 3) were the most interesting of all the seven activities. Teacher 1 pointed out that the Scavenger Hunt was very popular among students and they enjoyed the task. The teacher also added that the event was a success and even younger learners were engaged in doing different kinds of activities.

As there were a limited number of participants in the study, we cannot generalise the full outcome. We may still conclude that the teaching materials were suitable for Year 6 and 8 students. Furthermore, the topic for the English language week expanded students' interest in a different culture. Participants' overall opinion was that the event was well

organised and the materials can be used in English language classes to teach culture to Year 6 and 8 students. Moreover, the activities can be used with other language level students, while doing some adjustments beforehand.

Discussion

The main aim for the research was to teach culture through organising an English language week in the basic school where the author works. Furthermore, I aimed to design and carry out suitable activities that focus on cultural aspects and language learning. Alongside the previously mentioned aims, the purpose was also to find answers to the following research questions:

1. What are some of the activity types that can be used for teaching culture to Years 6 and 8 within the English language week?

2. Which aspects of the organised English language week do students find interesting?

3. Which aspects of the organised English language week do teachers find especially useful?

The answer to the first research question was acquired by collecting information from different scholars. The main findings were that using authentic materials from the native speech communities helps students to grasp the cultural environment (Peterson & Coltrane 2003). Thus, video clips, songs and different audios were put into use while creating the activities. The other activity type that was put into use and also recommended was the role play. In role plays, students can learn how to interact with other cultures by acting (Peterson & Coltrane 2003). Although role plays are a great way to practise cultural behaviour and different aspects of everyday life, students named the role play as the least preferred activity they did during the week. The reason for it may be that students are not

that accustomed to doing and creating their own role plays. Therefore, it is important to carry on using role plays in the upcoming lessons to get students familiar with the activity type, as it is one of the recommended activities to use for teaching culture.

Moran (2001) encourages using activities that replicate social interactions with modifications that are manageable in classroom settings. Therefore suitable activities were created keeping in mind the social element. Dialogues and discussions over different situations were activities like the Tour of London listening task (see Appendix 1), A Trip to London (see Appendix 4) and Tour of London role play (see Appendix 5). These activities also had the elements of sociolinguistic competence, which refers to having awareness of social rules of language, like directness, politeness and formality (Peterson and Coltrane 2003). Additionally, it means having the knowledge of the nonverbal behaviours and cultural references in different communities. Even though these activities are suitable for teaching culture and having a social element, they were not the most popular activities in students' opinion. This may be due to the fact that most of the activities were meant to be done independently. In the author's opinion, students prefer to discuss and co-operate on doing different kinds of tasks. As the workload for the task is divided more equally, the students share responsibility and probably have less to worry about while doing the activity.

The most often mentioned and prefered activity among students and teachers was the QR-code Scavenger Hunt (see Appendix 7): 14 out of 15 students in the study group chose the QR-code Scavenger Hunt (see Appendix 7) as the best form of the list of activities. Students explained that they liked the competition element and it was a fun and memorable activity. Also, the activity was carried out in groups, which makes it easier to complete the task and possibly more enjoyable, as students get to build teamwork and decide together how to solve the task. Using ICT in language lessons is also advised by the

Estonian National Curriculum and its Appendix 2: Foreign languages (Government of the Republic 2011) as an active form of learning. This activity had the elements of ICT and also being an active form of the learning task. Therefore, this activity had much to offer and the author may indicate that the activity was a success and that similar ICT activities could be used again in upcoming language weeks.

The second research question - which aspects of the organised English language week do students find interesting, was answered with the help of students' responses to the feedback questionnaire. The results of the questionnaire indicated that students considered the language week as a way of building interest in learning more about London and its culture. The students referred to the aims for the week as learning about London, culture and additionally having fun and bringing some variation to the everyday learning process. Fortunately, all the aims the participants wrote in the questionnaire were suitable to be the aims for the week, which means that the students understood the idea for the English language week and saw the learning aspects the event has to offer.

