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CREATING A CLIL COURSE FOR TEACHING EVERYDAY LIFE
IN MID-VICTORIAN ENGLAND

MA Thesis

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ABSTRACT

In recent decades, CLIL has emerged as a promising teaching approach which aims for the concurrent acquisition of subject content as well as an additional language. One of the possible means through which to achieve this is to teach History through English as a foreign language. While several significant topics, such as the Victorian era, are briefly covered in History lessons, it is often the general socio-political events on which the main emphasis is placed, disregarding to a great extent the everyday life of ordinary people. For this reason, the present thesis aims to fill this gap by creating a CLIL course for upper secondary school students on the topic of everyday life in the Victorian era and designing sample materials for it.

The thesis consists of an introduction, two core chapters and a conclusion. The introduction states the motivation for the thesis, followed by a short description of its structure. The first chapter provides an overview of the nature and methodology of CLIL as well as its relation to teaching specifically History through this approach. The second chapter focuses on explaining the principles of developing the course and its layout; in addition, it provides an overview of the lessons for which materials were created. The thesis ends with a conclusion that delineates the most important aspects concerning CLIL and the course created as part of the thesis. The course outline and sample materials created for five select lessons are included in the appendices.

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LIST OF ABBREVIATIONS

CLIL - Content and Language Integrated Learning

INTRODUCTION

As in today's world plurilingualism is acquiring increasing significance, it is important that schools support effective language teaching and learning. One of the possible catalysts for this purpose might be Content and Language Integrated Learning (hereinafter CLIL). Coined by European researchers in the 1990s, it was designed to answer the changing needs of globalisation, which includes exactly the aforementioned aspect of plurilingualism (Pérez-Cañado 2012: 315; Mehisto et al 2008: 10-11). Inspired by the success of immersion programmes in North America, CLIL commenced as a set of experiments in the European context that eventually led to a universally recognised approach, the exact nature of which is still being developed by international research and implementation in various contexts (Gabillon 2020: para. 2, 8).

What makes CLIL unique is its aim to teach subject content through the medium of an additional language, as a result of which students would acquire both subject and linguistic competence. 'Content' may mean either a usual subject taught in schools (for instance, History, Geography and Physics) or a topic grouped around some central, possibly interdisciplinary themes (for example, the Olympic Games, global warming and citizenship) (Coyle et al 2010: 28). 'Language' denotes an additional language that is not a student's first language, such as English, German or other foreign language in Estonia (Coyle et al 2010: 1; Eurydice 2006: 7).

The increasing interest and practice of such an integrated approach has laid the foundation for an international research scene, the studies of which have revealed several benefits associated with the implementation of CLIL in schools. One of the most important of these advantages concerns motivation. Although there appear to be some differences in results, the greater number of studies conducted in the European context seem to confirm that CLIL fosters more effective language acquisition since the implementation of this approach increases motivation among foreign language learners (Seikkula-Leino 2007; Sylvén et al 2015; Pladevall-Ballester 2019;

Isidro & Lasagabaster 2020). In addition, it is argued that CLIL improves cognitive skills (Ball et al 2015: 47; Mehisto 2008: 11) and the ability to make interconnections (Llinares 2015: 69), both of which support greater understanding of the non-language subject as well as the foreign language.

Furthermore, the National curriculum of Estonia for upper secondary schools (2011: Division 2) advocates the integration of different subjects, one of the means of which is to incorporate a foreign language in the teaching of History. A possible history topic students could be presented with is the Victorian era (National curriculum 2011, Appendix 5: 31). Therefore, taking into consideration that the National curriculum (2011: Division 2) favours the development of culturally conscious individuals who comprehend and value different cultures and their histories, providing students with a deeper understanding of this significant era would allow them to better comprehend British culture and history. While the named period is briefly covered in History lessons as part of a larger topic, it is generally the socio-political events on which the primary emphasis is placed. As a consequence, the everyday life of ordinary people is often backgrounded despite its direct relevance to students' own lives and the prescription of the National curriculum (2011, Appendix 5: 8) that states the importance of incorporating this aspect in History lessons.

For the aforementioned reasons, the aim of the thesis is to compile an elective CLIL course for upper secondary school students on the topic of everyday life in Victorian England and create sample materials for select lessons. The thesis is divided into two chapters. The first of these provides a theoretical overview of CLIL as a concept and its framework. In addition, more specific guidelines for conducting CLIL lessons and compiling materials are presented. The second chapter discusses the principles of compiling the course based on the fundamental characteristics of CLIL outlined in the previous chapter and provides a more detailed description of the layout of the course and lessons for which sample materials were created.

1 CHAPTER I. CONTENT AND LANGUAGE INTEGRATED LEARNING

The following literature review aims to provide an overview of the nature and characteristics of CLIL as well as its relation specifically to the subject of History.

1.1 The Definition of CLIL

While in recent decades the research and implementation of CLIL have gained increasing momentum, it appears from literature that the precise definition of this approach varies, making it a rather nebulous term. For this reason, it is of great importance to clarify what is commonly regarded as CLIL. The emphasis is on the three most commonly featured aspects in its definitions: dual-focusedness, generalisability and flexibility (Gabillon 2020: para. 10-11).

One of the most important concepts emerging from definitions proposed in literature is that CLIL is a dual-focused approach. An overwhelming number of scholars seem to be in agreement that CLIL is designed to focus on content as well as language, which facilitates the acquisition of them both at the same time (Mehisto et al 2008: 9; Pladevall-Ballester 2016: 55; Coyle et al 2010: 1; Ioannou Georgiou 2012: 495). Coyle et al (2010: 1) hold the view that "CLIL is an educational approach in which various language-supportive methodologies are used which lead to a dual-focused form of instruction where attention is given both to the language and the content". The Eurydice report (2006: 8) expresses the same idea and further specifies the special nature of this approach by asserting that "the non-language subject is not taught in a foreign language but with and through a foreign language". Therefore, it is apparent that CLIL is not merely aimed at the acquisition of only subject knowledge nor language capability. Instead, its purpose is to advance both of these competences at the same time, one supporting the enhancement of the other and vice versa.

The balance of how much attention should be given to either content or language, however, appears to be somewhat unclear in literature. On the one hand, scholars such as Ting (2010: 1) claim that CLIL promotes an equal focus on both content and language. On the other hand, scholars holding a similar view as Marsh (2002: 17) are of the opinion that even if the proportion of content and language is 90% versus 10%, it is regarded as CLIL since there is still a dual focus on both content and language. What seems to be clear, however, is that the focus should be both on the non-language content as well as specifically on language, whether the balance is even or not.

Another contested area of debate concerns the generalisability of CLIL. A number of scholars agree that it is a 'generic' and/or 'umbrella' term which includes various different educational approaches (Marsh 2002: 58; Eurydice 2006: 8; Mehisto et al 2008: 12). Mehisto et al (2008: 12) explain that CLIL covers a dozen or more educational approaches, such as immersion, bilingual education, multilingual education, language showers and enriched language programmes. They emphasise that what makes CLIL unique is that it "synthesises and provides a flexible way of applying the knowledge learnt from these various approaches" (ibid.: 12). Although all of these may be said to represent ways of learning language through content, several scholars criticise this overly inclusive aspect of CLIL since it proves difficult to pinpoint the characteristics that are specific to CLIL, the downside of which is that CLIL may remain a rather elusive concept (Cenoz et al 2014: 246; Ball et al 2015: 24-25; Ioannou-Georgiou 2012: 497).

Consequently, attempts have been made to distinguish CLIL from other types of similar approaches, particularly from immersion. Lasagabaster and Sierra (2010: 370-372) argue that compared to immersion, programmes utilising CLIL offer fewer contact hours, do not aim learners to attain a native-like competence, start at a later age, require that learners have some previous knowledge of the target language, and use abridged materials instead of authentic ones. Cenoz et al (2014: 249, 253), however, find faults in this distinction. They maintain that there are several countries, such as Hungary, Sweden and the Netherlands, in which native-like proficiency in the

target language is also expected from CLIL programmes, while some immersion programmes expect students to reach advanced levels of proficiency instead of native-like proficiency. They argue further that there are also early CLIL programmes as well as middle and late immersion programmes which seems to counter Lasagabaster and Sierra's assertion that CLIL and immersion differ in terms of starting age and language level. Therefore, scholars appear to be in disagreement as to the extent and ways CLIL could be considered a generic or umbrella term.

One of the reasons for the last consideration may lie in the flexibility of CLIL which is often highlighted in literature. A number of scholars classify it as a flexible approach that has a wide spectrum of applications (Coyle 2005: 2; Mehisto et al 2008: 12; Pérez-Cañado 2012: 318; Merino & Lasagabaster 2018: 19). According to Coyle (2005: 2), one of the most prominent scholars in the field of CLIL, this approach is "flexible, and there are many different models depending on a range of contextual factors". These factors might include the availability and cooperation of teachers, the target language level of teachers and students, time allocated to CLIL (the whole curriculum or only some part of it), the ways how content and language are integrated, and assessment choices (formative or summative; focused primarily either on content or language or on both equally) (Coyle et al 2010: 14-15). All of the aforementioned factors become operative in how CLIL is implemented in a particular context.

In view of the foregoing, the term could be defined in the following manner: CLIL is a flexible educational approach in which an additional language is used to foster the attainment of both subject content as well as language.

1.2 The Theoretical Framework of CLIL

Despite the consideration that the precise nature of CLIL is under debate, there are two most common learning theories that scholars typically refer to as forming the foundation for CLIL: sociocultural and cognitivist theories.

The theory that appears to be most frequently considered as the basis for the CLIL approach is the sociocultural theory (Cenoz & Ruiz de Zarobe 2015; Coyle et al 2010; Dalton-Puffer & Nikula 2014; Ioannou Georgiou 2012; Llinares 2015; Pinner 2013b). According to this view, a person's social and cultural interaction is the key factor in advancing knowledge and cognitive skills (Vygotsky 1978, 1986). As it is believed that the extent of what learners can achieve together surpasses individual efforts, sociocultural theory stresses the need for help and guidance as well as co-construction of meaning and knowledge (Vygotsky 1978; Wood et al 1976). Language assumes a pivotal role here, social interaction being important in order to learn through the language, use the language to learn and learn while communicating with others (Vygotsky 1986; Lantolf & Pavlenko 1995; Lantolf & Thorne 2006).

Cognitivism is another theory claimed to have had an influence on developing the principles of CLIL, more precisely emergentism and the revised Bloom's taxonomy (Coyle et al 2010; Pinner 2013a; Leal 2016; Várkuti 2010). According to the emergentist view, language cannot be learned as a set of grammar rules but rather through repeated examples in a specific context (Ellis 1998). In addition, language learning is viewed as an unpredictable, complex and creative process that may vary depending on the situation (Larsen-Freeman 2011). What concerns cognitive development, the revised Bloom's taxonomy is regarded as the basis for identifying the varying levels of cognitive skills students need to master throughout their studies, starting with lower-order skills (remembering, understanding, applying) and ending with higher-order skills (analysing, evaluating, creating) (Anderson & Krathwohl 2001). All of these different skills should be implemented in lessons in order to promote effective learning (Coyle et al 2010: 54).

In relation to the foregoing, it can be deduced that the most important principles of the theories forming the basis for CLIL are social and cultural interaction, co-construction of meaning and knowledge, help and guidance, and cognitive development. What concerns language, it is viewed as a tool through which to learn and which, in turn, can be learned through interaction. In

addition, language is not seen as a collection of grammar rules but rather something that is dependent on examples and different contexts. To reinforce its acquisition, frequent associations during the study phase are fundamental.

Consequently, scholars have proposed various frameworks that characterise specifically the CLIL approach and can thus serve as the foundation for planning CLIL lessons. Marsh et al (2001) were one of the first scholars to suggest a model for CLIL lessons, according to whom there are five dimensions that determine the success of CLIL: *content*, *language*, *learning*, *culture*, and *environment*. Coyle (2005) proposes a similar model, involving *content*, *communication*, *cognition*, and *culture* but excluding *environment* as a separate part of the framework. Mehisto et al (2008) suggest a modified version of the 4Cs framework, in which *culture* is replaced with *community*. Ball et al (2015), in turn, propose a framework that deviates from all the aforementioned models by presenting *content* and *language* not as separate units but one indivisible whole that consists of *concepts* (subject-specific "content to be acquired"), *procedures* (cognitive skills "used to work on the concepts") and *language* ("specific language items associated with the conceptual content"). Notwithstanding the conception that all of the previously presented models describe slightly different yet complementary ways of conducting CLIL lessons, the most universally accepted model for CLIL appears to be the 4Cs framework proposed by Coyle (2005). The defining characteristics of this framework are further explained below.
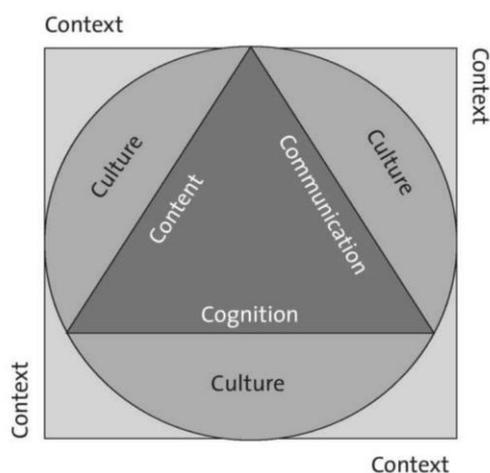

Figure 1. The 4Cs Framework (Coyle et al 2010: 41)

The central element of CLIL is ***content*** which may involve either a particular subject of the national curriculum, such as History or Geography, or projects centred around themes which integrate knowledge from different subjects, such as the Olympic Games, global warming or citizenship (Coyle et al 2010: 28). It is important to note that *content* in the CLIL context does not simply mean knowledge acquisition but rather providing students with the means to construct their own knowledge and acquire new skills (Coyle et al 2010: 53).

In this sense, *content* and ***cognition*** are strongly intertwined. In order to ensure the effectiveness of CLIL, it is vital that students are challenged in a way that develops their thinking skills. Coyle et al (2010: 54) suggest taking Anderson and Kratwohl's (2001) revised Bloom's taxonomy as the foundation for planning and conducting CLIL lessons. Therefore, students should be presented with activities that enable them to use cognitively lower skills such as remembering, understanding and applying as well as higher-order skills such as analysing, evaluating and creating. While both may be present, it is argued that it is the higher order skills that are at the centre of CLIL lessons (Coyle et al 2010: 54).

To process the aforementioned content, language assumes a central role. In the 4Cs framework, the terms ***communication*** and *language* are used interchangeably to emphasise the important role of using language in context alongside acquiring necessary grammar and lexis. This means, in the scholars' own words, that the CLIL setting involves "learning to use language appropriately whilst using language to learn effectively" (Coyle et al 2010: 42). Coyle et al (2010) propose three different types of language needed in CLIL classrooms, forming the Language Triptych.
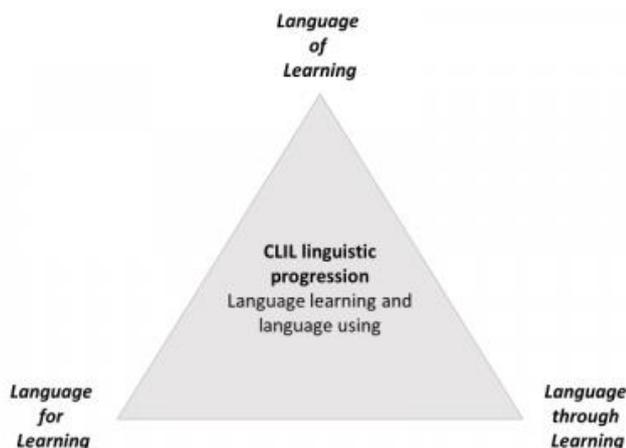
Figure 2. The Language Triptych (Coyle et al 2010: 36)

The conceptual representation provided in figure 2 has been designed to clarify the relationship between the goals of content and language. It consists of three interrelated types of vehicular language needed for effective CLIL: *language of learning*, *language for learning* and *language through learning* (Coyle et al 2010: 35).

Language of learning refers to the discourse specific to a particular subject or topic. This means that it is the content which determines the key concepts and grammar that a student needs to have knowledge of to understand the content. For instance, if a student is required to use the past tense in a History lesson, they need to comprehend what is meant by the concept of 'pastness' and which 'markers' could be used to express the past. A teacher can assist the learner in acquiring these notions not through explicitly teaching grammar but through using certain verbs demanded by the content. (Coyle et al 2010: 37)

Language for learning is concerned with the functional language needed for performing activities in the CLIL classroom. Students need to be supported in acquiring skills in a foreign language that are essential to pair and group work, asking questions, debating, thinking, and so on (Coyle et al 2010: 37). Coyle et al (2010: 37) stress the importance of developing a repertoire of content-related speech acts such as describing, evaluating, and drawing conclusions in order to facilitate effective accomplishment of activities.

Language through learning denotes the new language that emerges while students are

actively partaking in the learning process. Thus, this language may vary depending on the demands of the specific content, context and needs of individual students. It displays the extent to which students are able to utilise familiar language structures in new circumstances and access language that is yet unknown. (Coyle et al 2010: 37-38)

The element that weaves all of the aforementioned elements together is *culture*. The purpose of CLIL is to advance, among other matters, understanding of the underlying principles of other cultures and relate them to the students' own culture. This could be done through a variety of intercultural elements and authentic materials, for instance. As a result, students acquire more enhanced comprehension of the differences and similarities between different cultures which, consequently, helps them locate their own self and the rest of the world. (Coyle et al 2010: 54)

1.3 Guidelines for Developing CLIL Lessons and Creating Materials

Taking into account the theoretical underpinnings of CLIL, attempts have been made to determine the precise characteristics that need to be considered when designing CLIL materials and conducting lessons.