As previously mentioned, the QR-code Scavenger Hunt was the activity that built the most interest among students, yet as all the activities were manageable for students and the overall feedback during the lessons was positive, the author can speculate that all the activities built some kind of interest. This may be in the form of subject interest, cultural aspects or overall language learning. Another aspect that students pointed out as interesting were the activities done during the lesson breaks. Most of the students in the study group took part in the activities done during the lesson breaks. The ones that students mentioned the most were the picture Scavenger hunt, the T-shirt day activity and solving quizzes. One student explained liking the T-shirt day activity because it enabled them to speak to other peers they were not familiar with. Lesson break activities were short tasks that students

could do during the breaks and from the engagement level of the students, it can be stated that students enjoyed having different activities to do during the lesson breaks.

The final research question was about teachers and which aspects of the organised English language week they find especially useful. The teachers found the created activities as a useful way to offer activities out of the ordinary workbook and coursebook exercises. Additionally, they pointed out that the provided answer key was useful. They added that giving feedback was easier due to the answer key. Both teachers were able to use the activities in different language levels, which indicates that the activities were versatile and easily adjustable for different levels. The teachers also pointed out the activities they found the most interesting. Based on their opinion, the Scavenger Hunt (see Appendix 7), Tour of London listening task (see Appendix 1) and London rap song (see Appendix 3) were the most interesting of all the seven activities. Teacher 1 pointed out that the Scavenger Hunt was very popular among students and they enjoyed the task. The teacher also added that the event was a success and even younger learners were engaged in doing different kinds of activities. Teachers' overall opinion was that the event was well organised and the materials can be used in English language classes to teach culture to Year 6 and 8 students. Moreover, the activities can be used with other language level students, while doing some adjustments beforehand.

Participants were also asked in the questionnaire to give ideas on what to do for the upcoming English language weeks and what to do differently from this year's event. For further improvement, a student pointed out that there could be fewer worksheets during the week. This is a great aspect to take into consideration for the upcoming language week. Using ICT tools to create activities is a way to tackle the suggestion which also supports the recommendation from the Estonian National Curriculum and its Appendix 2: Foreign

Languages (Government of Republic 2011), where it is advised to use modern learning environments and teaching materials based on ICT.

Although different scholars like Wintergerst & McVeigh (2011) and Chastain (1976) have recommended using intercultural communication to understand other cultures and their differences, the activities created for the language week do not directly do so, rather these activities foster interest among students and provide the opportunity to start a conversation about other culture, in this case, British culture and the city of London. Still, the current English language week is connected with Moran's (2001: 40) idea of a cultural experience where learners are presented with knowledge of the culture through listening, speaking, reading, writing, observing, or doing. The created activities are fostered by this idea.

Though the study group was small, the results show that the English language week is a suitable way to incorporate cultural aspects into language learning. Students themselves pointed out the week as a way to learn about the culture and get more knowledge on the subject.

CONCLUSION

Culture is a concept that forms a natural part of language learning. One does not go without the other. The purpose of this MA thesis is to create culture-oriented teaching materials and test them out during the English language week in a basic school. The emphasis is on the small 'c' culture principles that are the everyday life situations which in some way relate to the sights of London. To the author's knowledge, there are no similar publicly available teaching materials created and the concept of the English language week has not been previously used in a study in Estonia. Therefore, providing a research gap for the current thesis.

To compile the MA thesis, seven teaching materials were created, which can be found in appendices 1-7. Along with the teaching materials, lesson break activities were also created and collected from various sources (see Appendix 8). Additionally, the English language week was organised as a basis for carrying out the created activities to teach culture. The English language week is connected with Moran's (2001: 40) idea of cultural experience where learners are presented with knowledge on the culture through listening, speaking, reading, writing, observing, or doing. The created activities carry the defined idea. Additionally, the language week is closely situated with the ideas from Stern (1992: 223-232) and Dai (2011), who both point out the importance of creating an authentic classroom environment and positive classroom interactions. The language week has been organised to create a positive cultural environment by addressing different experiences and cultural backgrounds to students by carrying out different kinds of activities throughout the week. Additionally, the idea for the language week came from Moran's (2001:13) view that as culture has no clear definition or understanding, it is the teacher's task to find the right approach to teach culture in the most suitable way.

Therefore, the event to provide further knowledge and some cultural background came to life. The language week took place for one week in February and the created activities were carried out during English lessons. Alongside the lesson break activities which were carried out each day of the week. At the end of the week, students and teachers were asked to answer separate questionnaires and give feedback on the activities done and the English language week as a whole. With the purpose of confirming the quality of the designed teaching materials, a study among teachers and students was organised to attain answers to the following research questions:

1. What are some of the activity types that can be used for teaching culture to Years 6 and 8 within the English language week?

2. Which aspects of the organised English language week do students find interesting?

3. Which aspects of the organised English language week do teachers find especially useful?

The whole process of using the English language week as a way of teaching culture in a basic school was new for the author and the school where the study was held. Therefore, the reaction and opinions on the subject week were unpredictable. The general attitude towards the created activities was positive. Students' feedback showed that the English language week could be an event that can be held each year. They pointed out in the questionnaire that they would like to have a similar event again next year. Students were modest in providing ideas and feedback on what to do differently for the upcoming language week. Most students liked the week as it was. Yet, one student suggested using fewer worksheets in the future, which is something to consider. Teachers' feedback was also positive. They found the created activities as a useful way to offer activities out of the ordinary workbook and coursebook exercises. Providing an answer key for the teachers

made teaching easy and convenient. Teachers' overall opinion was that the event was well organised and the materials can be used in English language classes to teach culture to Year 6 and 8 students.

Considering the students' and teachers' feedback, the most appealing and useful activities were the ones where students could either be active or discuss different scenarios. Although the week was mainly built upon different kinds of activities that were all created as worksheets, it is best to use activities that lead students to discussions. As culture is a complex issue and there are many ways to teach the matter, it is important to look past only the element of filling gaps in worksheets. Instead, it is advisable to pay more attention to communicating and discussing the cultural aspects of the foreign language. Thus, the author recommends using activities that spark interest and conversation among students. Therefore, using role plays, dialogues and presenting new information through songs and videos seem to be the most useful activities in order to teach culture during the English language week.

The English language week is a useful and engaging way to carry out different kinds of activities to teach culture and language together. The event can be built up according to the teacher's perspective and with the aims they would like their students to achieve. It is a versatile concept that offers ways to liven up the school environment. Some ideas to pay attention to for the upcoming studies are that the activities for the English language week should be versatile or adjustable for different language levels to reduce teachers' workload. Additionally, the language week should have a different theme and activities each year to bring new and interesting topics to all the students who take part in the event. For further research, materials of a similar kind for different age groups could be developed or the materials on different topics or with different activity types could be created, tested and the feedback of students analysed.

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APPENDIX 1

Tour of London
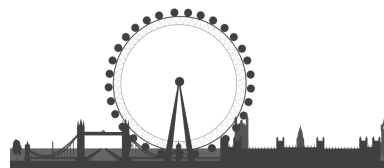
You are going to hop on a doubledecker and take a tour of London with a tour guide.
Listen from here.

Put the names of the places you visited in the order the tour took place.

☐ Oxford Street

☐ Tower Bridge

☐ Big Ben

☐ Buckingham Palace

☐ London Eye

☐ Madame Tussauds Museum

☐ Tower of London

☐ Houses of Parliament

Listen again and answer these questions.

1. What is the guide's name?

2. What is the weather like?

3. How long will the tour be?

4. What is the name of the famous shopping street?

5. What can you see at Madame Tussauds museum?

6. Where does the Queen live?

7. What can you see from the London Eye?

APPENDIX 2

T-shirt day. Short story writing task

In the box below write down as many words, phrases or sentences you find from your schoolmates' T-shirts.

Using the words in the box write a short story (150-200 words)

<div style="border:1px solid black; min-height:350px;"></div>

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX 3

London rap song

Learn about London sights through a fun rap song.

Fill in the gaps of the lyrics.

Big Ben is not a _____

Big Ben is not a _____

Big Ben is not a _____

It's a _____: ding dong

A Science museum, to learn about _____

Astronauts, _____, awesome place

At the British Museum you can see

_____ mummies; it's free!

700 species in _____ Zoo

_____, Amphibians, Invertebrates too

Penguins waddle, _____ snap

No you can't _____ a crocodile on your lap!

Round and round goes The _____

It's _____ metres high

Buckingham Palace is where _____ sleeps

And The Prime Minister at _____.

If you're _____, and need to eat

get fish n chips and a _____.