1.3.1 Multiple focus

One of the most important characteristics of CLIL is its multiple focus. While at first the structure of a typical CLIL lessons may seem similar to that of a usual foreign language class in the sense that there is activation of prior knowledge, provision of appropriate input and supporting output as well as assessment of the students' performance, a more closer examination of the two reveals significant differences (Oattes et al 2018: 166). This idea is supported by a number of seminar CLIL scholars who claim that CLIL is different from simple foreign language teaching in the sense that its focus is on language as well as subject content proficiency in every stage of the lesson instead of placing its prime focus on developing grammar, vocabulary and social language

as is the case with foreign language teaching (Coyle et al 2010; Dale & Tanner 2012; De Graaff et al 2007; Mehisto et al 2008; Vázquez and Ellison 2013). Therefore, CLIL students must acquire not only language or content knowledge but both simultaneously.

There is a division, however, between soft and hard CLIL, which determines the approximate ratio of content and language. Soft CLIL is primarily aimed at improving students' linguistic competence, for which content teaching serves a supportive role, whereas hard CLIL is concerned with advancing content knowledge and views language acquisition as an additional benefit (Ball et al 2015: 26-27). Thus, the selection and design of course materials and construction of lessons is dependent on the choice between the two. As the present thesis is more focused on teaching content, hard CLIL is considered as the basis for developing the course.

1.3.2 Authenticity

The majority of scholars are of the opinion that a possible catalyst for promoting the concurrent acquisition of both content and language may be authenticity (Mehisto et al 2008: 29; Coyle et al 2010: 5; Mehisto 2012: 22; Pinner 2013b: 63). In order to present students with the latter, Mehisto et al (2008: 29) advocate the use of current materials from the media and other sources in the form of various reading texts or electronic clips that would immerse students in the language used in real-life contexts.

However, a number of scholars (Mehisto 2012: 22; Pinner 2013b: 62-63) specify that it is not only the materials themselves that need to present students with authentic language but the activities, too, should exhibit characteristics of authenticity. Pinner (2013b: 62) argues that authenticity consists of three aspects, including authentic texts, activities and language in use. Therefore, an authentic text alone is not sufficient if it is not accompanied with an activity that provides students with opportunities to experience and engage with the content by using language for completing activities and interacting with peers.

In addition, both Pinner (2013b: 61-62) and Mehisto (2012: 22-23; 2008: 29) agree that it is more important to design materials and activities in a way that would display how language is used in real-life circumstances and offer opportunities for experimenting with it in meaningful contexts related to students' own everyday lives rather than merely provide knowledge about the language theoretically in the form of grammar drills and repetitive explanations. Considering the significance of culture in CLIL teaching, authentic materials should additionally aid students in developing a substantive understanding of different people and cultures (Mehisto 2012: 22). Therefore, CLIL materials and activities should provide students with authentic language and reflect real-life circumstances in a way that would make it meaningful for students and add to their cultural knowledge.

1.3.3 Scaffolding

Although authentic materials and contexts may be beneficial in the context of CLIL, the majority of scholars agree that it is insufficient to surmount the challenge presented to students by the dual-focused aims of CLIL (Coyle et al 2010: 109; Mehisto 2012: 24; Ball et al 2015: 193). This means that scaffolding must be used in the material preparation stage as well as during the lesson itself (ibid.).

Drawing on Vygotsky's (1978) ideas concerning the *zone of proximal development*, scaffolding is defined as a certain type of support provided to students with the aim of helping them to better acquire new and challenging concepts as well as abilities (Coyle et al 2010: 29; Hammond & Gibbons 2001: 14). Coyle et al (2010: 29) claim that such support must be provided by someone who is more expert, either a teacher, other learners or resources. A number of scholars (Mehisto et al 2008: 29; Coyle et al 2010: 29) emphasise, however, that the support provided must be balanced with more challenging aspects in order to develop creativity and critical thinking. It is argued that if students are challenged in a way that corresponds to their level, they can experience success without feeling bored nor overwhelmed (Šolcová 2019: 44-45). Although practical

research into the effectiveness of scaffolding in the CLIL context is rather scant, the studies available suggest that it improves CLIL students' cognitive abilities as well as enhance their understanding and use of content and language (Li & Zhang 2022; Monbec 2020; Fernández-Fontecha et al 2020).

Scaffolding is a necessary prerequisite both in the input and output stages of the lesson (de Graaff et al 2007; Meyer 2010: 299). The first of these, input, is used to indicate the language that students are exposed to, such as reading or listening texts (Mayo & Soler 2013: 214). This stage is particularly crucial in establishing the appropriate basis for a supportive learning environment that does not overburden students, an aspect which acquires special relevance due to the dual-focused aims of CLIL. It is recommended to establish a balance between novelty and familiarity by introducing new content first in a more familiar language and only then proceed with unfamiliar constructions (Coyle et al 2010: 96). For that purpose, Coyle et al (2010: 96) suggest beginning a class with recalling prior knowledge which can be summarised in the foreign language used in the CLIL lesson, thus offering students some challenge by speaking in a foreign language while allowing them to build the upcoming new topics on their existing knowledge.

Having activated students' schemata by eliciting and summarising what they already know about the topic, it is opportune to present new material to students. As was previously mentioned, this might be in the form of a listening or a reading text. Since new content might prove to be challenging for students to acquire through a foreign language, scholars suggest employing various techniques to lower the cognitive load. One of the options is to modify the original text language-wise by replacing unknown or difficult words and sentence structures with known or less complicated ones, including key specialist terms that are not too complex, adding explanations or translations alongside the text, shortening or rewriting the text altogether (Coyle et al 2010: 101; Ball et al 2015: 37, 109-133; Šolcová 2019: 50; Kikerpill & Sõrmus 2008: 36). Comprehension of a text could also be simplified by using bullet-points, incorporating questions and highlighting key

words in the text (Coyle et al 2010: 97, 101; Kikerpill & Sõrmus 2008: 42). It is also recommended to use visual elements, such as pictures, diagrams, tables, and note-taking frames (Coyle et al 2010: 97; Kikerpill & Sõrmus 2008: 38-40; Šolcová 2019: 56; Ball et al 2015: 109-133). All of the aforementioned techniques are designed to enhance students' understanding of new and complex topics.

The same applies to output which needs to be supported in order to aid students. Output refers to students' oral and written production of language which could act as a means of reinforcing previously learned material or providing additional input (Mayo & Soler 2013: 217). Coyle et al (2010: 98) and Ball et al (2015: 41-45, 183-184) all agree that proper scaffolded input serves as a prerequisite for producing quality output. Drawing on Gibbons's (2002) and Lee's (2006) arguments, Ball et al (2015: 98-99) add that what provides further scaffolding in the output stage is sequencing activities from private to public by allowing students to first discuss the subject matter at hand with their peers in small groups to share their understanding of the topic in a more informal way and only then proceed to the more formal whole-class discussion where the teacher is also involved. All of this might eventually culminate in written production by students (Ball et al 2015: 98). Such sequencing of activities enables students to have a smoother transition between different stages and articulate a more sophisticated thought-through answer. However, Ball et al (2015: 186) stress that in CLIL contexts it is of great importance to not always adhere to the traditional PPP (present, practice, produce) notion. Reversing it could potentially provide a vast range of opportunities for generating more language and thinking.

Various activity types have been proposed in literature that support the output stage. As to speaking, Ball et al (2015: 136-137) suggest making presentations; speaking in pairs or small groups in the form of discussions, information sharing, interviews or finding solutions to a problem, the results of which may later be shared with the rest of the class (for example, information gap activities); conducting role plays on specific topics related to the subject. In order

to further support students in conducting these activities, it is suggested to use, for instance, scripts, models, word lists, annotated visuals, substitution tables, speaking/writing frames or notes that students may use while speaking or writing (Ball et al 2015: 160).

1.3.4 Active learning

Scaffolding is connected to another element useful to CLIL teaching, active learning, which various scholars suggest incorporating in CLIL lessons (Mehisto et al 2008: 29; Coyle et al 2010: 5; Ball et al 2015: 40-41; Carloni 2018: 487). Generally contrasted to passive learning, its uniqueness lies in students' active engagement in the learning process through the completion of meaningful learning activities and reflection on the process, thus being more student-centred rather than teacher-centred (Prince 2004: 223). Although this could also refer to more traditional activities such as homework, active learning has a wider scope in terms of student engagement (ibid.: 223). Mehisto et al (2008: 29) specify that in the CLIL context this means that students take an active role in the class by communicating more than the teacher, the latter acting as a facilitator who guides students but does not explicitly teach them.

As a result, the teacher transfers their central role to learners (Mehisto et al 2008: 29; Coyle et al 2010: 5). This necessitates foregrounding collaborative and cooperative learning in CLIL classes, so that students are active contributors in the meaning-making process (Mehisto et al 2008: 29; Coyle et al 2010: 5). Although some scholars make a clear distinction between the two terms by arguing that collaborative learning places more responsibility on the students as it requires them to set their own group rules and work on the given assignment together, whereas in cooperative learning the teacher exercises more control over the group activity and students have specific individual tasks they need to solve as part of the group effort, what certainly unites these terms is that both are concerned with group work (Dillenbourg 1999: 11; McInnerney & Roberts 2004: 206-207). As such, both promote active participation and co-construction of knowledge, while the

teacher is in a supportive role instead of directly imparting knowledge (Dillenbourg 1999: 11; McInnerney & Roberts 2004: 206-207; Jacobs 2015: 45; Mackey 1999: 558).

It is argued that active learning enhances students' creativity, critical thinking abilities and motivation as well as allows them to acquire greater learner autonomy, all of which are vital elements in CLIL classes (Casal 2008: 3; Mehisto 2012: 19; Ordóñez & Vázquez 2015: 139; Bulghadaryan 2020: 210). Due to active interaction, it has the potential to promote students' communication and general language skills, teambuilding and intercultural skills as well as take into account different perspectives (Bulghadaryan 2020: 210; Ordóñez & Vázquez 2015: 158-159). It might also serve as a scaffolding technique due to the help students can provide each other (Bulghadaryan 2020: 169).

Various activity types have been proposed in literature for the latter purposes, such as role play, information gap and problem-solving activities as well as projects (Kikerpill & Sõrmus 2008: 56-59; Bulghadaryan 2020: 43-50). All of these are structured with the consideration that they would enable students to solve certain challenges through mutual help and interaction.

1.3.5 Assessment

Assessment might be considered one of the most challenging aspects of CLIL, especially due to the latter's dual-focused nature. There is an ongoing debate on whether the assessment choices should be guided by content, language or both equally. While Coyle et al (2010: 115) are of the opinion that it is the contextual variables that determine the exact nature of assessment, Ball et al (2015: 215) maintain that the focus should be primarily on content regardless of the specific context, especially in the case of hard CLIL which is content-driven. What all of them agree on, however, is that language remains an undeniably important aspect of CLIL which has to be considered in the assessment process one way or another in addition to content (Coyle et al 2010: 117; Ball et al 2015: 215). In order to surpass the dilemma, Coyle et al (2010: 129) suggest setting clear learning objectives before deciding on the specific assessment form and criteria. The latter

aids teachers in deciding which aspects they should assess and ensures the clarity and fairness of the assessment process.

Another matter related to assessment is whether it should be summative or formative. Coyle et al (2010: 117-118, 129), Mehisto (2012: 20) and Ball et al (2015: 213) all agree that while some forms of summative assessment might be present, formative assessment is regarded more suitable in the case of CLIL due to the nature of its theoretical underpinnings. In contrast to summative assessment which is commonly used to assess students' final performance such as a test, exam or term paper with a numerical grade, formative assessment is more concerned with informing the teacher of students' progress and improving the latter's performance by providing them with constructive feedback, based on which they make respective corrections (Black & William 2010; Nicol & Macfarlene-Dick 2006; Shepard 2006; Hyland 2003).

There are different ways to integrate formative assessment in the learning process. One of the options suggested by CLIL scholars for measuring students' progress is using portfolios that consist of a variety of works done as part of a specific topic or throughout the whole course as well as students' own reflection of their advancement (Coyle et al 2010: 120, 137; Otto 2017: 3). Another option is incorporating elements of self and peer assessment in lessons. This means that students either assess their own or each other's work according to a set standard (Topping 2009: 20-21; Sadler & Good 2006: 2; Reinholz 2016: 301-303). In order to do the latter, scholars suggest creating rubrics which could serve as a point of reference in assessing students' work (Coyle et al 2010: 130; Barbero 2012: 49-54).

Research proves the advantageousness of using formative assessment in lessons. A number of studies conducted in the field claim that formative assessment has a remarkable effect on fostering students' achievements, raising general educational standards as well as promoting students' motivation, engagement in learning and self-regulation skills (Black & William 2010; Lane et al 2019; Clark 2012; Granberg et al 2021; Näsström 2021). Although limited in scope and

number, the studies available specifically in the CLIL context seem to confirm the aforementioned advantages (Tsagari & Michaeloudes 2013; O'Dwyer & de Boer 2015). Regarding the consideration that one of the aims of CLIL is to develop students' critical thinking skills and foster their active involvement in the learning process, this assessment method may be thus regarded particularly suitable in the CLIL context.

Taking the preceding discussion into consideration, it may be concluded that the main means through which to employ the 4Cs framework are multiple focus on both content and language, authenticity, active learning and scaffolding. These characteristics ensure that learning in CLIL classes is interactive and challenging yet supported in order not to overburden students and facilitate the acquisition of subject knowledge and language. The success of the latter may be determined through various assessment techniques, most notably using formative assessment with occasional elements of summative assessment.

1.4 Teaching History through CLIL

The following discussion aims to clarify the objectives of teaching History as stated in the National curriculum (2011) and how they relate to the CLIL approach.

According to the National curriculum (2011, Appendix 5: 2), the aim of teaching History is to shape students who are capable of analysing and understanding the world in which they live as well as know the circumstances and events that have defined it. In addition, teaching History is regarded as the medium through which students are guided to acquire knowledge of the cultural heritage and values pertaining to the world and their own place of origin as well as acknowledge, analyse, evaluate, and interpret past events and processes, their relations to one another and the contemporary world, and the reasons for the existence of contrasting interpretations of historical events.

Considering that the purpose of CLIL is to advance students' subject content and additional language knowledge as well as develop their thinking skills on different levels and contribute to their cultural understanding, teaching History through this approach has great potential in achieving these objectives. The studies conducted on the topic affirm the foregoing claim, concluding that teaching History through CLIL generally fosters the motivation of both students as well as the teacher, promotes creative and critical thinking and improves students' linguistic awareness and competence (Oattes et al 2018; Bulghadaryan 2020). Therefore, CLIL History lessons may be considered as possible catalysts for improving students' subject content as well as linguistic competence. Taking the 4Cs framework as the basis, the forthcoming discussion aims to locate History in relation to *content*, *communication*, *cognition*, and *culture*.

As CLIL is typically regarded as being **content**-driven, especially in the case of hard CLIL, the specific history subject matter presented to students is at the core of lesson planning, determining the content, linguistic aspects and possible activities. The National curriculum (2011, Appendix 5: 9) states that by the end of their studies, upper secondary school students should be versed in the characteristic features of various historical periods, such as the Middle Ages and modern history. One of the possible more specific topics students could be introduced to is the Victorian era (National curriculum 2011, Appendix 5: 31), which is taken as the basis for the present course. More precisely, students are to be presented with the everyday life of the upper, middle and lower classes in mid-Victorian England. This subject matter is the guiding principle determining other aspects of the course.

In order to attain subject content in History, **language** and **communication** need to be taken into consideration. According to the National curriculum (2011, Appendix 5: 3), one of the aims of studying History is to develop general competences, including communicative competence. What concerns specifically the communicative means utilised in History lessons, the National curriculum (2011; Appendix 5: 6-7) emphasises the need to learn historical concepts and

their usage in context; expand history-specific vocabulary; develop functional reading skills and the ability to think critically, discuss, draw conclusions, make connections, shape their opinion and justify it; express their knowledge both in the oral and written form. The National curriculum (2011, Appendix 5: 7) additionally prescribes advancing students' collaborative and cooperative skills in History lessons, a situation that necessitates communication and is thus one of the foundations of CLIL.

Various activities suitable for CLIL History lessons have been proposed by researchers, aimed at developing the aforementioned communicative skills. These could be either more simple activities such as gap fill or discussion based on a video clip or more complex such as analysing and critically evaluating various historical events, conducting role plays and information gap activities, making presentations and posters, completing projects, and writing letters, for example, to a historical figure (Bulghadaryan: 2020: 69, 79-81). The execution of such activities often requires active learning which is one of the most important elements suggested by CLIL scholars for fostering, among other matters, communicative learning in the classroom (Mehisto et al 2008: 29; Mehisto 2012: 21; Coyle et al 2010: 5; Carloni 2018: 487).

In relation to **cognition**, the National Curriculum (2011, Appendix 5: 6) states that History education in upper secondary school prioritises problem-centred approach by analysing various evaluations and interpretations from different standpoints. Students are guided to think critically; make connections and conclusions through discussion and analysis; ask questions about historical matters and find a range of solutions in answering them; find information from various sources and understand the development of history. The named aspects exhibit that it is important to utilise both lower-order and particularly higher-order thinking skills in teaching History, for the development of which active learning may be regarded as one of the prime catalysts.

However, since learning such a subject through a foreign language may prove to be rather challenging due to additional cognitive load, it is important to use appropriate scaffolding

strategies. Since the choice of these may vary depending on the subject (Lin 2016: 87, 185), researchers have attempted to determine which strategies CLIL History teachers use in their lessons. Hahn's (2019) study, for instance, concluded that the most common scaffolding strategies upper secondary school CLIL History teachers use include simplification (exchanging complex words for more simple ones) and discursification (easing the comprehension of a text by using techniques such as restructuring the layout of a text, adding pictures or glossaries, maximising student engagement through various text-related activities, such as gap-filling or question-answering). The author further highlights the importance of a clear and aesthetically pleasing design, a brief but informative text, suitable language level and vocabulary work, and activities stimulating critical thinking. All of the aforementioned aspects are also highlighted by various CLIL scholars to form the foundation of scaffolding in CLIL in general (Moore & Lorenzo 2007: 32-33; Mehisto et al 2008: 29; Coyle et al 2010).

The last of the 4Cs, **culture**, can also be successfully implemented in CLIL History lessons. As stated in the National Curriculum, one of the objectives of History is to contribute to the development of culturally conscious individuals who value cultural diversity and have the ability to empathise while shaping and justifying their own standpoint at the same time. All of these aspects align with what is highlighted as integral parts of CLIL. In order to develop cultural understanding, researchers suggest learning about the subject content through, for instance, cooperation with other individuals and activities that request comprehension of different viewpoints, such as role plays (Bulghadaryan: 2020: 78). It is additionally important to provide students with authentic materials and activities as well as connect the topic to students' everyday lives which may help them to better understand other cultures, the latter aspect of which is also highlighted by the National curriculum (2011, Appendix 5: 8).

In view of the foregoing, it may be inferred that CLIL is a multifunctional educational approach that aims to promote students' skills in a variety of aspects, most importantly in the

subject content and an additional language. One of the means for achieving the latter is teaching a historical topic through a foreign language. Thus, the present thesis focuses on the creation of a hard-CLIL course that aims to teach the everyday life in the Victorian era, using English as a foreign language as the vehicle. To execute the latter, the 4Cs framework developed by Coyle (2005) and the more precise aspects of multiple focus, authenticity, scaffolding and active learning are used for the development of the course. In order to assess students, the present course relies mostly on formative assessment with a few summative aspects integrated to it.

2 CHAPTER II. CREATING A CLIL COURSE FOR TEACHING EVERYDAY LIFE IN VICTORIAN ENGLAND

The previous chapter revealed that the dual-focused nature of CLIL can be regarded as beneficial in acquiring both the subject content of History as well as developing foreign language capabilities, English in the present case. One of the means for the achievement of the latter is to create an elective course that unites both of these competences. The National curriculum (2011, Appendix 5: 31) states that a possible topic for the creation of such a course might be the Victorian era (National curriculum 2011, Appendix 5: 31). Since the National curriculum (2011: Division 2, Appendix 5: 8) advocates the integration of different subjects and the development of culturally conscious individuals who understand and value different cultures and their histories, the provision of deeper knowledge of this important era would enable students to better understand British culture and history. While a brief overview of this period is offered to students also in the usual History lessons, the everyday life of ordinary people is often adumbrated by the general socio-political events.

Stemming from the aforestated reasons, the aim of the present project is

1) to create an elective course for upper secondary school students that provides an overview of the everyday life in mid-Victorian England among the upper, middle and lower classes, using English as a foreign language as the medium;

2) to apply the principles of CLIL in the selection of activities and creation of materials for the course to develop subject and foreign language competences;

3) to create sample materials for five lessons of the course.

The forthcoming chapter provides an overview of the design principles of the course. The chapter begins by outlining the general principles of creating the course, followed by an overview of how certain aspects of CLIL are integrated into it. The second part of the chapter provides a

more detailed explanation of the layout of the course with a greater focus on the lessons for which materials were created.

2.1 Principles of developing the course

The present course focuses on teaching the everyday life of the higher, middle and lower classes in mid-Victorian England to upper secondary school students. The topic of the Victorian era, which marks the reign of Queen Victoria during the years 1837-1901, was chosen for the reason that it represents a significant period in the British history, notable for its achievements in fine arts and architecture as well as changes in society caused by the Industrial Revolution and transitions in ideology (Mitchell 2009; Goodman 2014).

However, since the era in its entirety lasted over 60 years and thus consisted of various subperiods (early, middle, late), all of which were marked for great changes in society, it was deemed necessary by the author to focus only on a specific time frame. For the latter reason, the centre of the present course is the mid-Victorian era. Spanning approximately over the years 1851-1875, this subperiod was remarkable for its prosperity and stability yet monumental societal and technical advances that considerably affected people's everyday lives. For instance, as a result of agricultural and industrial prosperity, one of the prime catalysts of which was the development of the railway system, wages underwent a considerable increase, leading to a more adequate standard of living and new luxuries such as vacations to the seaside and abroad. The latter was enhanced by parliamentary acts that prescribed a shorter working week which provided more leisure time for workers. In addition, the educational reform granted a wider range of people the access to education and thus enabled them to enter more advanced jobs such as engineering or accounting, consequently laying ground for upward mobility (Mitchell 2009: 7, 11). All of these changes led to a reformed society in which the standard of living improved continuously, giving rise to the emergence of a strong middle class.

Notwithstanding the aforementioned advances in society, one's social class maintained its role as a determining factor in dictating every aspect of the Victorians' lives. As is explained by Mitchell (2009: 17-18), "Victorians believed that each class had its own standards, and people were expected to conform to the rules for their class". She argues further that social classes differed in terms of their manners, clothing, education, values, social customs and even names and hours of their meals (Mitchell 2009: 17). Therefore, it is of particular importance to approach teaching everyday life in Victorian England by presenting each social class separately in order to provide a comprehensive overview of the period. As the Victorian era was broadly divided into three social classes – upper, middle and lower (Mitchell 2009: 18) –, the present course is divided into three smaller units, each covering the everyday life of a specific social class.

Five aspects of the Victorians' everyday lives have been selected for the present course. These include education and work life, household, social rituals, meals, and leisure. The author of the present thesis regards them as some of the most vital and relevant aspects of everyday life that students themselves could relate to and thus compare with the contemporary world. The specific subject matter chosen for each topic is designed in a way that would make the material relevant to students' own lives, thus facilitating the process of making connections and acquiring the content with more ease.

The first of these topics, education and work life, provides an overview of the types of education and work available for each social class as well as the conditions related to them. Since one of the aims of the course is to connect the topic to the students' own everyday lives, education is an aspect on which the prime emphasis is placed. However, since education and work are often directly interrelated, substantial attention is also given to different types of possible professions. Work life acquires particular significance in the case of the lower classes who had to enter the workforce at an early age and, therefore, had fewer means to educate themselves (Mitchell 2009: 18).

The following topic, household, has a threefold aim: introducing the layout, management as well as living conditions of the upper, middle and lower class households to students. Thus, they get an overview of the different types of rooms, furniture and domestic appliances; how and by whom the household was run; and what the living conditions in the house were, including aspects such as the presence of running water, heating, and so on.

The topic of social rituals focuses on the general rules that each member of a specific social class was expected to conform to in society and what means there were for social interaction in the Victorian era, such as addressing other people, paying calls, attending balls, the role of a chaperone, and so on. The lessons are compiled in a way that would reflect some of the most important aspects of social norms in each social class, so that the most significant features would be highlighted.

Students are additionally provided an overview of the topic of meals. The emphasis is not only on the types of meals (breakfast, lunch, dinner, afternoon tea, and so on) and what was eaten at each respective mealtime but also on the customs that needed to be observed. Since the meals of each social class differed in an array of aspects such as their names, hours and food selection (Mitchell 2009: 17), the lessons are constructed in a way that would introduce these differences.

The last topic to be presented is leisure. It is of particular importance due to the changes occurring in Victorian England, allowing all three social classes for more opportunities to spend their free time, a luxury that was not previously accessible to everyone (Goodman 2014: 315-316). Thus, it is important to accentuate that it was specifically in the Victorian era that this aspect of everyday life acquired particular relevance. To offer students an insight into the most common ways the Victorians spent their leisure time, the topic is divided into four themes: travel, public and group pastimes, private and family pastimes, and sports. For each of them, more specific leisure activities are to be introduced to provide a comprehensive overview of the topic.

Considering the vast differences between country and city life in the Victorian era, the present course focuses, for the purpose of clarity, predominantly on how the aforementioned

aspects manifested in the context of a city. Nevertheless, some vital aspects of the countryside are highlighted too in certain contexts, especially in the case of the upper classes for whom city and country life were more connected than in the case of the lower classes (Mitchell 2009; Goodman 2014).

In order to develop a quality course that offers an adequate overview of the period and the selected aspects, proper materials are of paramount importance. For that purpose, three books focusing specifically on the everyday life in Victorian England serve as the primary basis for developing the course: *Daily Life in Victorian England* (2009) by Sally Mitchell, *How to be a Victorian* (2014) by Ruth Goodman and *A Brief History of Life in Victorian Britain* (2008) by Michael Paterson. These sources are considered by the author of the present thesis to provide an extensive yet accessible overview of the everyday proceedings in the Victorian era, being suitable both in terms of the language level as well as subject content presentation. What lends additional value to all of these books is that they do not provide merely a general overview of everyday life in the named period but explain it through the prism of different social classes, thus being particularly suitable for the present course. However, it was deemed necessary by the author of the present thesis to additionally include select materials from other sources either in the forms of authentic texts written during the Victorian era (such as *The Book of Household Management* (1861) by Isabella Beeton and various etiquette books) or videos from the media that would provide students with authentic listening material.

The information obtained from these sources is presented to students through activities and materials created in accordance with the principles of CLIL. At the basis of the present course lies the 4Cs framework which prescribes the integration of *content*, *communication*, *cognition*, and *culture* into lessons. For that purpose, the course aspires to teach the subject content through a foreign language in a way that would develop students' knowledge of the everyday life in the mid-Victorian era and advance students' English language competence as well as thinking skills,

eventually resulting in the cultivation of more culturally conscious individuals who understand the life in the Victorian era and its relation to their own culture and everyday life. For the execution of the latter, the precise aspects of multiple focus, authenticity, active learning, and scaffolding are considered.

Multiple focus. As the present course represents the hard-CLIL approach, it is the content that is primarily foregrounded. Thus, the main emphasis during the course is placed on teaching students select aspects of everyday life in the mid-Victorian era, as a result of which students need to be able to understand the named historical period and the characteristics pertaining to the everyday life of upper, middle and lower classes. However, language, too, assumes a central, albeit slightly secondary role. The purpose of the present course is not to teach grammar but rather advance students' reading and listening skills along with written and verbal communication skills as well as teach subject-specific vocabulary. More specifically, the primary stress is placed on reading and understanding different types of texts; writing texts of various genres using appropriate language and styles; developing the skills of thinking critically, drawing conclusions and making connections based on which to discuss various matters; shaping one's opinion and justifying it; expanding history-specific vocabulary; and using historical concepts in appropriate contexts (National curriculum 2011, Appendix 5: 3, 7-8).

The activity types chosen for the course are selected in accordance with these aims. Taking into consideration such language-related aims, it would be beneficial if students' English language level was at the B2 level in order to successfully participate in the completion of activities.

Authenticity. The principle of authenticity is implemented to the course in a number of ways. The prime means for that accentuated by scholars is using current materials from the media and other sources, incorporating activities that support the usage of language that reflect real-life authentic contexts and connecting the subject matter to students' everyday lives (Mehisto 2012: 22; Pinner 2013b: 61-62). For current materials, recent authentic videos and reading texts

explaining the history topic at hand are used. In addition, the author of the present thesis considers it useful to include materials dating back to the Victorian era. While they are not 'current' in the contemporary sense, they represent authentic ways how language was used in the Victorian era and what the mindset of people was at that time. Therefore, these materials are useful for students to be immersed in the Victorian era.

In order to provide students with the opportunity to use language in a context reflecting real life and empathise with the Victorian people, specific activity types such as role plays, writing letters and enacting an afternoon tea are selected. The author of the present thesis regards this as a way to guide students in the process of understanding another culture and time period better. These activities are also useful for the final project in which students must assume the role of a Victorian era person and write of their everyday life as if they were living in that time period. To facilitate students' intercultural awareness and understanding of their own position with regards to the rest of the world, the topics are connected to students' own culture and everyday life by asking them to either compare nowadays and the Victorian world or imagine what they would do had they been born in that period. The aforementioned techniques are a way to incorporate *culture* from the 4Cs framework into lessons.

Scaffolding. Since students are challenged with the dual-focused aims of CLIL, it is important to also support this process, for the reason of which a number of scaffolding techniques are used in the present course. The input stage is scaffolded in various ways, starting with a lead-in activity that aims to activate students' prior knowledge (true/false, picture description, and so on). Although greater emphasis is placed on students' own construction of knowledge, in some lessons it is considered necessary by the author to provide some further input in the form of a short introduction of the topic by the teacher, after which students could proceed with greater ease completing ensuing activities that require more effort. This introductory part of the lesson aims to

provide a basis for linking new information to students' prior knowledge and lay the foundation for the subsequent part of the lesson.

In the input stage, students need to develop their receptive skills, for the purpose of which they are presented with various texts. In order to facilitate comprehension, the texts are scaffolded as per the suggestions made by CLIL scholars, such as Coyle et al (2010), Mehisto et al (2008), Mehisto (2012), and Ball et al (2015). Therefore, texts have been selectively modified by shortening or rewriting them, highlighting important words and phrases, using key specialist terms, the meaning of which appears from the context, and structure a text in bullet points. In addition, to ease transition from reading or listening activities to completing more complicated ones, the language used in texts is not too challenging.

Considering that the course relies to a great extent on encouraging output, supporting this stage of the lesson also acquires considerable importance. The main emphasis is mostly on sequencing activities from private to public, so that students can use the language familiar to them to express their initial idea to peers and only then discuss it with the whole class in a more formal language. Since students might at first be anxious to share their ideas with others in a foreign language, such a sequence might ensure a smoother transition from one phase to another. The activity types designed to support the output stage and consequently chosen for the present course include making presentations, speaking in pairs or small groups, information gap activities (jigsaw, interview), and role plays. In case specific language is needed for completing a certain activity, the teacher provides support by discussing the necessary linguistic elements with students and writing the most relevant ones on the whiteboard or giving them word/phrase lists prior to the activity.

Active learning. As in CLIL the prime emphasis is not placed simply on knowledge acquisition but also providing students with the means to construct their own knowledge and thus acquire new skills, it is important to include elements of active learning in CLIL lessons. The

present course advocates such student-centred learning by regarding students as co-teachers, fostering group work as well as promoting discussions on the topic and the students' own opinions.

As co-teachers, students participate in the learning process both by familiarising themselves with the topic at hand as well as imparting knowledge to their peers through activities such as presentations and information gap activities (for instance, jigsaw and interview). In order to further promote student-centred teaching and provide means for communication, group work is at the core of the present course. For this reason, most activities are constructed in a way that would necessitate active communication between group members to complete the activity (such as interviews, discussions, role plays).

The present course combines cooperative and collaborative learning since it is considered important by the author to foster learner autonomy but also provide support, so that there would be a balance between independence and guidance. In this way, students' subject content competencies are improved along with advancing higher-order thinking skills and communicative competences, thus developing the content, communication and cognition aspects of the 4Cs framework.

Assessment. The final aspect to be considered is assessment which is arguably one of the most challenging parts of CLIL (Coyle et al 2010: 112). Taking into account the dual focus of this educational approach, it is first essential to decide whether to assess content or language. As the present course represents a hard CLIL approach, aiming to teach specifically select aspects of everyday life in the Victorian era among three social classes, it is content that is at the focus of assessment. Nevertheless, language, too, forms a significant part of the assessment process. Since one of the aims of the course is to advance students' receptive and productive linguistic skills in English as well as develop their subject-specific vocabulary, these aspects are taken into consideration when assessing students. In both cases, the main assessment occurs at the end of each study unit (role plays) as well as at the end of the whole course (final project, portfolio).

During the learning stage itself, active participation in the completion of required activities in class is taken into account but not directly assessed.

Another aspect to be decided upon is whether to use formative or summative assessment. As per the suggestions of CLIL scholars, the present course employs primarily formative assessment with occasional summative elements. The stress is placed on self- and peer assessment, both of which are regarded as some of the most common types of formative assessment. While self-assessment is exercised throughout the course in the form of postcards written at the end of every lesson in which students reflect on their accomplishments and areas of improvement, peer assessment is incorporated at the end of each study unit during role plays and at the end of the whole course during the presentation of students' final projects. For the latter to be more effective and fair, students are provided with rubrics which state specifically which aspects should be assessed and how, thus guiding students in their assessment choices. Rubrics are also beneficial for the performers and presenters themselves as they are informed of the specific aspects they need to pay particular attention to when preparing and presenting their work. In addition, students need to collect the works completed throughout the course as well as self-assessment postcards to form a portfolio, the aim of which is to receive an overview of students' progress over the course.

Stemming from the above, there are precise criteria set for the present course that need to be fulfilled in order to pass it: students need to participate actively in lessons, perform role plays at the end of each study unit, complete and present the final project as well as hand in their portfolio.

To ascertain that students include all the materials needed to assess their progress throughout the course, a specific list of required works is given to students at the beginning of the course. The portfolio includes the following works:

- diagram on the professions and characteristics of the three social classes;
- letter written about an upper-class person's experiences in a public school or with a governess;

- house plans of all three social classes;

- calling card designed by the student;

- presentation notes made for the upper-class afternoon tea lesson and the organisation of a middle-class dinner;

- poster of the upper-class leisure activities;

- diagram of the middle-class education and professions;

- page designed for the middle-class etiquette book;

- description of how the student imagines themselves doing certain middle class leisure activities;

- notes made for the balloon debate on lower-class professions;

- INSERT reading text about the social rituals of the lower classes together with notes made in the text;

- summary of the working class meal experience;

- all four interview texts on the topic of lower class leisure;

- postcards written to an imaginary Victorian person on what students remember about the lessons and how they assess their performance.