APPENDIX 4

A trip to London
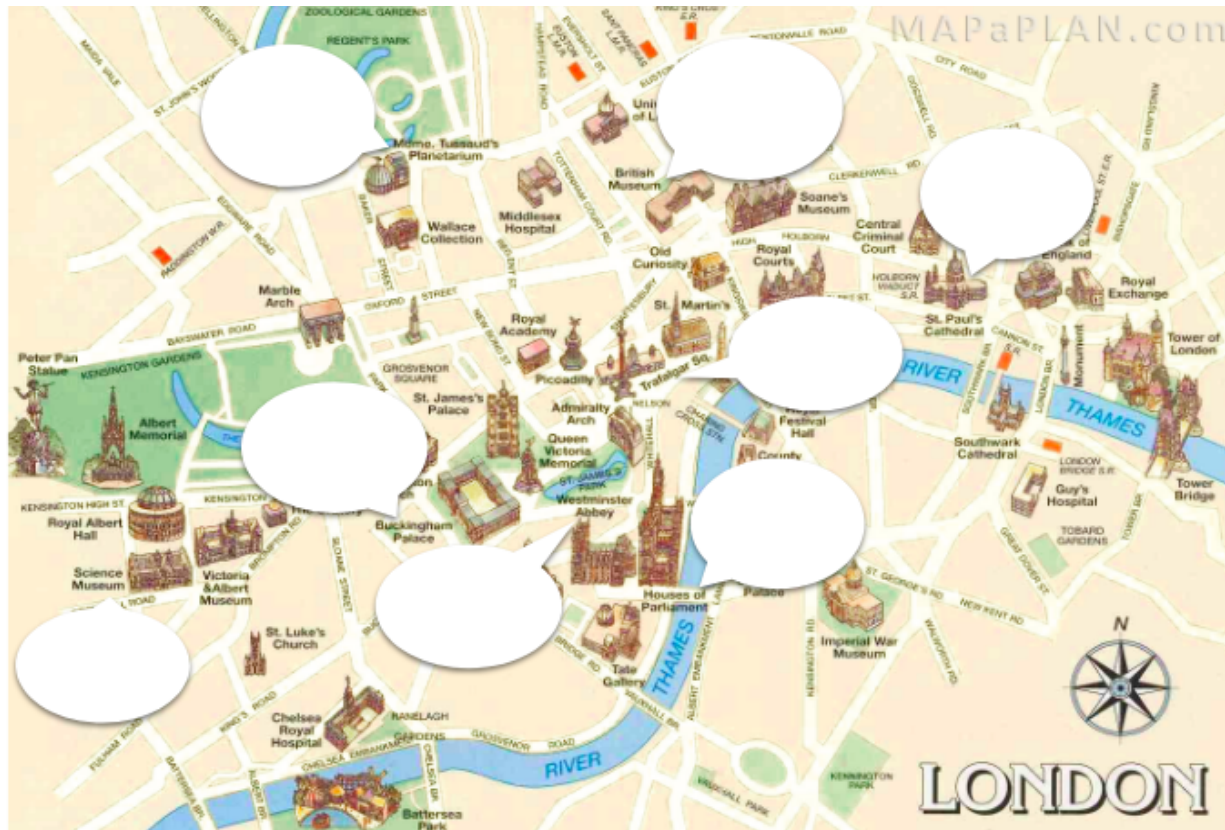
You are going on a two-day trip to London.

Look at the map. In the speech bubbles write the names of the most famous tourist attractions. Choose at least 5 places you would like to visit on your trip to London. Write the names of the places next to the numbers and write why you choose them.

1. _____

   _____

2. _____

   _____

3. _____

   _____
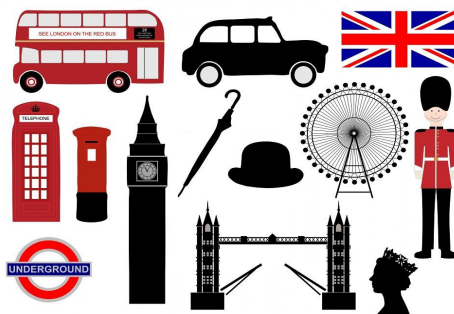
4. _____

   _____

5. _____

   _____

APPENDIX 5

Tour of London. Role play

Student 1.

You are going to be a tour guide.
Choose the attractions you would like to give a guided tour of. Write an introduction to your tour with all the places you're going to visit.
Be ready to answer the tourists' questions!

Good day everybody!

Welcome to the tour of _____ (place). Our tour will be by

_____ (transport).

My name is _____ and I'm your guide today.

The tour will take _____ hours.

First we'll see _____. Then we'll take a look at

_____. After that _____

_____

_____

On our last stop today we'll _____

Questions?

Student 2.

You are a tourist. Write the questions you would like to ask your tour guide.

Are we going to visit _____ ?

Is there a _____ on the tour?

What time will we _____ ?

Where can I buy a _____ ?

Do we have some time to _____ ?

How much is the ticket to _____ ?

APPENDIX 6

Mad Libs. Trip to London

Fill in the gaps with suitable words.

This summer our family is going on a _____ trip to London. We are
                                                    adjective

going to stay there for _____ days. We are going to arrive on
                                     number

_____ and leave on _____ . We are going to stay at a
        day   day

_____ near _____. Hope it looks _____. It
      place   place   adjective

was really affordable, so I hope we won't see any _____ .
                                                                    plural noun

We have planned the whole trip with lots of _____. I am most
                                                              verb

excited to see _____ . My sister would like to see
                        place

_____, but I'm not that interested in _____.
         place   verb

Mum and dad want to visit the _____ museum. I heard there
                                            noun

are a lot of _____. Seems quite boring to me.
                  plural noun

I'm really thrilled to taste England's famous _____ and _____. Also I
                                                          a food item   a food item

know people in the UK like to drink tea with _____. I'm not sure if
                                                            noun

I would like to taste it. At least I know it's going to be a _____ trip
                                                                        adjective

I will never _____ .
                    verb

APPENDIX 7

QR-code Scavenger Hunt

Go around the school and find QR-codes with numbers on them.
Start the hunt with the first number you have on your table. If you find the right QR-code, scan it and answer the question. Write the answers in the table below. Good luck!

Question	Answers
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

QR codes used in the Scavenger Hunt

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

APPENDIX 8

Activities during lesson breaks

Here are the descriptions of the activities that were used during the English language week at the lesson breaks.

Monday: worksheets and activities from the website 'iSLCOLLECTIVE' were spread around the school halls. The school has three floors and worksheets were printed to each floor and put on a table for students to take and solve. After students have solved the preferable worksheet they gave it to the event organiser to look it through. Each student gets a small sweet for solving the worksheet.

Tuesday: Scavenger hunt inside the school area. Students get a paper with the most famous sights of London and their task is to find the pictures inside the school building and write down and describe where they have found the picture. Students cannot take the picture with them, as other students look for the same picture. After finding all the pictures and writing the descriptions, students give the paper to the event organiser to check the answers. Each student gets a small sweet for finding all the pictures.

Wednesday: T-shirt day. Students are asked to come to school wearing a t-shirt with an English slogan/saying or a word on it. Students are given a task where they have to write down on a piece of paper the slogans or words that are on other students' t-shirts and attempt to translate them into Estonian. The papers are on the table of each floor and students can grab them whenever they want to do the task. Students have to find and translate at least ten

slogans or words. After collecting a certain amount of words, students give the paper to the event organiser to check the answers. Each student gets a small sweet for doing the task.

Thursday: Write as many words as possible. On the wall of each floor there is a poster with a name of a famous London sight written on it and a picture of the place. For example, 'The Houses of Parliament', 'Buckingham Palace', 'The British Museum'.

Picture 1. 'Write as many words as possible' activity.

Friday: Spelling bee competition for Year 5 students. This event was part of the author's student's work, whose creative project was to organise a spelling bee for Year 5 students. The event took place at the third lesson. In total 17 volunteers from Year 5 classes participated in the competition. The author of the thesis and two other teachers were judges, while students one by one spelled words. The student who spelled the most correct words in the 1 minute and 30 seconds time frame won and got a certificate and a small prize. The second and third place owners also got a certificate and a small prize. Also, all the participants got a small prize.

APPENDIX 9

The student feedback Questionnaire

Hea õpilane!

Palun vasta järgmistele küsimustele inglise keele nädalal toimunud tegevuste kohta. Sinu arvamus on väga oluline. Küsimustikus olevaid vastuseid kasutan ainult oma magistritöö jaoks. Sinu panus aitab edaspidi luua veel paremaid tegevusi järgmisteks inglise keele nädalateks. Sinu vastused on anonüümsed.