The most substantive element of assessment is the final project which aims to integrate all the topics discussed throughout the course. Students are expected to create a web page where they are required to assume the role of a person living in the Victorian era, explaining their everyday life as if they were writing a blog post. The final project must contain the following aspects:

- general introduction (name, social class, personality, family, picture, and so on);

- education & work life (description of the education received and the profession; entered or planning to enter; examples of feelings, experiences or happenings regarding their education and work life)

- household (description of the layout, management and conditions in the house; explanation of how the student's character is related to these matters, for example, what kind of housework they do);

- social rituals (description of the typical norms that they have to adhere to in terms of social life; explanation of their opinion regarding such rules);

- meals (description of the character's typical mealtimes and what they consist of; their favourite meal and the reasons for it; explanation of the customs related to mealtimes and their opinion of it);

- leisure (description of the character's typical leisure activities with a specific focus on their favourite hobby; explanation of how other people are involved in these activities; most important memory regarding leisure);

- conclusion (explanation of what the student learnt throughout the course and how their own everyday life differs from that of the Victorian era; short analysis of how the student has progressed throughout the course in terms of acquiring subject content knowledge and developing their language skills).

The purpose of the final project is to enable students to synthesise all the previously learnt knowledge in the course and apply it in a context which would personalise the topic for them. It would additionally provide students with the opportunity to use authentic language in a context that imitates real life and employ higher-order thinking skills such as creating. This kind of a project and portfolio aid the teacher in determining how well students have achieved the learning outcomes and whether the aim of the course is fulfilled.

2.2 Layout of the course

The course consists of 21 lessons with a duration of 75 minutes and includes an introductory lesson, three units focusing on different social classes and two conclusionary lessons.

The course begins with an introduction aimed at providing students with the vital knowledge to understand the general background of the Victorian era as well as the distinctive characteristics of the three social classes. Since students might not remember the Victorian era and its characteristics, it serves as a foundation for comprehending the forthcoming lessons which delve deeper into the specifics of the Victorians' everyday lives.

The main part of the course is divided into three units, each discussing select aspects of a specific social class. All units consist of five lessons that focus on a particular aspect of the Victorians' daily life. Thus, the aspects of education and work life, household, social rituals, meals, and leisure are first discussed through the lens of the upper classes, followed by the presentation of the same aspects in middle classes and ending with lower classes. By organising the course in such a way, students could have a more holistic overview of each specific social class separately, thus completely immersing themselves in the lives of that specific class instead of alternating between different topics which might confuse students.

Each study unit concludes with a role play lesson in order to solidify the knowledge learnt by placing it into a more practical context, in which students have the opportunity to revise what they have learnt in the study unit by combining the knowledge obtained from all five aspects of the everyday life of a particular social class. The role play lessons additionally serve the purpose of letting students empathise with the Victorian people by enacting situations from their daily lives, a skill which will later be of help when completing their final project.

The course culminates in the presentation of students' final projects. In the last two lessons, students also have the opportunity to hand in their portfolios consisting of materials gathered throughout the course.

2.3 Overview of lessons and materials

The author of the present thesis created sample materials and lesson plans for five lessons of the course, the principles of which are discussed in greater detail below.

2.3.1 Lesson 1: Introduction

The first lesson of the course serves an introductory purpose, familiarising students with the course requirements and providing an overview of the Victorian era and the characteristics of its three social classes. In terms of language, it provides means to practise purposeful reading, discussing and explaining a topic to others in English.

The lesson begins with the teacher giving an overview of the content, layout and requirements of the course with a special emphasis on the assessment criteria. Such an introduction would prepare students for the course and inform them of the aspects that they need to pay special attention to during the course in order to pass it.

This is followed by a lead-in activity that aims to activate students' prior knowledge of the topic. On Mentimeter, students are required to write keywords they associate with the Victorian era, based on which a cloud of Victorian characteristics is created. This forms a collective understanding representing the group's knowledge of the topic which, in addition to the benefit for students who can activate their prior knowledge, is informative for the teacher in determining how well-acquainted students are with the topic.

The previous activity creates a basis for explaining the topic more deeply, for which the teacher provides a brief oral overview of the fundamental principles of the Victorian era with a specific focus on the middle part of the Queen's reign. Although students are expected to have a basic understanding of the named historical period prior to partaking in the course since they have learnt about it briefly in their history lessons, it is still vital to remind them of the fundamental

aspects in order to prepare them better for the course. The last two aspects perform the role of scaffolding by connecting students' previous knowledge to subsequent new knowledge.

Equipped with the knowledge necessary to delve deeper into the topic, students are introduced to the characteristics of the three social classes. For this, a jigsaw activity is conducted, which is a form of information gap activity recommended by a number of CLIL scholars due to its active learning qualities (Bulghadaryan: 2020: 69; Kikerpill & Sõrmus 2008: 57). The procedure of the activity is as follows. Students form three groups, each of whom receive a short text on either the lower, middle or higher class. The members of all groups read the text individually at first, followed by an ensuing discussion between groupmates on what they read allowing students to unravel their reading experience. Based on the discussion, they write down the most important aspects (characteristics and professions) on a worksheet designed in accordance with the principles of CLIL. By including visuals such as illustrative pictures and a diagram consisting of a pyramid representing different social classes, it is easier for students to organise new information and make connections.

Having thus become experts on a specific subject, groups are rearranged in a way that each group would have at least one representative of a specific topic. Taking turns, the expert(s) of each topic explain their topic to the other members of the group, as a result of which students have a holistic view of all three social classes. The idea of this activity is that students can construct their own knowledge and act as co-teachers, thus allowing for the incorporation of active learning. Although the teacher assumes the role of a facilitator throughout the whole activity, at the end of it a whole class teacher-led discussion is conducted to ensure the correctness and transmission of information to each and every student.

The lesson concludes by students selecting their final project topics, so that they could start planning their project early on and, throughout the course, pay particular attention to the topics needed for their project. To ensure that each social class is represented, the teacher assigns a

specific class to each student by drawing lots. However, the remainder is to be determined by the students themselves to provide more freedom to students and encourage their imagination.

All the aspects of the 4Cs framework are incorporated in the lesson. Students' subject content knowledge is advanced through introducing them to the foundations of the Victorian era as well as the specifics of each social class through activities that develop their cognitive skills of explaining, discussing, summarising, classifying as well as comparing and contrasting. Furthermore, the aspects of communication manifests in activities that require understanding and interpreting a text, explaining the subject content to peers and discussing the topic. As a result of such activities, students develop their cultural awareness by acquainting themselves with the Victorian era and the mindset of the people living at that time.

2.3.2 Lesson 6: Leisure in the upper classes

The aim of the lesson is to familiarise students with the leisure activities common in the Victorian upper classes and provide them with the means to practise English through activities that require describing a picture, making speculations, discussing, creating as well as presenting a poster, using subject-specific vocabulary, and writing a postcard.

The lesson commences with an introductory activity that leads students into the topic of leisure. To do this, the teacher asks students what their means of spending free time are, thus activating their schemata and creating interest by connecting the upcoming topic to the students' own everyday lives.

Having had the opportunity to share their thoughts on the topic, students are better prepared to be introduced to the leisure activities common in the Victorian era. For this, they are presented with four different pictures, each representing a certain aspect of the upper class ways of spending free time. In pairs, students need to describe what they see in the picture and what activities they could depict. Such an introduction aligns with Coyle et al's (2010: 96) suggestion of using visuals

at the beginning of a lesson to activate students' prior knowledge, thus scaffolding the learning process.

Having initially discussed the pictures in pairs, students are asked to share the results of their discussion with the rest of the class. This allows for a sequencing of activities from private to public so that the transition between two different stages is smoother. In addition, students benefit from hearing the thoughts of their peers.

The aforementioned activities form a prelude to the main part of the lesson. In this phase, students are expected to form groups and prepare a presentation on a specific topic pertaining to the upper-class leisure. For this, each student receives a card with a leisure activity, such as archery, balls, collecting, and so on, based on which they should find their group mates who have a similar topic (travel, public and group leisure, private and family leisure, sports and outdoor activities). As part of group effort, students need to acquaint themselves with the leisure activities on cards each of them received and create an overview of the whole leisure category. The cards are designed by using a number of scaffolding techniques, most notably bullet points to break up the text and highlighting key phrases, both of which ease students' understanding of the topic (Coyle et al 2010: 97, 101; Kikerpill & Sõrmus 2008: 42). It is stressed, however, that they should not copy and paste the text directly from the card but paraphrase it, thus developing the skills of paraphrasing and helping them to process new information. Active learning is at the basis of this activity since students need to work in groups and create their own understanding of the topic instead of the teacher presenting it. The teacher acts as a facilitator who oversees the learning process, providing students with initial materials and activities, coordinating class work and offering help when needed.

Active learning forms the foundation also in the second part of the activity, in which students themselves are provided with the opportunity to act as co-teachers. In order to do that, each group presents their poster to the peers, as a result of which an extensive overview is given to

students on a variety of means of spending free time among the upper classes. Such an activity allows for students to become experts in one specific area and use their language capabilities to introduce it to the others, thus advancing both the subject knowledge as well as foreign language capacity.

The lesson is concluded with writing a postcard to an imaginary Victorian person, in which students reflect on the knowledge they received and the assessment of their performance during the lesson. Such an activity is included with the aim that students can reflect on their learning process on a regular basis, thus being more mindful of their achievements and areas that need further improvement.

Throughout the lesson, aspects of the 4Cs model are developed. In terms of content, students learn about different types of leisure activities of the upper classes by using cognitive skills such as defining, categorising, discussing, inferring, analysing, and designing. What concerns communication, students develop various abilities in the English language that include discussion, expression of their opinion, rewriting a text, presenting, and explaining subject-specific words. By the end of the lesson, students are additionally more aware of the specifics of the Victorian upper class people which aids them in developing more advanced levels of cultural understanding.

2.3.3 Lesson 12: Leisure in the middle classes

The aim of the lesson is to acquaint students with the leisure activities of the Victorian middle classes and provide an opportunity to practise English through discussion, explanations, comparisons, using subject-specific vocabulary, and writing a description of the possible ways of them spending their free time in the Victorian era, as well as a postcard.

The lesson begins with a true/false activity, in which students are presented with a number of statements about the middle-class leisure habits in the Victorian era. Students are expected to work in pairs and determine which of the statements are true and which are false. The purpose of

this lead-in activity is to prepare them for the lesson by activating their prior knowledge which is suggested by scholars as a scaffolding technique (Coyle et al 2010: 96; Carloni 2018: 487).

The main part of the lesson consists of four interconnected activity types, each dependent to a greater or lesser extent on four texts describing different aspects of middle-class leisure activities (sports, travel, public and group pleasure, private and family pastimes). The procedure is such that not all students receive the same texts, nor do they get all of the texts at once. Instead, students are given one of the four texts (students are divided into groups for that in order to ease the transition from one text to another), based on which they need to perform a particular activity. By the end of the lesson, students will have had the chance to work with all four texts.

First, students need to find answers to the previously conducted true/false activity from the text. Having received a new text, students must find answers to two questions about the text, concerning subject-specific vocabulary or concepts. This is followed by a speaking activity in which students need to read their text and think of how the Victorians would execute these types of activities in the contemporary world. The main part of the lesson culminates with a writing activity prescribing students to write a short description of how they imagine spending their free time in the Victorian era, the aim of which is to prepare students for writing their final project. After each activity, there is a short discussion. The lesson is therefore conducted in a way that each new activity requires the adoption of a more advanced cognitive level. However, since each time students are more familiar with previous texts due to discussions, it is easier for them to raise the cognitive bar. Thus, such a construction follows the principles of scaffolding. The texts themselves have been scaffolded in a way that it would include visuals in the form of pictures illustrating the most significant points of the text about which questions are asked, and highlight important phrases in the text, so that it would ease reading and finding needed information. As in the case of other lessons, the conclusion consists of writing a postcard, the procedure and aims of which are corresponding to those of the previous classes.

The 4Cs framework is integrated in the lesson in a number of ways. By acquainting themselves with the various ways the middle classes spent their free time, students develop their subject content knowledge. Furthermore, the cognitive skills of identifying, explaining, comparing and contrasting, arguing, discussing, and constructing are activated and further developed. To aid the process, communication is included by requiring students to find specific information from a text, explain their opinion as well as the meaning of subject-specific terms, discuss, and write a text. Cultural awareness is activated by giving students an overview of the Victorian middle-class leisure activities and, more specifically, by requesting them to empathise with the people as well as imagining their own activities in the Victorian era, provided they were living in that historical period.

2.3.4 Lesson 18: Leisure in the lower classes

The aim of the lesson is to familiarise students with the leisure activities common in the Victorian upper classes and provide them with the means to practise English through activities that require describing a picture, making speculations, discussing, creating as well as presenting a poster, using subject-specific vocabulary, and writing a postcard.

The lesson commences with a lead-in activity, in which the teacher asks students to express their opinions on how the lower classes spent their free time and in what ways it might differ from those of the two other social classes. In addition to provoking interest and activating students' schemata, the activity enables students to derive knowledge from what they already know about the previous two social classes and anticipate what might be the similarities and differences of the lower classes. In addition, expressing their opinion enables students to develop their communicative skills.

Having thus activated students' schemata, they are given the opportunity to explore the real ways of leisure activities among the lower classes and see whether their assumptions were correct. For this, an information gap activity in the form of an interview is conducted. Students are

divided into pairs, each of whom receive a card with text on a specific topic (travel, sports, public and group pleasure, private and family pastimes). Although the basis of the text is the same for both members of the pair, it has gaps in different places. In order to fill in the gap with missing information, students need to ask each other questions by transforming the sentence with a gap into a question. Forming such questions is practised together with the whole class beforehand, thus scaffolding the activity by offering students the means to participate in the activity with greater ease. This activity aims to incorporate aspects of active learning, according to which students are the ones constructing their knowledge and the teacher merely aids the process.

After the completion of the activity, each student receives the other texts that they did not have during the pair work activity. To gain a holistic view of the topic and further practise their communicative skills, students explain each of the topics to each other and help fill in the gaps.

The last third of the lesson is devoted to making the topic relevant to students' own lives, for which they have to think which of the presented leisure activities they would do if they were living in the Victorian era lower classes. First they think of it individually, then discuss their answers in groups and finally the teacher asks each student to name the activity they chose and explain the reasoning behind it. Such sequencing of activities from private to public supports output as students have the opportunity to listen to their peers and come into possession of new ideas as part of the discussion, all of which can lead to a less stressful and more productive discussion. It additionally enables them to have a considerable amount of time and opportunities for talking, which enhances their communicative capabilities. The lesson concludes with writing a postcard to a Victorian person for the same reasons as in the previous lessons.

What concerns the 4Cs framework, the lesson exhibits the inclusion of these principles in a variety of ways. First of all, content acquisition is developed through the introduction of different types of leisure activities spread among the lower classes. For that purpose, the precise cognitive skills such as comparing and contrasting, paraphrasing, discussing, and arguing are incorporated

and developed. In terms of communication, students have the opportunity to advance the skills of expressing their opinion, understanding and analysing a text, asking and answering questions, and discussing. By gaining an overview of the leisure activities common in the Victorian era and making the topic relevant to their own lives, students additionally develop their cultural understanding.

2.3.5 Lesson 19: Role play of the lower classes

The aim of the lesson is to conclude the preceding study unit by applying all the everyday aspects covered about the lower classes into the context of a role play as well as offer them an opportunity to ask questions about their final project. In this lesson, students are required to use English by discussing, incorporating proper linguistic expressions and subject-specific vocabulary in the role play, and provide feedback to peers.

The lesson commences with a reminder of what has been studied in the previous lessons, for which the teacher asks students to name things they remember about the everyday life of the lower classes and supplements the answers when necessary.

For the next activity, the class is divided into two. Two thirds of the class are conducting a role play while the remaining third can work on their portfolio and ask questions about it. This alleviates the possible problem arising from the time being limited and enables students to ask for advice on their final projects. The greater segment of the lesson, however, focuses on enacting role plays in front of the whole class. Having received a role play card with a specific scenario prepared by the teacher, students need to prepare and subsequently perform a role play based on this topic. Through such group work, active learning is incorporated in the lesson.

In order to assess the role plays, peer assessment is used: students must say what they like about the play and what they would have done differently. To facilitate the process, students are provided with assessment rubrics which will serve as the basis for their feedback. The teacher, too,

provides short feedback, concluding the feedback session for a particular group. This type of assessment fosters the active involvement of all students in the class by requiring them to use their critical thinking skills and provides a basis for improving the skills of the performers since versatile feedback is given. As some role play cards are not enacted, the possible ways of presenting them are discussed with the whole class afterwards in order to revise all the topics covered during the unit.

In terms of the 4Cs framework, the lesson supports the development of all aspects of it. Since students need to apply all the previously received knowledge into the context of a role play, the subject content of the whole unit is solidified. Furthermore, the lesson emphasises particularly the activation of students' higher-order skills through them having to create and perform a short play that the role card prescribed. For this, the communicative means of reading, discussing, debating, and using necessary phrases and subject-specific vocabulary in context are activated. The ultimate aim of the lesson is, among the aforementioned aspects, to provide students with the opportunity to empathise with the Victorian people and thus form a more profound understanding of their culture.

In view of the above, the hard-CLIL course developed as part of the thesis focuses on teaching the everyday life of ordinary people in mid-Victorian England to upper secondary school students. Since the lives of different social classes differed considerably, however, it was decided to organise the course into three units, each focusing on select everyday aspects of either upper, middle or lower classes. The aspects chosen for this purpose include education and work life, household, social rituals, meals, and leisure since these are regarded to provide most relevance to students' own everyday lives. In order for the course to reflect the CLIL approach and its 4Cs framework, the precise aspects of multiple focus, authenticity, scaffolding, and active learning were taken as the basis for developing activities for the whole course as well as sample materials for five lessons. To determine the success of learners' achievements, formative assessment with a

few summative aspects integrated to it is used, for the purpose of which students are assessed based on their active participation in lessons, role plays, portfolio as well as the final project where they can also assess their own work and those of their peers.

CONCLUSION

Considering the increasing importance of plurilingualism in today's world, attempts have been made to find ways to support effective language teaching and learning. In recent decades, CLIL has been recognised as a promising approach for the latter purpose. The uniqueness of CLIL lies in its dual-focused aim of fostering the acquisition of subject content and an additional language, leading to the attainment of both competences at the same time (Coyle et al 2010: 1; Eurydice 2006: 7). As a result of such integration, this approach is claimed to stimulate students' motivation in foreign language learning as well as advance their cognitive skills and the ability to make interconnections (Seikkula-Leino 2007; Sylvén et al 2015; Pladevall-Ballester 2019; Isidro & Lasagabaster 2020; Ball et al. 2015: 47; Mehisto 2008: 11; Llinares 2015: 69).

Inspired by the potential of such an approach, the National curriculum of Estonia (2011), too, supports integrating different subjects, examples of which might include the concurrent teaching of History and English. An array of historical periods and topics could possibly be taken as the basis for this purpose, including the Victorian era. Although students receive an elementary overview of the Victorian era in their History lessons, the everyday life of ordinary people is often addressed only superficially, if at all, despite it being relevant to students' own lives and highlighted in the National curriculum (2011, Appendix 5: 8) as an important aspect to include in History lessons. To fill this gap, the aim of the present thesis was to create an elective CLIL course for upper secondary school students on the topic of everyday life in mid-Victorian England among the upper, middle and lower classes, teaching it through the medium of English as a foreign language. An additional aim was to create sample materials for five lessons of the course.

In order to create such a course adhering to the principles of CLIL, the ideas of some of the central CLIL scholars were reviewed and analysed to obtain an overview of the aspects that need to be considered when designing a CLIL course. It was revealed that at the basis of this approach lies the 4Cs framework which prescribes the employment of *content*, *communication*,

cognition, and *culture*. These aspects can successfully be incorporated in CLIL lessons by taking into consideration multiple focus on both content and language, authenticity, active learning, and scaffolding. The application of these characteristics in CLIL classes enables to establish a learning environment characterised by interaction and challenge yet sufficient support. In order to assess whether students have achieved the set learning outcomes, it is recommended to use primarily formative assessment that can at times be supplemented with summative elements. When creating the course, these aspects were taken into consideration.

As a result, a course consisting of 21 lessons was created, focusing on the aforementioned topic of everyday life in the mid-Victorian era. As numerous aspects of the Victorians' everyday life differed depending on their social class, the course is divided into three smaller units, devoted to either the upper, middle or lower classes. Each study unit consists of five aspects regarding the Victorians' daily life: education and work life, household, social rituals, meals, and leisure. The information needed for teaching these aspects to students is derived from three main sources: *Daily Life in Victorian England* (2009) by Sally Mitchell, *How to be a Victorian* (2014) by Ruth Goodman and *A Brief History of Life in Victorian Britain* (2008) by Michael Paterson.

The aspects of multiple focus, authenticity, active learning, and scaffolding were incorporated in the choice of activities and creation of materials for the course in a number of ways. As to multiple focus, it was decided to integrate a History topic and English as a foreign language. Thus, the subject content consisting of select aspects of everyday life in mid-Victorian England served as the basis for the course. What concerns language, the aim was to advance students' reading and listening skills together with written and verbal communication skills in English. In addition, it was considered necessary to teach subject-specific vocabulary to students. Since the course is a representative of the hard-CLIL approach, however, the content was primarily foregrounded.

Authenticity was integrated in the course by using current materials from the media, such as video clips, texts explaining the topic at hand as well as sources from the Victorian era. Furthermore, activities reflecting everyday life, such as writing a letter or enacting an afternoon tea, as well as comparisons between the Victorian and the contemporary era were included. In several activities, students were additionally required to describe how they would imagine living in the Victorian era.

To scaffold the material and activities presented, it was regarded useful to activate students' prior knowledge, modify texts by means of shortening or rewriting, highlight significant words and phrases, use bullet-points and key specialist terms derivable from the context as well as a range of visual elements, sequence activities from private to public, and provide necessary linguistic elements for students prior to specific activities in case it is needed.

As to active learning, students were given the role of a co-teacher, so that the teacher acts mostly as a facilitator who does not specifically impart knowledge but only guides the process. Thus, activities necessitating group work, discussions and student-led presentations were foregrounded, such as interviews and role plays.

In order to assess students' acquisition of necessary skills and knowledge, formative assessment with a few summative aspects was taken as the basis. Although students are mainly assessed at the end of each study unit through role plays and at the end of the whole course through the presentation of the final project and completion of the portfolio, their active participation throughout the whole course is also taken into account. To engage students more deeply in the learning process, self- and peer assessment is used. For that purpose, students need to compile a portfolio which marks a collection of all the works done during the course as well as reflections in the form of a postcard written at the end of each lesson; and provide feedback to their peers' role play performances as well as the presentation of their final project.

Although the CLIL course developed as part of the present thesis fills an important gap by introducing everyday life in the Victorian era through the lens of people belonging to different social classes, it is subject to certain limitations. First of all, as the course was not tested, it could not be determined whether any aspects might require some improvement. Furthermore, although the course plan involves the description of the activities and topics for all lessons, sample materials were created for only five lessons of the course. Despite these shortcomings, the concept of the course is fully developed and can thus serve as a starting point for teaching everyday life in the Victorian era through English as a foreign language.

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APPENDIX 1

Elective course: Everyday life in Victorian England

Aim: The course aims to develop students' knowledge of everyday life in the Victorian era through the lens of different social classes, using the English language as the medium.

Target audience: Upper secondary school students whose English language is at B2 level. Although prior knowledge of the Victorian era would be beneficial, it is not required.

Duration: The course consists of 21 lessons, each lasting 75 minutes.

Learning outcomes: By the end of the course students will …

Content:
- explain the principal aspects of the mid-Victorians' everyday lives in terms of education, work, household, social rituals, meals, and leisure through the lens of upper, middle and lower classes;
- compare the everyday life in the mid-Victorian era and the contemporary world, including their own personal everyday life;
- synthesise knowledge about everyday life in the mid-Victorian era obtained in lessons, units and the whole course to compose original pieces of work;

Language:
- produce a variety of oral and written texts in English to explain selected aspects of Victorian everyday life, express and justify their own opinion as well as present different viewpoints;
- interpret a variety of listening and reading texts in English to find relevant and required information, determine the significance of different details presented and derive the meaning of various vocabulary items from context;
- use subject-specific concepts and vocabulary items in appropriate contexts.

Assessment: Students need to participate actively in lessons by completing all required assignments, perform role plays at the end of each study unit, complete and present the final project as well as hand in the portfolio.

Lesson	Topic	Lesson description	Assessment	Learning outcomes
1	Introduc-tion	Introduction of the topic and course requirements. Writing keywords related to the Victorian era on Mentimeter. Short overview of the mid-Victorian era by the teacher. Jigsaw reading and completing a worksheet on the characteristics of the three social classes. Choosing the topic for the final project. Writing a self-assessment postcard.	Students complete the worksheet correctly with most significant and relevant information found in the reading text and peers' explanations. Students explain the characteristics of one social class, presenting most important and relevant information and using proper linguistic expressions and vocabulary. Students write a self-assessment postcard addressed to a Victorian person in which they assess whether and to what extent they have achieved the learning outcomes.	By the end of the lesson the student will: **Content:** name the most important characteristics of the Victorian era and its three main social classes; **Language:** interpret a text to find most important and relevant information; use a variety of linguistic expressions and appropriate subject-specific vocabulary to explain the characteristics of one of the social classes to peers.
2	(Upper classes) Education & work life	Overview of the upper class education and work life (presentation by the teacher). Group work: writing a letter. Students are divided into groups,	Students write a letter in which they describe the education and work life of the upper classes, using appropriate linguistic expressions and	By the end of the lesson the student will: **Content:** explain the most important aspects of Victorian upper-

		each group has to impersonate a brother writing to his sister about his experiences in a public school and sister writing to brother about her experiences with a governess, adding also their future plans regarding work. Writing a self-assessment postcard.	subject-specific vocabulary. Students write a self-assessment postcard addressed to a Victorian person in which they assess whether and to what extent they have achieved the learning outcomes.	class education and work life; choose the most appropriate aspects to represent the life of a specific Victorian person they need to impersonate; **Language:** use a variety of linguistic expressions and appropriate subject-specific vocabulary to write a letter.
3	(Upper classes) Household	Overview of the upper-class household, with a focus on its layout, conditions and management (presentation by the teacher). Creating a house plan in groups and presenting it (how a specific part of the house looks like, what furnishings they have chosen, what the general conditions are and what housework is done there). Self-assessment postcard.	Students create a house plan in which they include relevant and appropriate information and present it, using a variety of linguistic expressions and appropriate subject-specific vocabulary. Students write a self-assessment postcard addressed to a Victorian person in which they assess whether and to what extent they have achieved the learning outcomes.	<u>By the end of the lesson the student will:</u> **Content:** explain the layout, conditions and management of the upper-class household; choose the most important and appropriate characteristics of the Victorian era household to design an upper-class house plan; **Language:**

				use a variety of linguistic expressions and appropriate subject-specific vocabulary to create and orally present a house plan.
4	(Upper classes) Social rituals	Overview of the upper class social rituals (short presentation by the teacher). The main focus is on paying calls. Watching a video: https://www.youtube. com/watch?v=QtlpjS_ nGpU Answering questions and discussing based on the video. Looking at calling cards actually written by a member of the aristocracy, based on which students have to write their own card. Students enacting in small groups the situation of paying a call (e.g., leaving a calling card, addressing people, etc). Distributing topics for the next class.	Students answer questions based on the video correctly and use a variety of linguistic structures to discuss the topic of paying calls by persuasively explaining their opinion and justifying it. Students enact the situation of paying a call by using proper linguistic elements. Students write a self-assessment postcard addressed to a Victorian person in which they assess whether and to what extent they have achieved the learning outcomes.	By the end of the lesson the student will: **Content:** explain the most important social rituals of the upper classes; apply the knowledge obtained about social rituals in the context of enacting a specific social ritual; **Language:** answer questions based on a listening text and discuss them; use a variety of linguistic expressions and appropriate subject-specific vocabulary to address people and have a polite conversation with them in accordance

		Writing a self-assessment postcard.		with the Victorian upper-class customs.
5	(Upper classes) Meals	Afternoon tea (students act as if they were having an afternoon tea and talk of different mealtimes, recipes and customs (each presents a specific topic)). The topics are distributed between the students beforehand (in the previous class); each will then get a text based on which to make a presentation. Writing a self-assessment postcard.	Students include in their presentation the most important aspects of a specific mealtime, recipe or custom and use a variety of linguistic expressions and subject-specific vocabulary to orally present their topic. Students write a self-assessment postcard addressed to a Victorian person in which they assess whether and to what extent they have achieved the learning outcomes.	By the end of the lesson the student will: **Content:** explain the characteristics of different upper-class meals; **Language:** interpret a text to find most important and relevant aspects to explain to peers; use appropriate linguistic expressions and subject-specific vocabulary to orally present an upper-class mealtime, recipe or custom.
6	(Upper classes) Leisure	Group work: creating posters of the different types of leisure activities (travel, sports/games, public and group pastimes, private and family pastimes). Introduction of the posters to classmates.	Students create a poster on a specific type of upper-class leisure activity in accordance with the set criteria and orally present the poster to peers, using a variety of proper linguistic elements. Students write a self-assessment postcard	By the end of the lesson the student will: **Content:** explain the common means of leisure among the upper classes; choose the most important and

		Writing a self-assessment postcard.	addressed to a Victorian person in which they assess whether and to what extent they have achieved the learning outcomes.	relevant aspects to explain a certain aspect of upper-class leisure to peers; **Language:** use a variety of linguistic expressions and appropriate subject-specific vocabulary to create and orally present a poster on the means of upper-class leisure.
7	Upper classes: role play	Role play + questions about the final project. Part of the class does the role play and the other part discusses their questions about their final project (the ones who got a representative of the upper class as their portfolio character ask questions and the other prepare a short role play meanwhile).	Students perform the role play in accordance with the set criteria, demonstrating their mastery of the unit. Peer assessment: students assess the quality of their peers' role play on the basis of an assessment rubric.	<u>By the end of the lesson the student will:</u> **Content:** synthesise knowledge obtained throughout the unit on the upper-class everyday life to perform a role play on a specific topic; **Language:** use a variety of linguistic expressions and appropriate subject-specific vocabulary to perform a role play on a specific aspect of the upper-class everyday life.

| 8 | (Middle classes) Education & work life | Overview of the middle-class education and work life.

Group work: filling in a mind map based on a text - from which education can people go to which professions.

Discussion of the differences of school and work life now and in the Victorian era.

Writing a self-assessment postcard. | Students complete the mind map correctly.

Students use a variety of linguistic elements to persuasively express their opinion on the differences of school and work in the Victorian era and contemporary world and justify it.

Students write a self-assessment postcard addressed to a Victorian person in which they assess whether and to what extent they have achieved the learning outcomes. | <u>By the end of the lesson the student will:</u>

Content:

explain the education and work life of the middle classes;

compare and contrast the characteristics of school in the Victorian era and the contemporary world;

Language:

interpret a reading text to determine which type of education leads to which type of job;

use a variety of linguistic expressions and appropriate subject-specific vocabulary to express their opinion and justify it. |
| 9 | (Middle classes) Household | Overview of the middle-class household (layout, conditions, management). | Students create a house plan in which they include relevant and appropriate information and present it, using a variety of linguistic | <u>By the end of the lesson the student:</u>

Content:

explain the layout, conditions and management of a |

| | | Looking at excerpts from *Mrs Beeton's Book of Household Management* (1861).

Group work: creating a house plan (how a specific part of the house looks like, what furnishings they have chosen, what the general conditions are and what housework is done there).

Presentation of house plans.

Writing a self-assessment postcard. | expressions and appropriate subject-specific vocabulary.

Students write a self-assessment postcard addressed to a Victorian person in which they assess whether and to what extent they have achieved the learning outcomes. | middle-class household;

choose the most important and appropriate characteristics of the Victorian era household to design a middle-class house plan;

Language:

use a variety of linguistic expressions and appropriate subject-specific vocabulary to create and orally present a house plan. |
| 10 | (Middle classes) Social rituals | Short overview of the middle-class social rituals (focusing specifically on the topic of upward mobility).

Looking at examples of etiquette books *How to Behave* (etiquette manual from 1865), *The Handbook of Etiquette: Being a Complete Guide to the Usages of Polite Society* (1860), *Etiquette for Gentlemen* (1857), *The Habits of Good* | Students create an etiquette book using a variety of proper linguistic structures and including correct and relevant information about the middle-class social rituals.

Students write a self-assessment postcard addressed to a Victorian person in which they assess whether and to what extent they have achieved the learning outcomes. | <u>By the end of the lesson the student will:</u>

Content:

explain the principles of the most important middle-class social rituals;

choose which aspects of social rituals are most important and appropriate to use in an etiquette book;

Language: |

		Society: A Handbook of Etiquette for Ladies and Gentlemen (1859). Group work: creating a page of an etiquette book (as a result, a small etiquette book is formed - gallery method). Presentation of different parts of the etiquette book. Writing a self-assessment postcard.		analyse texts from etiquette books to determine most important aspects; use a variety of linguistic expressions and appropriate subject-specific vocabulary in their etiquette book page as well as oral presentation to create a page of an etiquette book and orally present it.
11	(Middle classes) Meals	Overview of the mealtimes, recipes and meal-related customs of the middle classes. Group work: organising a middle class meal (what food they would include, what manners and rituals need to be observed); all groups organise a different mealtime. Groups choose recipes from Mrs Beeton's *Book of Household Management* (1861). Presentation of group works. Writing a self-assessment postcard.	Students organise a middle-class dinner and present it orally using proper linguistic elements and including correct and relevant information. Students write a self-assessment postcard addressed to a Victorian person in which they assess whether and to what extent they have achieved the learning outcomes.	<u>By the end of the lesson the student will:</u> **Content:** explain the middle-class mealtimes, recipes and meal-related customs; choose the most appropriate meals and customs which are appropriate for a specific mealtime; **Language:** use a variety of linguistic elements and appropriate subject-specific vocabulary to

				organise a meal and orally present it.
12	(Middle classes) Leisure	Group work: reading four different texts accompanied by different activities (finding answers for true/false activity and shortly discussing the contents of the texts, answering questions about the text, discussing how the Victorians would spend their free time in today's world, writing a short description of how students would imagine doing some of these activities in the Victorian era). Writing a self-assessment postcard.	Students determine the veracity of statements and answer questions about texts correctly. Students use a variety of linguistic expressions and subject-specific vocabulary to express their opinion about the possible ways the Victorians' might spend their free time in the contemporary world. Students write a descriptive text in which they imagine doing a particular activity in the Victorian era, using a variety of linguistic expressions and appropriate subject-specific vocabulary while presenting correct information about the Victorian era. Students write a self-assessment postcard addressed to a Victorian person in which they assess whether and to what extent they have	By the end of the lesson the student will: **Content:** explain the common means of leisure among the middle classes; compare the means of leisure in the Victorian era and in the contemporary world; **Language:** interpret texts to determine the veracity of statements and answer questions based on the texts; use a variety of linguistic expressions and subject-specific vocabulary to express their opinion and write a descriptive text.

			achieved the learning outcomes.	
13	Middle classes: role play	Role play + questions about the final project. Part of the class do the role plays and the other part discusses their questions about their character portfolio (the ones who got a representative of the middle class as their final project character ask questions and the other prepare a short role play meanwhile).	Students perform the role play in accordance with the set criteria, demonstrating their mastery of the unit. Peer assessment: students assess the quality of their peers' role play on the basis of an assessment rubric.	<u>By the end of the lesson the student will:</u> **Content:** synthesise knowledge obtained throughout the unit on the middle-class everyday life to perform a role play on a specific topic; **Language:** use a variety of linguistic expressions and appropriate subject-specific vocabulary to perform a role play on a specific aspect of the middle-class everyday life.
14	(Lower classes) Education & work life	Overview of the education and work life of the lower classes. Balloon debate: students have to debate on the advantages and disadvantages of different jobs (each student gets a specific working class job and	Students debate on the advantages and disadvantages of different jobs using a variety of arguments and proper linguistic elements. Students write a self-assessment postcard addressed to a Victorian person in which they assess	<u>By the end of the lesson the student will:</u> **Content:** explain the education and work life of the lower classes; compare and contrast different lower-class jobs;

		they have to persuasively explain why this is better than the others – they also get more detailed descriptions of what these jobs were like). Writing a self-assessment postcard.	whether and to what extent they have achieved the learning outcomes.	**Language:** use a variety of linguistic expressions and appropriate subject-specific vocabulary to form persuasive arguments and present them orally.
15	(Lower classes) Household	Overview of the lower class household in general (layout, conditions, management). Group work: creating a house plan (how a specific part of the house looks like, what furnishings they have chosen, what the general conditions are and what housework is done there). Presentation of house plans. Writing a self-assessment postcard.	Students create a house plan in which they include relevant and appropriate information and present it, using a variety of linguistic expressions and appropriate subject-specific vocabulary. Students write a self-assessment postcard addressed to a Victorian person in which they assess whether and to what extent they have achieved the learning outcomes.	<u>By the end of the lesson the student will:</u> **Content:** explain the layout, conditions and management of a lower-class household; choose the most important and appropriate characteristics of the Victorian era household to design a lower-class house plan; **Language:** use a variety of linguistic expressions and appropriate subject-specific vocabulary to create and orally present a house plan.