Ette tänades
õpetaja Piia Nurmela

Tõmba ring ümber sobivatele vastustele.

1. Mis klassis käid?
a) 6. klassis
b) 8. klassis

2. Inglise keele nädalal toimunud tegevuste tööjuhised olid arusaadavad.

1 - üldse ei nõustu   2 - ei nõustu   3 - ei oska öelda   4 - nõus   5 - täiesti nõus

3. Inglise keele nädalal toimunud tegevused olid piisavalt keerulised.

1 - üldse ei nõustu   2 - ei nõustu   3 - ei oska öelda   4 - nõus   5 - täiesti nõus

4. Inglise keele nädalal toimunud tegevused olid huvitavad.

1 - üldse ei nõustu   2 - ei nõustu   3 - ei oska öelda   4 - nõus   5 - täiesti nõus

5. Inglise keele nädalal toimunud tegevused tekitasid minus huvi teise kultuuri vastu.

1 - üldse ei nõustu   2 - ei nõustu   3 - ei oska öelda   4 - nõus   5 - täiesti nõus

6. Inglise keele nädalal toimunud tegevused tekitasid minus soovi Londoni kohta veel teada saada.

1 - üldse ei nõustu   2 - ei nõustu   3 - ei oska öelda   4 - nõus   5 - täiesti nõus

7. Inglise keele nädalal toimunud tegevuste eesmärk oli arusaadav.

1 - üldse ei nõustu   2 - ei nõustu   3 - ei oska öelda   4 - nõus   5 - täiesti nõus

7a. Mis oli Sinu arvates nende eesmärk?

8. Soovin, et igal aastal korraldatakse inglise keele nädalat.

1 - üldse ei nõustu   2 - ei nõustu   3 - ei oska öelda   4 - nõus   5 - täiesti nõus

9. Järjesta numbritega 1 - 7 paremuse järgi inglise keele nädalal toimunud tegevused. (1 - kõige parem. 7 - kõige halvem)

) Tour of London kuulamisülesanne
) T-shirt day kirjutamisülesanne
) London rap song kuulamisülesanne
) A trip to London kirjutamisülesanne
) QR-code Scavenger Hunt

) Mad Libs Trip to London kirjutamisülesanne

) Tour of London rollimäng

9a. Miks oli ühega märgitud ülesanne Sinu meelest kõige parem ja mis tegi seitsmega märgitud ülesannet Sinu jaoks kõige halvemaks?

10. Võtsin osa nendest inglise keele nädala tegevustest, mis toimusid vahetundide ajal.

1 - üldse ei nõustu   2 - ei nõustu   3 - ei oska öelda   4 - nõus   5 - täiesti nõus

11. Milline vahetunni ajal toimunud tegevus meeldis Sulle kõige rohkem? Miks?

12. Mida võiks järgmisel aastal inglise keele nädalal teisiti teha? Kirjuta oma sõnadega.

13. Kirjuta, mis Sulle inglise keele nädala juures meeldis ja mis mitte. Põhjenda oma arvamust.

APPENDIX 10

The teachers' feedback Questionnaire

The link to the questionnaire: https://forms.gle/dyYMfcfrcRYupehf7

APPENDIX 11

LAPSEVANEMA NÕUSOLEK

Lugupeetud lapsevanem

Olen inglise keele õpetaja Piia Nurmela. Soovin oma magistritöö raames läbi viia õpilaste seas uuringut. Korraldan koolis 07.02 – 11.02.2022 inglise keele nädala ning soovin nädala lõppedes küsida õpilastelt inglise keele nädalal toimunud tegevuste ja ülesannete kohta arvamust. Arvamuse kogumiseks on koostatud küsimustik.

Küsimustikule vastamine võtab umbes 10 minutit. Vastused on konfidentsiaalsed.

Vastused muudetakse anonüümseks ning andmeid uurin ainult oma magistritöö raames.

Nõustumise korral palun täita järgnevad lahtrid.

Kinnitan, et luban oma lapsel (nimi)..

uurimuses osaleda ja tema isikuandmeid (ees- ja perekonnanimi) ei kasutata käesolevas kirjas esitatud viisil.

Lapsevanema nimi ja allkiri: ....