16	(Lower classes) Social rituals	INSERT reading of a text speaking about the social rituals in the lower classes (marking different symbols in the text, e.g., what they already knew, what was new/surprising/ confusing, new vocabulary). Discussion of the text (at first in small groups and then in the whole class). Quiz (Jeopardy). Writing a self-assessment postcard. Homework: reading a text for the next class.	Students complete the INSERT reading activity in accordance with the set criteria, paying attention to all elements required. Students discuss the text using a variety of linguistic elements to express and justify their opinion. Students successfully complete the Jeopardy quiz. Students write a self-assessment postcard addressed to a Victorian person in which they assess whether and to what extent they have achieved the learning outcomes.	By the end of the lesson the student will: **Content:** explain the principles of the most important lower-class social rituals; **Language:** analyse a text to determine known and unknown, surprising or confusing information and new vocabulary items; use a variety of linguistic expressions and appropriate subject-specific vocabulary to discuss the contents of a text on lower-class social rituals and express their opinion on these rituals.
17	(Lower classes) Meals	Students read a text about the lower-class meals and mealtimes prior to the lesson as homework. Practical activity during the lesson:	Students participate in the practical activity. Students write a summary of the experience gained during the practical	By the end of the lesson the student will: **Content:** explain the lower-class mealtimes,

		students act as workers going to eat fish and chips after a long workday (e.g., the Irish Pub). Homework: writing a descriptive text that relates the most important aspects gained from the experience (from the point of view of a Victorian era lower class person). Homework: writing a self-assessment postcard.	activity using a variety of proper linguistic elements and subject content knowledge. Students write a self-assessment postcard addressed to a Victorian person in which they assess whether and to what extent they have achieved the learning outcomes.	recipes and meal-related customs; **Language:** analyse a text to find most important information and relate it to their own experience; use a variety of linguistic expressions and appropriate subject-specific vocabulary to write a descriptive text.
18	(Lower classes) Leisure	Pair work: information gap activity in the form of an interview. Creating an overview of the lower class means of leisure on the basis of the previous activity: each student now gets other texts too. Students have to think what leisure activity they would do if they were living in the Victorian era working class society and explain the reasoning behind their choice (first think individually, then	Students properly ask questions and fill in the gaps correctly during the information gap activity. Students express and persuasively justify their opinion of their preferred Victorian lower class leisure activity using proper linguistic elements and subject content knowledge. Students write a self-assessment postcard addressed to a Victorian person in which they assess whether and to what	<u>By the end of the lesson the student will:</u> **Content:** explain the common means of leisure among the lower classes; **Language:** ask and answer questions to complete gaps in a text; use a variety of linguistic expressions and appropriate subject-specific vocabulary to orally express

| | | discuss in groups and finally share their ideas with the whole class).

Writing a self-assessment postcard. | extent they have achieved the learning outcomes. | their opinion and justify it. |
|---|---|---|---|---|
| 19 | Lower classes: role play | Role play + questions about the final project.

Part of the class do the role plays and the other part discusses their questions about their final project (the ones who got a representative of the lower class as their final project character ask questions and the other prepare a short role play meanwhile). | Students perform the role play in accordance with the set criteria, demonstrating their mastery of the unit.

Peer assessment: students assess the quality of their peers' role play on the basis of an assessment rubric. | <u>By the end of the lesson the student will:</u>

Content:

synthesise knowledge obtained throughout the unit on the lower-class everyday life to perform a role play on a specific topic;

Language:

use a variety of linguistic expressions and appropriate subject-specific vocabulary to perform a role play on a specific aspect of the lower-class everyday life. |
| 20 | Final project presenta-tions | Students present their final projects and peers as well as the teacher give short feedback (if there is enough time, they can also ask the presenter questions). | Students present their final project in accordance with the set criteria. Students' final project contains all the information required.

Peer assessment: students assess the | <u>By the end of the lesson the student will:</u>

Content:

synthesise information about either the upper, middle or lower |

		Students hand in their portfolios.	quality of their peers' final project content and presentation on the basis of an assessment rubric.	classes obtained throughout the course to create a blog about the everyday life of a specific Victorian person; **Language:** use a variety of linguistic expressions and appropriate subject-specific vocabulary to orally present their final project and answer questions.
21	Final project presenta-tions and conclusion of the course; feedback to the course	Students present their final projects and peers as well as the teacher give short feedback. (If there is enough time) Concluding the course with a short quiz (not graded). Feedback: students write what they learned throughout the course and what could be improved. Students hand in their portfolios.	Students present their final project in accordance with the set criteria. Students' final project contains all the information required. Peer assessment: students assess the quality of their peers' final project content and presentation on the basis of an assessment rubric.	<u>By the end of the lesson the student will:</u> **Content:** synthesise information about either the upper, middle or lower classes obtained throughout the course to create a blog about the everyday life of a specific Victorian person; **Language:** use a variety of linguistic expressions and appropriate subject-

				specific vocabulary to orally present their final project and answer questions.

APPENDIX 2

Lesson plan 1

Topic: Introduction to the course and the class system in Victorian England

Students: 15

Length: 75 minutes

Outcomes: By the end of the lesson students will…

- **Content:**
- name the most important characteristics of the Victorian era and its three main social classes;

- **Language:**
- interpret a text to find most important and relevant information;
- use a variety of linguistic expressions and appropriate subject-specific vocabulary to explain the characteristics of one of the social classes to peers.

Procedure:

Lesson structure	Time	Activities and instructions	Materials and comments
Introduction	10 min	The teacher introduces the course plan and requirements to students.	It prepares students for the course by informing them of what is needed to pass the course.
	5 min	Eliciting information about the Victorian era. The teacher asks students to write some keywords they associate with Victorian era on Mentimeter.	It activates students' schemata.

Main part	10 min	Teacher shortly introduces the Victorian era (commenting both the keywords submitted on Mentimeter and giving further information).	Students get a basic overview of the Victorian era which prepares them for learning about more specific aspects.
	28 min	Jigsaw reading (15 min for first part, 10 min for the second part, 3 min for group creation and changing): first all group members get the same topic (either upper classes, middle classes or lower classes) and read through the text about their topic, after which they discuss the most important points from the text and fill in their part of the worksheet; then new groups are created so that each group contains at least one representative of each topic who explains their topic to the other members of the new group who have not read the other texts; eventually everyone will have all parts of the worksheet filled in.	Students become experts of a specific topic and introduce it to their peers which facilitates deeper learning and enhances their reading as well as speaking skills.
	17 min	Discussion of answers: the teacher asks students to read out the information students wrote on the worksheet; the teacher might add some additional information if needed. After that, the most important vocabulary items are discussed.	It ensures the correctness of the information and the transmission of it to each and every student.
Conclusion	5 min	Students get topics for their final project (social classes) by drawing lots.	Students can already start preparing for their final project.

Materials for lesson 1

Texts for the jigsaw reading

The upper classes:

The elite or upper classes made up the smallest part of the society. They included the aristocracy (people with a title - peers) and the landed gentry (big landowners, usually without a title, below the social status of peers). People from this social class **did not work for their money** - their income came from inherited land or investments.

A landowner's **estate** was divided into farms that were rented out on very long-term leases. The manor or hall in which the landowner lived was a comfortable country house with **a staff of servants**. The title (in the case of aristocrats) and the land usually passed intact to the eldest son. With the coming of nineteenth-century moral reforms, an upper-class life of pure leisure and dissipation lost favour. When the **eldest son** inherited the estate, he was expected to do something useful—to **sit in Parliament, take part in local affairs, use his influence in a charitable cause**—although he did not do any paid work. **Younger sons** might have some inherited income, but many were prepared to **enter a profession**, especially as military officers, clergymen, or colonial administrators.

Peers generally had a London residence as well as one or more estates in the country. When Parliament was in session (during spring and early summer), the family lived in their **town house** and engaged in a round of **balls, dinners, and receptions**. During the autumn and winter they returned to their **estates** for **foxhunting and house parties**. Sons were generally educated at the great **public schools**. Daughters were taught at home by a **governess**. The **landed gentry** usually did not have a house in town. The landed gentleman (called 'the **squire'**) spent **most of the year on his estate** and was expected to be a **justice of the peace**, to take an **interest in the countryside**, and to **promote local charities**. His wife and daughters would **visit poor people**, **provide layettes for new babies** or **soup for the elderly**, and probably **teach a class in the Sunday school**. There was plenty of time for **sports, visiting, hunting, balls, and country festivals**. (Mitchell 2009)

The middle classes:

The **middle classes** grew in size and importance during the Victorian period, making up about 15 percent of the population in 1837 and perhaps 25 percent in 1901. Middle-class people did **clean work** that usually involved mental rather than physical effort. They earned a monthly or yearly salary.

The middle class was composed of a **wide variety of people**. It is important to remember that money was not the defining factor in determining class; the middle class included wealthy bankers as well as poor clerks. On the upper scale were professionals such as **clergymen, military and naval officers**, men in the higher-status branches of **law and medicine, university professors and the headmasters of prestigious schools**. Later in the period some additional occupations such as **architecture** and **civil engineering** might be added. The newer portion of the upper middle class was made up of large-scale **merchants,**

manufacturers, and bankers—men whose success was a direct consequence of the Industrial Revolution. The middle classes also included a number of newer occupations that required a reasonably good education: **accountants, journalists, insurance agents**, etc. On the lower scale were small **shopkeepers and most clerical workers** (clerks, middle managers, bookkeepers, etc); these professions required literacy but no further education.

Despite the range in status and income, the middle class was presumed to share **a set of standards and ideals**. In addition to maintaining a certain kind of house, the middle class **despised aristocratic idleness**; the majority **valued hard work, sexual morality, and individual responsibility**. **Education was important**; sons who were not sent to the elite boarding schools went to local grammar schools or to private schools with a practical curriculum, later in the period they often demanded quality education for their daughters as well. **Family togetherness and the idealisation of family life** were typically middle class. Other middle-class virtues included **sobriety, thrift, ambition, punctuality, constructive use of leisure, and financial security before starting a family.** (Mitchell 2009)
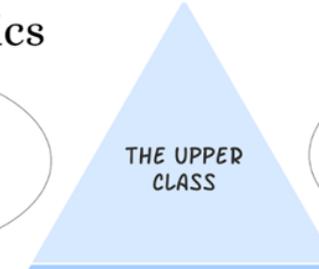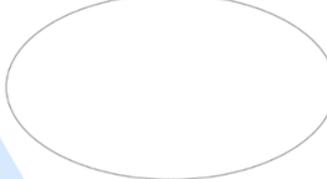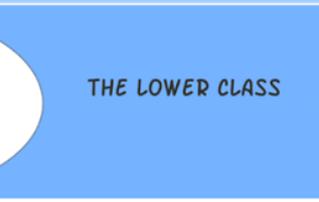
The lower classes:

The **working classes** made up the largest part of Victorian society. Both men and women did **physical and often dirty work**; it showed in their clothes and hands. The largest number were **agricultural labourers, domestic servants, and factory hands**. In addition there were a great variety of unskilled, semiskilled, and skilled jobs in **mining, fishing, transportation, building, the garment industry, and other manual trades**.

Most working people earned just enough to stay alive, and could be thrown into **poverty** by illness, layoffs, or a sudden misfortune such as a factory fire that caused even short-term unemployment. People in **unskilled and semiskilled (miners, railway porters, etc)** jobs generally needed additional income from several members of the family to stay above the poverty line. For this reason, **children had to start work very young** and had **little schooling**. Even before they were old enough for regular jobs, they often helped in the work done by older members of the family.

Skilled workers, who made up perhaps 15 percent of the working class, were in a more fortunate position. **Printers, masons, carpenters, bookbinders, expert dressmakers, shoemakers**, and the growing number of highly skilled workers in new trades such as **toolmaking** had **a higher and more dependable income**. Because these trades were generally learned through **apprenticeship**, skilled workers **came from families that could afford to do without their children's income** while the apprenticeship was served. In effect, the skilled formed a separate subclass within the working class, with differences in education, training, interests, and way of life. **Artisans such as saddlers, shoemakers, bakers, and builders** sometimes became employers and set up their own shops, thus occupying a borderline territory between working and middle classes. (Mitchell 2009)

Worksheet

Social classes in Victorian England

Characteristics   Professions

THE UPPER CLASS

THE MIDDLE CLASS

THE LOWER CLASS

APPENDIX 3

Lesson plan 6

Topic: Leisure activities among the Victorian era upper classes

Students: 15

Length: 75 minutes

Outcomes: By the end of the lesson students will…

- **Content:**
- explain the common means of leisure among the upper classes;
- choose the most important and relevant aspects to explain a certain aspect of upper-class leisure to peers;

- **Language:**
- use a variety of linguistic expressions and appropriate subject-specific vocabulary to create and orally present a poster on the means of upper-class leisure.

Procedure:

Lesson structure	Time	Activities and instructions	Comments
Introduction	5 min	Lead-in: teacher asks students how they usually spend their free time.	It activates students' schemata and connects the topic to students' everyday life.
Main part	8 min	Introduction into the Victorian ways of spending free time: students are given a sheet with pictures, each of which represents some aspect of the upper class leisure activities; in pairs, students	It activates students' prior knowledge of the topic and allows them to prepare for the

		have to describe what they see in the picture and together they must form guesses of what these activities could be.	lesson through speculation.
	7 min	Discussion of guesses: students say what their guesses are; the teacher leads the discussion in a way that eventually all the activities are revealed.	Students can check whether their guesses were correct and practise their communication skills at the same time.
	5 min	The teacher says that the students are going to form groups for group work. For that, the teacher has prepared sheets, all of which have information about a specific leisure activity (e.g. archery, ball, trips abroad, etc). Four groups are created on the basis of larger topics (travel, sports/games, public and group pastimes, private and family pastimes). Students find their group mates by deciding to which greater category their smaller topic belongs to.	Students practise their categorising skills. In addition, they have the opportunity to move.
	25 min	In groups, students gather the information presented in their sheets and create a poster that gives an overview of their leisure topic. A relevant picture presented in the picture description activity is also added to the poster as an illustration.	Students become experts of a specific topic, thus facilitating deeper learning. In addition, they can practise their cooperative and collaborative as well as communicative skills.
	20 min	Presentation of each group's poster (approximately 5 min per group). They also need to present and explain some of the most	Other students get an overview of the topics they did not have, thus

		important vocabulary items related to the topic.	forming a holistic overview of the whole topic. Students also practise their oral presentation skills.
Conclusion	**5 min**	Writing a postcard with the students learnt during the lesson and how they assess their performance.	Students can assess how well they acquired the new information and skills and what they need to still improve. This helps students reflect on their learning process and thus be more mindful of their achievements and areas of improvement.

Materials for lesson 6

Picture description and guessing:

Leisure activities among the upper classes

Look at the pictures and try to guess how the Victorian upper classes spent their free time.

(Goodman 2014)

(Goodman 2014)

(Victoriana Magazine n.d)

(Johnstone & Croall 1859)

Cards for poster creation on the topic of sport:

Boxing

- Although boxing was primarily a working man's sport, it was also enjoyed by an **enthusiastic following among gentlemen and aristocrats**.
- Men practised for **exercise**, for **strength**, for **fun** and for **money** at different social levels.
- **Schools of boxing** were opened, in which there were both rich and poor people.
- As the century progressed, boxing became a **more ordered, controlled and urban** sport.
- It is the **Marquis of Queenbury's rules** of boxing that we are familiar with today .
- A few **examples** of the Marquis's **rules**: three-minute rounds with a single minute's rest between them; all wrestling moves banned; advice of wearing gloves at all times.

(Mitchell 2009; Goodman 2014)

Archery

- **Archery** was a **high-fashion activity** and went with special **high-fashion clothes**.
- **Ladies competed alongside men**, sometimes in their own separate competitions but often directly against them.
- By the middle of the century, female arhers could outnumber male participants at tournaments.
- **Lady's bows** were generally **smaller** and **easier to draw** than those of the gentlemen.
- **Ladies** also required **a set of her own arrows**, a **quiver** to carry them in, **a leather arm brace** to keep the fabric of sleeves tidily out of the way, and **a small leather finger tab** to protect the fingers of her draw hand.

(Mitchell 2009; Goodman 2014)

Hunting

- **Hunting** (foxhunting, more specifically) was a **sporting and social ritual** through which aristocracy, gentry, clergy, professional men, and substantial farmers **developed local bonds**.
- Hunting required **weekday leisure** and **enough money to keep good horses**.
- The **people themselves did not hunt** - it was done by dogs who chase the fox. The gentlemen followed on horseback.
- The **season** began in November and ended when frozen ground became dangerous for horses.
- Hunt clubs sponsored an **elaborate social life** of **breakfasts, dinners, balls, and races**.

(Mitchell 2009; Goodman 2014)

Shooting

- **Shooting** was a popular pastime of the upper classes.
- Shooting was **strictly regulated by the game laws** and therefore limited to landowners and their guests.
- **Shooting parties** were arranged for **early autumn**.
- Servants acting as drivers flushed the birds and drove them toward the gentlemen with guns.
- The **day's success** was measured by the number of birds killed, which could run into **hundreds and even thousands**.
- The excess would be sold in expensive London shops, because even a large houseparty could not eat hundreds of pheasants and partridges before they went bad.

(Mitchell 2009; Goodman 2014)

Cards for poster creation on the topic of travelling:

Seaside holidays in England

- It was the fruits of the **Industrial Revolution**, such as the **railway**, that enabled Victorians to travel more conveniently to the British **coasts**.
- As a result, English **seaside towns** expanded and developed.
- New **promenades**, **gardens** and **seating areas** were laid out by forward-thinking town councils.
- New businesses sprang up to serve **food** and **drink** to the growing numbers of holidaymakers.
- **Theatres**, **concert halls** and **bandstands** provided entertainment into the evening.
- **Clothing** could be **brighter**, **lighter** and **less formal**. **Behaviour** could be **more frivolous**.
- The Victorians did **not sunbathe**. **Bonnets** with wide brims were worn to keep the face in shadow; **gloves** were worn on the beach to prevent hands from discolouring.

(Paterson 2008; Mitchell 2009; Goodman 2014)

Holidays in mainland Europe

- **Previously** the upper classes had had the opportunity to travel in Europe by means of **carriages** as part of the **Grand Tour**.
- The **invention of the railway and the steamship** enabled people to swiftly cross seas and great distances to travel the European continent with **greater ease**.
- Some of the most **popular places** included **France, Italy, Germany, and Switzerland**.
- The **Rhine** was filled with Anglo-Saxon tourists, the **castles**, **cathedrals** and **hotels** on its banks echoing to the sound of their language.
- **Switzerland** became especially popular in the sixties, and tourists also poured into **Italy**, familiar to their countrymen since the Grand Tour a century earlier.
- Tourists were armed with **guidebooks**, a symbol of tourism ever since.

(Paterson 2008; Mitchell 2009; Goodman 2014)

Holidays in exotic places

- It was the technology invented during the Industrial Revolution - the **railway** and the **steamship** - that enabled people to swiftly cross seas and oceans and to travel the **Middle East**, making far-flung regions more accessible than before.
- **Egypt** was one of the most popular places.
- The country's **history** and **culture** were a source of fascination, and appealed to the Victorian desire to combine **leisure** with **improvement**.
- The **warm, dry climate** was **beneficial** for those suffering from **consumption** at home, and numerous Anglo-Saxons developed the habit of **spending winters there**.
- Travellers could visit the **pyramids** and go on **boat excursions** on the Nile.
- Places such as **India** and **East Asia** became popular destinations as well.

(Paterson 2008; Mitchell 2009; Goodman 2014)

Cards for poster creation on the topic of public and group pastimes:

Shows & theatres

- For people in the upper classes, the **opera** was a feature of London's **social season**.
- **Other theatrical performances** grew also more popular and respectable during the Victorian period.
- **Shakespearean and domestic dramas** were performed, and a new genre of **English comedy** also developed.
- The **shows**, however, that were **most acceptable** in the middle of the century had an **educational pretext**.
- People paid admission to see **models of battlefields** and **panoramic paintings** with lights and moving panels that gave the sensation of being part of a shipwreck or fire.
- Some **dioramas of exotic places** had living people on exhibit as if they were animals in a zoo: Ojibways in a Native American scene, Mexicans on Aztec ruin, Bushmen in the African veldt.

(Mitchell 2009; Goodman 2014)

Racing & betting

- **Horse racing** was one of the most popular leisure activities among the **upper class men**.
- **Betting** on horses became **commercialised**.
- Speical **bank holiday fares** toward the end of the century brought enormous crowds to racetracks.
- Although respectable women did not usually attend races, the four-day meeting in **Ascot** was an exception. It was a central feature of the **social season**, attended by upper-class women and men wearing their most **elegant summer clothes**.
- **The Derby** was another popular race. It was an **unofficial public holiday** on which even Parliament suspended business. There was as much activity outside the race course as on it; many people came primarily for the **sideshows, food, and general excitement**.

(Mitchell 2009; Goodman 2014)

House parties

- A popular way of for the upper classes to spend their free time was to hold **house parties**.
- When the gentry and upper classes had house parties, they often engaged in **private theatricals**, **charades** (acting out a word), and **tableaux vivant** ("living picture"), in which people dressed up to represent a painting or a famous historical moment.
- The fun was in the **preparation**, the **dressing up**, and the **joke** of having (for example) a young man with a luxuriant moustache put on a gown and veil to portray a seductive woman.

(Mitchell 2009; Goodman 2014)

Balls

- One of the most common upper class means of leisure was participating in **balls**.
- **Music** was an important part of such social gatherings. Wealthy people hired **professionals** or issued special invitations to **talented amateurs**.
- The other central function of the social season was its role in **making marriages**.
- **Private balls** and **parties** were arranged so that young men and women of suitable backgrounds could meet.
- Most social dancing early in the period was in the form of **folk dances, reels, and other figures** through which couples moved while barely touching hands.
- After Queen Victoria and Prince Albert danced **the waltz**, however, its reputation soared. By the middle of the century, it was a common dance at balls.

(Mitchell 2009; Goodman 2014)

Cards for poster creation on the topic of private and family pastimes:

Gardening

- By the **1850s**, the upper classes were also discovering the joys of **gardening** (in addition to lower classes).
- A **gamut of books** and **magazines** was published to **aid** them, taking full advantage of the new market.
- One could spend hours flicking through beautifully illustrated pages of **garden designs**, **flowers**, tasteful **arrangements** for **window boxes** and adverts for **lawnmowers** and **garden tools**.
- Gardening was rapidly seen as an expression of **nurturing**, **domestic virtues**, embodying a love of **order** and **neatness** alongside **visual taste** and **botanical expertise**.
- The **royal family** were keen early adopters if the gardening craze. **Prince Albert** insisted that all his **children** should have **their own patches** to cultivate in the palace grounds.

(Mitchell 2009; Goodman 2014)

Crafts

- **Handicraft** was a popular leisure activity specifically for girls.
- As upper class girls had servant to sew and mend the family clothing, they occupied their time with **needle crafts** such as **embroidery, tatting and crochet**.
- **Embroidered scenic pictures** were framed to hang on the wall or used as fire screens. **Bellpulls, eyeclass cases, dresser tidies, cushions, protective shoe-cases, watch-fobs**, etc were made for Christmas gifts.
- **Tatting and crochet** were used to make **fancy edgings** for household linens, petticoats, and other garments.
- **Other crafts** such as shellwork, beadwork, drawing, painting, calligraphy, manuscript illumination, woodcarving, upholstery, mosaic work, painting on glass and china, and making wax flowers were also greatly spread.

(Mitchell 2009; Goodman 2014)

Reading novels

- One of the most popular means of leisure among the upper classes was **novel reading**.
- Although **the Victorians virtually invented mass literature** due to the advances in technology and the increase of literate audience, **new novels were expensive**.
- In volume form they were read primarily by people of the middle and upper classes who belonged to **private subscription libraries**. In order to increase their profit on rental fees, libraries wanted novels to be published in three volumes.
- Some of the **most important authors included** George Eliot, Elizabeth Gaskell, Charlotte Brontë, W. M. Thackeray, Anthony Trollope.
- **Sensation novels** were another popular form of reading. These stories featured **secrets, surprises, suspense, exaggerated emotions**, and an overriding **mystery**.

(Mitchell 2009; Goodman 2014)

Natural history

- **Natural history** was very popular among all classes, including the aristocracy.
- **Amateur naturalists** combined hobby and science. They **collected** fossils, seaweeds, mosses, ferns, fungi, butterflies, and other insects. They also did the basic **descriptive** and **classification work** on many **species**.
- **Bird watchers** began keeping **local records**.
- Once **microscopes** became widely available, **specimen clubs** spent Saturday afternoons making local excursions and examining the samples they brought back.
- Girls **pressed flowers** for both scientific and sentimental reasons. They made little **bouquets** as party favours.
- Popular **handbooks** explained the so-called **language of flowers**—the meaning of each bloom or combination in a bouquet.

(Mitchell 2009; Goodman 2014)

APPENDIX 4

Lesson plan 12

Topic: Leisure activities among the Victorian era middle classes

Students: 15

Length: 75 minutes

Outcomes: By the end of the lesson students will…

- **Content:**
- explain the common means of leisure among the middle classes;
- compare the means of leisure in the Victorian era and in the contemporary world;

- **Language:**
- interpret texts to determine the veracity of statements and answer questions based on the texts;
- use a variety of linguistic expressions and subject-specific vocabulary to express their opinion and write a descriptive text.

Procedure:

Lesson structure	Time	Activities and instructions	Materials and comments
Introduction	**10 min**	Lead-in: true/false activity - students are given a number of statements about the middle class leisure activities and they have to decide whether these are true or not. First they have a look at the statements alone and then discuss in groups.	It activates students' schemata. In addition, they can practise their oral communication skills.

Main part		Students rotate texts between groups (four groups and texts altogether).	Each group can familiarise themselves with all texts through different activities.
	12 min	Group activity 1: students read texts to find out whether their answers were correct, followed by a short discussion of the correct answers and the contents of the texts.	Students can briefly familiarise themselves with the main points of the text.
	12 min	Group activity 2: students read texts and answer questions about the vocabulary and main points of the texts (two questions per text), followed by a short discussion of the correct answers.	Students can learn new subject-specific vocabulary and concepts as well as practise finding specific information from text.
	10 min	Group activity 3: students discuss what would be the leisure activities of these middle class Victorians in today's world.	Students can connect the topic with the contemporary world, thus helping them make connections and memorise the topic better. They can also practise their oral communication skills.
	16 min	Group activity 4: students read texts and write a short piece on how they would imagine doing these activities in the Victorian era.	Students can connect the topic with their own life and preferences, thus making further connections while practising their writing skills.

Conclusion	5 min	Writing a postcard with the students learnt during the lesson and how they assess their performance.	Students can assess how well they acquired the new information and skills and what they need to still improve. This helps students reflect on their learning process and thus be more mindful of their achievements and areas of improvement.

Materials for lesson 12

Statements about the middle-class leisure activities (true/false):

✂- –

The middle classes could not afford travelling outside England.

✂- –

Summertime trips to the seashore were common among the middle classes.

✂- –

One of the most popular hobbies of middle-class girls was archery.

✂- –

Croquet started growing in popularity among the middle classes because of the invention of a lawnmower.

✂- –

Victorian era saw the increase of middle-class audiences in theatre, which they had previously found disreputable.

✂- –

Gardening became a popular hobby among the middle classes during the Victorian era.

✂- –

Betting on horse races and boxing matches was spread among the upper and lower classes but not the middle classes.

Texts about the means of middle-class leisure:

Middle-class private and family pastimes

As family values were the centre of the middle-class ideal, private and family pastimes were especially important. Family members could spend evenings **singing, acting charades, and playing chess, backgammon, word games, or puzzles**.

Another important activity to be done together with family, or privately, was **reading**. Although **novels** were also sold as separate volumes, **serialisation** proved especially successful. This meant that novels were sold in monthly parts (for example, a novel could be divided into 20 parts, each about 30 pages). Every instalment often concluded with a note of suspense. As reading aloud was a customary employment for an evening at home, such **serialised novels** could also be read by one person who sat next to the only good lamp while other family members occupied their hands with knitting or jigsaw puzzles.
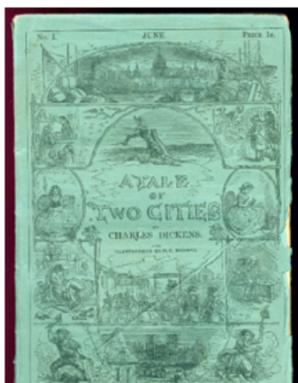
An instalment of Dickens's serialised novel *A Tale of Two Cities* (Smith College Libraries 2011)

Girls were told that their hands should never be idle. When not doing something else, women felt they should be busy with **needlework**.

Crochet basket (Beeton 1870)

Those who had servants to sew and mend the family clothing occupied their time with embroidery, tatting, crochet, fancy knitting, and other needle crafts. Other crafts recommended to adults and young people included shellwork, painting, calligraphy, woodcarving, and mosaic work.

Natural history also was very popular. People collected fossils, seaweeds, mosses, ferns, fungi, butterflies, and other insects. Rustic hobbies gave city and suburban people a reason to make trips into the country and a way to bring nature home. Even a small room could have an aquarium or terrarium. Those with more space had greenhouses, ferneries, exotic houseplants, and caged birds. Gardening, too, was enjoyed by the middle classes which was seen as an expression of nurturing and domestic virtues. (Mitchell 2009; Goodman 2014)

What is the meaning of 'serialised novels' that were popular in the Victorian era?

What handcrafted activities belong to the category of 'needlework'?

Middle-class public and group pastimes

The middle classes differed in several ways from the two other classes in terms of public entertainment. While for the upper and lower classes, **betting** on horse races and boxing matches was popular, the middle classes found it disreputable. The same had previously applied to the **theatre** but in the Victorian era middle class audiences were won back with carefully staged Shakespearean dramas.

Making as well as hearing **music**, in general, was more a part of Victorian daily life than of modern-day life. Schoolchildren of all classes were trained to sing. **Playing the piano** was an essential accomplishment for young ladies. Many middle-class and upper-class women developed an abiding pleasure in playing.

Music as well as **dancing** was a part of most social gatherings. Adult women and men danced at **private balls and at dancing parties** in middle-class houses: the furniture was pushed back, the carpet rolled up, and a professional pianist or an

A ball (Victoriana Magazine n.d)

accommodating friend was engaged to provide music while people danced. At private balls, organised by a private citizen in their home, dinner was also served during the evening.

The paid entertainments available in cities varied greatly in respectability and popularity. **Pleasure gardens** such as Vauxhall and Cremorne, in London, were past their heyday but still drew visitors at mid-century. After paying an admission fee, people strolled through carefully planted outdoor vistas and listened to bands and singers. Light (and expensive) meals were available—and probably provided most of the owners' profit.

Pleasure garden (Downing 2009)

Because of its emphasis on educational recreation, the Victorian period was particularly notable for building **museums and galleries** such as the Victoria and Albert Museum or the National Gallery. These were often visited by many Victorian people. (Mitchell 2009; Goodman 2014)

What were 'private balls' and 'dancing parties?

What was a 'pleasure garden'?

Middle-class sport activities

Sport and exercise were perhaps the biggest pastimes in the nineteenth century. At the beginning of the period, it was men who were primarily allowed to indulge in sports such as **football**. In the mid-century, however, mixed-sex pastimes such as **croquet, archery, tennis, and ice skating** grew popular. While archery was a high-fashion activity that was beyond the purse of most middle-class people, other types of sport were shared also by the middle classes.

Tennis, once an indoor game for royalty, was revived by the Victorians as a family pastime for people with large enough lawns. Suburban tennis clubs and subscription skating rinks also allowed middle-class women to participate. Compared to the game played nowadays, the net was higher than it is now, and the racquets were more like those used for badminton. A more genteel sport was **cricket**, the most popular sport in

Croquet (Goodman 2014)

the country by 1860. An additional beloved sport was **croquet**. All you needed was a lawn and a croquet set. The invention of the lawnmower had made it possible for a middle-class villa home to have a lawn and thus play croquet, but it was impossible for the working classes.

Gymnastics was another common exercise in schools and clubs. This exercise included, for instance, men swinging on bars and leaping over vaulting

Callisthenics (Goodman 2014)

horses. As such exercises involved too much movement of the body for feminine safety and would not be possible in modest female clothing, **callisthenics** was to be the girl's equivalent of gymnastics. It concentrated particularly upon moving the arms and shoulders, and generally left the torso immobile. (Mitchell 2009; Goodman 2014)

What types of sport were common among the middle classes in the Victorian era?

What is the meaning of 'gymnastics' and 'callisthenics'?

Middle-class travelling

One of the most important new means of spending leisure time was **travelling** more freely and conveniently than ever before. The Industrial Revolution introduced the invention of the steam engine which, in turn, laid the foundation for **railways** and **trains**.

As rail travel simplified the access to coastal resorts, **summertime trips** to the **seashore** became popular. Middle-class London workers went to southern coastal towns such as Ramsgate, Deal, Bexhill, Shoreham, Hastings, Worthing, and especially Brighton. The family took lodgings in a boarding house that provided room and meals. During the week, the family enjoyed walks along the shore, donkey rides, band concerts, puppet shows, and bathing.