Kuupäev: ....

Lugupidamisega

Piia Nurmela

RESÜMEE

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Piia Nurmela

Designing culture-oriented teaching materials for the English language week in a basic school

Põhikooli astme kultuuri teemaliste õppematerjalide koostamine inglise keele nädala läbiviimiseks

Magistritöö

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Annotatsioon:

Käesoleva magistritöö eesmärgiks on luua õppematerjalid kultuuri õpetamiseks võõrkeeletundides inglise keele nädala raames. Selleks, et keelt oleks võimalik tõhusalt õpetada, peaksid kultuuri ja keele õppimine olema ühildatud. Sellest tulenevalt tekkis idee leida sobiv viis, kuidas kultuuri teistsuguse lähenemisega õpetada. Seetõttu sai inglise keele nädala organiseerimine, mis hõlmab endas kultuuri ja keeleõpetust, uuringu keskmeks. Antud töös loodi õppematerjalid, mis kätkevad endas kultuuri ja keeleõpetust. Loodud õppematerjalid koosnevad tegevustest, mis aitavad arendada õppijate rääkimis-, kirjutamis-, kuulamis-, ja lugemisoskusi. Inglise keele nädala raames uuriti, millised õppematerjalid sobiksid kultuuri ja keele õpetamiseks. Uurimus viidi läbi Tartu lähedal asuvas põhikoolis 6. ja 8. klassi õpilaste seas. Lisaks olid kaasatud sama kooli võõrkeeleõpetajad.

Töös otsitakse vastuseid järgmistele uurimisküsimustele: Millised on mõningad tegevuste tüübid, mida oleks võimalik kultuuri õpetamisel kasutada 6. ja 8. klassides inglise keele nädala raames? Millised aspektid korraldatud inglise keele nädala raames olid õpilaste arvates huvitavad? Millised aspektid korraldatud inglise keele nädala raames olid õpetajate meelest eriti kasulikud?

Esimene peatükk annab ülevaate kultuuri olemusest. Lisaks sellele käsitletakse kultuuri õpetamise teemat võõrkeele tunnis. Samuti tuuakse välja erinevaid tegevuste tüüpe, mis on kultuuri õpetamiseks võõrkeele tundides sobilikud kasutada. Täiendavalt viidatakse inglise keele nädalale kui käsitlusele, mille abiga on võimalik keelt ja kultuuri õpetada käsikäes.

Teine peatükk tutvustab protseduuriliselt õppematerjalide kavandamist ja loomist ning nende testimist inglise keele nädalal. Uurimisküsimustele vastuste leidmiseks loodi küsimustikud, et saada teada õpilaste ja õpetajate arvamust ning tagasisidet antud inglise keele nädalal koostatud õppematerjalide kohta. Õpilastelt ja õpetajatelt paluti tagasisidet õppematerjalide sobivuse kohta ning üldist tagasisidet inglise keele nädala kohta. Tulemuste osas selgus, et õpilased ja õpetajad pidasid õppematerjale sobivateks kultuuri õpetamiseks. Tegevused pakkusid õpilastele vaheldust ning tutvustasid Londoni vaatamisväärsusi, mille käigus said õpilased uusi teadmisi. Tagasiside inglise keele nädalale oli nii õpetajatel kui ka õpilastel positiivne, väites, et soovitakse ka järgmisel aastal inglise keele nädala toimumist. Lisaks anti tagasisides soovitus kasutada tulevastel inglise keele nädalatel vähem töölehti. Seda võis järeldada ka sellest, et kõige populaarsemaks tegevuseks inglise keele nädala raames osutus QR koodi aaretejaht, mis kätkes nutitelefoni kasutamist. Kuigi inglise keele nädal oli põhilisteks tegevusteks erinevad töölehed, siis tulemustest võis järeldada, et pigem on soovitatud kasutada tegevusi, mis panevad õpilasi üksteisega erinevatel teemadel arutlema. Seetõttu on rollimängud, dialoogid ning uue informatsiooni edastamine laulude ning videote abiga ühed paljudest kasulikest tegevustest, mida kultuuri õpetamiseks inglise keele nädala raames kasutada.

Märksõnad: inglise keel, kultuuri õpetamine võõrkeele tunnis, inglise keele nädal, õppematerjalid.

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