The bathing machine (Goodman 2014)

For the latter activity, **bathing machines** were used. They were small wooden shelters on wheels that were pulled out beyond the surf by a horse or donkey until the water was almost up to the floor. The machine provided a place to undress, a sort of private dock from which to swim, and a safe place for non-swimmers to dip into the water.

However, the shores of England were not the only holiday destinations for middle-
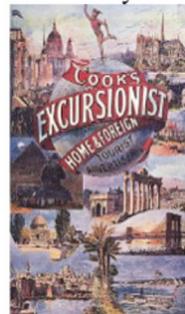
Thomas Cook's travel advertisement (Kramer 1998)

class Victorians. After its inception in the mid-19th century, Thomas Cook's travel agency pioneered the development of **mass tourism**. He created **international 'package tours'**, carrying groups of people from England to various cities in Europe, including Cologne and Paris, for example, as well as the Middle East, East Asia, and India. These excursions offered passengers everything needed to sustain them on their journeys, including transport, accommodation, and meals. (Mitchell 2009; Goodman 2014; Sherrin 2022)

What was a 'bathing machine'?

What were 'package tours'?

APPENDIX 5

Lesson plan 18

Topic: Leisure activities among the Victorian era lower classes

Students: 15

Length: 75 minutes

Outcomes: By the end of the lesson students will…

- **Content:**
- explain the common means of leisure among the lower classes;

- **Language:**
- ask and answer questions to complete gaps in a text;
- use a variety of linguistic expressions and appropriate subject-specific vocabulary to orally express their opinion and justify it.

Procedure:

Lesson structure	Time	Activities and instructions	Materials and comments
Introduction	5 min	Lead-in activity: the teacher asks students how they think the lower classes spent their free time and how it differed from that of the other two classes.	It activates students' schemata.
Main part	15 min	Information gap activity (interview): students form pairs; each individual gets a card with the same text but different gaps; students must first read their text and then ask the partner for the information they are missing by	Students can practise asking and answering questions. In addition, by becoming experts on a specific topic,

	25 min	forming questions based on the surrounding sentence. Discussion of answers: based on the knowledge received, the teacher and students create an overview of how the lower classes spent their free time by discussing all four leisure topics (all texts are given now to all students). In addition, subject-specific vocabulary is discussed.	deeper learning is facilitated. Students get a comprehensive overview of all topics, so that they learn also about the topics they did not read about. In addition, they can practise their oral communication skills.
	25 min	Based on the previous overview of the lower class leisure activities, students must think of an activity that they would do if they were in the Victorian era and why. First they think of it individually, then discuss their answers in groups and finally the teacher asks each student to name the activity they chose and explain the reasoning behind it.	Students can connect the topic to their own life and preferences, thus making further connections to memorise the topic better. They can also practise their oral communication skills.
Conclusion	**5 min**	Writing a postcard with the students learnt during the lesson and how they assess their performance.	Students can assess how well they acquired the new information and skills and what they need to still improve. This helps students reflect on their learning process and thus be more mindful of their achievements and areas of improvement.

Materials for lesson 18

Information gap cards on the topic of travelling:

Lower class travelling

An aspect of leisure which developed during the Victorian period was holiday time. As _____ got shorter and **new holidays** were created, most people had more free time. This was especially true of the lower classes who had previously worked much longer hours. In addition, the _____ democratised the holiday market by **reducing the cost of travel**. First, it was the middle-class families who were to join the wealthy, taking a house for a few weeks in the summer. Then, as train-ticket prices fell even further, the lower classes began to enjoy their first _____. **Seaside towns in Lancashire and Yorkshire** specialised in day or weekend visits by factory hands. _____ was the most popular workers' resort. **Piers that extended out into the sea** were constructed starting in the 1850s; they provided _____, such as **games, rides, fortune tellers, kiosks for food and drink, shops selling inexpensive souvenirs and postcards**. _____ also attracted working class crowds at the seashore. The traditional English "Punch and Judy," a small puppet show that mocked **authority figures** and featured a lot of slapstick brutality between husband and wife, was primarily a working class entertainment, although other children and adults allowed themselves to enjoy it on amusement piers or in parks during the summertime. (Mitchell 2009; Goodman 2014)

Lower class travelling

An aspect of leisure which developed during the Victorian period was holiday time. As **working hours** got shorter and _____ were created, most people had more free time. This was especially true of the lower classes who had previously worked much longer hours. In addition, the **railways** democratised the holiday market by_____. First, it was the middle-class families who were to join the wealthy, taking a house for a few weeks in the summer. Then, as train-ticket prices fell even further, the lower classes began to enjoy their first **daytrips to the beach**. _____ specialised in day or weekend visits by factory hands. **Blackpool** was the most popular workers' resort. _____ were constructed starting in the 1850s; they provided **a space for pleasure boats to land as well as a promenade and space for amusements**, such as _____. **Organ grinders (with a monkey to pass the cup), jugglers, and other performers** also attracted working class crowds at the seashore. The traditional English "Punch and Judy," a small puppet show that mocked _____ and featured a lot of slapstick brutality between husband and wife, was primarily a working class entertainment, although other children and adults allowed themselves to enjoy it on amusement piers or in parks during the summertime. (Mitchell 2009; Goodman 2014)

Information gap cards on the topic of sports:

Lower class sports

Sport and exercise were one of the biggest pastimes in the nineteenth century. Although some sports, such as_____, were only for the wealthy, some others were shared also by the working classes. One of these was **boxing** which had a tremendous following and was already well-established by the mid-eighteenth century. Bare-knuckle fights could be found outside _____, in _____ and on _____. The brutal bare-knuckle sport that initially lasted until one of the fighters could not stand up was modernised with rules endorsed by the **Marquess of Queensberry** in 1867. Boxers were required to _____; matches ended if **one fighter could not rise unaided after a count of 10**. Another such activity was _____ which was already well established before the 19th century but official regulation was consolidated in the 1860s. While these activities were not respectable for women and middle class men to do, upper and lower class men found them incredibly entertaining. Other sports were more universal. _____, for example, were played by people of various social backgrounds. While at first **women** were not encouraged to take part in such sports, it was later recognized that games developed **healthy bodies**, provided **outlets for adolescent energy**, and promoted **teamwork and sportsmanship**. Although football remained primarily a men's sport, cricket was an acceptable game also for women. However, rules were somewhat modified - girls played cricket with a softer ball, for example. Other types of physical activity girls could participate in included _____ which were regarded as acceptable pastimes for women. (Mitchell 2009; Goodman 2014)

Lower class sports

Sport and exercise were one of the biggest pastimes in the nineteenth century. Although some sports, such as **sailing and foxhunting**, were only for the wealthy, some others were shared also by the working classes. One of these was _____ which had a tremendous following and was already well-established by the mid-eighteenth century. Bare-knuckle fights could be found outside **inns and pubs**, in **barns** and on **village greens**. The brutal bare-knuckle sport that initially lasted until one of the fighters could not stand up was modernised with rules endorsed by _____ in 1867. Boxers were required to wear **padded gloves**; matches ended if _____. Another such activity was **horse racing** which was already well established before the 19th century but official regulation was consolidated in the 1860s. While these activities were not respectable for women and middle class men to do, upper and lower class men found them incredibly entertaining. Other sports were more universal. **Football and cricket**, for example, were played by people of various social backgrounds. While at first _____ were not encouraged to take part in such sports, it was later recognized that games developed _____, provided _____, and promoted_____. Although football remained primarily a men's sport, cricket was an acceptable game also for women. However, rules were somewhat modified - girls played cricket with a softer ball, for example. Other types of physical activity girls could participate in included **swimming, callisthenics and walking** which were regarded as acceptable pastimes for women. (Mitchell 2009; Goodman 2014)

Information gap cards on the topic of public and group pastimes:

Lower class public leisure

During the Victorian era, there were several public and group pleasure activities that the working classes were fond of. One central topic was_____. Making as well as hearing music was more a part of Victorian daily life than of modern-day life. Schoolchildren of all classes were trained to **sing**. The working classes also formed _____ sponsored by employers, trade unions, churches, and Noncomformist chapels. Most towns had at least one **brass band**; in some places every factory had one. _____ also flourished. **Choral singing** was especially popular among the working classes. There were _____ at which dozens of choirs competed. The most popular commercial entertainment was **the music hall** that featured _____. The entertainment originated in **pubs** that provided a few acts to lure in customers and made their profit from selling drinks. Most of the audience were _____. Whereas men and women of the upper and middle classes had balls as a means of dancing, the working classes danced to fiddle music in **barns and in the open air**, as well as at **taverns**. Another, although rather different, public pastime was _____, either during horse racing competitions or boxing matches. Together with horse racing, racetrack and off-track betting were commercialised in the Victorian period. Like horse racing and boxing themselves, betting was spread among **the upper and lower class men** but not regarded as a respectable pastime for others. (Mitchell 2009; Goodman 2014)

Lower class public leisure

During the Victorian era, there were several public and group pleasure activities that the working classes were fond of. One central topic was **music, dancing and various shows**. Making as well as hearing music was more a part of Victorian daily life than of modern-day life. Schoolchildren of all classes were trained to _____. The working classes also formed **organised musical groups** sponsored by employers, trade unions, churches, and Noncomformist chapels. Most towns had at least one _____; in some places every factory had one. **Oratorio societies** also flourished. _____ was especially popular among the working classes. There were **vast festivals** at which dozens of choirs competed. The most popular commercial entertainment was _____ that featured **a mix of singers, dancers, acrobats, animal trainers, and comic acts**. The entertainment originated in _____ that provided a few acts to lure in customers and made their profit from selling drinks. Most of the audience were **men from the working and lower middle classes**. Whereas men and women of the upper and middle classes had balls as a means of dancing, the working classes danced to fiddle music in _____, as well as at _____. Another, although rather different, public pastime was **betting**, either at horse racing competitions or boxing matches. Together with horse racing, racetrack and off-track betting were commercialised in the Victorian period. Like horse racing and boxing themselves, betting was spread among _____ but not regarded as a respectable pastime for others. (Mitchell 2009; Goodman 2014)

Information gap cards on the topic of private and family pastimes:

Lower class private leisure

Shorter workdays and the Victorian idealisation of the family lay the basis for _____. Family magazines read by the working class and the middle class were full of parlour pastimes for evenings at home: chess, backgammon, songs for family singing, hints for acting charades, optical illusions, scientific tricks, demonstrations to do with simple equipment, puzzles, and word games. The most popular Victorian card game was **whist**, which is an early form of bridge. For girls, it was also customary to spend evenings creating a handcrafted piece of work. In addition to sewing, common activities included _____.
Those looking for outdoor leisure activities increasingly turned to **gardening**. In the 1850s, _____ were common, consisting of mainly urban working-class men who grew competition-quality blooms. The plants they grew were cultivated on **tiny patches of ground around their homes and workshops**, and in **pots and containers which stood in yards and on windowsills**. _____ were awarded to those with winning blooms and money could be made by the most successful florists by selling the seeds or bulbs of their creations to other gardeners. _____ gained increasing popularity during the Victorian era. For this reason, people collected **fossils, seaweeds, ferns, and different types of insects**. Collecting, overall, was done by people of all classes. Victorian collections found in antique stores today include _____. Working-class girls filled scrapbooks with designs made from **the coloured advertising cards that merchants handed out for free**. (Mitchell 2009; Goodman 2014)

Lower class private leisure

Shorter workdays and the Victorian idealisation of the family lay the basis for **more private and family pastimes**. Family magazines read by the working class and the middle class were full of parlour pastimes for evenings at home: chess, backgammon, songs for family singing, hints for acting charades, optical illusions, scientific tricks, demonstrations to do with simple equipment, puzzles, and word games. The most popular Victorian card game was _____, which is an early form of bridge. For girls, it was also customary to spend evenings creating a handcrafted piece of work. In addition to sewing, common activities included **embroidery, tatting, crochet, and knitting**. Those looking for outdoor leisure activities increasingly turned to _____. In the 1850s, **florist's societies** were common, consisting of mainly urban working-class men who grew competition-quality blooms. The plants they grew were cultivated on _____, and in _____. **Cash prizes** were awarded to those with winning blooms and money could be made by the most successful florists by selling the seeds or bulbs of their creations to other gardeners. **Natural history** gained increasing popularity during the Victorian era. For this reason, people collected _____. Collecting, overall, was done by people of all classes. Victorian collections found in antique stores today include **albums of stamps, autographs as well as picture postcards**. Working-class girls filled scrapbooks with designs made from _____. (Mitchell 2009; Goodman 2014)

APPENDIX 6

Lesson plan 19

Topic: Role play (conclusion of the lower classes)

Students: 15

Length: 75 minutes

Outcomes: By the end of the lesson students will…

- **Content:**
- synthesise knowledge obtained throughout the unit on the lower-class everyday life to perform a role play on a specific topic;

- **Language:**
- use a variety of linguistic expressions and appropriate subject-specific vocabulary to perform a role play on a specific aspect of the lower-class everyday life.

Procedure:

Lesson structure	Time	Activities and instructions	Materials and comments
Introduction	**5 min**	The teacher asks what students remember about the Victorian lower classes.	It activates students' schemata and prepares them for the concluding the study unit.
Main part	**5 min**	Creation of groups and drawing a topic by drawing lots.	Students can move and start preparing for their role play. Students can revise what they have learnt in the study unit and

	25 min	Students practise role plays / ask questions about their final project.	apply it in the context of the role play, thus solidifying the knowledge. In addition, they can practise their cooperative and collaborative and oral communication skills.
	35-40 min	Students perform role play & peers give feedback on the performance (what they liked about the play and what they would have done differently), the teacher also gives short feedback – 3-4 min per group for role play + 5-6 min per group for feedback. Since some role play cards are not enacted, the possible ways of presenting them are discussed with the whole class.	Students can practise their oral communication and presentation skills. By giving feedback, performers receive information on what aspects they did well and what they could improve in the future, which contributes to their learning process.
Conclusion	5-10 min	Students say what they learned in the lesson/unit or ask a question (e.g. about the portfolio or if something has been confusing).	It helps to conclude the unit and clarify aspects that have created confusion.

Materials for lesson 19

Role play cards:

Trip to Blackpool

You are going to spend a day in Blackpool. Show how you are going there by train and , on arrival, what entertainment activities there are (e.g. bathing, "Punch and Judy" puppet show, etc). In your play, use at least three of the following words: *pier, daytrip, organ grinder, railway, promenade.*

First day in a new factory

It is your first day working in a new factory. Show how instructions are given, how the work is done and how communication with coworkers takes place. In your play, use at least three of the following words: *physical labour, machinery, shift, maintenance work, contract.*

Playing gooseberry

You are an engaged couple going out on a walk. Show how you are walking in public discussing your upcoming wedding and how your siblings follow you to maintain respectability. In your play, use at least three of the following words: *chaperone, gooseberry, engagement, chapel, ceremony.*

Sunday dinner

You are preparing a Sunday dinner. Show how the preparation process is done (e.g. picking a recipe, cooking, etc) and how the whole family is later eating together. In your play, use at least three of the following words: *ingredient, cookbook, turnip, dripping, fireplace grate.*

Laundry day

It is the laundry day. Show how you are washing clothes and what stages there are (e.g. checking over the laundry for holes, putting the items to soak, etc). In your play, use at least three of the following words: *wringer, mangle, dollying, laundry, soak*.

Role play assessment rubric:

	Excellent **4**	**Good** **3**	**Satisfactory** **2**	**Needs improvement** **1**
Content	Group members exhibit thorough knowledge of the content and present the topic convincingly.	Group members exhibit good knowledge of the content and mostly present the topic convincingly.	Group members exhibit sufficient knowledge of the content but it is sometimes unconvincingly presented.	Group members exhibit insufficient knowledge of the content and present the topic unconvincingly.
Language	The speech is clear and the pronunciation perfect. The sentence structure is correct. Vocabulary items used in appropriate	The speech is mostly clear and the pronunciation good. The sentence structure is mostly correct but 1-3 errors occur.	The speech is sometimes unclear and the pronunciation a bit flawed. The sentence structure is rather flawed (4-6 errors). Vocabulary	The speech is mostly unclear and the pronunciation seriously flawed. The sentence structure, too, is substantially flawed (7 or

	contexts.	Vocabulary items mostly used in appropriate contexts.	items mostly used in appropriate contexts.	more errors). Vocabulary items mostly used in inappropriate contexts.
Required elements	Perfect adherence to the set time limit (max 4 min). The group has used at least three required vocabulary items. The role play is based on the topic stated on the role play card received.	The time limit is slightly exceeded (up to 1 min) and/or only two required vocabulary items used. The role play is based on the topic stated on the role play card received.	The time limit is substantially exceeded (up to 2 min) and/or only one required vocabulary item used. The role play is mostly based on the topic stated on the role play card received.	The time limit is considerably exceeded (3+ min) and/or no required vocabulary items used. The role play is only loosely based on the topic stated on the role play card received.
Presentation	The role play is interesting to observe. Group members look at their notes only occasionally. The role play is logically structured which makes it easy to follow.	The role play is interesting to observe but group members sometimes rely too much on their notes. The role play is logically structured which makes it easy to follow.	The role play is mostly interesting to observe but group members rely too much on their notes. The role play is sometimes unclear and illogically structured which makes it at times difficult to follow.	The role play is not interesting to observe and group members read only from their notes. The role play is illogically structured which makes it very difficult to follow.

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Carmen Treu
Creating a CLIL Course for Teaching Everyday Life in Mid-Victorian England
LAK-õppe kursuse loomine kesk-Victoria ajastu igapäevaelu õpetamiseks
Magistritöö
2023
Lehekülgede arv: 110

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Märksõnad: LAK-õpe (lõimitud aine- ja keeleõpe), inglise keel, ajalugu, Victoria ajastu, igapäevaelu, õppematerjal, kursus

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Pilvi Rajamäe, PhD

16.05.2023